

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

The potential of CLIL in the Armenian public school EFL classroom

A thesis submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

Arev Movsisyan

Irena Galikyan, Adviser

Yerevan, Armenia

March, 2021

We hereby approve that this capstone

By

Arev Movsisyan

Entitled

The potential of CLIL in the Armenian public school EFL classroom

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

Irena Galikyan, Adviser

Irshat Madyarov, Ph.D.

MA TEFL Program Chair

Yerevan, Armenia

March, 2021

DEDICATION

I dedicate this thesis to Zareh, the love of my life, who helped me believe in myself and encouraged me to take this path.

ACKNOWLEDGEMENTS

It is a genuine pleasure to express my sincere gratitude to all the people who helped me to walk this path.

Firstly, I owe a deep sense of gratitude to my advisor, Ms. Irena Galikyan for her able guidance, and for providing me with thorough feedback. Her forthright and encouraging attitude to assist and support helped me to overcome every obstacle on my way.

Secondly, I would like to express my special thanks of gratitude to the MA TEFL Program Chair, Dr. Irshat Madyarov, for teaching us invaluable lessons on research methods and providing us with sufficient knowledge to become independent researchers.

Thirdly, my sincere words of apprehension to all my professors: Talin Grigorian, Rubina Gasparyan, Dr. Rafik Santrosyan, Dr. Lori Fredricks, Dr. Alen Amirkhanian. The lectures and discussions I was lucky enough to attend helped me grow both professionally and personally.

I am also greatly thankful to all the participants of the study who agreed to take part in this project; for enthusiastically cooperating with me and helping me carry out my research.

Finally, I wish to thank my parents, sisters, brother, fiancée, and friends for bearing with me all these months and supporting me throughout these two years.

TABLE OF CONTENTS

List of Figures	viii
Abstract.....	ix
Chapter One: Introduction	2
Problem Statement	3
Purpose Statement	3
Significance of the Study	4
Chapter Two: Literature Review	5
CLIL Trajectory: Socio-cultural Background, Definition, and Aims.....	5
CLIL’s Main Concepts and Dimensions: The 4Cs Framework and the Language Triptych or 3As of CLIL	6
CLIL Perspectives: Affordances and Limitations of its Implementation	9
Implementation of CLIL	11
Learners’ Attitudes Towards CLIL.....	14
Teachers’ Attitudes and Professional Development	15
The Potential of CLIL in Armenia	17
Chapter Three: Methodology	19
Research Design	19
Context	20
Participants	20
Ethical Considerations.....	21
Data Collection.....	21
Stages and Procedure.....	21

Instruments	24
Observations.....	24
Interviews.....	26
Field Notes	26
Survey.....	26
Data analysis	26
Chapter Four: Results.....	28
Research Question 1.....	30
The Affordances of CLIL.....	30
Limitations of CLIL Implementation	32
Research Question 2.....	34
Teacher’s Attitudes Towards CLIL	38
Chapter Five: Discussion and Conclusion	40
Discussion.....	40
Pedagogical Implications	45
Limitations and Delimitations	46
Recommendations for Further Research	47
Conclusion	48
References	49
Appendices	60
Appendix A.....	60
Appendix B	61
Appendix C	62

Appendix D	63
Appendix E	64
Appendix F	65
Appendix G	66
Appendix H	70

LIST OF FIGURES

Figure 1. The 4C's Conceptual Framework for CLIL.....	7
Figure 2. The Language Triptych	9
Figure 3. Student's responses on the development of each L2 skill	35
Figure 4. The challenging students faced during CLIL lessons.....	36

Abstract

Content and language integrated learning (CLIL) has gained popularity and has proven its effectiveness in English as a foreign language (EFL) classrooms throughout the world. A copious amount of research has been carried out to investigate the functionality of this approach in the teaching/learning of foreign languages throughout the world. However, there is little evidence of CLIL implementation in the Armenian educational context. The present study adopted an action research approach to evaluate the affordances and limitations of CLIL implementation in a public school in the Armavir region and investigate the attitudes of key stakeholders (9th-grade students and the EFL teacher) towards the methodology. CLIL approach was chosen as a method of instruction to guide the study. The analysis of the data collected through observations, pre- and post-study interviews, and student survey provided insights into the potential of CLIL implementation demonstrating that, despite some drawbacks, CLIL appeared to offer substantial opportunities for developing foreign language competence. The results also revealed the participants' significantly positive attitudes towards the method. The findings yield important practical implications for CLIL implementation and practice.

Keywords: Content and language integrated learning, CLIL, teacher attitude, student attitude, language-driven CLIL, action research.

CHAPTER ONE: INTRODUCTION

Content and Language Integrated Learning (hereafter CLIL) has been recognized as a harbinger of the new epoch in L2 teaching worldwide, taking its roots from Communicative language teaching (CLT) approach (Coyle et al., 2010; Marsh, 2013; Amiri & Fatemi, 2014). According to Hanesová (2015), CLIL was coined by David Marsh and has developed considerable credibility throughout Europe and beyond. A number of sources (scholarly articles, books, websites) count from 10 to 40 models of CLIL: Task-based Language Teaching, Content-based Language Teaching, English-focused Content teaching, Cooperative Language Learning, to name a few (Gierlinger, 2016). However, the pioneers of CLIL—Do Coyle and David Marsh—refer to it as an umbrella term that incorporates a large number of L2 teaching approaches (Coyle, 1999; Coyle et al., 2010; Marsh et al., 2012).

Content and Language Integrated Learning (CLIL) is believed to be based on Krashen's SLA theories: language is acquired implicitly through the utilization of all its skills (Krashen, 1982, in Moghadam & Fatemipour, 2014). The authors frame CLIL as an innovative approach to language teaching in which students are exposed to the target language through the medium of content. The focus of a CLIL lesson is on the topic or subject matter where a variety of scaffolding strategies and integration of four language skills is employed to activate students' schemata and engage them in content (Marsh, 2013). According to Marsh, one of the planters of CLIL in Europe, small portions of CLIL can serve as a sound basis for enhancing students' motivation and increase their potential to acquire both language and content knowledge (Marsh & Langé, 2000).

Abundant literature exists about the implementation of more communicative teaching techniques such as CLIL, in which naturalistic and contextual language learning, as well as

social and cultural dimensions, are offered by means of an L2 (Benegas, 2019; Chostelidou & Griva, 2014; Coyle et al., 2009; Cross, 2013). CLIL is becoming mainstream throughout the world, especially in such bilingual communities as countries of the European Union, where it is considered an approach that best suits any language learner's needs. Specifically, CLIL being a fusion of both language and content instruction, was recognized as a prudent remedy for increasing bilingualism and multilingualism in those immersing communities (Dalton-Puffer, 2009). Yet, in other parts of the world CLIL addresses a variety of other L2 instructional issues such as low level of L2 competence in relatively provincial schools, and speaking and listening hindrances in monolingual communities (Romanowski, 2019; Xanthou, 2011; Suwannoppharat & Chinokul, 2015).

1.1 Problem Statement

Although the EFL community throughout the world has turned towards new communicative and naturalistic approaches to L2 teaching, the situation is completely different in the Armenian public schools. Thus, the scant research on CLIL implementation imply that the majority of public school EFL teachers from regional areas of Armenia merely employ more traditional teaching methods, and students are deprived of the opportunity to have interactive and student-centered classes (Goroyan, 2015; Keoshkerian, 2015; Torosyan & Madyarov, 2019). Moreover, research indicates that the level of students' English competency is very low: students learn the language by simply memorizing grammar rules and lists of target vocabulary (Karjikian, 2017). Furthermore, the set criteria and the textbooks provided by the Ministry of Education, Science, Culture and Sports appear to not correspond with the actual level of the students of a particular grade. There is little evidence of CLIL administration in the Armenian EFL context. In addition, the existing research seems to have not touched upon the topic of

public school teacher's attitude towards CLIL. These gaps in the local educational system create a number of problems both for L2 teachers and learners: low level of proficiency, level differences between students of the same grade, minimal participation in class activities, to name but a few. The present study addresses the issues mentioned above by implementing a language-driven CLIL in a regional public school EFL classroom.

Striving to explore the potential of CLIL implementation in Armenian public school EFL classroom and find solutions to the above-presented problems, the current study represents the procedure and results of the methods' implementation in this educational setting. The research examines what advantages and drawbacks CLIL implementation incorporates and gauges the stakeholders' attitudes towards CLIL methodology.

1.2 Purpose Statement

This action research attempts to explore the affordances and limitations of CLIL implementation in the Armenian regional secondary school context for creating more student-centered and authenticity-driven lessons and gauge the attitudes of key stakeholders—9th-grade students and the EFL teacher—towards CLIL. These being the case, the study aims to answer the following research questions:

RQ 1: What are the affordances and limitations of CLIL implementation in a public school in a regional area of Armenia?

RQ2: What are the 9th-grade public school students' and their teacher's attitudes towards CLIL methodology?

1.3 Significance of the Study

This study holds the potential to uncover the purported practicality and possible downsides of CLIL implementation by examining how the language-driven CLIL approach might influence the teaching-learning process of an Armenian regional public school's EFL classroom. The findings can also unveil the teacher's and the learners' attitudes towards this interdisciplinary approach. The results of the research may also serve as a platform for future studies aiming to advance the method further. Additionally, this experimental inquiry might also shed light on the shortcomings that exist in the teaching/learning process inside the EFL classroom of an Armenian public school.

CHAPTER 2: LITERATURE REVIEW

2.1 CLIL Trajectory: Socio-cultural Background, Definition, and Aims

The Canadian immersion model for language teaching gave rise to the Content and Language integrated learning (CLIL) as an ingenious language teaching technique in Europe in the mid-1990s (Cross, 2013; Marsh et al., 2001). The first official regulations concerning CLIL were maintained in the European Union in 1995 to promote bilingualism by implementing modern techniques. CLIL is part of mainstream school programs in most EU countries at primary and secondary levels (Cross, 2013; Guillamón-Suesta & Renau, 2015). The European Framework for CLIL describes the approach as a dual-focused teaching methodology where the content is taught by means of an L2 (Coyle et al., 2010; Eurydice, 2006; Marsh et al., 2013; Marsh & Langé, 2000; Wolff, 2012). It has become a robust and widespread pedagogy in most European educational institutions. Some countries have CLIL-based classes in their schools, while in other (bilingual) states, it is already a part of their compulsory curriculum (Dalton-Puffer, 2009; Lasagabaster, 2008; Marsh et al., 2001, Wolf, 2012). The need to increase language teaching and learning inside the diverse educational systems of European countries has led to the formation of various models of CLIL.

Although CLIL regulations differ from country to country, the method's multifaceted nature enables the development of learners' language and content skills and raises their socio-cultural awareness. Thus, CLIL-students have the prospect to live and grow professionally in international communities and value other cultures and peoples. (Coyle, 2014; Eurydice, 2006; Lasagabaster, 2011; Marsh, 2013; Wolf 2012). The Spanish practice of CLIL, for instance, is illustrated in three considerably different layouts: developing bilingualism, facilitating multilingualism, and advancing English language proficiency. With reference to the latter, the

findings of some statistical analysis carried out in different parts of the country revealed that participants from CLIL groups outperformed their peers in non-CLIL classes (Castellano-Risco, 2018; Lasagabaster 2011).

According to Wolf (2012), the educators who practice this innovative approach admit that in a CLIL setting, a number of teaching/learning alternatives can be generated more easily, such as theme or task-based learning and group projects. Yet, the researcher goes beyond simple classroom activities and illustrates CLIL as an extensive notion that has the potential to give rise to a new reality in L2 education. As such, its multidimensional framework offers premises for pedagogical reforms bringing forward the whole potential of this conceptual methodology to the educational communities throughout the world (Tedick & Cammarata, 2012)

2.2 CLIL's Main Concepts and Dimensions: The 4Cs Framework and the Language

Triptych or 3As of CLIL

Coyle, a pioneer of CLIL, coined one of the fundamental concepts which, in turn, became the cornerstone in this pedagogical approach: the 4Cs Framework for CLIL (Coyle, 1999). The framework is illustrated in Figure 1, where the concepts behind the visualization occur in this wise: content, communication, cognition, and culture.

1. *Content* is the subject or the theme of the lesson. Accurately chosen topic is the core of successful learning to take place. Contents can vary from curricular subjects (Geography, History, Natural Science, Physics) to interdisciplinary topics (global citizenship, arts and crafts, ecological and environmental issues).
2. *Communication*: According to Coyle (2015) language bridges communication and attainment. Communication is used to shape learners' meta-cognitive and communicative abilities: it goes further on than grammar principles.

3. *Cognition*: The mentioned communication strategy links up with cognition in a way that it creates a situation where learners, regardless of their age and level of proficiency, are provoked to form their individual understanding of subject matter. Cognitive development here is seen as means of establishing higher order thinking skills through which content understanding is acquired.
4. *Culture* is not viewed as cornerstone of the framework that proposes a more insightful interpretation of content and language. It allows the understanding of oneself and otherness to take place. Thusly, self-identification and global citizenship lie under this concept (Coyle, 2005; Coyle 2015; Coyle et al., 2009).

