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**Faculty of Letters and Languages**

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**The evaluation of the implémentation of content and language  
integrated learning (CLIL) in the didactics of the english language**

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's

Degree in "Didactics of English"

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## **Declaration**

We hereby declare that this research work, which we submit for assessment of the program of study leading to the award of Master in English Didactics, represents our original work and has not been submitted to another assessment. We also declare that all words and ideas from other works have been appropriately cited and acknowledged.

Students' name:

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*To my beloved parents, whose unwavering love, sacrifices, and endless encouragement have been my guiding light throughout this journey. Your belief in me has been my greatest strength.*

*To my dear brother and two sisters, for your constant support, laughter, and motivation. You remind me every day of the importance of family and perseverance.*

*To my extended family and friends, whose kindness and encouragement have lifted me during challenging moments.*

*And to everyone who has stood by me, offered a helping hand, or shared a word of encouragement, this achievement is as much yours as it is mine.*

**DEFFAF Narimene**

## **Dedications**

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the bottom of my heart.*

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and a heartfelt prayer that Allah keeps you as a blessing in my life, always.*

***Benalia Ismahene***

## ABSTRACT

As English language education continues to evolve, educators increasingly seek methods that promote both linguistic competence and subject-matter understanding. This study evaluates the implementation of Content and Language Integrated Learning (CLIL) methodology in the Didactics of the English Language at Chadli Bendjedid University. It explores current pedagogical practices, analyzes the perceptions of both EFL teachers and third-year EFL students, and identifies challenges hindering the methodology's application.

The study uses a descriptive research design and quantitative methods, administering questionnaires to both students and teachers. Findings indicate that while CLIL elements are partially present in classrooms, their implementation is inconsistent due to a lack of teacher training and interdisciplinary collaboration. Both students and teachers expressed positive attitudes toward CLIL's impact on linguistic proficiency and academic achievement. However, reported challenges include students' limited vocabulary, insufficient institutional support, and a lack of teaching resources.

The study concludes that CLIL has strong potential for enhancing language learning and academic performance but requires pedagogical and structural support for effective implementation in the Algerian EFL context. The research provides practical recommendations to address these challenges and improve future CLIL integration.

**Keywords:** CLIL, Implementation, English Didactics, EFL teachers, EFL students.

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### List of Abbreviations and Acronyms

**CLIL:** Content and Language Integrated Learning

**CALP:** Cognitive Academic Language Proficiency

**BICS:** Basic Interpersonal Communicative Skills

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**CLT:** Communicative Language Teaching

**CBA:** Competency-Based Approach

**TBL:** Task-Based Learning

**CBI:** Content-Based Instruction

**ALM:** Audio-Lingual Method

**TBLT:** Task-Based Language Teaching

**TOEFL:** Test of English as a Foreign Language

**IELTS:** International English Language Testing System

**et al:** et alia (and others)

**e.g:** example

**%:** Percentage



# **Introductory Chapter**

## **Introduction**

Content and Language Integrated Learning (CLIL) is garnering increased attention in foreign language education due to its simultaneous focus on subject content and language acquisition. This approach has been widely implemented in European educational systems, allowing students to acquire both disciplinary knowledge and language skills concurrently, thereby improving their academic performance and language proficiency (Coyle et al., 2010; Dalton-Puffer, 2011). In recent years, Algeria has demonstrated a growing interest in CLIL, particularly as the country transitions towards adopting English as a medium of instruction at the university level. In response to this shift, the Algerian Ministry of Higher Education has initiated reform strategies aimed at promoting bilingual and multilingual education, especially in English. However, despite these endeavors, the integration of CLIL into Algerian higher education remains in its nascent stages and encounters several pedagogical and institutional challenges.

Teachers frequently lack adequate training in CLIL methodology, and instructional materials are often not adapted to the requirements of content-based English instruction. Concurrently, students face difficulties in learning academic subjects in a foreign language, particularly when their English proficiency is limited. As Chadli Bendjedid University introduces English-medium courses across various disciplines, there is an urgent need to evaluate the implementation of CLIL and the factors influencing its success. Therefore, this study aims to explore the extent to which the CLIL methodology is implemented in English language didactics at Chadli Bendjedid University. It seeks to investigate the perceptions of university teachers, the obstacles they encounter, and the pedagogical strategies they employ. This chapter includes the statement of the problem, the objectives of the study, the research questions, and the significance of the research. It also outlines the research design and concludes with the structure of the dissertation.

## Statement of the Problem

Despite the recognized benefits and growing national encouragement for Content and Language Integrated Learning (CLIL) in Algerian universities, its implementation, particularly at the tertiary level, remains insufficiently explored, rarely structured, and largely fragmented. Key challenges include a significant lack of formal teacher training, scarcity of appropriate teaching materials, and student-side barriers like limited language proficiency and cognitive overload. Furthermore, resistance to change and the dominance of traditional teaching methods hinder its wider adoption, and the absence of systematic evaluation and local studies makes it difficult to assess CLIL's true impact in Algerian higher education. Therefore, this study aims to address this critical gap by examining CLIL implementation at Chadli Bendjedid University to provide a comprehensive understanding of its challenges, practices, and outcomes, offering valuable insights for higher education reform in Algeria.

## Research Questions

1. How do current teaching materials align with CLIL methodology in English Didactics at Chadli Bendjedid University?
2. What are teachers' and students' perceptions of CLIL's effectiveness on language proficiency at Chadli Bendjedid University?
3. What challenges impede CLIL implementation in English Didactics at Chadli Bendjedid University?

## Research Hypotheses

**H1:** Task based learning, cooperative learning, and scaffolding are used as pedagogical strategies in English Didactics CLIL classrooms.

**H2:** Teachers and students perceive improved student language proficiency and academic performance resulting from CLIL.

**H3:** Limited student English proficiency hinders the effective expression of ideas in CLIL settings.

### **Aims of the study**

This study aims to evaluate the implementation of the Content and Language Integrated Learning (CLIL) methodology in the Didactics of English courses at Chadli Bendjedid University. Given the increasing emphasis on English as a medium of instruction in Algeria's higher education reforms, this research seeks to examine the pedagogical strategies, materials, and perceptions of both teachers and students regarding CLIL. It aims to provide a descriptive, in depth report of Chadli Bendjedid University's third year English Didactics program CLIL implementation with regard to methodologies, perceptions, and outcomes, in addition to documenting CLIL methodologies, materials, and activities employed by teachers. Also, it seeks to investigate students' and teachers' attitudes toward the effect of CLIL on language capacity and academic performance.

### **Significance of the study**

This study is significant as it explores the implementation of the CLIL methodology in teaching English as a foreign language. It provides valuable insights into the teaching strategies, materials, and challenges associated with CLIL, helping to assess its effectiveness in improving both language proficiency and academic achievement. The findings of this research will be beneficial for educators, policymakers, and institutions looking to enhance English language instruction in higher education by integrating content and language learning. Additionally, this study supports both teachers and students in addressing difficulties related to CLIL based instruction. For students, it offers a deeper understanding of how learning subject matter through English impacts their language development and academic performance. For teachers, the research highlights best practices and areas that need improvement, offering recommendations on how to effectively implement CLIL in university settings. By shedding light on institutional and pedagogical challenges, this study will contribute to future improvements in curriculum design and teacher training programs, ultimately aiding the transition toward broader English medium instruction in Algeria.

## **Research Design**

This study adopts a descriptive research design to explore the role of CLIL in third-year students' language learning. The study employs quantitative data collection methods to provide a comprehensive description of CLIL implementation. Quantitative data are gathered through teacher questionnaires, offering insights into their perspectives and experiences, and student frequency questionnaires, which provide demographic information and describe the extent of CLIL use among students.

## **Participants**

The population involves third-year students enrolled in the English language program (N = 120) and Five teachers of Didactics of the English language at Chadli Ben jedid University. Both groups are directly involved in the teaching and learning process in which the CLIL methodology is applied, making them central to the aim of this research.

## **Data gathering tools**

Two instruments are used for gathering data: a questionnaire for students to gather their perceptions of CLIL as a learning method, and another questionnaire for teachers to explore their views on the effectiveness of CLIL in enhancing students' language proficiency.

## **Structure of the Study**

The present dissertation consists of five chapters. The first chapter is an introductory chapter that deals with the statement of the problem, research questions, hypotheses, the aims and significance of the study. It also highlights the research design and the structure of the dissertation. The second chapter demonstrates the literature review related to the notions of CLIL implementation, and it is divided into two sections. The third chapter is concerned with the methodology adopted in the research. It presents the research design and the description of the carried survey and questionnaire. Moreover, the fourth chapter is devoted to showcasing the research results. Finally, the last chapter is related to the discussion and interpretation of the results to answer the research questions and prove or disprove the hypotheses. It also entails some pedagogical implications, recommendations, limitations of the study, and suggestions for further research related to the topic of the dissertation.

## **Conclusion**

This chapter has introduced the present study by providing an overview of its background, aims, and significance. It has outlined the core problem addressed by the research and presented the research questions and hypotheses guiding the investigation. Additionally, it described the adopted research design, the data collection tools, and the participants involved. The chapter also included a general outline of the structure of the dissertation. The next chapter will present a review of the theoretical background related to the CLIL methodology, including key definitions, principles, and previous studies relevant to its implementation in foreign language education.

