



American
University
of Armenia

Հայաստանի
Ամերիկյան
Համալսարան

The potential of CLIL in the Armenian public school EFL classroom

Student: Arev Movsisyan

Adviser: Irena Galikyan



Overview:

- Introduction
- Literature Review
- Purpose of Study
- Research Questions
- Methodology
- Findings
- Delimitations and Limitations
- Recommendations
- References
- Acknowledgments



Introduction

- CLIL is an umbrella term incorporating a large number of pedagogical approaches (Coyle et al., 2010).
- Students are exposed to L2 through the medium of content (Moghadam & Fatemipour, 2014).
- The focus of a CLIL lesson is on employing scaffolding strategies to activate students' schemata (Marsh, 2013).
- CLIL addresses a variety of L2 instructional issues worldwide.

Literature Review





CLIL trajectory

□ CLIL was introduced in Europe in mid 1990s taking its roots from the Canadian immersion model of L2 teaching

(Cross, 2013; Dalton-Puffer, 2009; Eurydice, 2006; Marsh et al., 2001).

□ CLIL regulations differ from country to country (Eurydice, 2006).

□ CLIL:

- improve learners' L2 competency
- develop content skills
- expand their socio-cultural awareness

(Coyle, 2014; Lasagabaster, 2011; Marsh, 2013).



Implementation of CLIL

- CLIL curricula is quite flexible

(Coyle et al., 2009; Ellison & Santos, 2018).

- Finnish and Spanish teachers have the authority to determine CLIL curriculum (Marsh, 2013; Martin, 2008; Moate, 2017).

- Flexible use of L1/L2 inside CLIL classroom is emphasized

(Lasagabaster, 2013; Martín-Macho Harrison & Faya Cerqueiro, 2020).





Learners' and teacher' attitudes towards CLIL

- High tendency in increasing learning interest and fluctuation in L2 proficiency (Amiri & Fatemi 2014; Lasagabaster 2011).
- Teachers with theoretical knowledge on CLIL had relatively optimistic attitudes towards the method (Banegas, 2013; Lancaster, 2016).

Having the previous literature as a ground base, the study implies that CLIL has a huge potential to be successfully employed in the Armenian public school EFL classroom.





Purpose of Study

The study aims to:

- Explore the Armenian public school EFL teachers' and students' attitudes towards CLIL approach.
- Find out the method's affordances and limitations in this particular educational context.
- Identify the potential of CLIL in resolving some of the instructional challenges existing in public schools.