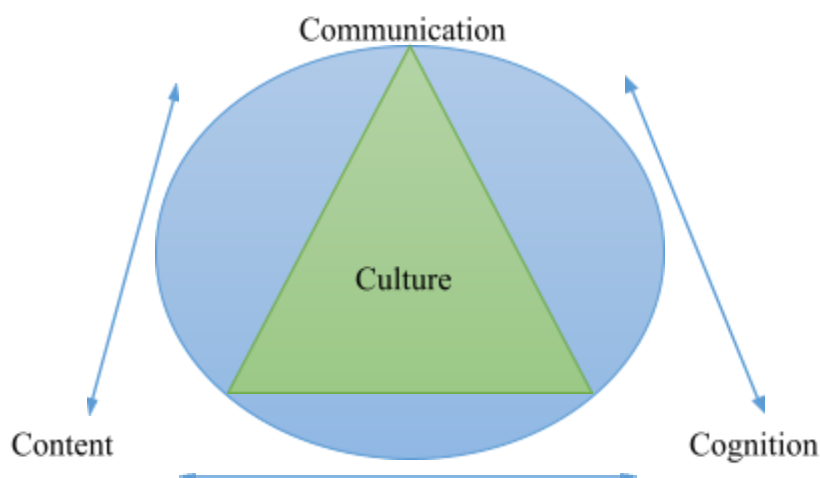


Figure 1. The 4C's Conceptual Framework for CLIL was presented by Coyle, 2006, and it illustrated the four concepts of CLIL proposed by Coyle in 1999. Adapted from "Content and Language Integrated Learning: Motivating Learners and Teachers", by D. Coyle, (p. 10), 2006, University of Nottingham.

As can be seen, content and communication are interplayed, resulting in cognition that brings to both self-and-intercultural awareness. Unlike traditional language classes, CLIL-students are supposed to be engaged in meaningful discussions and activities, gradually demonstrating more complex linguistic competency (Coyle, 2014). The aim of these four specific dimensions being interwoven together is to elevate the functionality of CLIL syllabus and assure the credibility of the teaching/learning process (Coyle et al., 2009; Meyer, 2010).

Adopting a broad view on language education, Coyle shares Garcia's (2009) views on bilingual education, highlighting the necessity for learners to become global citizens, thus making sense of other cultures and assimilating oneself with those societies (Coyle, 2018). CLIL's philosophy underlies integration where language becomes the conduit of the process, but the amount and intensity of content input are determined by both language and content teachers (Marsh et al., 2012). Thus, the quantity and nature of content depend on the intake capacity of learners. Based on this assumption, Coyle purports the second conceptual formula of sustainable CLIL lesson plan—Triptych of 3As (Figure 2):

1. *Analyze*: To systematically analyze the content, that is, to determine the language of learning.
2. *Add*: To facilitate learning by shaping different modalities and understanding learner-specific needs. In this stage, the language for learning is modeled.
3. *Apply*: This final stage furthers the learners' cognitive abilities raising their cultural competence. The language of instruction becomes the language through learning (Coyle et al., 2010; Coyle, 2015).

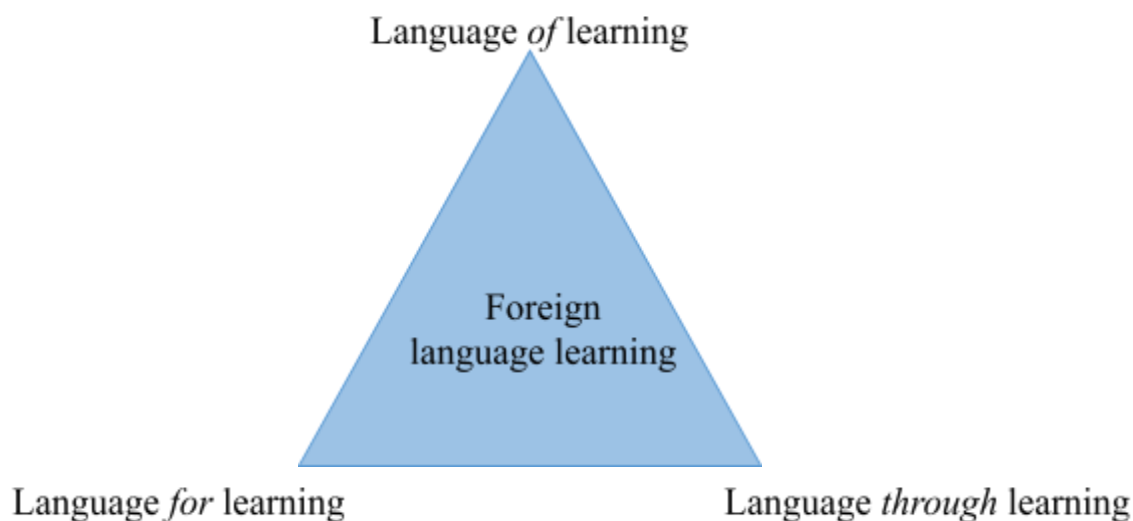


Figure 2. The Language Triptych was presented in Coyle et al., 2010, to identify the language needed for learning. Adapted from “Content and Language Integrated Learning” by D. Coyle, P. Hood, and D. Marsh, (p. 41), 2010, Cambridge University Press.

2.3 CLIL Perspectives: Affordances and Limitations of its Implementation

CLIL has proven to have a positive and valuable effect on both language development and content learning in L2 classrooms throughout the globe (Castellano-Risco, 2018; Fernández, & Halbach, 2011; Manzano Vázquez, 2015; Pinner, 2013; Wolf 2012). The methodology provides opportunities to learn the target language in a naturalistic and authentic setting, guaranteeing long-term learning through practicing real-life situations (Coyle et al., 2010). Pinner (2013, p. 53) argues that “authenticity of purpose” is the crucial feature of CLIL. For instance, in tertiary education, the CLIL implementation enabled learners to produce the full potential of their linguistic and academic knowledge by adapting more authentic materials (Dafouz et al., 2007; Vilkanienė, 2011).

A vast amount of quantitative analysis has been carried out in different parts of the world where CLIL-students outperformed their peers in parallel groups, demonstrating better command

of language proficiency, performing more fluently while using the target language (Brevik, & Moe, 2012; Goris et al., 2019; Navarro Pablo, 2018; Pérez-Vidal & Roquet, 2015) even in communities where English is hardly used outside the language classroom (Lasagabaster, 2008; Lasagabaster & Sierra, 2009). To illustrate, in a study carried out in Thailand, students of the 6-grade-CLIL group successfully completed the final test designed for 9th graders (Suwannoppharat, & Chinokul, 2015).

Learning vocabulary is known to be more effective if it is learned in a particular context. CLIL has shown better vocabulary retention results and significantly increased the number of acquired academic vocabulary. Teachers re-present the new vocabulary in different modalities instead of constantly repeating the words and expressions for the learners to grasp the meaning after hearing them for several times. (Castellano-Risco, 2018; Coyle et al, 2010; Cross, 2013; Moghadam & Fatemipour, 2014; Ngan, 2011; Xanthou, 2011).

Furthermore, as CLIL has been found an authenticity-driven and productive teaching approach with an accent on interdisciplinary topics/themes, teachers' rationales inside and outside the classroom are eminently important. Specifically, the role of both verbal and non-verbal modalities, as well as the relationship between these two techniques, is emphasized in CLIL classrooms. While non-verbal methods such as demonstrations, drawings, and storyboarding help learners represent understanding without relying on complex syntax, verbal activities trigger the development of students' lexical and grammatical skills (Banegas, 2019; Cross, 2013). Nonetheless, research (Manzano Vázquez, 2015; Navarro Pablo, 2018; Whittaker & Llinares, 2009) has proven that the interactive and verbal-based nature of CLIL is borne to have a more significant effect on speaking and writing (productive) of learners than on their listening and reading (receptive) skills.

What refers to limitations, although both learners and pedagogues recognize CLIL as an engaging and productive means of instruction, it calls for attention to insufficient resources such as financial support from the official bodies, lack of teacher training, materials, and tools necessary for CLIL's future administration (Dafouz et al., 2007; Martin, 2008). The empirical research executed in Taiwan by Gupta (2020) adopted the "teacher-researcher" collaboration format and addressed the challenges and limitations of CLIL as an L2 teaching method. The data analysis points out the weaknesses that still exist in the implementation process: syllabus design, adjustment of teaching materials, and provision of learner participation. The sparsity of CLIL experience was found to be a challenge for Thai L2 teachers as well (Suwannoppharat & Chinokul, 2015). Although teachers agreed with the efficacy of CLIL, both L2 and content instructors report challenges such as complex vocabulary (technical terminology), lack of language/content proficiency, and the difficulties that lower-level students face (Guillamón-Suesta, & Renau, 2015; Infante et al., 2009). These concerns are alleviated by means of organizing CLIL-trainings for teachers, by attaching language-assistant (Lara & Pedrosa, 2018), and by planning and modifying the lesson plans in advance to be able to guide both the translanguaging process and the allocation of equal time to both content and language (Harrison & Cerqueiro, 2020).

2.4 Implementation of CLIL

The robust and dynamic structure of CLIL enables its administrators to select which of the CLIL models is suitable for their particular educational setting and extract topics and activities congruous with their learners' needs (Banegas 2013; López Barrios, 2008). CLIL can be adjusted and modified for all educational levels due to its flexibility and comprehensiveness

(Ellison & Santos, 2018). CLIL curricula may include both lengthy classes (comprising half of the semester) and cover one or two units (Coyle et al., 2009).

Having a multifaceted nature, CLIL allows different countries to utilize flexible modalities of the method and unwrap the real potential of this pedagogical approach. While Finland employs CLIL to foster multilingualism and enhance the level of L2 competency. The country aims at promoting internationalization and refining the image of the particular educational institution. Moreover, Finnish educational boards have adopted strong regulations concerning this model of instruction; in turn, it earned its stability inside the country's schools and universities (Marsh et al., 2007; Roiha, 2019). Yet, teachers are given the authority to determine the way, amount, and types of materials they are supposed to teach (Marsh, 2013; Moate, 2017). Likewise, a study (Martin, 2008), illustrating the models of CLIL implementation in Spain, describes how the Andalusian school-teachers develop their own materials for CLIL by making use of free online resources, employing audio-video materials and game-based activities.

Other countries such as Poland have been using CLIL in their educational system starting from the 1970s. Having Polish as the primary language of instruction, schools have CLIL classes in Italian, English, German, and Spanish. In line with the Spanish experience, a variety of CLIL models function in Polish private schools (Papaja, 2012; Romanowski, 2019). According to a report published in 2015, in Poland, a total of 180 lower-secondary and 94 upper-secondary schools offered bilingual education with CLIL as a dominant method of instruction.

Romanowski (2019) claims that there are four models of CLIL in Polish schools, and the distinction between these versions is the amount of L1 use. In his study, the instructors from different schools chose to implement the first model, which requires only L2 use inside CLIL classroom. Although initially CLIL necessitated to employ the target language inside the L2

classroom aiming to advance its skills among learners, research in provincial Spain (Castile La Mancha) has also touched upon the use of L1 during CLIL classes, emphasizing its significance mainly for clarifying complex materials (Martín-Macho Harrison & Faya Cerqueiro, 2020). In another study, the subjects' views and the researchers' experience put forward the concept of flexible use of L1/L2 inside the CLIL classrooms of Spanish schools, emphasizing the role of translation from one language into another. In another study, according to participant-teachers, contrasting two languages raises learners' linguistic awareness (Doiz & Lasagabaster, 2017). In particular, L1 was found to be used to a great extent when giving specific instructions and clarifications, thus, serving as an L2 facilitator gradually hastening the acquisition of both language and content (Lasagabaster, 2013; Martín-Macho Harrison & Faya Cerqueiro, 2020).

CLIL has the latitude to be employed in its pure shape in the modern European bilingual educational system as advocated by the pioneers of modern CLIL. However, CLIL pedagogy in monolingual or relatively small countries differs from those employed in European multilingual communities (Lancaster, 2016; Manzano Vázquez, 2015; Papaja, 2012; Romanowski, 2019). According to recent research publications (Benegas, 2019; Pimentel-Siqueira et al., 2018; Suwannoppharat & Chinokul, 2015), CLIL outside Europe takes its language-driven form to enhance language competency among EFL learners. Educational bodies from different countries have adopted and adapted this teaching pedagogy into their educational systems. The decision to integrate the two components of CLIL (the content and the language) in Argentinian secondary schools, for instance, came from the educators themselves rather than the Ministry of Education and was grounded on their teaching experience. When reevaluating the textbooks used in Argentinian secondary schools, while employing CLIL curriculum provided by the ministry, the educators and the field scholars came across inaccurately and weakly chosen topics. After having

unsuccessfully implemented CLIL, to choose more authentic lesson contents, they approached their students for their opinion, which led to more communicative and enjoyable classes (Banegas, 2013; Banegas, 2019; López Barrios, 2008).

2.5 Learners' Attitudes Towards CLIL

Attitude, motivation and achievement are a sequential array of events (Arribas, 2016). Ample research on CLIL studies has been carried out to locate the magnitude of its attitudinal and motivational effects as well as the extent of both content and language retention inside the integrated classroom (Arribas, 2016; Lasagabaster, 2011; Lasagabaster & Sierra, 2009).