**Chapter Two**  
**Literature Review**

# **Section one: Content and Language Integrated Learning (CLIL)**

## **Methodology**

### **Introduction**

This section explores the Content and Language Integrated Learning (CLIL) methodology, an approach that integrates language learning with subject content instruction. It defines CLIL and discusses its origins, theoretical foundations, and importance in foreign language education. Additionally, it highlights the challenges and limitations associated with its implementation, as well as its effectiveness in enhancing both linguistic proficiency and academic performance. Finally, the section examines studies evaluating the application of CLIL in English language teaching.

### **1.1 Definition of Content and Language Integrated Learning (CLIL) Methodology**

Content and Language Integrated Learning (CLIL) is an innovative educational approach that combines language learning with subject matter instruction within the same classroom environment. This method allows students to acquire a foreign language naturally while engaging with academic content in subjects such as science, history, or mathematics. CLIL was first introduced in Europe in the mid-1990s as a response to the increasing need for multilingual competence in an increasingly globalized world (Coyle, Hood, & Marsh, 2010). Unlike traditional language learning methods, which focus primarily on grammar and vocabulary in isolation, CLIL emphasizes meaningful communication and practical application of language within specific disciplines.

Several researchers have provided definitions of CLIL that highlight its dual focus on content and language learning. According to Coyle, Hood, and Marsh (2010), CLIL is "an educational

approach in which subjects are taught through a foreign language with dual-focused aims: learning the content and simultaneously learning the language." In other words, students do not just learn a new language separately from their regular subjects; instead, they study topics like science or history using the foreign language, which helps them improve both their subject knowledge and language skills at the same time.

Similarly, Marsh (2002) defines CLIL as "a method in which students learn subjects such as science, history, and mathematics through a foreign language, fostering both content knowledge and language proficiency." This means that CLIL creates an environment where students naturally develop their language skills by engaging with real academic content rather than just memorizing grammar rules or vocabulary lists. By learning a subject in a foreign language, students get used to thinking and communicating in that language while also understanding the subject itself.

Additionally, Dalton-Puffer (2007) emphasizes that CLIL "promotes language development through subject-based learning, where students acquire language skills in an authentic, meaningful context rather than through traditional language instruction." In simpler terms, this approach allows students to learn a language in a way that feels more natural and useful. Instead of just practicing sentences in a textbook, they use the language in real classroom discussions, projects, and problem-solving activities, making learning more engaging and effective.

## **1.2. Origins of CLIL**

The origins of Content and Language Integrated Learning (CLIL) can be traced back to language immersion programs in Canada during the 1960s, where French was used as the medium of instruction for English-speaking students (Swain & Lapkin, 1982). These early immersion programs aimed to develop students' bilingual proficiency by exposing them to the

target language in a natural, academic setting rather than through isolated language lessons. The success of these programs demonstrated that students could learn both subject content and language simultaneously, paving the way for the development of CLIL in later years.

Historically, the idea of integrating language learning with subject content is not new. Two millennia ago, the expansion of the Roman Empire into Greek territories motivated elite Roman families to educate their children in Greek, not only for language proficiency but also for cultural, social, and professional opportunities in Greek-speaking educational communities (Coyle et al., 2010). This early practice laid the foundation for the educational importance of bilingualism and immersion learning, influencing later educational models like CLIL. Through centuries, the desire for bilingual education continued to grow, particularly for elite learners, and eventually expanded to broader educational contexts. This historical precedence for language immersion and content integration was key in the eventual development of modern CLIL.

However, unlike full immersion programs, CLIL adopts a more flexible and adaptable model that can be implemented in various forms. Depending on the context, CLIL can take the shape of partial immersion, where only certain subjects are taught in the target language, or bilingual education, where students receive instruction in both their native and foreign languages. Additionally, it can be applied in subject-specific instruction, where only specific disciplines, such as science, history, or mathematics, are taught in a second language (Dalton-Puffer, 2007). This adaptability makes CLIL suitable for different educational settings, including primary, secondary, and higher education, and allows it to be customized based on students' language proficiency levels and curricular goals.

According to Coyle et al. (2010), CLIL goes beyond traditional foreign language instruction by creating an authentic learning environment where students acquire language skills naturally through engagement with meaningful content. Rather than focusing solely on grammar rules

and vocabulary memorization, CLIL promotes active learning through real-world applications, discussions, and problem-solving tasks. This integrated approach ensures that students are not only learning a language but also using it as a tool for academic development.

As a result, learners develop both linguistic competence and academic knowledge, making CLIL an effective approach in English as a Foreign Language (EFL) contexts. Since EFL students often lack opportunities for immersive exposure to English outside the classroom, CLIL provides a structured way for them to practice and improve their communication skills while engaging with academic subjects.

### **1.3. Theoretical Foundations of CLIL**

The Content and Language Integrated Learning (CLIL) methodology is grounded in several key theories from language acquisition and educational psychology. These theories provide a solid foundation for understanding how students learn both content and language effectively in a CLIL environment. Some of the most influential theories include Cummins' BICS and CALP theory, Vygotsky's Sociocultural Theory, and Krashen's Input Hypothesis. These frameworks help explain how CLIL enhances language development, cognitive skills, and academic performance in a second language.

#### **1.3.1. Cummins' (1979) BICS and CALP Theory**

One of the foundational theories supporting CLIL is Jim Cummins' (1979) distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This theory highlights the difference between two types of language competencies

**1.3.1.1. Basic Interpersonal Communicative Skills (BICS)** This refers to the ability to use every day conversational language in informal settings. BICS includes simple phrases, social interactions, and basic vocabulary that learners acquire quickly, often within six months to two

years of exposure to a new language. For example, a student might easily say, “Hello, how are you?” or “Can I borrow a pen?” without much difficulty.

**1.3.1.2. Cognitive Academic Language Proficiency (CALP)** This refers to the advanced language skills required for academic success, including the ability to understand complex texts, participate in discussions, and write analytical essays. Developing CALP takes five to seven years, as it involves higher-order thinking skills, subject-specific vocabulary, and the ability to process abstract concepts.

In a CLIL setting, students are continuously exposed to CALP because they learn academic subjects such as science, history, and mathematics in the target language. This exposure helps them develop advanced linguistic and cognitive skills, allowing them to understand and express complex ideas in a foreign language. Unlike traditional language learning, which often focuses on conversational fluency, CLIL ensures that students acquire the academic language necessary for success in education and professional fields.

Lasagabaster and Doiz (2016) confirmed that CLIL enhances academic language proficiency. This study reinforces the idea that CLIL is effective in developing students' Cognitive Academic Language Proficiency (CALP). Their research showed that students who learn through CLIL tend to have stronger academic language skills compared to those in traditional language learning programs.

In addition, Research by Dalton-Puffer (2007) shows that CLIL students acquire complex academic vocabulary more effectively than those in traditional EFL programs. This means that CLIL helps learners not only understand subject-specific content but also internalize difficult academic vocabulary, making them more proficient in both their subject and the target language.

### **1.3.2. Vygotsky's (1978) Sociocultural Theory**

Another important theoretical foundation of CLIL is Lev Vygotsky's (1978) Sociocultural Theory, which highlights the role of social interaction in learning. According to Vygotsky, learning is not an isolated process but rather a social activity that occurs through interaction with others. He introduced the concept of the Zone of Proximal Development (ZPD), which refers to the difference between what a learner can do independently and what they can achieve with guidance from a teacher or more knowledgeable peers. In a CLIL classroom, this theory is applied through

**1.3.2.1. Collaborative Learning:** Students often work in pairs or groups, engaging in discussions and problem-solving tasks that require them to use the target language. This interaction allows them to negotiate meaning, correct each other's mistakes, and expand their vocabulary naturally.

**1.3.2.2. Scaffolding:** Teachers provide structured support to help students understand challenging concepts. For example, they might use visual aids, gestures, simplified language, or guided questioning to help students grasp new ideas. Over time, as students become more confident, this support is gradually removed.

**1.3.2.3. Peer Interaction:** Learning from classmates plays a crucial role in CLIL. When students engage in discussions, presentations, or debates in the target language, they practice real-life communication skills, reinforcing both language and subject knowledge.

Swain (2000) emphasized the role of interaction in language development, aligning with Vygotsky's ideas. According to Swain, students learn best when they engage in meaningful communication rather than just memorizing grammar rules. This aligns with Vygotsky's belief that learning is a social process, where peer interactions help develop both language and cognitive skills.

Similarly, Morton (2013) found that CLIL students engage in more meaningful classroom interactions, which accelerates language acquisition. This research supports the idea that students in CLIL classrooms interact more frequently in the target language, leading to faster and deeper language learning. These interactions help students express complex ideas and negotiate meaning, further developing their skills.

### **1.3.3. Krashen's (1982) Input Hypothesis**

Stephen Krashen's Input Hypothesis (1982) is another key theory that supports CLIL. Krashen argues that language acquisition occurs when learners are exposed to comprehensible input, meaning language that is slightly above their current level but still understandable through context, visual support, and prior knowledge. He refers to this as "i+1", where i represent the learner's current level and +1 represents slightly more advanced language structures. In a CLIL classroom, Krashen's theory is applied in multiple ways

**1.3.3.1. Rich and Meaningful Input:** Since CLIL involves learning academic subjects in a foreign language; students are constantly exposed to authentic and meaningful content. This exposure helps them internalize new vocabulary, grammar structures, and academic expressions naturally.