Guiding Research Questions

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

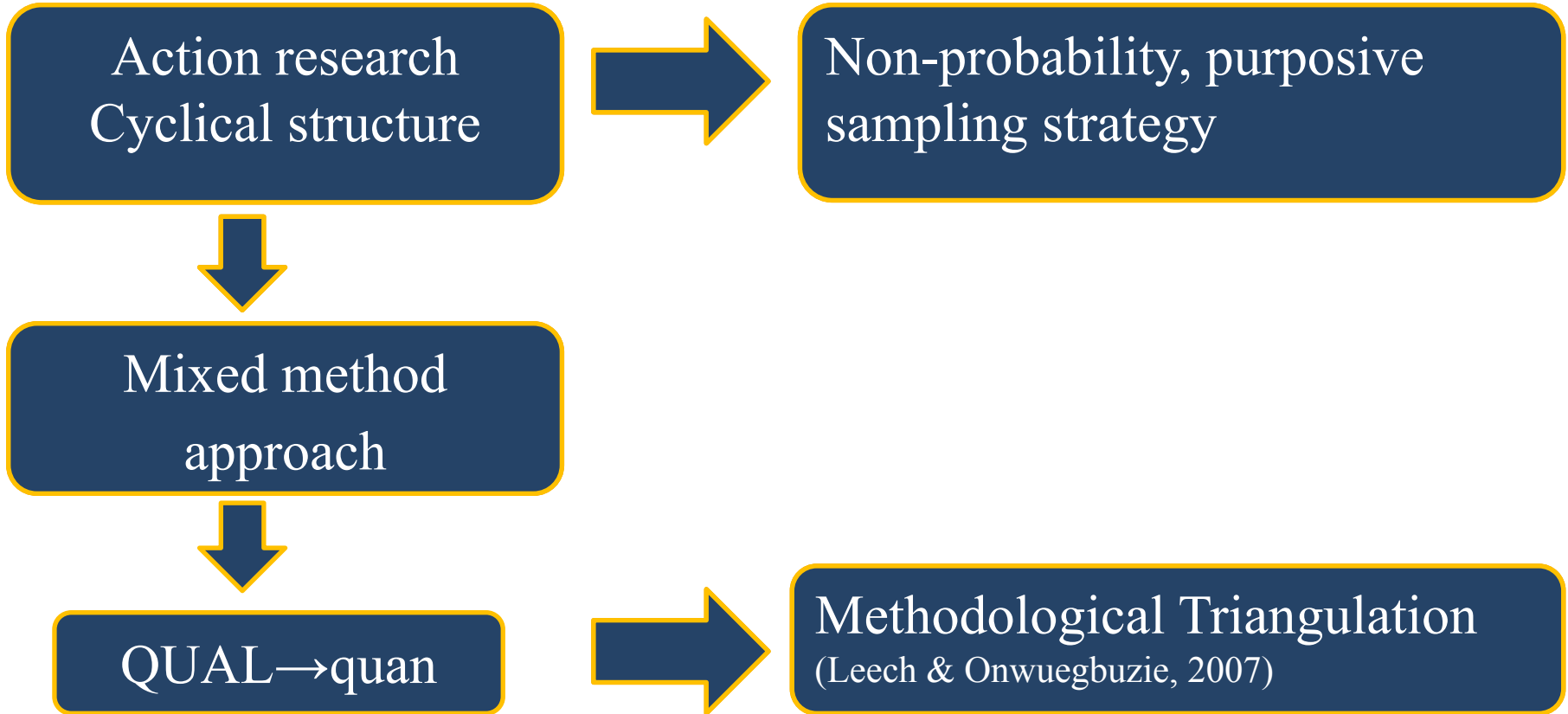
***RQ2:** What are the 9th-grade public school students' and their teacher's attitudes towards CLIL methodology?*

Methodology





Typology





Context

- Armavir, Armenia
- Public school
- Formal context
 - Five-week (2 class hours a week) implementation

Participants

- EFL teacher
- 20 students (11 female & 9 male)
 - 9th grade
 - Age: 14 -15
 - Level: Beginner – Low-intermediate



Materials

- Textbooks:
 - 9th-grade English (Grigoryan, 2016),
 - 5th-grade Natural Science (Gazaryan, 2013),
 - 6th-grade Natural Science (Gazaryan, 2013),
 - 7th-grade Geography (Margaryan et al., 2013),
- Worksheets and pictures,
- Audio/video materials,
- Supplementary realia materials.



Data Collection

Instruments:

- Pre-study observation,
- Pre-study interview with the teacher,
- CLIL-lesson observations,
- Field notes,
- Post-study interview with the teacher,
- Post-study survey with the students.