In more qualitative studies such as in Chostelidou and Griva (2014), the development of positive attitudes towards L2 through content integration is considered one of the main aims of CLIL. The findings of their experimental study revealed that CLIL implementation positively influenced the learners' perceptions towards L2 and enhanced their level of proficiency. Besides, both former and present CLIL-students are presented to have optimistic attitudes towards the method as it notably developed their language competence (Lasagabaster & Sierra, 2009; López-Deflory & Juan-Garau, 2017; Moreno, 2021; Roiha, 2019).

The type of materials and activities designed for CLIL (bilingual) classroom resulted in high level of motivation and positive attitudes towards learning English (López-Deflory & Juan-Garau, 2017; Navarro Pablo, 2018). Additionally, CLIL implementation was found to increase the students' language-learning interest and active participation, gradually involving them in the integrated and organized activities. (Amiri & Fatemi 2014; Dávila & Vela 2011; Lasagabaster 2011; Sari et al. 2015). Still, in some studies, scholars encountered negative feedback towards CLIL classes (Arribas, 2016; Papaja, 2012). Thus, a respectable number of the participants from Arribas' (2016) study negatively responded to the question about CLIL being a

valuable practice. Likewise, in the longitudinal study conducted by Lasagabaster & Doiz (2017), surprisingly for the researchers, the means of CLIL and non-CLIL participants' motivation were homogeneous. The researchers explained these results by English being in a dominant position globally; hence, the young generation was motivated to learn the language that will guarantee better career opportunities for them.

2.6 Teachers' Attitudes and Professional Development

To decide on the rationales of CLIL implementation, it is essential to understand teachers' beliefs and attitudes towards the methodology. While portraying the characteristics of an L2 teacher, Borg (2006) refers to teachers' understanding as part of their cognition which determines their persuasions, opinions, behaviors, attitudes, values as well as beliefs related to their professional development. With reference to teachers' assumptions, research argues that for the teacher to be equipped with CLIL competence (knowledge related to how to integrate language and content, to conduct CLIL-class discourse accurately, to produce comprehensible input, to meet the needs of the differentiated classroom), they need to experience transitional change in attitude, that is, eagerness to diverge from conceptualized viewpoints and make associations between CLIL and their regular curricula (Hillyard, 2011; McDougald, 2015).

CLIL remodels the teacher's responsibilities by giving her the role of knowledge scaffolder. Teachers need to adapt themselves to the new inter-disciplinary approach by modifying their routine practices (Chostelidou & Griva 2014; Ellison & Santos, 2018). In turn, CLIL can serve as a credible alternative and enhance the level of motivation among educators and learners while the former negotiate the content with the latter (Banegas 2013). Students' collaboration with the educators concerning the choice of topics is especially beneficial for teachers as the former actively participate when the discussion theme is initiated by them.

Research suggests that teachers with more extended CLIL practice show relatively positive attitudes towards the approach than the ones with shorter experience and claim that they have become more attentive to learners' needs and that its implementation advanced their professional habits and skills (Ellison & Santos, 2018; Infante et al., 2009; Sarı et al. 2015). In Lancaster (2016), the subjects of the study, showing predominately optimistic attitudes, reported that new procedural teacher-trainings, CLIL practice during the classes, content/language teacher cooperation, and new methodological approaches boosted their professional advancement.

In Thailand, CLIL was implemented by the British Council in collaboration with the Thai Ministry of Education and gained popularity and recognition as the initiators modeled four types of curricula and organized several teacher trainings to meet the diverse needs of different schools and learners. In this country, where the language-driven CLIL was first employed in 2006, students' language abilities increased significantly, creating a positive atmosphere among teachers and L2 learners towards the new method (Prasongporn, 2009; Suwannoppharat & Chinokul, 2015).

Nonetheless, previous research located numerous drawbacks while implementing CLIL in various educational contexts (in public and private schools, in tertiary and higher education), which led to teachers' relatively negative attitude towards the approach (Dafouz et al., 2007; Diaz & Requejo, 2008; McDougald, 2015). The justifications behind their negative beliefs are initial unfamiliarity with the method, the lack of teacher training and relevant content apprehension, insufficient methodological knowledge, and increased workload (Gupta, 2020; Infante et al., 2009; Lancaster, 2016; McDougald, 2015; Papaja, 2012). With regard to the mentioned issues, after presenting research results of teacher trainings for CLIL, Hillyard (2011)

implies that the cornerstone in teacher-training programs should be thoroughly and purposefully constructed lesson plans that could have changed instructors' negative outlook on CLIL.

2.7 The Potential of CLIL in Armenia

In the educational systems of such areas as the post-Soviet countries where outside of the L2 classroom the domestic language is solely used, relatively communicative and modern teaching techniques have limited use. Namely, public schools in Armenia employ rather traditional methods with the books provided by the Ministry of Education Science, Culture and Sports (Keoshkerian, 2015). A limited number of audio/video and theme-based materials are used in Armenian EFL classrooms (Goroyan, 2015). Students learn vocabulary by memorizing them as word lists and try to use them in sentences, and create spoken or written speech. Much attention is given to grammar acquisition which is also generated deductively through memorization.

Literature on CLIL implementation or scholarly work regarding the Armenian practice of the method is very limited, except for unpublished dissertations which mainly refer to students' attitudes and achievement (Alaverdyan, 2016; Darbinyan, 2018; Goroyan, 2015; Keoshkerian, 2015; Torosyan & Madyarov, 2019).

In the design project carried out by Keoshkerian (2018) in the scope of her final capstone project, the participants not only enhanced their L2 competency but also reevaluated their views on how the responsible citizen should be. Similarly, students advanced their English proficiency as well as acquired knowledge on environmental issues, and overall showed positive attitudes towards CLIL/CBI (Content-based instruction) classes (Alaverdyan, 2016; Goroyan, 2015). In Torosyan and Madyarov (2019), CLIL implementation is noted to positively impact the teaching and learning process of a rural EFL classroom. The researchers as well noted that the CBI/CLIL

course raised learners' awareness on environmental problems and enhanced their interest towards their L2 classes.

CLIL practices in various studies carried out both in bilingual and monolingual countries of different parts of the world reveal the method's huge potential towards untangling and resolving a number of L2 teaching and learning problems (Amiri & Fatemi 2014; Ellison & Santos, 2018; Lasagabaster, 2013; Moate, 2017; Moreno, 2021; Roiha, 2019). Having the previous literature as a ground base, CLIL is believed to bring plausible solutions to inaccuracies such as low proficiency of L2, level differences among learners of the same grade, as well address teaching or learning issues concerning a specific L2 skill.

CHAPTER 3: METHODOLOGY

The present study was carried out aiming to evaluate the perspectives of CLIL implementation in an EFL classroom from a rural district by investigating the affordances and limitations of CLIL pedagogy and exploring the attitudes of the EFL teacher and 9th-grade students towards this method. Thus, this chapter seeks to present the overall methodological design of the study: the educational setting, the participants, the instruments, the data collection, and analysis procedures.

3.1 Research Design

A collaborative action research approach was adopted to investigate the affordances and limitations of CLIL pedagogy in an EFL classroom in an Armenian public school setting. The following research questions (RQ) were brought forward to guide the inquiry:

RQ 1: What are the affordances and limitations of CLIL implementation in a public school in a regional area of Armenia?

RQ2: What are the 9th-grade public school students' and their teacher's attitudes towards CLIL methodology?

The results of qualitative analysis combined with a single quantitative strand, i. e., students' survey, are reported in the next chapter. The qualitative strand had more weight in the data collection process than the quantitative one (QUAL→quan). To investigate the consequences of CLIL implementation, the inquiry employed non-probability, purposive sampling. These particular subjects were chosen as possessing the characteristics relevant to the study and with an aim to examine the phenomenon and make an improvement in their teaching/learning practice.

3.2 Context

The research was conducted in a formal context by integrating CLIL-based lessons into the regular curriculum of the 9th-grade class. The secondary school is located in one of the villages of the Armavir region, Armenia. Each term of the academic year lasts five months. One of the two EFL teachers of the school participated in the research.

The five-week exposure was the students' first experience of CLIL. Each week the learners had three school hours (45 min) of foreign language instruction: two CLIL-based lessons and one non-CLIL lesson. The area where the research was conducted is a monolingual community where the domestic language (Armenian) is solely used outside the EFL classroom.

3.3 Participants

There were 21 participants in the study: 11 female and 9 male 9th-grade students (14–15 years old) and their EFL teacher. The teacher was a 32-year old female with a B2 level of language proficiency and a Master's degree in TEFL. She had more than 10 years of teaching experience in public school context. The EFL teacher had never heard about CLIL before and got acquainted with its features throughout this research.

The level of English proficiency of the student-participants differed dramatically, ranging from beginner to low-intermediate. All of them had been exposed to English from the 3rd grade (7 years) as a foreign language. Five of them (2 males and 3 females) attended private language classes outside the school.

Note: The level of language proficiency is averagely determined by the researcher who was their former EFL teacher (at 6th and 7th grade) and through observations in the scope of the current research.

The textbook (Grigoryan, 2016), designed for 9th-grade public school students, provided by the Ministry of Education, Science, Culture and Sports of the Republic of Armenia, is the sole guide of L2 teaching. However, at this grade, besides the main textbook, they practice complex grammar structures for their final exam.

3.4 Ethical Considerations

Ethical considerations guided the whole process of the study. The researcher had an IRB (Institutional Review Board) Certificate that ensured the protection of human participants. First, a letter was sent from the MA TEFL Program Chair of the AUA to the public school headmaster to inform him about the study. Second, the teacher and her students gave oral informed consent for participation. Third, the parents were individually contacted by the researcher and permitted their children to join the study. Finally, the students and the teacher were approached by the researcher via a face-to-face meeting before the study. They were told about the inquiry being on a volunteer basis and the provisions of their confidentiality. The students were also told about the anonymity of the online survey results that they were going to fill out at the end of the study and were asked to give sincere answers to each of the questions. Moreover, the link to the survey written in Armenian was shared with their parents as well. Both interviews were conducted in a closed room in the school. The teacher gave her consent to be recorded at the beginning of the interview. She was also told that her identity would not be revealed anywhere. Throughout the investigation, a high level of constant objectivity was maintained.

3.6 Data Collection

3.6.1. Stages and Procedure.

The data collection process lasted for about eight weeks and was carried in three stages. In Stage 1, prior to the CLIL implementation, the regular EFL classes of the students were

observed and a pre-study interview with the teacher was conducted. The rationale behind the observations and the interview was to collect baseline information.

Given the cyclical framework of the research, Stage 2—the implementation—consisted of five cycles. Thus, each week comprised a cycle of planning, teaching/observing, reflecting, and improving.

Before the initial planning procedure, several textbooks were analyzed to select interdisciplinary topics/themes of the cycles. The integrated form of CLIL methodology indicated searching for specific content/theme to consort with the English classes. The students were asked to choose content areas from other subjects which they would like to study in English. On that account, the following textbooks were examined:

- the 9th grade English (Grigoryan, 2016),
- the 5th-grade Natural Science (Gazaryan, 2013),
- the 6th-grade Natural Science (Gazaryan, 2013), and
- the 7th-grade Geography (Margaryan et al., 2013).

The selected materials were adapted and modified in order to serve the needs of both students and CLIL format. The CLIL lesson assignments and activities were designed to serve the needs of all the learners in the classroom, taking into account the needs of a differentiated classroom (Tomlinson, 2001). Thus, class routines comprised of both easy and relatively difficult tasks to balance the massive level difference there was among the learners. During group works, for instance, the teams consisted of both “weak” and “strong” students for the latter to help their peers to complete the tasks. The common assignment tasks are synthesized in the following list:

1. Cut the food item images and glue them on the paper under corresponding food group labels (Speaking, vocabulary).

2. Listen to the audio fill-in the worksheet (Listening and writing).
3. Differentiate healthy and unhealthy food by putting food items in their corresponding baskets (Speaking, vocabulary).
4. Separate paper, plastic, and glass items from the large bag and put them in their corresponding trash cans (Speaking, vocabulary).
5. Follow the PPT slides and discuss the pollution types with the peers and the teacher (speaking, vocabulary).
6. Watch the video at home and discuss the content in the classroom (listening, speaking).

The contents of the five cycles were (a) Healthy lifestyle, (b) Food groups: healthy and unhealthy food, (c) Pollution: four types of pollution, (d) Think green, and (e) The Solar system.

The choice of the contents of each cycle was discussed with the students before the administration. Concurrently, CLIL assistance was given to the teacher in the form of training-like sessions with the help of video (Kent Andersen, 2015) and reading (Twig Education, 2019) materials. The teacher's assistance was comprised of two weeks of training sessions with the teacher, sharing recommended readings and video materials on CLIL, discussions and informal conversations about the insights of the method. The sessions were guided by the content of the seminar presented in Milan by professor Do Coyle under the title "Teacher Education and CLIL methods and Tools" (Coyle, 2011).