**1.3.3.2. Contextual Learning:** CLIL provides students with real-world context for using the language. For example, when learning about ecosystems in science, students encounter words like biodiversity, habitat, and adaptation in a meaningful way, making it easier to understand and remember.

**1.3.3.3. Lowering the Affective Filter:** Krashen also emphasizes the importance of reducing anxiety in language learning. In a CLIL setting, students focus on understanding the subject

content rather than worrying about making language mistakes, which helps them develop confidence and fluency more effectively.

Marsh (2002) argued that CLIL provides rich, contextualized input, which enhances comprehension. Marsh's research highlights that CLIL exposes students to authentic, meaningful language input, which helps them acquire new vocabulary and structures more naturally than traditional language instruction.

Moreover, Pérez-Cañado (2012) found that CLIL learners outperformed traditional EFL students in vocabulary retention and reading comprehension, supporting Krashen's theory of comprehensible input. This means that CLIL students are better at remembering new words and understanding complex texts because they are constantly exposed to language in context, rather than isolated grammar exercises.

#### **1.4. Importance of CLIL in Foreign Language Learning**

Several studies have highlighted the advantages of CLIL in language acquisition and subject learning. One of the key benefits is enhanced language proficiency, as research shows that CLIL students develop higher levels of fluency, vocabulary acquisition, and grammar accuracy compared to those in traditional language classes (Dalton-Puffer, 2011). This is because CLIL provides continuous exposure to the target language in meaningful contexts, allowing students to acquire academic vocabulary and sentence structures naturally. Additionally, CLIL increases student motivation by making learning more engaging and relevant, as learners interact with real-life academic content in the target language (Lasagabaster & Sierra, 2009). Unlike traditional language instruction, which often relies on artificial dialogues, CLIL integrates language learning with subjects of interest, giving students a sense of achievement and encouraging active participation. Moreover, CLIL promotes cognitive development by fostering critical thinking, problem-solving, and cognitive flexibility, skills that are essential in the 21st century (Marsh, 2002). Processing subject material in a foreign language requires

higher-order thinking, helping learners analyze information, make connections, and adapt to new situations. Furthermore, CLIL enhances intercultural awareness by exposing students to different perspectives and global issues, which fosters empathy and cultural sensitivity (Coyle et al., 2010). Studying subjects in a foreign language often involves discussions about international topics, encouraging learners to develop a broader understanding of the world. Empirical studies further support the effectiveness of CLIL, as research conducted in Spain (Aguilar & Muñoz, 2014) and Germany (Mewald, 2007) found that CLIL students outperformed their non-CLIL peers in both language tests and subject-specific exams. This demonstrates that CLIL not only improves language skills but also enhances academic performance by encouraging deeper engagement with subject content. Overall, these findings confirm that CLIL is a highly effective approach to language and content learning, making it a valuable methodology in modern education.

#### **1.4 Challenges and Limitations of CLIL**

While CLIL presents numerous advantages, its implementation is accompanied by significant challenges and inherent limitations. These include difficulties related to teacher training, student proficiency, assessment, and resource availability. Understanding these obstacles is crucial for improving CLIL's effectiveness and accessibility.

## **1.4.1 Challenges of CLIL Implementation**

### **1.4.1.1. Teacher Training and Qualifications**

One of the most pressing challenges in CLIL is the shortage of adequately trained teachers who possess proficiency in both the subject matter and the target language. Many educators feel unprepared to deliver complex academic content in a foreign language, which can reduce their confidence and effectiveness in the classroom (Lasagabaster & Sierra, 2011). Coyle et al. (2010) argue that the success of CLIL largely depends on the teacher's ability to balance subject knowledge with language support, yet many teachers receive limited formal training in this methodology.

According to Pérez-Vidal (2013), one of the major challenges CLIL teachers face is their limited linguistic competence, as not all educators possess the necessary proficiency to effectively teach subject content in a second language. Additionally, insufficient training remains a significant issue, as many teacher preparation programs lack specialized CLIL courses, leaving instructors without the methodological knowledge needed to integrate language and content effectively. Furthermore, classroom management difficulties can arise due to miscommunication, making it harder to engage students and maintain productive discussions. To address these challenges, several European countries have introduced specialized CLIL teacher training programs. However, in non-European contexts, such as Algeria, opportunities for professional development in CLIL remain scarce (Mehisto et al., 2008). Without adequate training, the effectiveness of CLIL programs is significantly diminished.

In addition to teacher-related challenges, student language proficiency poses a considerable obstacle in CLIL implementation. Bruton (2013) highlights that many learners struggle to comprehend complex academic concepts when presented in a second language, which can

hinder their overall understanding of the subject. Moreover, students often face difficulties in expressing their ideas clearly, as they may lack the necessary vocabulary and language structures. Another key issue is the increased cognitive load, as learners must simultaneously process both subject content and linguistic elements. These difficulties are particularly pronounced in English as a Foreign Language (EFL) contexts, where students have minimal exposure to the target language outside the classroom (Dalton-Puffer, 2007). To mitigate these challenges, researchers recommend pre-teaching key vocabulary before introducing new content, using visuals, scaffolding, and multimodal strategies to enhance comprehension, and encouraging peer interaction and collaborative learning, allowing weaker students to benefit from more proficient classmates (Coyle et al., 2010).

#### **1.4.1.2. Assessment Challenges**

The dual focus of CLIL on both content and language learning creates unique assessment challenges, as traditional methods may not accurately reflect students' progress in both areas. Lyster (2007) highlights key concerns, such as balancing language and content assessment, where educators must decide whether to grade students primarily on their understanding of the subject matter or their ability to express it in the target language. Another challenge is fairness in grading, as some students may fully grasp the content but struggle to articulate their knowledge due to linguistic limitations. Additionally, there is a need for adapted assessment tools, as standardized exams may fail to effectively measure both language acquisition and academic progress. To address these issues, Mehisto et al. (2008) propose alternative assessment methods, such as portfolios, oral presentations, and project-based tasks, which offer a more comprehensive evaluation of student performance. Furthermore, separating content and language assessment through dual grading criteria can provide a more balanced and fair evaluation approach (Dalton-Puffer, 2011).

## **1.4.2 Limitations of CLIL**

### **1.4.2.1. Material and Resource Availability**

A major limitation of CLIL is the lack of suitable teaching materials, as traditional textbooks and resources often fail to meet the specific needs of CLIL classrooms due to the integration of language and subject learning (Mehisto, 2012). One significant challenge is the shortage of CLIL-specific textbooks, as many commercially available materials are designed for native speakers, making them too linguistically demanding for EFL learners (Dalton-Puffer, 2011). Additionally, CLIL teachers frequently face the need for customized lesson plans, as they must adapt existing materials to align with students' language proficiency levels, a process that can be time-consuming. Another obstacle is the limited access to authentic materials, with many CLIL programs struggling to find relevant, engaging, and accessible resources in the target language (Coyle et al., 2010). To address this issue, researchers emphasize the importance of developing CLIL-specific materials that incorporate simplified language, visual support, and scaffolding strategies to enhance student comprehension (Marsh, 2002). However, the creation of such resources requires institutional support and significant funding, which may not always be feasible, particularly in under-resourced education systems.

### **1.4.2.2. Fairness and Equity Issues**

CLIL programs may unintentionally increase educational inequalities, as students with higher initial language proficiency levels tend to benefit more, while those with weaker language skills often struggle to keep up, leading to disparities in academic performance and confidence (Bruton, 2013). Additionally, CLIL is frequently implemented in well-funded schools, limiting access for underprivileged students who may have fewer opportunities for

bilingual education (Lasagabaster, 2008). To address these equity concerns, Marsh (2002) suggests providing additional language support, such as remedial language classes, to help struggling students develop the necessary linguistic skills. Furthermore, ensuring equal access to CLIL programs across different socio-economic backgrounds can help reduce disparities, while differentiated instruction can accommodate students with varying proficiency levels. However, unless these issues are systematically addressed, CLIL may risk reinforcing social inequalities rather than serving as a tool for inclusive education.

## **1.5. Evaluation of CLIL Implementation in English Language Teaching**

The effectiveness of Content and Language Integrated Learning (CLIL) in English language teaching has been widely studied to determine its impact on both linguistic and academic development. Evaluating CLIL requires a comprehensive approach that considers not only language proficiency gains but also subject knowledge retention, student motivation, and teaching effectiveness. This section examines the methods used to assess CLIL outcomes and explores key factors influencing its success in educational settings.

### **1.5.1. Approaches to Measuring CLIL Effectiveness**

To determine how effective CLIL is in English language teaching, researchers rely on both qualitative and quantitative methods. These methods help evaluate different aspects of learning, including

**1.5.1.1. Language Proficiency Development:** CLIL programs are often evaluated through standardized tests such as TOEFL and IELTS, which assess students' progress in key language skills, including speaking, listening, reading, and writing. These assessments help determine

whether learners are improving their overall language proficiency as a result of CLIL instruction.

**1.5.1.2. Understanding of Subject Content:** To measure how well students retain academic knowledge while learning in a second language, subject-specific assessments are conducted. These evaluations ensure that students are not only developing language skills but also effectively grasping the academic content presented in CLIL lessons.

**1.5.1.3. Student Motivation and Engagement:** Beyond academic performance, student motivation and engagement play a crucial role in the success of CLIL programs. Researchers use surveys and interviews to analyze learners' attitudes toward CLIL and their level of enthusiasm for this instructional approach. A positive perception of CLIL often correlates with better learning outcomes and sustained interest in language acquisition.