Data Collection Procedure

CLIL assistance
to the teacher

Pre-study
interview with
the teacher

Pre-study class
observations

Identify
students'
interests

Textbooks'
analysis

Lesson planning

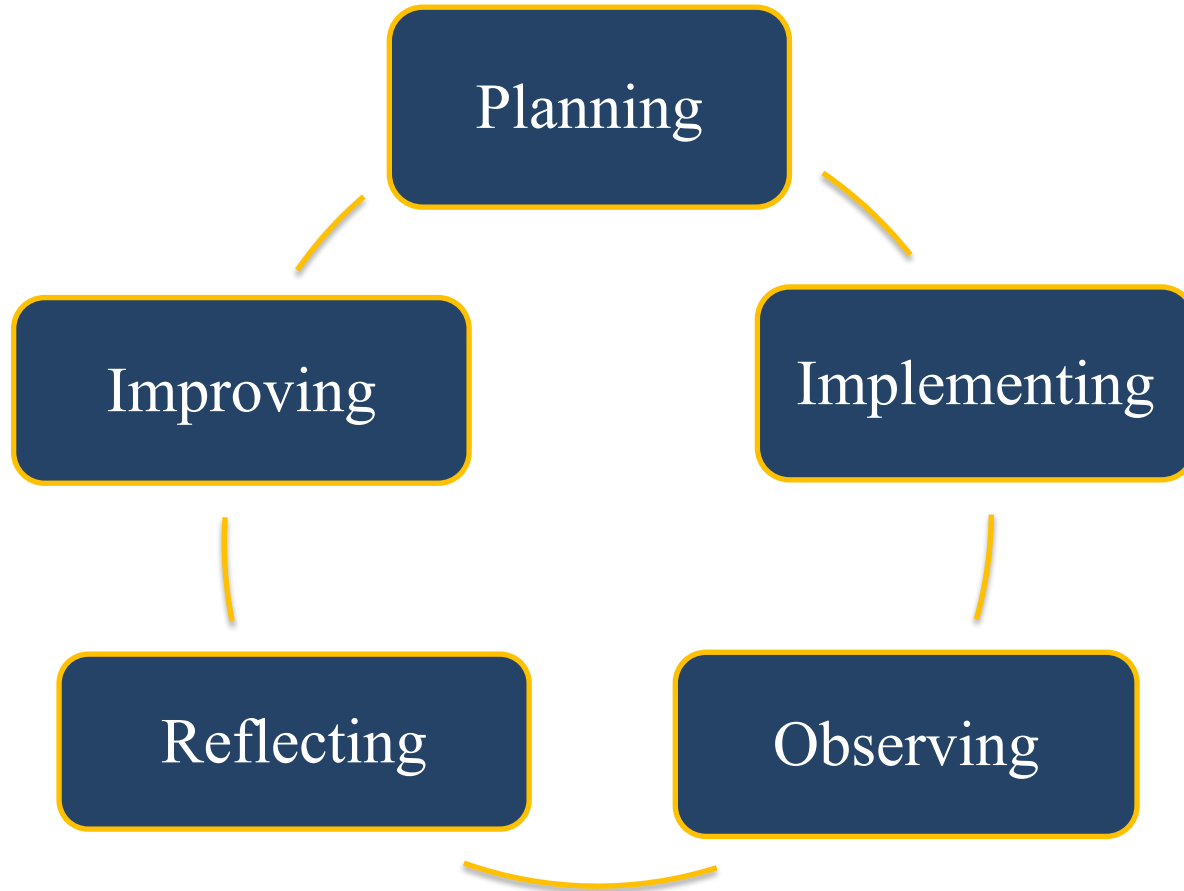
CLIL-class
observation

Post-study
interview with
the teacher

Students' survey



CLIL implementation





Data Analysis

Qualitative Data

Inductive analysis:

- open coding and saturation
- axial coding
- theoretical coding for data synthesis

(Corbin and Strauss, 1990)

Quantitative Data

Descriptive analysis:

- Percentages using MS Excel

Major Findings



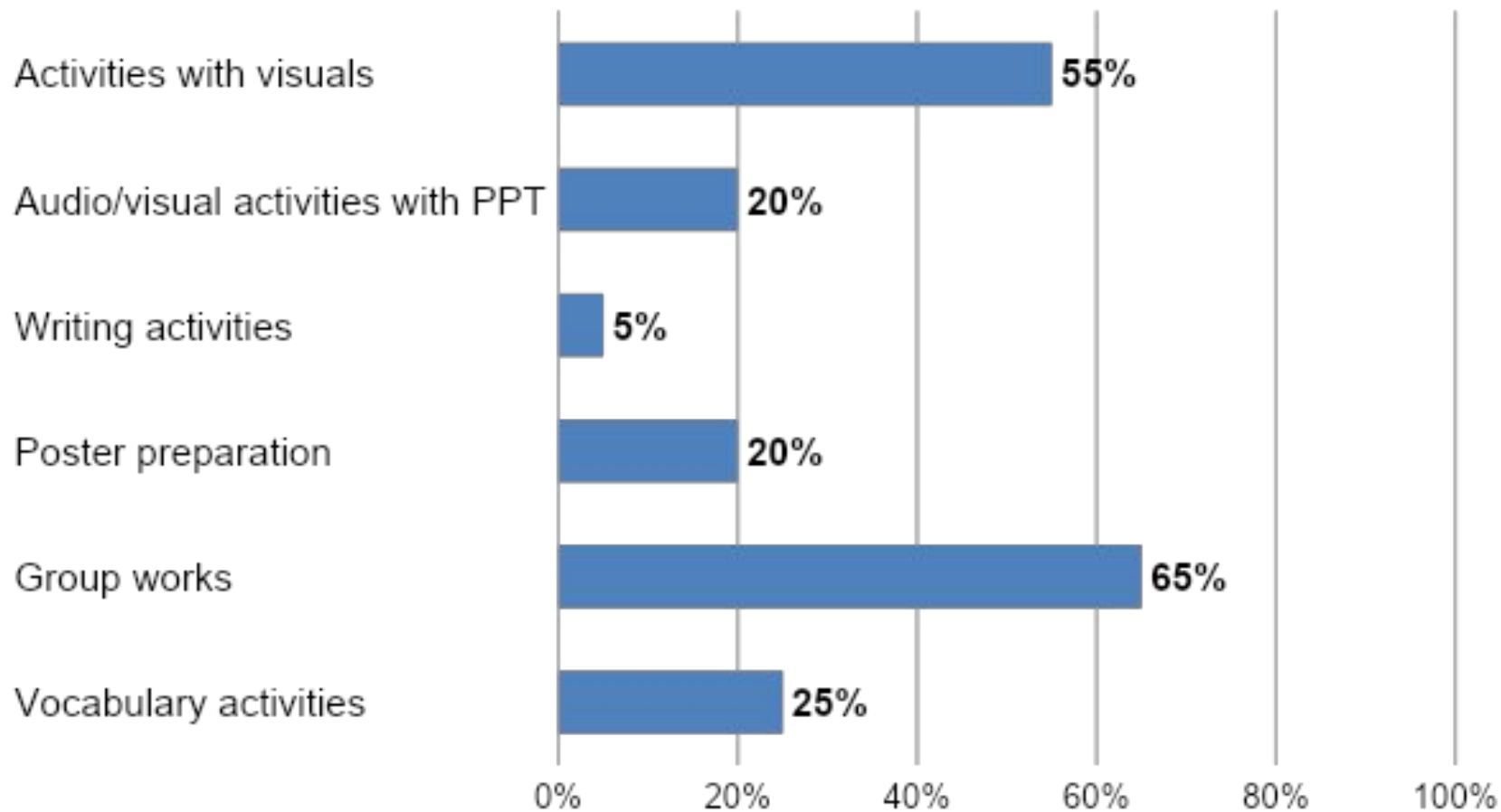


RQ1: What are the affordances and limitations of CLIL implementation in a public school in a regional area of Armenia?