Before each cycle, the types of activities and the plan of actions were negotiated between the participant-teacher and the researcher. It is also worth mentioning that before the participant-teacher started to implement CLIL, the researcher organized a sample CLIL class to help the teacher gain a more practical understanding of the method. The lessons were conducted

by the teacher, and the researcher had the role of a teacher assistant. Sparingly, the researcher administered some of the activities herself. After administering a cycle, the participant-teacher and the researcher reflected on it in order to discuss the gaps, evaluate the needs and make changes according to those rationales.

In Stage 3, a post-study interview with the teacher was conducted and a post-study student survey was administered to collect data on the participants' attitudes towards CLIL implementation.

Throughout all the data collection stages in researcher's Filed Notes important and insightful details of the inquiry were documented.

3.5 Instruments

Given the qualitative nature of action research, the following instruments were used in the present study: (a) pre-study observation form, (b) pre-study interview with the teacher, (c) CLIL-lesson observations, (d) field notes, (e) post-study interview with the teacher, and (f) post-study survey with the students.

All the data collection tools were in English except for the student survey, which was in the learners' L1 to elicit more precise data, considering the difficulties that the students could have while answering the questions in English. The survey was piloted with a group of students with similar characteristics to ensure the fidelity of the instrument.

3.5.1. Observations.

Before the actual administration of CLIL, the EFL classes of the group were observed for a week (three school hours) to get a broad idea of how the subjects' regular L2 classes look like. For the pre-study observations, the researcher created a specific form of observation notes with pre-defined specific questions (Appendix A). The tool helped to note insights from the processes

and used them to gain more accurate data. With the teacher's assent, thorough notes were taken concerning L2 teaching methods and techniques, types of activities as well as classroom dynamics.

The six weeks of CLIL implementation were observed by the researcher: two school hours (45 min each) a week. With the participants' permission, the CLIL-classes were audio-recorded to be used afterwards during the data analysis process. The researcher created a separate observation checklist to document the procedure of CLIL implementation (Appendix B). Sometimes the researcher acted as a teacher assistant during the lessons to help the participant-teacher carry out the new activities.

3.5.2 Interviews.

Two semi-structured interviews with merely open-ended questions were arranged to elicit information on the instructor's understanding of CLIL before and after the study. The pre-study interview (Appendix C) encompassed eight questions concerning modern teaching techniques, the methods she is familiar with, and the criteria regarding the students' learning outcomes set by the Armenian Ministry of Education, Science, Culture and Sports (Appendix D).

The post-study interview included fifteen questions that helped the researcher to accumulate ample evidence on her attitude and beliefs after administering CLIL in her classroom, the benefits and drawbacks of CLIL in general and for the students in particular (Appendix E).

The answers provided by the teacher led to follow-up questions which enriched the research data with in-depth information. With the teacher's approval, the interviews were audio-recorded.

3.5.3 Field Notes.

Field notes is a specific tool employed in Action research aiming to record fresh data on the participants' behaviors, activities and events in action (Burns, 2009 in Paltridge & Phakiti, 2015). The tool helped to note useful insights from the processes and put them into service to gain more accurate data. The form of the field notes is presented in Appendix F. This instrument is a written account of the data collected throughout the whole inquiry, comprising both factual and reflective commentaries.

3.5.4 Survey.

The structured online survey was the primary data source on students' perceptions and attitudes about CLIL techniques and activities. The survey, created in Google Forms, consisted of ten questions: (a) three 5-point and two 3-point Likert scale questions with dropdown format, (b) one dichotomous question, (c) two multiple choice questions, and (e) two open-ended questions (Appendix G).

3.7 Data Analysis

The qualitative data collected from multiple sources was triangulated with the aim of having more valid and reliable results. Methodological triangulation was employed to locate patterns in multiple data sets (Leech & Onwuegbuzie, 2007). The interviews, observations and field notes provided the research with comprehensive qualitative data. The latter went through the following processes: a) open coding and saturation, b) axial coding, and c) theoretical coding for data synthesis, based on the qualitative research theories of Corbin and Strauss (1990). The answers to the interview questions were analyzed and categorized into themes. Data attained from the online survey was interpreted both qualitatively and quantitatively with percentages using

descriptive statistics. Google Forms was the tool of choice from which the data was transferred and analyzed in Excel.

The answer to RQ1 was obtained from results generated during the whole process of the inquiry and with the help of almost all the research tools utilized in this study. Next in order, to answer RQ2, specifics gathered from pre-study and post-study interviews, field notes, observations, and an online survey. The pre-study and post-study interview responses were transcribed separately, given the distinctness of the nature of content between the former and the latter.

The teacher assistance and the textbooks' analysis processes were carried out simultaneously with the pre-study observations. While the aid to the teacher aimed at introducing CLIL and providing her with necessary theoretical knowledge, textbook analysis pursued to find relevant and authentic topics to build on the CLIL classes.

CHAPTER FOUR: RESULTS

The present study was commenced seeking to understand the Armenian schoolteacher and her students' perceptions and standpoints towards CLIL methodology as well as to identify the opportunities and obstacles of its utilization in this particular educational context. With regard to the literature review condensed in this paper, this chapter presents categorizations distinguished during data analysis in tally with the two research questions. Thus, the qualitative data gathered from observations, interviews, and researcher's notes, together with quantitative evidence compiled from students' survey, were analyzed to provide answers to the research questions.

The themes of the main findings accumulated with the aid of field notes (reflections of some of the cycles; the teacher's and her students' behaviors, opinions, and feelings towards CLIL; other stakeholders' perceptions of the method; records of the insights of CLIL classes) are presented with respect to each research question.

Aiming to uncover the insights of the participants' regular EFL classes, the pre-study observations of lessons and individual pre-study interview with the teacher were organized. Concerning the former, the summary of the two week's observation audio-recordings combined with the data from observation checklists revealed that students merely learned through memorization with Grammar-translation method being the main approach of instruction, and the classes were conducted in Armenian. On average, 22.5 % of the class (4-5 students out of 20) participated in class activities throughout the whole lesson. Additionally, although being mainly managerial, the questions posed by the teacher had both open and close-ended structures, and errors were corrected immediately after they were made. Moreover, the data also showed that

those students who guided the flow of the class were the ones who were taking private English classes.

In regard with the latter, the patterns that emerged out of the teacher's answers revealed that she was familiar with a number of L2 teaching techniques and methods and frequently employed a variety of vocabulary checking activities, recasts, pair and group works, debates. Although she asserted about being accustomed to methods such as Suggestopedia, Task-based Approach, the Natural Approach, Audio-lingual Method, she commonly used the Grammar-translation Method. She also alluded to be willing to utilize the Natural Approach in her teaching. In addition, to the questions regarding her teacher's professional development and her viewpoints about the criteria set by the Ministry of Education, Science, Culture and Sports regarding learning outcomes of Armenian public school students; she stated that the last time she participated in a training was five years ago organized by the National Institute of Education of Armenia. Those sessions aimed at equipping EFL teachers with necessary pedagogical particulars. Aside from that, she believed the requirements set by the ministry for a particular class did not correspond with the actual proficiency level of students of the corresponding grade. According to her, numerous issues arose when bringing theory into practice. Thus, based on her responses, the contents of the books provided by the ministry did not contain a sufficient amount of authentic topics to activate students' schemata. As believed by her, the last-mentioned was a fundamental factor in ensuring a productive teaching/learning process. Besides, she claimed that grammar was expected to be taught explicitly, and teachers had to follow those requirements. Moreover, the interviewee added that *"there is no room for conducting more naturalistic lessons; you have no time and resources to bring didactic materials into the classroom and use them as you need to stick to the syllabus and manage to fulfill it during a given semester"*. Subsequently,

she mentioned she would like the teachers to have the authority to select materials and resources for their curriculum or to be able to make prudent changes in it.

The last two questions were meant to elicit the instructor's initial thoughts about CLIL. The teacher declared that she had never heard about this method before; yet, she showed eagerness to participate in as much as she could to enhance her students' language competency and develop professionally by practicing a modern pedagogical approach.

To summarize, after having training sessions with the researcher on CLIL specifics, she enunciated that the approach had the potential to be implemented in the school's EFL classroom. In addition, she noted that *“with CLIL, students have the chance to learn the foreign language in a natural way, in more real-life situations. This way, they (students) can learn both about the content and develop their language skills”*.

4.1 Research Question 1

What are the affordances and limitations of CLIL implementation in a public school in a regional area of Armenia?

With relevance to the first research question, fragments of related data were extracted from CLIL-class observations, field notes, post-study interview with the teacher, and the online survey with the students. The feasible affordances and limitations of CLIL-based lessons are presented below, in the following paragraphs, sequentially.

4.1.1 The Affordances of CLIL.

A number of advantageous dimensions were detected in CLIL-class observation checklists. Firstly, L1 usage was decreased to its minimum: English became the language of discourse in the classroom. The teacher made use of students' L2 to introduce the content of the day, to give instructions, ask questions, and when engaging the students in class activities.

Secondly, students with a relatively lower level of language proficiency were also engaged in the class activities. They were encouraged to speak up, and steadily they started to produce utterances in the TL. Lastly, listening and vocabulary activities were leading the flow of the classes; albeit, speaking and writing skills were also provoked to a great extent.

The instrument also revealed that the students were intrigued by the content-driven nature of their L2 lessons which, in turn, significantly increased the number of class participants. Complementary to this, in the post-study interview, the teacher noted that the attainment of content knowledge inside the language complemented each other. As cited by her, the most valuable facet of CLIL for Armenian public school EFL classroom is its ability to reduce the level differences among students of the same grade. To justify her statement, the interviewee added that there were always going to be “weak” and “strong” learners; however, if constructed accurately, CLIL had the potential to minimize the distance between the former and the latter. Furthermore, the teacher also mentioned CLIL classes being capable of prompting her learners’ creativity and motivating them to participate in class activities more enthusiastically. Alongside the raised motivation and creativity, she noticed that during CLIL implementation, the students were more attentive.

The deputy headmistress of the school observed the majority of the CLIL-classes. She noted the extent of student participation being significantly increased during those classes. Finally, her most significant remark was on the involvement of the ‘struggling’ students in the class activities, which, she stated, was the principal benefit of CLIL.

Moreover, findings of the field notes and the survey supplement to the teacher’s feedback on the usefulness of the approach. In her commentary, the researcher declared about students being vastly occupied by the content topic and types of activities utilized during those classes.

Likewise, the survey results framed the subjects' beliefs about the productivity of the new classes. It was stated that being able to learn and speak about other topics in English was the superiority of this method. They as well mentioned to benefit from vocabulary activities and group works in general.

4.1.2 Limitations of CLIL Implementation.

As claimed by the teacher in the post-study interview, the central challenge of CLIL implementation in this educational context is time restriction. In her opinion, the latter would make it difficult to create materials and generate CLIL-based classes as EFL teachers of Armenian public schools are obliged to follow the syllabus provided by the Ministry of Education. Another obstacle in the way of having productive CLIL lessons is the unavailability of resources and materials.

The observations of CLIL classes disclosed several weaknesses. Thus, the introduction of grammar was omitted, which was partially covered implicitly, through communicative activities. Besides, the activity types were new to the students. They had difficulties grasping the expressions from the listening activities. And occasionally, the instructions given in their L2 were not clear to them. The teacher had to read the instructions again or translate them into the students' L1.

On the contrary to the teacher's beliefs excerpted from post-study interview results, and in accordance with the CLIL-class observation analysis, the field notes documented several inaccuracies from the teacher's side: lack of knowledge of content topics and related terminology, unawareness of techniques used in CLIL classes. The lack of teacher training which decreased the chances of obtaining desirable outcomes on the side of the learning process was found to be the major limitation of CLIL implementation in this educational context. Thus, the

instrument revealed that the teacher needed more methodological training to be able to conduct CLIL classes independently.

Along with the listed constraints, the survey implied that the students faced language barriers while trying to participate in class routines. To the question “What did not you like about your new English classes?”, 75% of the responders (15 students) picked up the following variant: *“I could understand the majority of my teacher’s speech but I was not able to respond or participate”*.

In the subject of the stages of the research, the field notes documented that after the first cycle, the teacher suggested to provide the learners with the target vocabulary beforehand as they had the habit of learning them before each lesson; however, the students failed to do so. Similarly, during the second round of iteration, the researcher noticed the instructions given by the teacher were not always clear to her learners, which resulted in ineffective activities and unanticipated courses of events. Hence, at the end of the second cycle, the field notes reported, the teacher was advised not to read the instructions from the worksheet but to paraphrase them accurately as for those to be clear to learners; if necessary, translate them into the students’ L1. Consequently, the field notes from the third cycle declared that the instructions given by the teacher became more precise and showed a tendency of improvement at the final episodes of the implementation.

To sum up, as reported above, during pre-study observations, the student-subjects showed reluctance to participate due to the fact that the content of the book doesn’t correspond to the level of the majority of the class. Contrariwise, the analysis of the researcher’s field notes identified an increase in their enrollment in CLIL-class activities. The commentary delineated the gradual growth of students’ participation in the time of the CLIL operation. Expressly, it was noted that the content-sensitive nature of the classes seized their attention and activated their

stimuli. Hence, despite the located limitations, the main stakeholders of the current study found CLIL to have its efficiency on the path of resolving a number of L2 teaching and learning problems.