**1.5.1.4. Classroom Interaction Analysis:** Observing communication patterns in CLIL settings provides valuable insights into how students and teachers interact in a bilingual learning environment. Researchers analyze classroom discussions, student participation, and teacher feedback to assess the effectiveness of CLIL in fostering meaningful language use and collaborative learning experiences.

For instance, Dalton-Puffer (2007) conducted a study that examined the linguistic gains of CLIL learners, finding that they significantly outperformed students in non-CLIL programs, particularly in vocabulary acquisition and fluency. Similarly, research by Lasagabaster and Sierra (2009) explored students' perspectives on CLIL, revealing that they found it more stimulating and effective compared to traditional language learning approaches.

### **1.5.2. Key Factors Affecting CLIL Effectiveness**

Several essential factors influence how well CLIL is implemented in English language teaching, including teacher expertise, student engagement, and institutional support.

**1.5.2.1. Teacher Expertise and Training:** For CLIL to be effective, educators must possess both subject expertise and language proficiency. A strong command of the academic disciplines they teach, whether science, history, or mathematics, allows teachers to explain complex concepts accurately and effectively, ensuring that students receive high-quality instruction without oversimplification due to language constraints. Additionally, proficiency in the target language, such as English, is essential for clear communication, facilitating discussions, and addressing students' questions with confidence. Strong linguistic competence enables teachers to provide precise explanations and support students in simultaneously developing both content knowledge and language skills, making CLIL instruction more effective and engaging.

A study by Pérez-Vidal (2013) found that teachers' confidence in using the target language directly influences CLIL's success. Many educators require specialized training in bilingual instruction to effectively integrate language learning with academic subjects. Without adequate preparation, teachers may struggle to balance both aspects, reducing the overall effectiveness of CLIL.

**1.5.2.2. Student Engagement and Participation:** The effectiveness of CLIL largely depends on the extent to which students actively engage in the learning process. According to Coyle et al. (2010), successful CLIL classrooms incorporate interactive activities such as group discussions, collaborative tasks, and project-based learning, which encourage student participation and foster a communicative learning environment. Additionally, scaffolded learning plays a crucial role by providing structured support through visuals, guided exercises,

and simplified explanations, helping students comprehend complex concepts more effectively. Furthermore, integrating critical thinking tasks that require students to apply their knowledge in real-world scenarios enhances their understanding and engagement, making the learning process more meaningful and dynamic.

Research indicates that students in CLIL programs are often more motivated than those in traditional English as a Foreign Language (EFL) classes (Lasagabaster & Doiz, 2016). This is likely because CLIL provides meaningful learning experiences where language is used in practical, subject-related contexts rather than isolated grammar exercises.

**1.5.2.3. Institutional Support and Resources:** The success of CLIL also depends on the level of support provided by educational institutions. Effective implementation requires curriculum modifications to ensure a balanced integration of language learning and subject content, allowing students to develop both simultaneously. Schools must also provide access to appropriate resources, such as specialized CLIL textbooks, digital tools, and multimedia materials designed for language learners, to enhance the learning experience. Additionally, ongoing professional development is essential, as continuous training programs help educators refine their CLIL instruction skills, stay updated on best practices, and effectively address the challenges of teaching in a bilingual environment.

Mehisto, Marsh, and Frigols (2008) highlight that without institutional backing, CLIL programs may struggle to sustain long-term effectiveness. Schools that fail to provide sufficient resources and training risk undermining the potential benefits of CLIL, making its implementation inconsistent or ineffective.

## **1.6. CLIL in the Algerian Context**

### **1.6.1. English Language Education in Algeria**

Over the years, English has gained increasing importance in Algeria's educational landscape, reflecting broader global trends. While French has historically maintained its status as the dominant foreign language due to colonial influence and its continued use in administration, higher education, and scientific research, English is now emerging as a key player in various domains. As the global lingua franca, English plays a crucial role in international communication, trade, and technological advancements, making its mastery an essential asset for academic and professional success (Bouhadiba, 2018).

Recognizing this shift, Algerian policymakers have introduced several educational reforms aimed at strengthening English instruction across different levels of the education system. These reforms include introducing English at an earlier stage in primary education, expanding English language programs in secondary schools, and integrating English-medium instruction in higher education. Additionally, there has been a growing emphasis on communicative and content-based teaching approaches to improve students' practical language skills. However, despite these efforts, challenges such as limited teacher training, resource availability, and the continued dominance of French in academic settings pose obstacles to the full integration of English in Algerian education. Nonetheless, the increasing demand for English proficiency in global job markets continues to drive initiatives aimed at enhancing English language education in Algeria.

### **1.6.2. Language Policy in Algeria**

Algeria follows a multilingual education system in which Modern Standard Arabic serves as the official language, while French and English are taught as foreign languages. Recognizing the growing importance of English in global communication, education, and professional

sectors, the Ministry of National Education has introduced several reforms to strengthen its role in the curriculum. One major initiative is the introduction of English at an earlier stage in primary education, allowing students to develop proficiency from a young age. Additionally, the government has encouraged content-based instruction in higher education, aligning with CLIL principles by integrating language learning with subject matter. To support these changes, teacher training programs have been expanded to enhance the qualifications of English language educators and improve instructional effectiveness. However, despite these efforts, French remains the dominant language of instruction in many academic disciplines, limiting the widespread adoption of English for educational and professional purposes (Benrabah, 2013). This presents a significant challenge for the implementation of CLIL-based instruction, as most subject matter continues to be taught in Arabic or French, making the transition to English-medium education more complex.

### **1.6.3. Current English Language Teaching Practices**

English Language Teaching (ELT) in Algeria is predominantly based on traditional instructional methods that shape how students acquire language skills. One of the most commonly used approaches is the Grammar-Translation Method, which emphasizes mastering grammar rules and vocabulary through rote memorization and translation exercises. While this method helps students develop reading and writing skills, it often limits their ability to communicate effectively in real-life situations, as speaking and listening are not prioritized (Richards & Rodgers, 2014).

In contrast, the Communicative Language Teaching (CLT) approach seeks to enhance learners' speaking and listening abilities by encouraging interaction through role-plays, discussions, and task-based activities. This method aims to create a more immersive language learning experience, allowing students to use English in meaningful contexts. Research by

Littlewood (2014) highlights the benefits of CLT in fostering fluency and communicative competence, though challenges arise due to limited exposure to English outside the classroom and insufficient teacher training in communicative methodologies.

Additionally, Algeria has adopted the Competency-Based Approach (CBA) as part of recent educational reforms. This approach moves beyond memorization by focusing on developing learners' ability to apply their knowledge in problem-solving and critical thinking scenarios. CBA is particularly relevant for modern education as it prepares students to use English in professional and academic settings (Tardif, 2006). However, its successful implementation depends on well-trained educators and access to appropriate teaching materials, both of which remain ongoing challenges in the Algerian context (Benadla, 2012). While these approaches each offer advantages, the lack of content-based learning remains a limitation in Algeria's ELT system. The integration of Content and Language Integrated Learning (CLIL) could serve as an alternative, helping students develop both language proficiency and subject knowledge simultaneously. However, its implementation would require significant adjustments in teacher training, curriculum design, and classroom practices.

## **Section Two: Didactics of the English Language**

### **Introduction**

Language didactics, as a field of study, focuses on the principles and methodologies that guide effective language teaching. This section delves into the definition of language didactics,

its core components, and the traditional versus modern approaches to English language instruction. Furthermore, it explores the integration of Content and Language Integrated Learning (CLIL) into English language teaching, emphasizing its pedagogical applications and impact on language acquisition. By analyzing various instructional strategies and assessment methods, this section provides insights into the evolving landscape of English language didactics.

## **2.1. Definition of Language Didactics**

Language didactics refers to the science and practice of teaching languages, focusing on the most effective ways to facilitate learning. It encompasses the principles, strategies, and methodologies that guide language instruction in various educational contexts. According to Richards and Rodgers (2014), language didactics aims to structure teaching in a way that enhances learners' linguistic competence while considering cognitive and social factors. It is a dynamic field that evolves with advances in language acquisition research, adapting to different learners' needs, educational settings, and technological advancements.

## **2.2. Components of Language Didactics**

Language didactics consists of several essential components that guide the teaching and learning process, ensuring effective language acquisition. These components include curriculum design, instructional methods, and assessment techniques, each playing a distinct role in structuring language education.

### **2.2.1. Curriculum Design**

Curriculum design refers to the systematic planning of language courses to align with specific learning objectives. A well-structured curriculum ensures that learners develop their skills progressively, covering essential linguistic aspects such as grammar, vocabulary, speaking, listening, reading, and writing. According to Nation and Macalister (2010), an effective language curriculum should balance input (exposure to language), output (opportunities to use language), and feedback (correction and reinforcement). Additionally, cultural and contextual factors must be considered to make the curriculum relevant to learners' needs and backgrounds.

### **2.2.2. Instructional Methods**

Instructional methods refer to the approaches and techniques used to teach a language effectively. Traditional methods, such as the Grammar-Translation Method, prioritize explicit grammar instruction and translation exercises, often neglecting oral communication skills (Larsen-Freeman & Anderson, 2011). In contrast, modern approaches like Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content-Based Instruction (CBI) focus on interaction, real-world communication, and student engagement (Ellis, 2003).