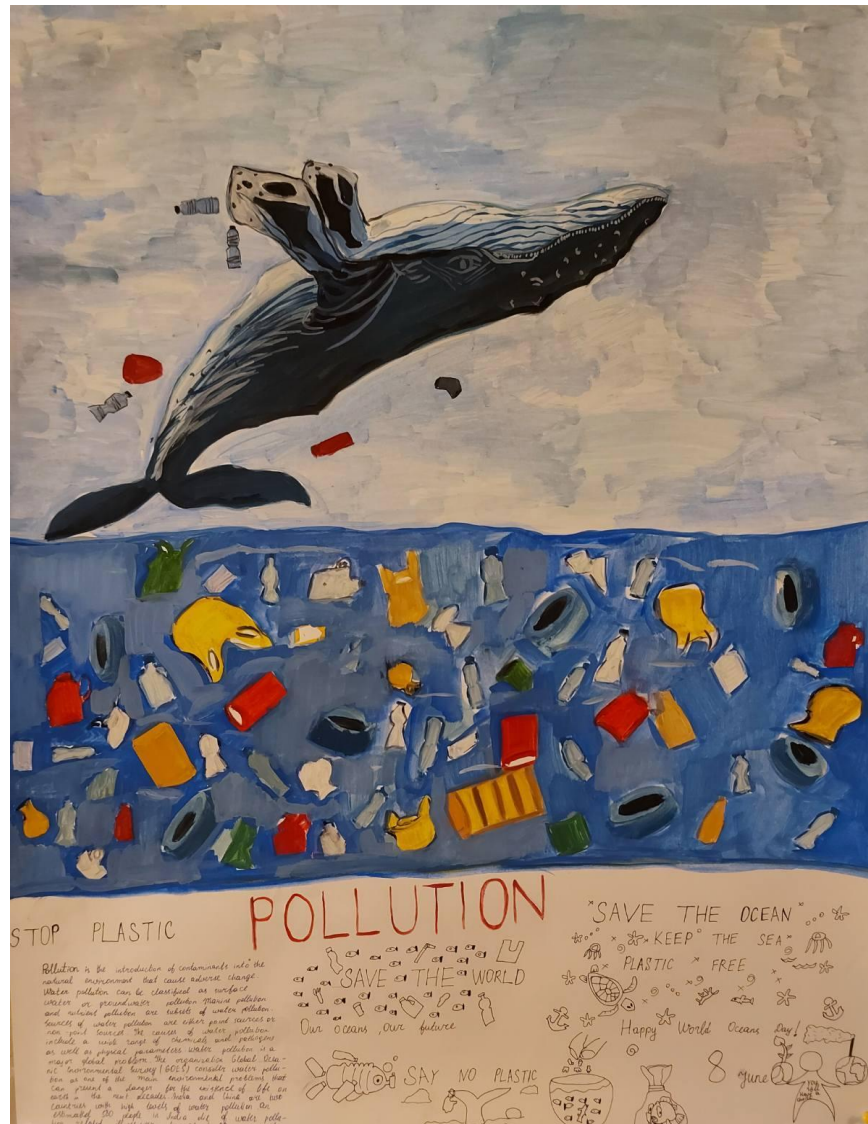
Affordances:

- The students were **more attentive and engaged** during CLIL classes.
- Relatively **low-level** students started to **participate** in class discourse.
- **L1 usage** was decreased to its minimum.

Class activities preferred by the students



Students' final group work assignment



Students' final group work assignment



RQ1

Affordances of CLIL

- Students were vastly **occupied by** the chosen content **topics** and the type of **activities**.
- **Vocabulary and speaking** skills showed remarkable improvement.
- Students' **motivation** and **creativity** raised significantly.



RQ1

Limitations of CLIL implementation

- **Grammar instruction** was omitted,
- **Lack of teacher training,**
- **L2 usage,**
- **Lack of knowledge** on content topics and related terminology,
- **Unclear instructions.**



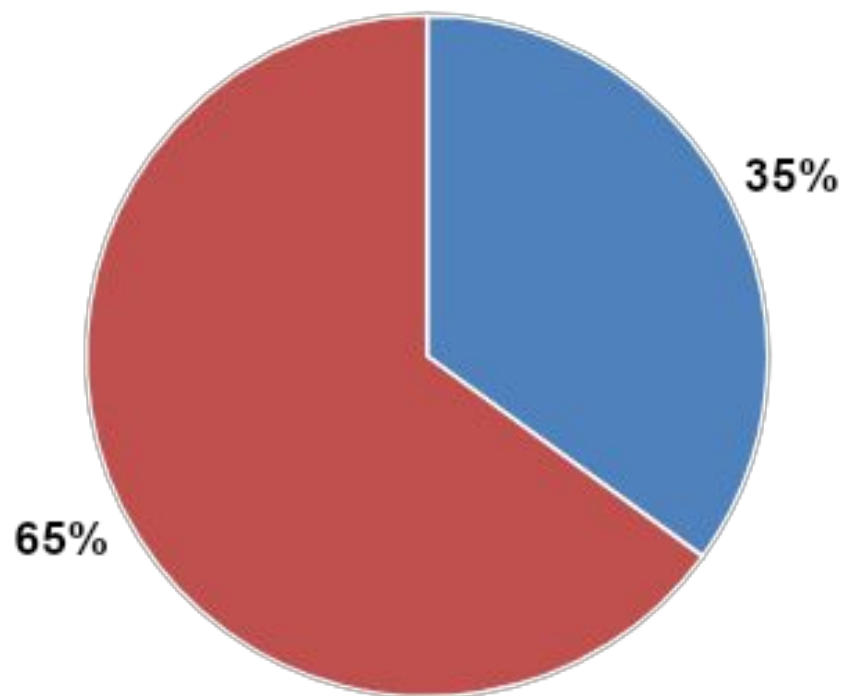


RQ2: What are the 9th-grade public school students' and their teacher's attitudes towards CLIL methodology?