4.2 Research Question 2

RQ2: What are the 9th-grade public school students' and their teacher's attitudes towards CLIL methodology?

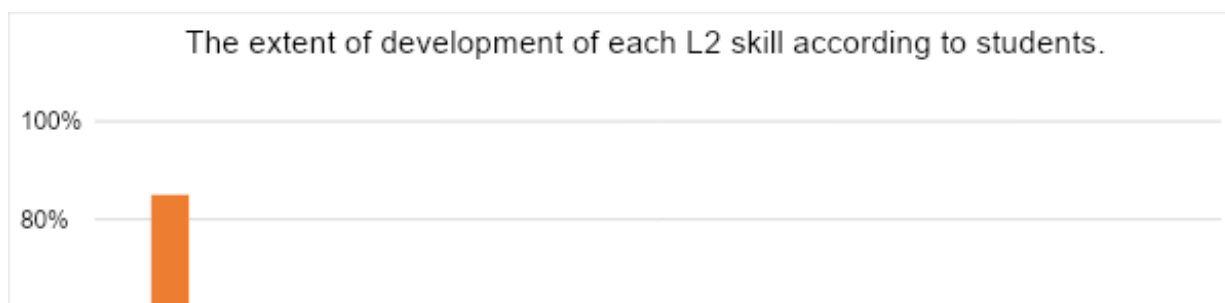
To enhance the internal validity of the findings, the evidence extracted from the online survey was triangulated with the ones found in the researcher's field notes. Supplementarily, references are made to the responses of the post-study interview with the teacher and CLIL-class observations. The analysis of the mentioned findings is presented hereinafter.

To investigate the student-participants' perceptions and attitudes towards CLIL classes, their responses to the post-study online survey (100% response rate) were analyzed both quantitatively and qualitatively.

The analysis of question 1 where the surveyees were asked whether they liked the new style of their English class, demonstrated the overall positive attitude of the participants toward CLIL classes, as all the students appeared to like the CLIL-based lessons with 30% (6 out of 20 students) choosing "Very much", and 14 (70%) of them selected "Yes".

Students' opinions on how much the new method enhanced their level of English proficiency were demonstrated in the responses of the second question of the survey. Hence, it was found out that 7 (35%) students believed that CLIL did improve their English proficiency while 13 (65%) students perceived CLIL to have improved it to some extent.

Questions 3 uncovers their beliefs on the extent to which the method enlarged their level of L2 efficiency. In this question (Figure 3), the students needed to refer to their L2 skills



(reading, writing, speaking, listening, grammar and vocabulary) in order to report the degree to which each of the skills were developed.

Figure 3. Student's responses on the extent of development of each of their L2 skills after CLIL classes.

From the four scales of measurement (from *very much* to *not at all*), the learners could identify the magnitude of enhancement of each skill. Relatively high (positive) percentages were given to speaking (85% thought it was developed to some extent), vocabulary, listening, and reading (60% considered the skills were developed very much).

In reference to the provided evidence, it is inferred that the student-participants were pleased with the new instruction of their L2 classes and they believed CLIL enhanced their overall English competency. Similarly, the teacher's reports from the post-study interview revealed a number of improvements such as more notable retention of the served material, development of both productive (speaking) and receptive (listening) skills as well as attainment of extensive vocabulary resources.

The analysis of the responses to question 4 aimed at disclosing the students' beliefs about the perceived difficulty of CLIL. In regard to the extent of difficulty of CLIL classes, from the given five choices where the highest was "very difficult" and the lowest was "*very easy*", 2 students (10%) selected the latter, 5 of them (25%) responded "*Not so difficult*", and the majority of the participants (65%) thought the lessons were "*Easy*". According to the teacher's responses in the post-study interview, CLIL had the advantage to foster L2 acquisition more quickly and steadily. She as well added that the method raised the students' awareness of content knowledge.

Figure 4 represents students' the types of difficulties the latter faced during CLIL lessons. The question revealed that the vast majority of the class (75%) were able to understand the teacher, but they could not respond or participate.

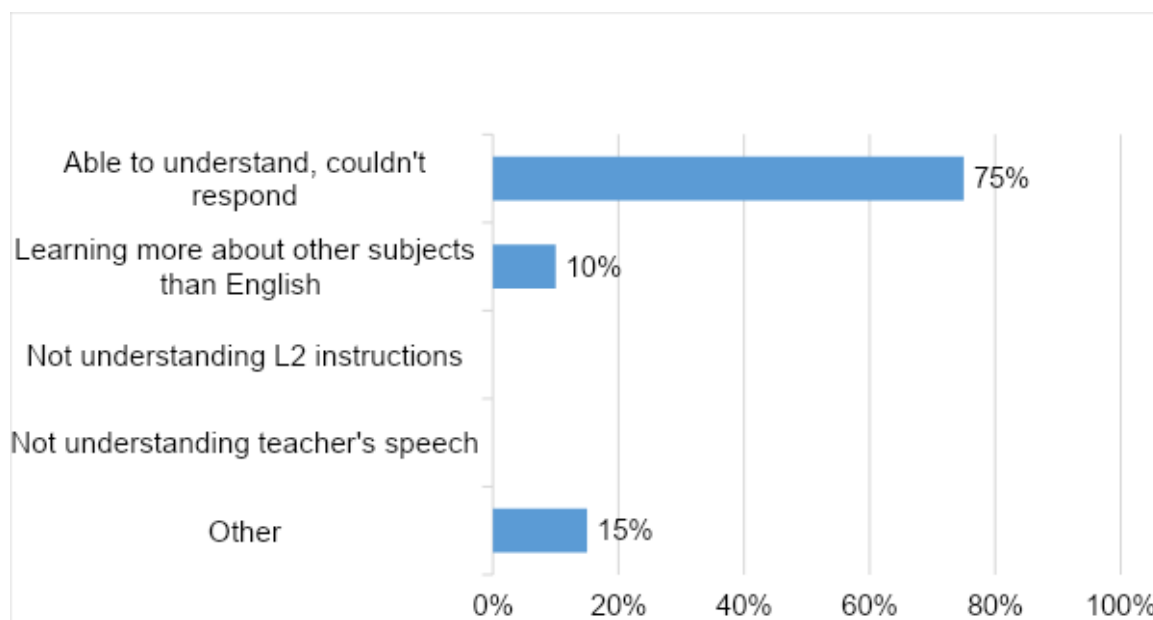


Figure 4. The challenging students faced during CLIL lessons.

The investigation of questions 6, 7, 8, and 9 concerning their preferences of content topics and the types of activities of CLIL classes provided more in-depth evidence on the students' perceptions about CLIL lessons and what they attained from this new format of L2 learning. Concerning the type of activities done throughout this period, 13 subjects (65%) reported enjoying group works, whilst 11 students (55%) preferred activities with pictures. In respect to these facts, question 9 asked the recipients to give short answers to present their preferences of CLIL class activities. Six students mentioned enjoying the vocabulary activities as those helped them acquire a large variety of new words and expressions; 5 of them opted for the group works; 3 of them mentioned to like the fact that they were encouraged to speak in their L2. Four subjects reported being enticed by the format itself as it was new, and they had the chance

to practice additional materials that were out of their regular curricula. The latter, as explained by two responders, helped them to gain extra knowledge. One student pointed out that inside this new frame of classes, they could gauge their ability to understand English.

In parallel with the categorization of favorable class activities, the students stated that besides foreign language learning, they as well acquired knowledge from other content areas. Thus, the short answers given to the questions that addressed their preferences of content topics implied that a large number of respondents (9 students) favored the lessons designated to the types of environmental pollution and its possible remedies as well as the topic of healthy food and lifestyle. They also mentioned making use of the geography-based classes where they learned about the solar system, the Earth, and the challenges it faces. One of the learners noted that the crucial aspect of content-based classes was the opportunity to learn about these topic areas in English.

In response to the last question of the survey (“If you had a chance to choose, which of this option you would select?”), 13 (65%) out of 20 students reported they would prefer CLIL classes, while the remaining 7 (35%) surveyees preferred their regular classes. In accordance with this, the analysis of the field notes revealed that the students showed eagerness and excitement throughout the whole process of the implementation. For instance, during the breaks, a student announced that if they continued with CLIL, all of them would become excellent learners; several students stated that they wished they could continue having classes like these in the future as well. In addition, the results of the analysis of the informal conversations with the deputy headmistress of the school revealed that the students appeared to be positively impacted by the approach and to be enjoying the new style of their L2 classes.

The final work of the learners was a group activity. They enthusiastically participated in asynchronous group work where the five members of each team had to prepare a large poster on how to find a remedy for a specific type of pollution and raise their peers' awareness about its dangers. A reason for their enthusiasm could have been the fact that they were announced the best work would be hanged on the wall of the school's hall (See Appendix H).

4.2.1 Teacher's Attitude Towards CLIL.

In reference to the after-class discussions between the teacher and the researcher, the field notes documented the former's positive outlook on the process. According to her, her students were inspired and interestedly occupied by CLIL activities. Regarding the teacher's apprehension of CLIL, the answers provided by the participant-teacher in the post-study interview displayed that the method had positively influenced her pedagogical views. Complementary to this statement, she noted that CLIL lessons gave her an opportunity to lead her students to learn English more easily, and she could assess the lesson content in a different way. In addition, she mentioned that CLIL not only motivated her learners to actively participate in L2 classes but also triggered their creativity. As cited by her, she realized this method was a great tool to promote L2 learning from an early age. The fact that CLIL encourages learning *through* the language was perceived to make it a desirable approach.

On the subject of CLIL in her future teaching practice, she claimed the method had the potential to remedy the situation regarding the level differences among students of the same grade due to its authenticity and the fact that they were concentrated not on the form but the meaning of the lesson. The teacher referred to time constraints as being the primary obstacle of implementing CLIL in her everyday practice. Despite having time deficiency, she mentioned she might consider this method as a tool of choice and use the review classes of the schools'

curricula to have a CLIL lesson once or twice a month.

To summarize, the cross-checked data of all the study instruments unveiled CLIL's overall potential in this instructional setting. The participant teacher and the students claimed CLIL had a relatively positive impact on the teaching/learning process. The findings revealed that both the teacher and her students were optimistically inclined towards CLIL. The former noted the method has the potential to enhance her students' L2 abilities and viewed it as a reasonable alternative to the school's regular classes. The analysis of the survey results demonstrated that the participants enjoyed the new framework of their L2 classes, and 65% of the class would prefer it over their regular lessons. They set aside the new variants of vocabulary activities, and group works from the list of other types of class-works. The students also mentioned being inclined towards having L2 classes about mainstream issues and with authentic topics. In addition, they found the classes fairly easy, and the main challenge they had with it was the fact of not being able to respond in English.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Discussion

The current research was carried out striving to examine the affordances and challenges of CLIL pedagogy in the Armenian public school EFL classroom and the attitudes and perceptions of the main stakeholders (the EFL teacher and her 9th-grade students) towards it. The research findings are discussed in the following chapter with reference to the posed rationale of the study and previous research presented in the literature review. In addition, this section expounds on the significance and applicability of the reported findings.

With regard to the first research question, which aspired to identify the affordances and limitations of CLIL in this particular educational context, the method appears to be notably

beneficial and employable in Armenian public school EFL classroom. The effectiveness of CLIL was documented during all the cycles of CLIL implementation as well in post-study interview, and in the field notes of the researcher.

The results of the analysis of the teacher's post-study interview responses and the researcher's field notes and observation checklists imply that class participation can increase dramatically during CLIL classes. This finding is consistent with the findings of Brevik and Moe (2012); however, contrary to the present five weeks of implementation, their work comprised a longitudinal study with students having ample exposure to CLIL classes: the two participant schools had CLIL in their compulsory curriculum, and the 10th and 7th grade students under examination had one and two years of exposure to the method.

Another valuable benefit of CLIL seems to be the retention of the target vocabulary by the vast majority of the classroom. The latter was a surprising discovery for the teacher as, before the implementation of CLIL, she was sure that the new words should be learned through memorization of word lists. The development of participants' vocabulary knowledge was recorded in all the cycles. Moreover, the findings indicate that CLIL has a strong potential to not only enhance the lexical abilities of the participants but also to boost their speaking skills. The reason for this might be the fact that the participation in class activities was on a volunteer basis, and the students were not being graded for any of the assignments. During the post-study interview, the teacher also mentioned that her students were able to recall the vocabulary acquired during CLIL classes and refer to it to construct speech. These findings are in line with the ones presented in previous research (Moghadam & Fatemipour, 2014; Xanthou, 2011) which showed that both Iranian and Greek schoolchildren, respectively, outperformed their peers from non-CLIL groups and were able to enlarge their lexicon reserve and retain the target vocabulary

better in meaningful and authentic situations. However, unlike the present study, their findings were based on the analysis of quantitative data.

One of the main objectives of the current study was to gain insights into whether CLIL has the potential to help decrease the significant level differences inside the same grade. CLIL seems to have the advantage of reducing the polarity among students' L2 proficiency levels. During the last two cycles, participants' eagerness to be enrolled in class activities reached its maximum: the vast majority of the class was engaged in CLIL activities. The reason for increased class interaction could also have been the content-based nature of the classes as the results indicate that the students were interested in the topics of discussion. Although the time span of the implementation was not enough to document changes in learners' competency level, it can be implied that with a more longitudinal study, more outstanding results would have been gained.