CLIL is closely related to CBI, as both integrate language learning with subject matter instruction. However, CLIL goes beyond typical content-based approaches by ensuring that both content knowledge and language proficiency are developed simultaneously. According to Coyle et al. (2010), CLIL instruction is highly interactive, incorporating discussion-based tasks, real-world problem-solving, and interdisciplinary learning, making it one of the most effective instructional approaches for language acquisition.

### **2.2.3. Assessment Techniques**

Assessment plays a crucial role in evaluating students' language proficiency and guiding instruction. It can be divided into formative assessment, which provides ongoing feedback to support learning, and summative assessment, which evaluates overall achievement at the end of a learning period (Brown, 2004). Common assessment tools include standardized tests (e.g., TOEFL, IELTS), oral presentations, written assignments, and self-assessment strategies. According to Bachman and Palmer (2010), effective assessment should be valid, reliable, and aligned with the learning objectives to accurately measure students' progress.

## **2.3. Traditional vs. Modern Approaches to Teaching English**

The field of English language teaching (ELT) has evolved over time, moving from traditional methods focused on memorization and translation to modern approaches that emphasize communication and practical application. While traditional methods were once the

dominant form of instruction, contemporary techniques have gained recognition for their effectiveness in developing learners' communicative competence.

### **2.3.1. Traditional Approaches**

**2.3.1.1. Grammar-Translation Method (GTM):** Originally rooted in classical language instruction, this method prioritizes grammar rules and direct translation between the native and target languages. Larsen-Freeman and Anderson (2011) argue that while GTM helps students develop reading and writing skills, it lacks emphasis on speaking and listening, making it less effective for real-world communication.

**2.3.1.2. Audio-Lingual Method (ALM):** Based on behaviorist principles, ALM relies on drills and repetition to reinforce correct language patterns. Richards and Rodgers (2014) explain that this method assumes that frequent practice leads to habit formation. However, its lack of focus on meaning and creative language use limits students' ability to communicate effectively outside rehearsed dialogues.

### **2.3.2. Modern Approaches**

**2.3.2.1. Communicative Language Teaching (CLT):** A major shift in English language teaching, CLT encourages meaningful interaction over rote memorization. According to Savignon (2002), this method fosters fluency by engaging students in discussions, role-playing, and real-life communication scenarios, helping them develop confidence in language use.

**2.3.2.2. Task-Based Language Teaching (TBLT):** Ellis (2003) describes TBLT as an approach where students complete communicative tasks that require problem-solving and collaboration. Unlike traditional approaches, this method immerses learners in practical situations that demand active language use, making it highly effective for language acquisition.

**2.3.2.3. Content-Based Instruction (CBI):** Brinton, Snow, and Wesche (2003) highlight that CBI integrates language learning with subject matter instruction, allowing students to acquire linguistic skills while engaging with academic content. Similar to CLIL, this method provides authentic exposure to subject-related discourse, enhancing both language proficiency and knowledge retention.

Richards and Renandya (2002) conclude that modern approaches, particularly Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are more effective in promoting learner engagement and communicative competence.

## **2.4 Pedagogical Implementation of CLIL in English Language Didactics**

As it has been revealed, Content and Language Integrated Learning (CLIL) is an effective pedagogical approach that promotes both language development and subject knowledge acquisition. By integrating language instruction into subject content, CLIL allows students to engage with authentic language input while developing cognitive and academic skills. However, for CLIL to be effectively implemented in the EFL classroom, teachers should focus on three key elements, as Coyle et al. (2010) suggested: lesson planning, instructional strategies, and teacher-student interaction.

The first element, lesson planning, plays a crucial role in CLIL implementation, as it requires a balanced integration of content and language objectives. As Dalton-Puffer (2011) explains, an effective CLIL lesson should include clear content goals (related to the subject being taught) and specific language outcomes (targeted vocabulary, grammar structures, or communication skills). To facilitate comprehension, teachers must pre-select key terminology, provide visual aids, and design scaffolded activities that allow students to gradually build their language competence while engaging with academic material. Additionally, lesson sequencing should follow a progressive structure, where students first receive input (listening/reading activities), then process the information through guided tasks, and finally produce output (speaking/writing activities) in an integrated manner (Mehisto, Marsh, & Frigols, 2008).

Secondly, instructional strategies play a fundamental role in enhancing student engagement and comprehension in CLIL lessons. According to Marsh (2002), teachers should incorporate multimodal teaching techniques, such as visual support (diagrams, videos, charts), collaborative tasks (pair work, group discussions), and hands-on learning activities to reinforce both content and language acquisition. Furthermore, scaffolding strategies, as suggested by Vygotsky's (1978) Sociocultural Theory, help bridge the gap between students' current knowledge and their learning potential. This can be achieved through graded language input,

simplified explanations, and interactive questioning techniques, which encourage students to process information actively and use language in meaningful ways.

As for the third element, teacher-student interaction is essential in ensuring successful CLIL implementation in the classroom. Lasagabaster and Doiz (2016) argue that in a CLIL setting, the teacher must act as both a subject expert and a language facilitator, guiding students through academic discussions, problem-solving activities, and structured communication tasks. This means that teachers should adapt their language use, offering comprehensible input while encouraging students to express their thoughts, negotiate meaning, and apply new language structures in authentic contexts. Additionally, fostering a supportive classroom environment where students feel comfortable using the target language is key to building confidence and reducing language anxiety, ultimately improving both content understanding and linguistic competence. Thus, for CLIL to be successfully implemented in English language didactics, educators must carefully design lessons, use effective instructional strategies, and foster interactive, student-centered learning environments. By addressing these pedagogical elements, teachers can maximize the benefits of CLIL, ensuring that learners not only acquire subject-specific knowledge but also develop strong language skills necessary for academic and professional success.

## **2.5. Related studies**

CLIL has been widely studied across different regions, with research focusing on its impact on language proficiency, subject learning, and student engagement. In Europe, several studies have highlighted the benefits of CLIL in higher education. Aguilar and Muñoz (2014) conducted a study in Spanish universities and found that CLIL students performed better in oral proficiency compared to non-CLIL learners, suggesting that learning content through English naturally enhances speaking skills. Similarly, Dalton-Puffer (2011) analyzed CLIL programs in Austria and reported significant improvements in vocabulary acquisition and critical thinking skills, indicating that exposure to subject-specific terminology in context helps students develop both linguistic and analytical abilities. Additionally, Nikula (2017) examined CLIL in Finland and found that student engagement and motivation were higher in CLIL classrooms, as students perceived learning English through real academic content to be more meaningful than isolated language drills. In Asia, research has also explored the role of CLIL

in EFL education, though implementation challenges remain. Ikeda (2020) studied CLIL in Japanese universities and found that while students expanded their academic vocabulary, they required additional support in writing skills, as CLIL often prioritizes reading and speaking over formal writing instruction. Xie and Guo (2021) investigated CLIL in China and noted that exam-driven systems made it difficult to fully integrate content-based learning into English instruction, as traditional assessment models focus more on grammar and test-taking strategies rather than interactive subject learning.

In the Middle East and North Africa (MENA) region, CLIL research is still emerging, with studies examining its feasibility and effectiveness in EFL classrooms. Zoghbor (2018) explored CLIL in the United Arab Emirates (UAE) and found that it enhanced students' reading and speaking skills, but teachers needed more specialized training to balance language and content instruction effectively. Similarly, Bouhadiba (2018) analyzed CLIL in Tunisian universities, reporting that students preferred content-based instruction but required additional language support to fully grasp complex academic concepts in English. Ahmed and Mahmoud (2019) examined CLIL in Egypt and concluded that while it helped learners develop critical thinking skills, it also required curriculum adjustments to align with the linguistic level of EFL students.

In Algeria, research on CLIL remains limited but has gained increasing attention. Cherro Semper (2020) found that CLIL could enhance academic English proficiency in Algerian universities, but teachers required additional training, as many lacked experience in integrating content and language teaching. Benadla (2020) reported that Algerian students responded positively to CLIL, finding it engaging and beneficial, but struggled with technical subject terminology in English, suggesting that more subject-specific vocabulary instruction is needed. Mehdi (2021) noted that secondary school teachers faced difficulties implementing CLIL due to curriculum constraints and limited resources, indicating that without institutional support, widespread CLIL adoption remains challenging. These studies suggest that while CLIL has significant potential in various educational contexts, its successful implementation depends on factors such as teacher preparation, curriculum adaptation, and institutional support. Without proper training and resources, CLIL may become difficult to sustain, especially in EFL-dominant countries where English exposure is limited outside the classroom. However, the positive impact of CLIL on student engagement, critical thinking, and academic performance indicates that with the right strategies, it could become an effective method for enhancing both language proficiency and subject learning.



## **Conclusion**

The present section examined the didactics of the English language, focusing on the implementation of the Content and Language Integrated Learning (CLIL) methodology. It highlighted the role of CLIL in enhancing both language acquisition and subject matter comprehension, emphasizing its pedagogical effectiveness in foreign language teaching. The discussion also addressed key factors influencing its success, including teacher expertise, instructional strategies, and institutional support. Furthermore, various studies evaluating CLIL's impact on English language didactics were analyzed, revealing its potential to improve students' academic and linguistic proficiency. Despite its benefits, challenges such as assessment complexities, resource limitations, and teacher training requirements were identified. This chapter establishes the groundwork for understanding CLIL's role in English language instruction, leading to the next chapter, which focuses on the research methodology used in evaluating its implementation.