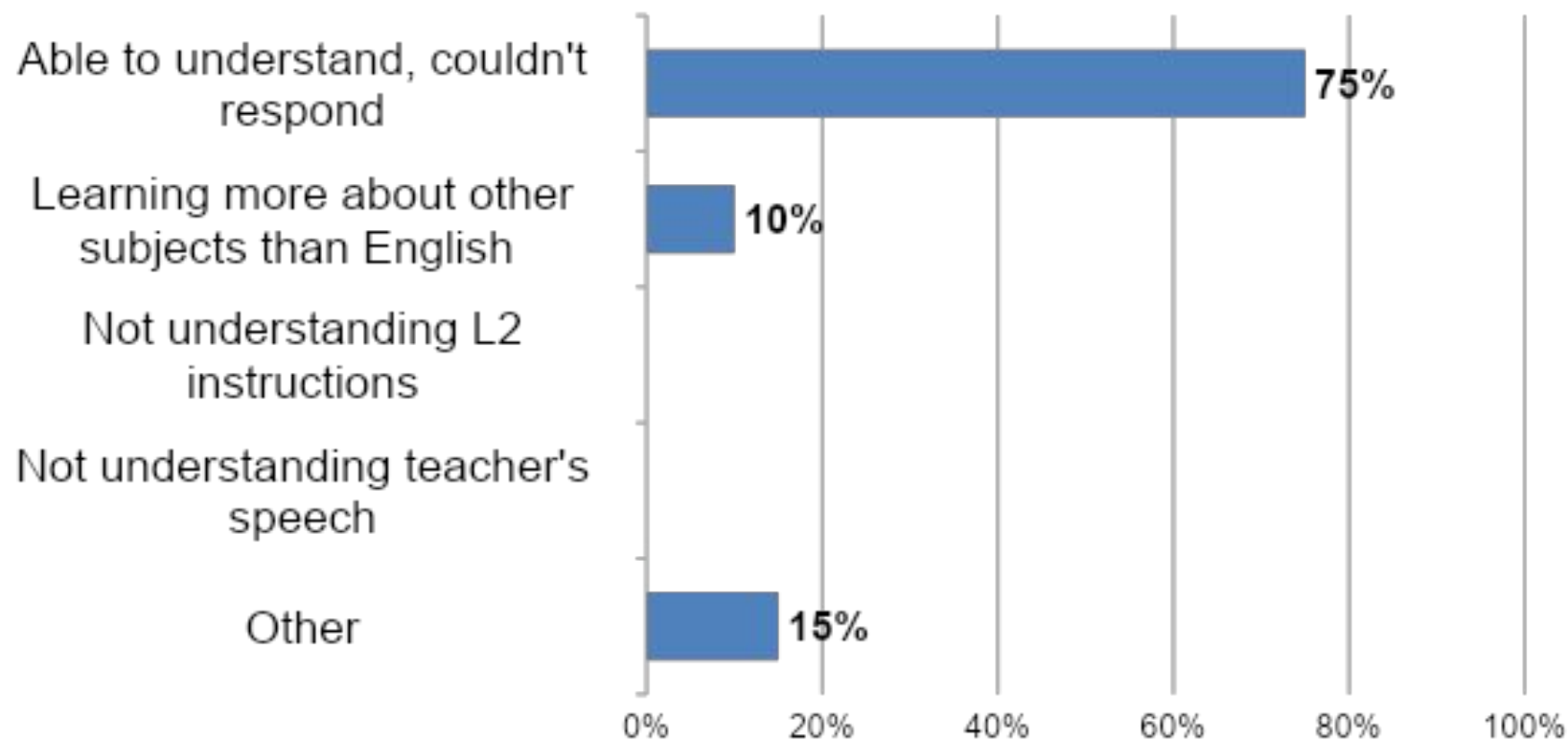
Students' attitudes:

- remarkably **positive attitudes** towards CLIL,
- **increased interest** towards L2 classes,
- improvement in **speaking, vocabulary, reading and listening** skills.