The CLIL implementation appears to be efficient in resolving two other L2 teaching problems: the choice of language of instruction and the selection of types of activities. The findings suggest that CLIL can serve as a 'facilitator' for the teacher in employing the students' target language and utilizing more communicative and engaging activities. During CLIL classes the teacher carried out the kind of activities which attracted the learners, and used the L2 as language of instruction. A possible reason for these changes might have also been the fact that she was asked to conduct the CLIL lessons in English and was constantly given assistance on what kind of activities were better to carry out on particular topics. The students were also encouraged to use the target language while participating in class discourse. Surprisingly, the use of the participants' L1 was decreased to its minimum both from the teacher's and the students' sides. A similar study was conducted by Papaja (2007) to examine the L1 regulations inside L2

classroom. Contrary to the current study, the results of Papaja's study disclosed immense use of L1 by Polish students and teachers. The researcher explained the extensive use of L1 by the fact that the students had never learned about any other subject in English.

Despite CLIL's tendency of showing its perspectives in the EFL classroom of the Armenian public school, the teacher-participant seemed to have concerns on account of its successful implementation in the future. The reason for the subject to have doubts regarding utilizing this approach in her future teaching might be the lack of both methodological and practical knowledge, as in the pre-study interview, she mentioned she was not familiar with the method. Supplementary to this, the analysis of field notes suggests that the CLIL assistance given to the teacher before its implementation might not have been sufficient for her to experience the full potential of the approach. The lack of content knowledge was also noticeable, which could have also hindered the teacher in her practice. The insufficient resources and time constraints mentioned by her as the challenging aspects of the method might have as well been connected to the fact that she needed more experience and content awareness in order to conduct successful CLIL classes. These findings go along with the outcomes of similar studies conducted in different monolingual areas of the world. For instance, in Thailand (Suwannoppharat & Chinokul, 2015) and in Portugal (Ellison & Santos, 2018), the main weaknesses of CLIL implementation were related to the necessity to have better-trained teachers and more time to prepare employable CLIL lessons.

It is worth mentioning that the time limitation mentioned by the teacher also referred to the regulations imposed by the Ministry of Education, Science and Sports of Armenia. The criteria which L2 learners of a particular grade need to achieve to pass to the next grade appear to be significantly high. In order for CLIL and the Ministry's regulations to correspond with each

other, a thorough examination of the EFL curriculum and costly teacher-trainings and resources are needed.

Another intriguing finding of the study was the challenge the majority of the students pointed out in the survey. They noted that even though they could understand the teacher's speech, they were not able to participate in class activities due to the lack of speaking competence. Similarly, an unanticipated drawback was detected through observations: as the format of CLIL was utterly new to the participants, even the basic class activities (group works, listening activities, vocabulary learning through visuals and objects) employed in any modern EFL classroom created colossal excitement and, in a way, hampered the flow of the classes.

With respect to the second research question concerning the teacher's and the students' attitudes towards CLIL, findings revealed that the subjects had remarkably optimistic inclinations concerning this new approach. One reason for the teacher to have a positive outlook towards this approach could be her eagerness to get acquainted with new teaching techniques. This might also have been provoked by the fact that her learners were more attentive and engaged during CLIL classes. The CLIL implementation appears to enhance the teacher's optimistic outlook towards CLIL in reference with the findings of previous research. Namely, in McDougald (2015), half of the 140 EFL instructors from schools and universities appeared to have positive attitudes towards teaching in language and content integrated EFL classroom.

Having an authenticity-driven nature, CLIL classes doubtlessly created a stress-free setting for learning to take place. A positive tendency towards CLIL could be observed in the responses to all of the survey questions. It is evident that students would prefer to have CLIL-based classes in the future. A plausible reason for their preference might be the fact that they were not graded for any of the assignments they were given both in the classroom or at

home. The types and amount of homework could have also played a role in stimulating them. The only regular home task they had was to learn the new vocabulary or to watch a video on the topic of the day. These results align with the findings of a similar inquiry carried out by Lancaster (2016) in a monolingual community of Andalusia, Spain. Similar to the current research, the results of this study revealed that both the teachers and the students had merely positive outlooks on CLIL. However, unlike Lancaster's research, which aimed at examining the stakeholders' attitudes of CLIL solely, the current study entailed data also on the benefits and deficiencies of the method's implementation.

Although motivation was not intended to be examined in the scope of this research, research suggests that there is a solid cyclical relationship between attitude, motivation, and achievement (Arribas, 2016; Lasagabaster, 2011). The outcomes of both Arribas' and Lasagabaster's investigation are consistent with the ones discovered in this study. It is apparent that the naturalistic learning environment that CLIL created activated the learners' intrinsic motivation and triggered their creativity. Other reasons could have also served as a basis for high motivation and curiosity, such as the variety of colorful and game-like activities and the presence of realia during CLIL lessons that they were not used to see in their regular EFL classroom (e.g., food items, posters, samples of trash cans, paper and plastic garbage samples, a globe, planet models, etc.).

Though students' achievement evaluation was also out of the span of this study, and it did not have any quantitative tool to measure their L2 abilities, the results of the analysis of the observations suggest a noticeable improvement in students' performance. The students with beginner and elementary proficiency levels started to use formulaic expressions and simple

sentences in English because they were encouraged to speak. An alternative explanation for the latter could be a large amount of repetition of the same concepts in the classroom.

5.2 Pedagogical Implications

As maintained by the findings of the inquiry, a number of practical implications are obtained in order to conduct more practicable CLIL lessons.

Firstly, teachers are suggested to use open online teaching and learning resources to create CLIL materials. Secondly, L2 instructors might analyze textbooks from other subjects to design relevant CLIL lessons as well as use supplementary realia materials to enhance the productivity of CLIL classes. Thirdly, they are advised to employ vocabulary activities such as flashcards and puzzles to ensure effective vocabulary retention. Moreover, EFL teachers are recommended to create group tasks as much as possible as it creates collaboration between the members of the same group and raises their creativity; thus, triggering discourse and enhancing students' L2 skills.

Finally, as CLIL pedagogy does not have any strict regulation, the flexibility of CLIL can be used to meet the needs and demands of diverse groups of learners by creating materials suitable for differentiated classroom.

5.2 Limitations and Delimitations

A number of limitations and delimitations can be detected in the present study which are discussed below, respectively. The main limitation of the study was both the teacher's and the students' unawareness of CLIL. The teacher mentioned she had a lack of experience working with relatively new L2 teaching techniques, and this study was her first acquaintance with CLIL methodology. Besides, there was no direct evidence of the student's previous learning outcomes. Additionally, time constraints and sample size might also be considered as significant limitations

of the study. While the former restricted the duration of the study, the latter limited the research to have more extensive data.

Biased answers were also considered as limitations of the study. Specifically, prestige bias was deemed to guide the answers to the interview questions provided by the teacher. Although announced to be anonymous, the online survey also was anticipated to receive biased answers from the students. Finally, as the entire data were analyzed by the researcher only, the factor of some subjectivity might not be overlooked.

Several delimitations were determined at the beginning of the study. The setting of the inquiry was settled in advance as the phenomenon intended to be analyzed refers to public school EFL classroom only. The offline mode of the lessons is another delimitation of the study as the classes in Armenian public schools are administered in a face-to-face manner. Moreover, student-participants' age and grade were determined by their teacher at the beginning of the study.

5.3 Recommendations for Further Research

This research illustrates the potential of CLIL in the Armenian public school EFL classroom through portraying its benefits and the stakeholders' attitudes towards the method; yet, it also identifies some limitations (teacher trainings, additional resources and materials) which could be remedied if addressed from a respectable angle.

Future research may consider a quantitative examination of the impact of this mainstream approach on the overall achievement of L2 skills as well as gauge the degree of learners' motivation.

In reference to the adversity that official policy creates concerning L2 teaching in public schools, further research may try to establish whether CLIL can be implemented in accordance

with the EFL regulations of the Ministry of Education, Science and Sports of Armenia.

Additionally, future research is recommended to carry out longitudinal research with a larger sample size to ensure the credibility of findings.

The main requirement for administering a CLIL research is to address all L2 learning skills while creating a lesson plan. Next, allocating equal attention to practicing both receptive and productive skills as well as grammar and vocabulary inside the content area of discussion to have dynamic lessons. Also, aiming to identify the degree of the complexity content or to have sufficient knowledge about the topic of discussion, an EFL teacher's active collaboration with a content/subject instructor is highly encouraged. Furthermore, if the students are used to completing exercises from the textbook as a class activity and are not familiar with the techniques employed in modern EFL classrooms, administrators should consider the implementation of CLIL techniques gradually. This way, students will not be confused, and the natural flow of the lesson will not be hampered.

5.4 Conclusion

The findings of the current study suggest that despite some shortcomings, CLIL could be advantageous both for Armenian public school teachers and learners, creating positive attitudes among its employers. Moreover, it can be proposed that in small "portions" CLIL can be employable in this educational context. Although the current work was a small-scale experiment seeking to introduce this authenticity-driven approach to the Armenian public school stakeholders and evaluate its potential in this setting, the findings of this research can provide a useful reference for future and current teachers. The research might also be helpful for future researchers who would like to explore this topic further or conduct similar research approaching it from a different angle.

References

- Alaverdyan, A., (2016). *Solving Environmental Problems through EFL for Secondary School Children of High-elementary and Pre-intermediate English Proficiency* (Doctoral dissertation).
- Amiri, M., & Fatemi, A. H. (2014). The impact of content-based instruction on students' achievement in ESP courses and their language learning orientation. *Theory and Practice in Language Studies*, 4(10), 2157.
- Arribas, M. (2016). Analysing a Whole CLIL School: Students' Attitudes, Motivation, and Receptive Vocabulary Outcomes. *Latin American Journal of Content and Language Integrated Learning*, 9(2), 267-292.

- Banegas, D. L. (2013). The integration of content and language as a driving force in the EFL lesson. In E. Ushioda (Ed.), *International perspectives on motivation: Language learning and professional challenges* (pp. 82-97). Basingstoke: Palgrave Macmillan.
- Banegas, D. L. (2019). Teacher professional development in language-driven CLIL: A case study. *Latin American Journal of Content & Language Integrated Learning*, 12(2), 242-264. DOI: <https://doi.org/10.5294/lacilil.2019.12.2.3>
- Brevik, M., & Moe, E. (2012). Effects of CLIL teaching on language outcomes. *Collaboration in language testing and assessment*, 26, 213-227.
- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language teaching research*, 10(1), 3-31. DOI: <https://doi.org/10.1191/1362168806lr182oa>
- Cammarata, L., & Tedick, D. J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96(2), 251-269. DOI: <https://doi.org/10.1111/j.1540-4781.2012.01330.x>
- Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, 28(3), 419-433. DOI: [https://doi.org/10.1016/S0346-251X\(00\)00021-X](https://doi.org/10.1016/S0346-251X(00)00021-X)
- Castellano-Risco, I. (2018). CLIL and academic vocabulary: a preliminary study of secondary-school learners' academic vocabulary size. *EPIC Series in Language and Linguistics*, 3, 27-32.
- Chostelidou, D., & Griva, E. (2014). Measuring the effect of implementing CLIL in higher education: An experimental research project. *Procedia-Social and Behavioral Sciences*, 116, 2169-2174. DOI: <https://doi.org/10.1016/j.sbspro.2014.01.538>

Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative sociology*, 13(1), 3-21. DOI:

<https://doi.org/10.1007/BF00988593>

Coyle, D (1999) 'Theory and planning for effective classrooms: supporting students in content and language integrated learning contexts' in Masih, J (Ed): *Learning Through a Foreign Language* London: CILT

Coyle, D. (2005). CLIL: Planning tools for teachers. *Nottingham: University of Nottingham*.

Coyle, D. (2006). Content and Language Integrated Learning Motivating Learners and Teachers. Nottingham: University of Nottingham. [Electronic resource]. Coyle. DOI:

<http://blocs.xtec.cat/clil-practiques1/files/2008/11/slrcoyle.pdf>

Coyle, D., Holmes, B., & King, L. (2009). Towards an integrated curriculum—CLIL National Statement and Guidelines. *The Languages Company*.

Coyle, D., Hood, P. and Marsh, D. (2010) Content and Language Integrated Learning Cambridge: Cambridge University Press

Coyle, D. (2011). Teacher education and CLIL methods and tools. In Unpublished seminar presented in Milan, Italy. Retrieved from <http://www.cremit.it/public/documenti/seminar.pdf>.

Coyle, D. (2015). Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning. *Latin American Journal of Content & Language Integrated Learning*, 8(2), 84-103. DOI: <https://doi.org/10.5294/5915>

Coyle, D. (2018). The place of CLIL in (bilingual) education. *Theory Into Practice*, 57(3), 166-176. DOI: <https://doi.org/10.1080/00405841.2018.1459096>

Cross, R. (2013). Research and evaluation of the content and language integrated learning (CLIL) approach to teaching and learning languages in Victorian schools. DOI:

<http://hdl.handle.net/11343/55778>

Dafouz, E., Núñez, B., Sancho, C., & Foran, D. (2007). Integrating CLIL at the tertiary level: teachers' and students' reactions. *Diverse contexts converging goals. Content and language integrated learning in Europe*, 4, 91-102.