# **Chapter Three**

## **Methodology**

## **Introduction**

This chapter outlines the methodology followed in this research, which investigates the implementation of the CLIL methodology in English language teaching. It provides the research design and approach, explains the population and sampling, and details the data collection instruments.

### **3.1. Research Design**

Research design refers to the overall plan that guides the researcher in collecting, analyzing, and interpreting data in a structured and coherent way. As Mouton (1996) states, a research design is "a set of guidelines and instructions to be followed in addressing the research problem" (p. 107). Similarly, Kothari (2004) describes it as the conceptual structure within which research is conducted, covering the methods for data collection, measurement, and analysis.

In this study, a descriptive research design was adopted. This type of design is commonly used to describe current situations, attitudes, and practices without manipulating any variables. According to Creswell (2014), descriptive research is ideal for understanding "what is" happening in a given setting. This design fits the purpose of the study, which is to evaluate how CLIL is being implemented in English Didactics by exploring the perceptions of both university teachers and third-year EFL students.

### **3.2. Research Approach**

Research approaches can be quantitative, qualitative, or mixed methods, depending on the nature of the study and its objectives. Quantitative research focuses on numerical data and statistical analysis, while qualitative research aims to understand deeper meanings, perspectives, and experiences. This study follows a mixed methods approach, combining both quantitative and qualitative techniques. As defined by Tashakkori and Creswell (2007), mixed methods research involves collecting and analyzing both numeric and textual data to offer a more comprehensive understanding of the research problem. Johnson and Onwuegbuzie (2004)

also explain that mixed methods integrate different types of data and analysis to strengthen the study's validity and provide deeper insight.

In the present research, two structured questionnaires were used: one for university EFL teachers and another for third-year students. The instruments included both closed-ended questions for quantitative data and open-ended questions to capture qualitative responses. This approach allows the study to benefit from both statistical trends and individual insights regarding the implementation of CLIL in Algerian university classrooms.

### **3.3. Population**

The population refers to the complete group of individuals relevant to the topic being investigated. According to Singh (2006), the population or universe is “the complete mass of observations, which is the parent group from which the sample is to be produced” (p. 82). This highlights the importance of identifying all individuals who are affected by or have experience with the research issue.

In this study, the population comprises third-year students enrolled in the English language program (N = 120) and teachers of Didactics of the English language at Chadli Ben jedid University. Both groups are directly involved in the teaching and learning process in which the CLIL methodology is applied, making them central to the aim of this research.

### **3.4. Sample and sampling technique**

A sample is a segment selected from the larger population to participate in the study. As defined by Hanlon and Larget (2011), a sample is “a subset of the individuals in a population” (p. 7), chosen in a way that allows for effective analysis of the research problem. Likewise, Riazi (2016) notes that a sample is “a small proportion of a population which researchers consider for study when investigating a particular topic” (p. 284), emphasizing the goal of focusing on a manageable yet representative group.

In this research, the sample includes forty-one (41) third-year students who responded to a structured questionnaire aimed at evaluating their attitudes and experiences with the CLIL methodology. Additionally, five (5) EFL teachers responsible for teaching Didactics also completed a questionnaire to provide insights into the effectiveness and challenges of implementing CLIL in their teaching practices.

In the current study, the purposive-convenience sampling technique was used. This method involves the intentional selection of participants who meet specific criteria relevant to the research objectives, while also taking into account practical considerations such as accessibility and time constraints. It allows the researcher to gather data efficiently from individuals who are both directly related to the research topic and readily available within the educational setting. The third-year students and EFL teachers involved in this study were selected based on their direct engagement with the CLIL methodology in English language teaching. The students, having been exposed to CLIL in their coursework, were able to provide valuable insights into how this approach influenced their learning experiences. Similarly, the teachers of Didactics were purposefully chosen due to their active role in implementing CLIL strategies in their instruction. Their professional perspectives are essential in evaluating the practical application and effectiveness of CLIL in the classroom. This sampling strategy thus ensured the collection of relevant and context-specific data aligned with the study's aims.

### **3.5. Data Collection Tools**

Data collection tools refer to the instruments used by researchers to obtain the information needed to address their research questions. As defined by Griffiee (2012), they are “the means (physical or nonphysical) of producing quantitative or qualitative data to be analyzed and interpreted” (p. 128). These tools are essential for gathering either numerical data or descriptive responses that reflect participants' views and experiences.

In the present study, two structured questionnaires were employed as the main data collection tools: one for third-year students and another for EFL teachers. The student questionnaire was designed to explore learners' attitudes, experiences, and perceptions regarding the implementation of the CLIL methodology in English language classes. The teacher questionnaire aimed to gather professional insights into how CLIL is being implemented in practice, along with its perceived challenges and benefits. The use of questionnaires for both groups allowed the researcher to collect data from different perspectives within the same educational context. Furthermore, the application of both open-ended and closed-ended questions helped obtain both quantitative data and qualitative insights. The selection of participants followed a purposive-convenience sampling method, ensuring that individuals with direct experience and involvement in CLIL were included, while also considering accessibility and availability.

### **3.6. Description of the Students questionnaire:**

For the purpose of this study, a questionnaire was selected as the main data collection instrument due to its efficiency in gathering a large amount of data in a short period of time. It is also practical in terms of time, cost, and ease of administration. The questionnaire was self-developed and designed specifically to investigate third-year university students' perceptions regarding the implementation of Content and Language Integrated Learning (CLIL) in English language didactics. It comprises a total of eighteen (18) questions, including ten Likert-scale items, four multiple-choice questions, and four open-ended questions. Specifically, the questionnaire is divided into three main sections.

#### **Section One: Students' Background (Questions 1 to 4):**

This section consists of four multiple-choice questions aimed at collecting general background information about the participants. More precisely, Questions 1 and 2 deal with gender and age in order to understand the demographic distribution of the sample. Question 3 focuses on the

number of years the students have been studying English to estimate their level of exposure to the language , while Question 4 checks whether learners have had prior experience learning non-language subjects in English, an important indicator of their familiarity with CLIL practices.

### **Section Two: CLIL and Language Learning (Questions 5 to 14):**

This section is made up of ten Likert-scale questions intended to explore the learners' perceptions of CLIL and how it affects their language development. To elaborate, Questions 5 to 6 focus on students' exposure to and understanding of CLIL. Questions 7 to 9 deal with the perceived benefits of CLIL, such as its effect on vocabulary, grammar, and overall language proficiency. Then, Questions 10 to 11 explore students' attitudes toward CLIL lessons, including whether they find them more engaging than traditional language classes and if they receive adequate teacher support. In addition, Questions 12 to 14 examine deeper cognitive and communicative outcomes, such as improved vocabulary retention in context, enhanced confidence in academic discussions, and the development of multiple language skills. This section provides essential insights into students' evaluation of CLIL as a learning methodology.

### **Section Three: Open-Ended Questions (Questions 15 to 18):**

Finally, this section contains four open-ended questions that give learners the opportunity to elaborate on their personal experiences and opinions regarding CLIL. Specifically, Question 15 invites students to mention the topics they have learned through CLIL , whereas Question 16 asks them to describe the main difficulties they encounter during CLIL instruction. Moreover, Question 17 explores their preferences between CLIL and traditional language teaching approaches. Lastly, Question 18 focuses on students' suggestions for improving CLIL implementation in their English classes. This final section is particularly valuable for gathering subjective insights and learner-driven recommendations.

### 3.7. Description of the Teachers ' Questionnaire

To collect insights from university teachers regarding the implementation of the Content and Language Integrated Learning (CLIL) methodology in teaching English Didactics, a self-designed questionnaire was employed. This tool was chosen for its practicality and effectiveness in gathering valuable qualitative and quantitative data in a short amount of time. It consists of a total of sixteen (16) Likert-scale questions and four (4) open-ended questions. Additionally, the background section includes three closed-ended questions (multiple choice and yes/no) and one open-ended question related to teaching experience. It is divided into three main sections:

**Section One: Teachers' Background (Questions 1 to 4)** This section includes four basic questions designed to gather demographic and professional information about the participating teachers. Specifically, it explores their gender, age range, years of experience in teaching English Didactics, and whether they have received formal training in CLIL methodology. These questions help to contextualize the participants' responses in the next sections and understand the diversity of their backgrounds.

**Section Two: Teachers' Perceptions of CLIL Implementation (Questions 5 to 20)** This section aims to investigate teachers' attitudes, beliefs, and experiences regarding the integration of CLIL in the English Didactics classroom. The first group of questions (5 to 7) examines teachers' beliefs about the educational value of CLIL in enriching students' learning, enhancing cognitive skills, and promoting interactive classroom practices. Following that, questions (8 to 11) assess perceived outcomes of CLIL, including improvements in language proficiency, the extra planning required, teachers' confidence in applying CLIL, and its adaptability across different English levels. Then, questions (12 to 15) explore institutional and pedagogical dimensions, such as curriculum support, student autonomy, classroom engagement, and use of

English beyond class time. Finally, questions (16 to 20) focus on collaboration with other subject teachers, the motivational value of CLIL, the interdisciplinary nature of the method, and the need for further professional development. Together, these questions offer a detailed understanding of both the perceived benefits and the practical challenges of CLIL from the teacher's perspective.