Regular L2 classes VS CLIL classes



■ Regular classes ■ CLIL classes



RQ2

Teacher's attitude



- **CLIL positively influenced** the teacher's pedagogical beliefs as the method:
 - **motivation & engagement,**
 - **enhancement in speaking, listening & vocabulary skills,**
 - **potential to reduce** the level differences.

- **The time constrains and limited resources.**

Limitations and Delimitations





Limitations

- The participants' unawareness of CLIL
- Time constraints
- Biased answers
- Researcher's subjectivity



Delimitations

- Method of instruction (CLIL)
- Location
- Educational setting
- Offline classes
- Students' age and grade

Recommendations





Pedagogical implications

- Use online open resources to create CLIL materials,
- Analyze textbooks from other subjects,
- Use realia to enhance the productivity of CLIL classes,
- Employ vocabulary activities and group works.



For future research

- A quantitative examination of the impact of CLIL on the overall achievement of L2 skills.
- Examine the learners' motivation level.
- Conduct longitudinal research with a larger sample size.
- Establish whether CLIL can be implemented in accordance with the EFL regulations of public schools of RA.



Selected References

- 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.
- 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.
- 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., Hood, P. and Marsh, D. (2010) *Content and Language Integrated Learning* Cambridge: Cambridge University Press
- Coyle, D. (2014). *Content and Language Integrated Learning Motivating Learners and Teachers*. Nottingham: University of Nottingham. [Electronic resource]. *Coyle*. DOI: <http://blocs.xtec.cat/clil-pratiques1/files/2008/11/slrcoyle.pdf>
- 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., Holmes, B., & King, L. (2009). Towards an integrated curriculum—CLIL National Statement and Guidelines. *The Languages Company*.
- Cross, R. (2013). Research and evaluation of the content and language integrated learning (CLIL) approach to teaching and learning languages in Victorian schools.
- Dalton-Puffer, C. (2009). Communicative competence and the CLIL lesson. *Content and language integrated learning: Evidence from research in Europe*, 41, 197.
- Ellison, M., & Santos, Á. A. (2018). Implementing CLIL in Schools: *The Case of the GoCLIL Project in Portugal*. *e-TEALS*, 8(1), 43-72.
- Eurydice report, Eurydice European Unit. (2006). *Content and Language Integrated Learning (CLIL) at School in Europe*. Brüssel: Kommission der Europäischen Union.
- Ghazaryan, E. (2013). *Natural science 5*. Yerevan, Armenia: Astghik Publishing house.
- Ghazaryan, E. (2014). *Natural science 6*. Yerevan, Armenia: Astghik Publishing house.
- Grigoryan, L. (2016). *English 9*. Retrieved from http://zangak.am/product_info.php?products_id=1351
- Lancaster, N. K. (2016). Stakeholder Perspectives on CLIL in a Monolingual Context. *English Language Teaching*, 9(2), 148-177.
- 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.
- 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>
- Margaryan, R., Manasyan, M., Hovhannisyan G., & Hovsepyan, A. (2013). *Geography 7*. Yerevan, Armenia: ManMar Publishing house. DOI: <https://fliphtml5.com/fumf/nyiw>
- Marsh, D. (2013). Content and Language Integrated Learning (CLIL). A Development Trajectory. DOI: <http://hdl.handle.net/10396/8689>
- Marsh, D., Maljers, A., & Hartiala, A. K. (2001). Profiling European CLIL Classrooms. *Jyväskylä, Finland: Centre for Applied Language Studies*.
- 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: <https://doi.org/10.17398/1988-8430.31.143>
- 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>

Acknowledgements

I would like to acknowledge:

- my adviser Ms. Irena Galikyan,
- all my professors,
- all the participants,
- my family and friends.



Questions & Comments