Dalton-Puffer, C. (2009). Communicative competence and the CLIL lesson. In Ruiz de Zarobe, Y., & Catalán, R. M. (Eds.). *Content and language integrated learning: Evidence from research in Europe*, 41, 197. DOI: <https://doi.org/10.21832/9781847691675-014>

Dávila, H. A. H., & Vela, M. L. C. (2011). A case study on content based instruction for primary school children. *HOW*, 18(1), 112-134.

Darbinyan, N., (2018). The Impact of Erasmus+ Training Courses on the Participants' Enhancement of English Language Skills (Doctoral dissertation).

Díaz, C. P., & Requejo, M. D. P. (2008). Teacher beliefs in a CLIL education project. *Porta Linguarum: Revista Internacional de Didáctica de las lenguas extranjeras*, (10), 151- 161. DOI: <https://dialnet.unirioja.es/download/articulo/2661454.pdf>

Doiz, A., & Lasagabaster, D. (2017). Management teams and teaching staff: do they share the same beliefs about obligatory CLIL programmes and the use of the L1?. *Language and Education*, 31(2), 93-109.

Ellison, M., & Santos, Á. A. (2018). Implementing CLIL in Schools: *The Case of the GoCLIL Project in Portugal*. *e-TEALS*, 8(1), 43-72. DOI: <https://doi.org/10.2478/eteals-2018-0003>

Eurydice report, Eurydice European Unit. (2006). *Content and Language Integrated Learning (CLIL) at School in Europe*. Brüssel: Kommission der Europäischen Union.

- Fernández, R., & Halbach, A. (2011). Analysing the situation of teachers in the CAM bilingual project after four years of implementation. *Content and Foreign Language Instructed Learning. Contributions to Multilingualism in European Contexts. Frankfurt: PeterLang.*
- García, O. (2011). *Bilingual education in the 21st century: A global perspective.* John Wiley & Sons.
- Ghazaryan, E. (2013). *Natural science 5.* Yerevan, Armenia: Astghik Publishing house.
- Ghazaryan, E. (2014). *Natural science 6.* Yerevan, Armenia: Astghik Publishing house.
- Gierlinger, E. (2016). CLIL models. Retrieved April 17, 2021, from <https://clilingmesoftly.wordpress.com/clil-models-3/>
- Goris, J., Denessen, E., & Verhoeven, L. (2019). The contribution of CLIL to learners' international orientation and EFL confidence. *The Language Learning Journal*, 47(2), 246-256. DOI: <https://doi.org/10.1080/09571736.2016.1275034>
- Goroyan, K. (2015). *Integrating Documentary Films and Environmental Education through English* (Doctoral dissertation). DOI: <https://dspace.aua.am/xmlui/handle/123456789/1277>
- Grigoryan, L. (2016). *English 9.* Retrieved from http://zangak.am/product_info.php?products_id=1351
- Guillamón-Suesta, F., & Renau, M. L. R. (2015). A critical vision of the CLIL approach in secondary education: A study in the Valencian Community in Spain. *Latin American Journal of Content & Language Integrated Learning*, 8(1), 1-12.
- Gupta, K. C. L. (2020). Researcher-teacher Collaboration In Adopting Critical Content And Language Integrated Learning (clil): Processes, Challenges And Outcomes. *Trabalhos em Linguística Aplicada*, 59(1), 42-77. DOI: <http://dx.doi.org/10.1590/010318136014125912020>

- Hanesová, D. (2015). History of CLIL. *CLIL in Foreign Language Education: e-textbook for foreign language teachers*, 7-16.
- Hillyard, S. (2011). First steps in CLIL: Training the teachers. *Latin American Journal of Content & Language Integrated Learning*, 4(2), 1-12.
- Infante, D., Benvenuto, G., & Lastrucci, E. (2009). The effects of CLIL from the perspective of experienced teachers. *CLIL practice: Perspectives from the field*, 156, 163.
- Karjikian, M. (2017). *Creating a Multilingual Armenia: Adding English Language to Armenia's Education System and Society* (Doctoral dissertation).
- Kent Andersen. (2015). *Six videos demonstrating CLIL used in classes from primary schools and vocational colleges* [Video file]. Retrieved from <https://www.youtube.com/watch?v=dFuCrXRobh0&t=756s>
- Keoshkerian, S. (2015). *Building a Global Citizenship Team through English* (Doctoral dissertation).
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Lancaster, N. K. (2016). Stakeholder Perspectives on CLIL in a Monolingual Context. *English Language Teaching*, 9(2), 148-177.
- Lara, M. D. M., & Pedrosa, A. V. C. (2018). Teacher perspectives on CLIL implementation: a within-group comparison of key variables. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (29), 159-180.
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in language Learning and Teaching*, 5(1), 3-18. DOI: <https://doi.org/10.1080/17501229.2010.519030>

Lasagabaster, D. (2013). The use of the L1 in CLIL classes: The teachers' perspective. *Latin American Journal of Content & Language Integrated Learning*, 6(2), 1-21. DOI:

<https://doi.org/10.5294/3148>

Lasagabaster, D., & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL research journal*, 1(2), 4-17.

Lasagabaster, D., & Doiz, A. (2017). A longitudinal study on the impact of CLIL on affective factors. *Applied Linguistics*, 38(5), 688-712. DOI: <https://doi.org/10.1093/applin/amv059>

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School psychology quarterly*, 22(4), 557. DOI:

<https://doi.org/10.1037/1045-3830.22.4.557>

López Barrios, M. (2008). Content – The stuff ELT is made of. In D. Fernández, A. M. Armendáriz, C. Banfi, M. López Barrios, A. Jordan & R. Lothringer (Coord.), *Using the language to learn and learning to use the language what's next in Latin America: Conference proceedings selections*, XXXIII FAAPI Conference, 18-19-20 September 2008. (pp. 40-52).

López-Deflory, E., & Juan-Garau, M. (2017). Going glocal: The impact of CLIL on English language learners' multilingual identities and attitudes in the Balearic Islands. *European Journal of Applied Linguistics*, 5(1), 5-30. DOI: <https://doi.org/10.1515/eujal-2016-0015>

Mahan, K. R., Brevik, L. M., & Ødegaard, M. (2018). Characterizing CLIL teaching: New insights from a lower secondary classroom. *International Journal of Bilingual Education and Bilingualism*. DOI: <https://doi.org/10.1080/13670050.2018.1472206>

- Manzano Vázquez, B. (2015). CLIL in three Spanish monolingual communities: The examples of Extremadura, Madrid and La Rioja. *Elia: Estudios de Lingüística Inglesa Aplicada*, 15, 135-158. DOI: [10.12795/elia.2015.i15.07](https://doi.org/10.12795/elia.2015.i15.07)
- Margaryan, R., Manasyan, M., Hovhannisyan G., & Hovsepyan, A. (2013). *Geography* 7. Yerevan, Armenia: ManMar Publishing house. URL: <https://fliphtml5.com/fumf/nyiw>
- Marsh, D., & Langé, G. (2000). Using languages to learn and learning to use languages. *Finland: University of Jyväskylä*.
- Marsh, D., Maljers, A., & Hartiala, A. K. (2001). Profiling European CLIL Classrooms. *Jyväskylä, Finland: Centre for Applied Language Studies*.
- Marsh, D., Järvinen, H. M., & Haataja, K. (2007). Perspectives from Finland. *Windows on CLIL—Content and Language Integrated Learning in the European Spotlight*. Alkmaar: *Europees Platform*, 63-83.
- Marsh, D., & Frigols Martín, M. J. (2012). Content and language integrated learning. *The encyclopedia of applied linguistics*. DOI: <https://doi.org/10.1002/9781405198431.wbeal0190>
- Marsh, D., Mehisto, P., Wolff, D., & Frigols Martín, M. J. (2012). European framework for CLIL teacher education.
- Marsh, D. (2013). Content and Language Integrated Learning (CLIL). A Development Trajectory. DOI: <http://hdl.handle.net/10396/8689>
- Marsh, D., Pavón-Vázquez, V., & Frigols-Martín, M. J. (2013). The higher education languages landscape: Ensuring quality in English language degree programs. *Valencia, Spain: Valencian International University*, 15-22.
- Martin, M. J. F. (2008). CLIL implementation in Spain: An approach to different models. In Coonan, CM (ed.), *Venezia: Libreria Editrice Cafoscarina*, 221-232.

- Martín-Macho Harrison, A., & Faya Cerqueiro, F. (2020). L1 in CLIL: the case of Castilla-La Mancha. DOI: [10.17398/1988-8430.31.143](https://doi.org/10.17398/1988-8430.31.143)
- McDougald, J. (2015). Teachers' attitudes, perceptions and experiences in CLIL: A look at content and language. *Colombian Applied Linguistics Journal*, 17(1), 25-41. DOI: <http://dx.doi.org/10.14483/udistrital.jour.calj.2015.1.a02>
- Meyer, O. (2010). Introducing the CLIL-pyramid: Key strategies and principles for quality CLIL planning and teaching. *Basic issues in EFL-Teaching and Learning*, 11-29.
- Moate, J. (2017). Developing an integrated Content and Language Integrated Learning (CLIL) pathway in Central Finland. *Kieli, koulutus ja yhteiskunta*, 8(6).
- Moghadam, N. Z., & Fatemipour, H. (2014). The effect of CLIL on vocabulary development by Iranian secondary school EFL learners. *Procedia-Social and Behavioral Sciences*, 98, 2004-2009. DOI: <https://doi.org/10.1016/j.sbspro.2014.03.635>
- Moreno, D. R. (2021). Student perspectives on dual immersion in California: A comparison with the perceptions of CLIL learners in Madrid. *Linguistics and Education*, 61, 100887.
- Navarro Pablo, M. (2018). Are CLIL students more motivated?: an analysis of affective factors and their relation to language attainment. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, 29, 71-90. DOI: <https://hdl.handle.net/11441/84750>
- Ngan, N. T. C. (2011). Content-Based Instruction in the Teaching of English for Accounting at Vietnamese College of Finance and Customs. *English Language Teaching*, 4(3), 90-100.
- Paltridge, B., & Phakiti, A. (Eds.). (2015). *Research methods in applied linguistics: A practical resource*. Bloomsbury Publishing.
- Papaja, K. L. (2007). *Exploring the Use of L1 in CLIL*. Adam Mickiewicz University Press, Poznan.

Papaja, K. L. (2012). The impact of students' attitudes on CLIL. *Latin American Journal of Content & Language Integrated Learning*, 5(2), 28-56.

DOI: <https://doi.org/10.5294/laclil.2012.5.2.10>

Pérez-Vidal, C., & Roquet, H. (2015). CLIL in context: Profiling language abilities. In *Content-based language learning in multilingual educational environments* (pp. 237-255).

Springer, Cham.

Pimentel-Siqueira, D. S., Landau, J., & Albuquerque Paraná, R. (2018). Innovations and challenges in CLIL implementation in South America. *Theory into Practice*, 57(3), 196–

203. <http://dx.doi.org/10.1080/00405841.2018.1484033>

Pinner, R. (2013). Authenticity of purpose: CLIL as a way to bring meaning and motivation into EFL contexts. *Asian EFL Journal*, 15(4), 138-159.

Prasongporn, P. (2009). CLIL in Thailand: Challenges and possibilities. *Teaching English, Future Challenges*, 95.

Roiha, A. (2019). Investigating former pupils' experiences and perceptions of CLIL in Finland: a retrospective analysis. *Nordic journal of studies in educational policy*, 5(2), 92-103. DOI:

<https://doi.org/10.1080/20020317.2019.1586514>

Romanowski, P. (2019). A Comparative Study of CLIL Trajectories in the Polish Education System. *ELOPE: English Language Overseas Perspectives and Enquiries*, 16(2), 63-76.

DOI: <https://doi.org/10.4312/elope.16.2.63-76>

Sarı, İ., Alçı, B., Karataş, H., & Ejder, A. (2015). Students' Content Responsibility in Content Based Instruction (CBI) and Active Participation. *International Online Journal of*

Educational Sciences, 7(3). DOI: <https://www.researchgate.net/publication/282836847>.

<https://doi.org/10.15345/iojes.2015.03.012>

- Shirakatsy Lyceum. (2021). Language Teaching Policy. Retrieved April 18, 2021, from <https://shirakatsy.am/en/language-teaching-policy/>
- Suwannoppharat, K., & Chinokul, S. (2015). Applying CLIL to English language teaching in Thailand: Issues and challenges. *Latin American Journal of Content & Language Integrated Learning*, 8(2), 237-254. DOI: <https://doi.org/10.5294/3163>
- Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. ASCD.
- Torosyan, D., & Madyarov, I. (2019). American University of Armenia Press.
- Twig Education. (2019). CLIL and why it matters. Retrieved April 16, 2021, from <https://twigeducation.com/blog/clil-and-why-it-matters/>
- Vilkancienė, L. (2011). CLIL in tertiary education: Does it have anything to offer? *Kalbu studijos*, (18), 111-116.
- Whittaker, R., & Llinares, A. (2009). CLIL in social science classrooms: Analysis of spoken and written productions. *Content and language integrated learning. Evidence from research in Europe*, 215-234.
- Wolff, D. (2012). The European framework for CLIL teacher education. *Synergies Italie*, (8), 105-116.
- Xanthou, M. (2011). The impact of CLIL on L2 vocabulary development and content knowledge. *English Teaching: Practice and Critique*, 10(4), 116-126.