**Section Three: Open-Ended Questions (Questions 21 to 24)** This section gives participants the opportunity to provide deeper insights through four open-ended questions. Question (21) seeks to uncover teachers' preferences regarding the types of content (e.g., culture, literature, global issues) they incorporate in CLIL lessons. Question (22) focuses on the challenges they face during implementation, while question (23) explores the assessment strategies they use to evaluate both content knowledge and language skills. Lastly, question (24) invites suggestions for improving the effectiveness of CLIL at the university level, especially in teaching English Didactics.

# **Chapter four**

## **Results**

## Introduction

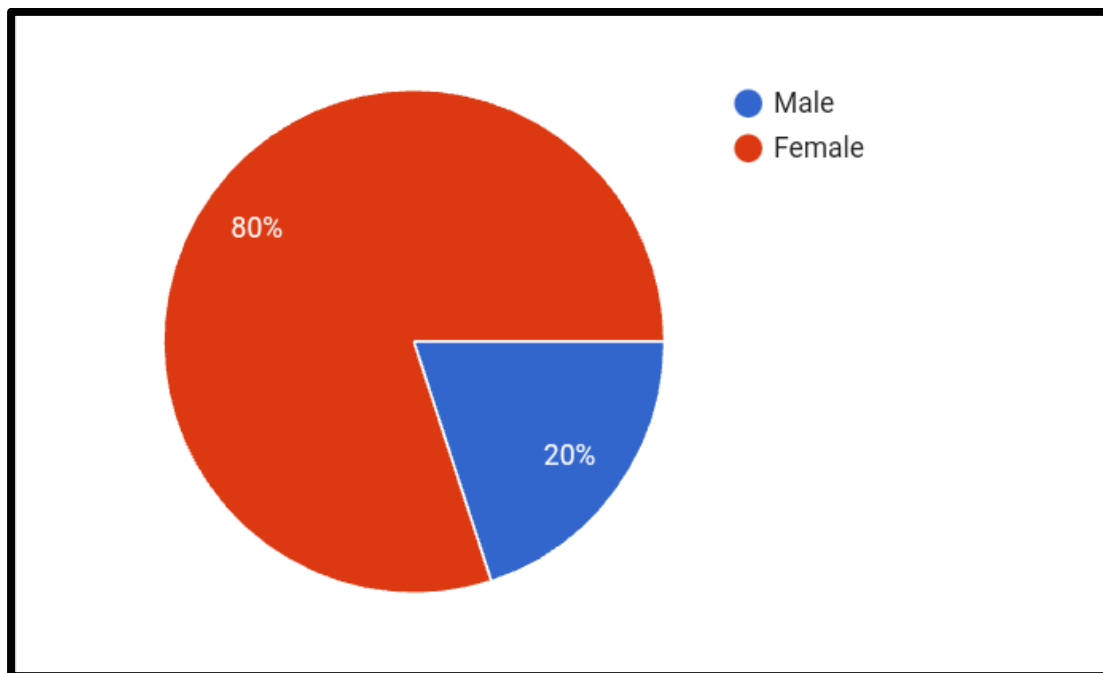
This chapter analyzes data collected from student and teacher questionnaires to explore attitudes towards Content and Language Integrated Learning (CLIL) in English language didactics. The analysis aims to understand how CLIL impacts language acquisition, content comprehension, and overall learning experiences for EFL students. It also investigates educators' views on the practicality, effectiveness, and challenges of integrating subject content through English. The findings are presented quantitatively and qualitatively in two main sections based on participant responses.

### Section One: Students' Background

#### 1. Gender

- Male
- Female

**Figure 1: Students' Gender Distribution**

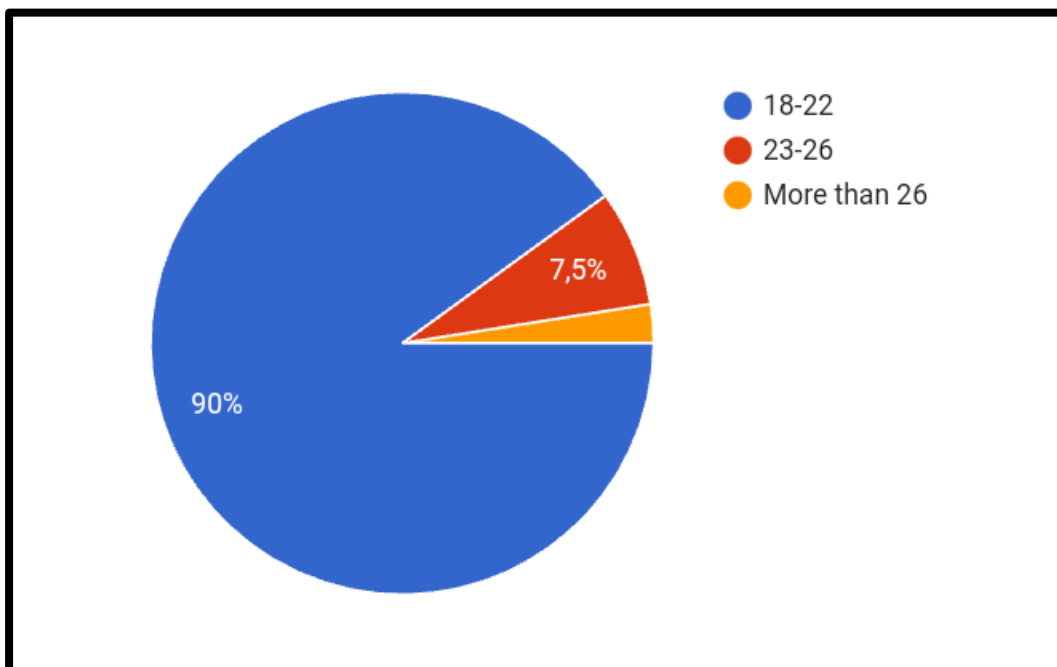


The majority of student participants were female, representing 80% (33 out of 41 students) of the total sample, while males constituted 20% (8 out of 41 students). This gender distribution may reflect the general demographics of English language learners in the department.

## 2. Age

- Between 18–22
- Between 23–26
- More than 26

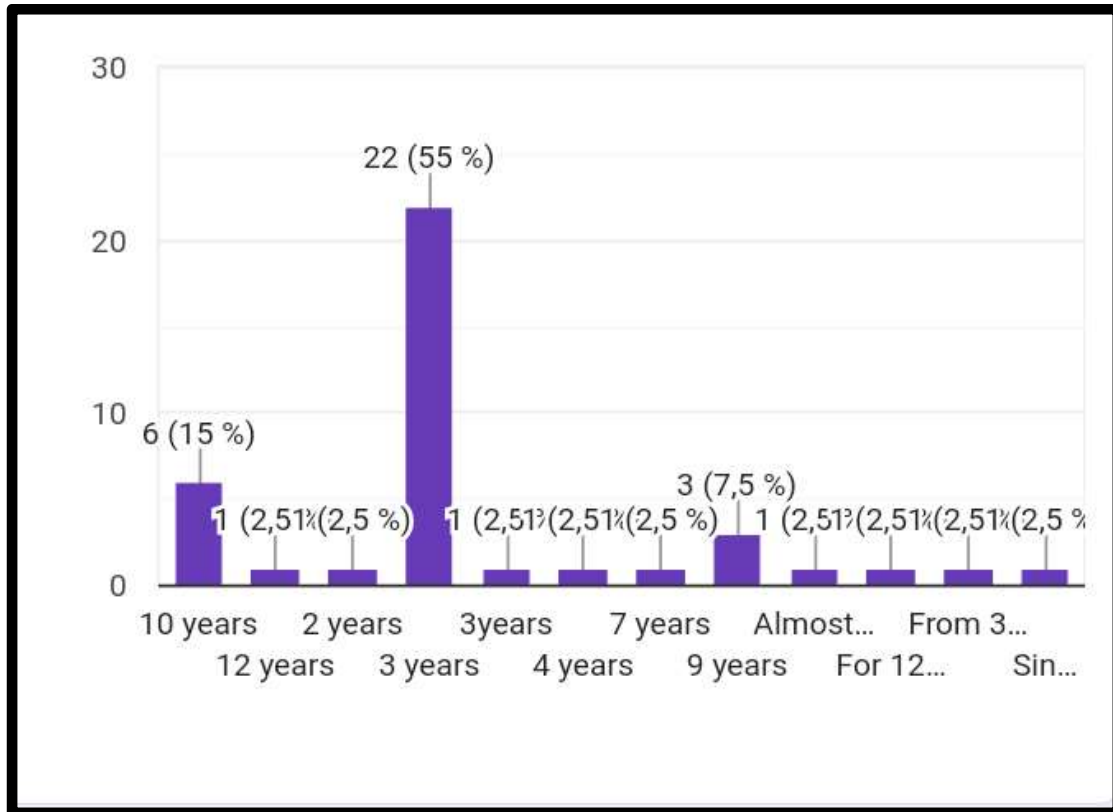
**Figure 2: Students' Age Range**



As it is shown in the pie chart, most of the students are between 18 and 22 years old, making up 90% of the total. A smaller group, about 7.5%, are between 23 and 26 years old, and only 2.5% are older than 26. This means that the majority of the participants are young university students in their early twenties.