Appendix A**Pre-study observation form**

Date:

Topic:

of Ss:

Qs	Answers	Q related notes
1. What methods/techniques does the T use?		
2. What kind of questions does she ask?		
3. What skills are fostered the most?		

4. What teaching/learning gaps are there in the classroom?		
5. How many Ss participate during the whole lesson?		
6. How often does the T use Ss L1?		
7. What kind of activities does she employ?		
8. What kind of feedback does she usually give?		
9. How does she sum up the lesson?		
10. Homework		

Appendix B

CLIL-class observation checklist form

Date:

Name of the cycle:

Content is taken from:

of Ss:

Areas to be observed	Notes	Additional notes
The choice of the topic/ content and the activities		
The opening of the lesson		
The methods/techniques used		
The types of Qs asked		
L1 use		
The activities (types)		
The instructions		
Language areas covered		

The role of the Ss		
The end of the lesson		

Appendix C

Teacher's pre-study interview questions

1. What kind of methods/techniques do you usually use in your teaching practice?
2. What kind of new techniques are you familiar with?
3. Which of them would you like to implement in your teaching practice?
4. Do you participate in any training sessions for EFL teachers? If yes, when was the last time you attended one, and what was it for?
5. From your professional perspective, do you think that the criteria set by the Ministry of Education for each grade correspond with the levels of students and the contents of the books? If not, what needs to be changed?
6. What would you like to change in your classroom?
7. Have you ever heard about CLIL before?
8. After getting acquainted with the main aspects of CLIL methodology, do you think it can be implemented in your classroom?

Appendix D

A sample of the criteria set by The Armenian ministry of Education for learning outcomes of 9th –grade students.

2020-2021 semester

Thematic plan of the lessons

English, 9th grade (3 classes a week, 102 hours overall)

The translation of the 1st criteria

N	Hours	Topic of the lesson	The criterial requirements proposed to students according to A and B levels	Homework
1	1	Unit 1 “ Me and the world”	Level A: to be able to understand the text Level B: To be able to understand the overall content of the presented text; to be able to identify the verb tenses (past-present-future) in a given text;	Work on words
2	1	“Tator”		Ex: 4 page 5

3	1	“What do the stars say”	to be able to guess the meanings of 2-3 unfamiliar words found in the text	Ex:8 page 8
4	1	I see myself as someone who...”		Ex:9 page 9
5	1	Personality		Ex:11 page 11

Appendix E

Teacher’s post-study interview questions

1. What kind of methods/techniques do you usually use in your teaching practice? To what extent are they different from the ones you applied during CLIL classes?
2. Were you familiar with CLIL before this study? And how much do you know about it now?
3. To what extent the researcher’s assistance was helpful to create CLIL-based lesson plans? Do you think you needed more theoretical/methodological aid in order to have more successful CLIL classes?
4. How do you find/how would you describe your content knowledge? Do you think you needed more subject knowledge, or may be content-specific vocabulary/terminology?

5. Did you have enough time between the lessons to plan the next class? What did you manage to do? And what would you like to add if you had enough time?
6. Does CLIL need additional resources in terms of materials or teacher-trainings?
7. Is CLIL more suitable for primary, secondary or tertiary education? Why do you think so?
8. What was your students' reaction to the new method?
9. In your opinion, your Ss acquired more language or content knowledge?
10. Which language skills was CLIL able to improve among your Ss?
11. In what way does CLIL have the potential to help you with the level-difference issue among the students?
12. To what extent has the new method changed your teaching?
13. In your opinion, what are the advantages and disadvantages of CLIL?
14. What kind of teaching/learning issues did the CLIL implementation solve?
15. Would you like to continue employing CLIL as part of your regular teaching?
16. If you were to use this method again in your classroom, what would you change? What would you do differently?

Appendix F

Field notes' form

Date:

Factual information	Reflective comments

Things that worked well	Things that did not work well

Appendix G

Post-study Student Survey

The aim of the survey is to find out your opinion and attitude towards the new format of your English classes in order to make improvements. The survey is anonymous; no one can see who is the responder. Please allocate 5 minutes and give honest answers to each of the questions. Your opinion matters. Thank you in advance.

Այս հարցման նպատակն է իմանալ ձեր կարծիքը և վերաբերմունքը նոր ձևաչափով անգլերեն դասերի վերաբերյալ ապագայում այն ավելի բարելավելու նպատակով: Խնդրում ենք տրամադրել Տրոպե և հարցերին տալ անկեղծ պատասխաններ: Քո կարծիքը շատ կարևոր է: Կանխավ շնորհակալություն:

1. *Did you like the new format of your English classes?*

Հավանեցի՞ր քո անգլերեն դասերի նոր ձևաչափը:

- Չափազանց շատ / To a great extent
- Շատ / Very much
- Այո / Yes
- Որոշ չափով / Somewhat
- Ես ոչ մի տարբերություն չտեսա / I saw no difference

2. Քո կարծիքով այս նոր ձևաչափը բարելավե՞ց քո անգլերենի իմացության մակարդակը:

In your opinion, did the new format improve your level of English proficiency?

- Այո / Yes
- Որոշ չափով / Somewhat
- Ոչ / No

3. Անգլերեն լեզվի նշված հմտություններից քեզ մոտ ո՞ր մեկը ինչքանով ավելի զարգացավ այս նոր ձևաչափից հետո:

To what extent each of the following language skills developed after the new format?

	Շատ Very much	Որոշ չափով Somewhat	Շատ քիչ To a small extent	Բոլորովին ոչ Not at all
Նստել / Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Կարդալ/ Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Գրել/ Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Լսել/ Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Բառապաշար/ Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Քերականություն/ Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Որքան դժվար էին նոր ձևաչափով անգլերենի դասերը:

How difficult were your English classes with the new format?

- Շատ դժվար / Very difficult
- Դժվար / Difficult
- Ոչ այնքան դժվար / Not so difficult
- Հեշտ / Easy
- Շատ հեշտ / Very easy

5. Նոր ձևաչափով անգլերեն դասերից ի՞նչը չհավանեցիր: (կարող ես նշել մեկ կամ մի քանի տարբերակ):

What did not you like about your new English classes? (you can choose more than one option)

- Ես չէի կարողանում հետևել դասին, քանի որ չէի կարողանում հասկանալ ուսուցչիս: / I was not able to follow the flow of the lessons because I couldn't understand my teacher.
- Ես չէի կարողանում հասկանալ անգլերենով տուջադրանքների պահանջները: / I couldn't understand the instructions of the activities as they were given in English.

- Մենք ավելի շատ ուրիշ բաների մասին էինք սովորում, քան անգլերեն: / For most of the time we were learning about other subjects than English.
- Ես հասկանում էի ուսուցչիս առաջնորդի մեծ մասը, բայց չէի կարողանում անգլերենով պատասխանել (մասնակցել): / I could understand the majority of my teacher's speech but I was not able to respond or participate.
- Ուրիշ (կարճ մանրամասնեք ներքևում: Կարող ես գրել և՛ լատինատառ, և՛ հայատառ) / Other (describe shortly below. You can write both with Latin letters and in Armenian)

6. Առաջադրանքներից (դասարանում կատարած վարժարկայիններից) ո՞րն ավելի հավանեցիք: (կարող ես նշել մեկ կամ մի քանի տարբերակ)
Which one of the activities done in the classroom you like the most? (you can choose more than one option)

- Բառային աշխատանքներ / Vocabulary activities
- Թիմային աշխատանքներ/ Group works
- Պաստառի պատրաստում/ Poster preparation
- Գրավոր աշխատանքներ/ Writing activities
- PowerPoint ծրագրի միջոցով տեսաձայնային ֆնկցիոնալներ / Audio-visual activities with PowerPoint
- Նկարների միջոցով վարժարկայիններ / Activities with visuals
- Ուրիշ (կարճ մանրամասնիր ներքևում: Կարող ես գրել և՛ լատինատառ, և՛ հայատառ) / Other (Describe shortly above)

7. Անգլերենից բացի որևէ նոր գիտելիք ստացա՞ր:
Did you learn about anything else other than English?

- Այո / Yes
- Որոշ չափով / Somewhat
- Ոչ / No

8. Կարճ նշի՛ր, թե բացի անգլերենից ուրիշ ինչ գիտելիքներ ձեռք բերեցիր: (կարող ես գրել և՛ լատինատառ, և՛ հայատառ)

Shortly describe what did you learn other than English?

9. Անգլերեն դասերի այս նոր ձևաչափի մեջ ի՞նչն ամենից շատ հավանեցիր: (կարող ես գրել և՛ լատինատառ, և՛ հայատառ)

What did you like the most about your new English classes? (You can write both with Latin letters and in Armenian)

10. Եթե կարողանայիր ընտրել, անգլերեն դասերի ո՞ր տարբերակը կնախընտրեիր:

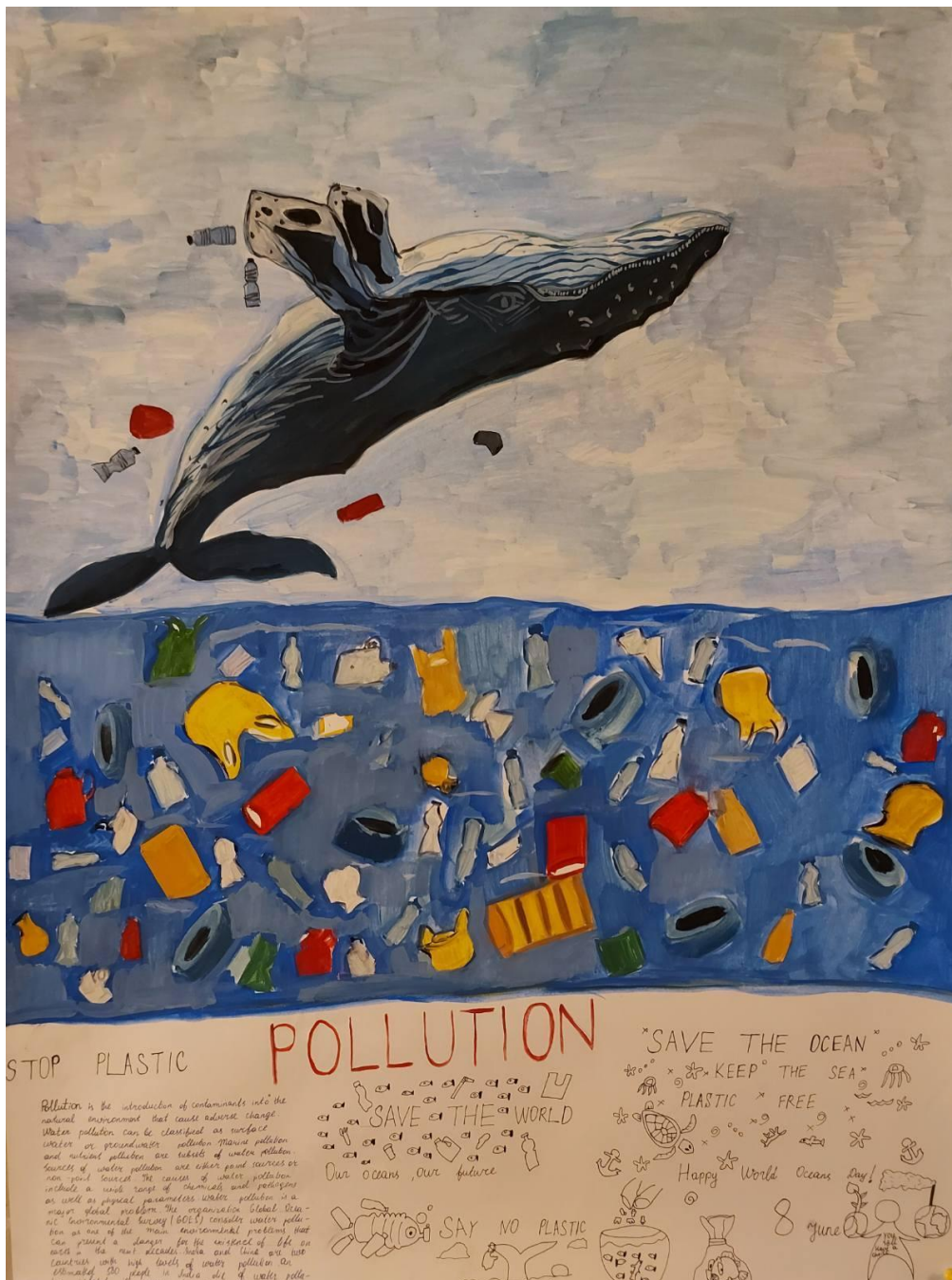
If you had the chance which of the formats of English classes would you choose?

- My regular classes
- The new format of the classes

Appendix H

Samples of the final work of the students

Sample 1



Sample 2