**Question3 : How long have you been studying English?**

**Figure 3: Duration of Studying English**

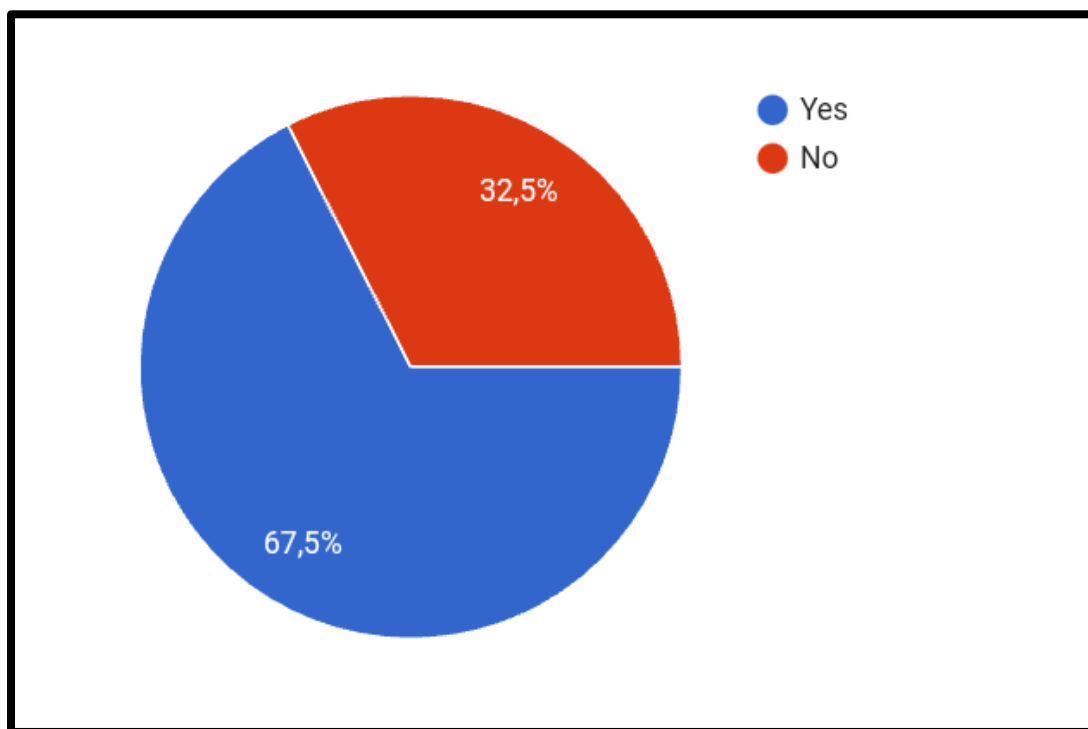


As shown in the chart, students provided various responses regarding how long they have been studying English. The majority, 55% (which corresponds to 22 students), stated they have been learning English for 3 years. Meanwhile, 15% (about 6 students) reported studying the language for 10 years, and 7.5% (approximately 3 students) indicated 9 years of study. A smaller group, 2.5% (1 student), mentioned 2 years of experience. Other responses included 4 years, 7 years, since middle school, and almost 12 years, which were mentioned individually by different students. This variation highlights a diverse range of learning experiences among the participants, which may influence their familiarity with English and their ability to engage with CLIL based instruction.

4. Have you ever learned non-language subjects (like history, science, or geography) in English?

- Yes
- No

**Figure 4: Learning Non-Language Subjects in English**



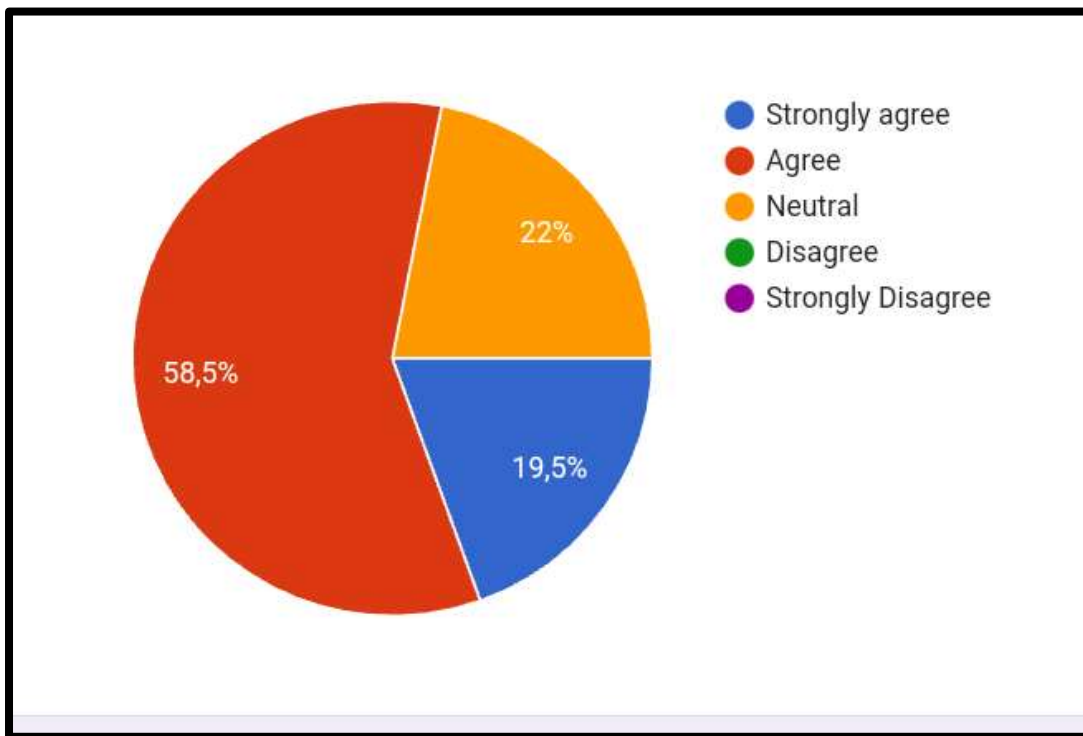
As revealed in the pie chart, 67.5% of the participants answered "No", while 32.5% answered "Yes". When asked whether they have ever learned non-language subjects such as history, science, or geography in English, the majority of students responded negatively. This means that 27 out of 41 students have not experienced learning other school subjects in English. On the other hand, 13 students confirmed they had such experience. These results indicate that while a portion of the participants is familiar with the idea of content-based instruction, most

of them have not been exposed to it, which could influence how they perceive and adapt to CLIL methodology.

***Section Two: CLIL and Language Learning***

Question 5: I have experienced lessons that combine both content and English language learning.

**Figure 5 :Students' Experiences with Content and Language Integrated Lessons**

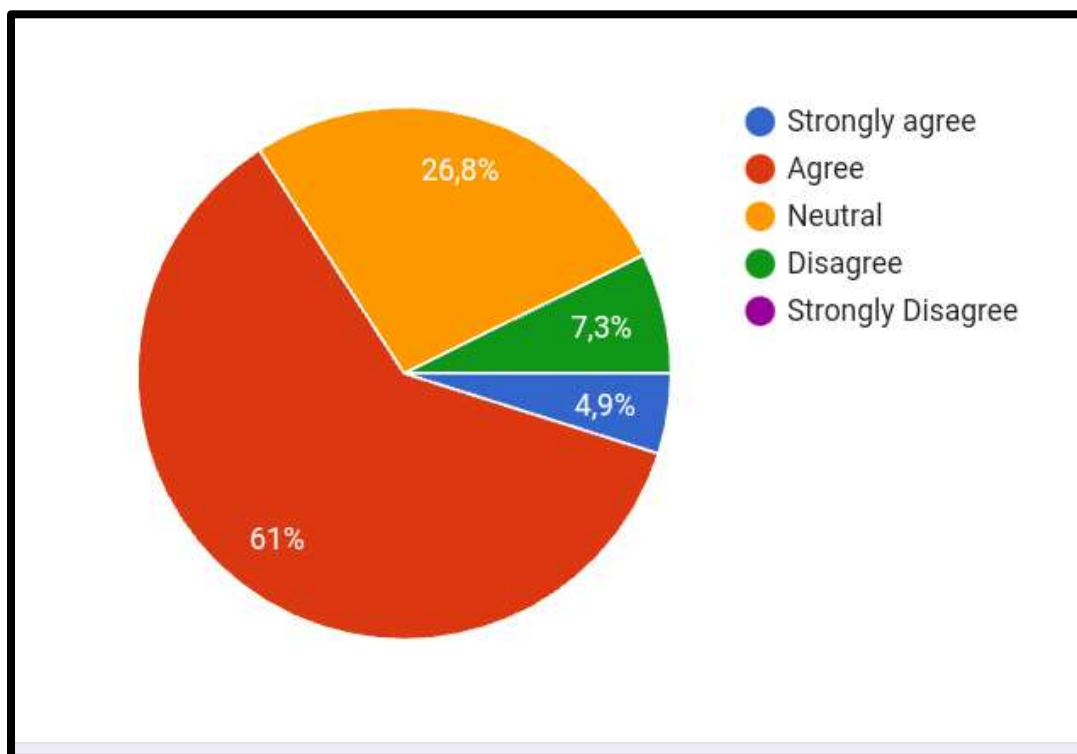


A Likert scale was used to assess students' experiences with lessons that integrate both content and English language learning. The results revealed that 58.5% of the participants agreed with the statement, while 19.5% strongly agreed, showing a generally positive attitude towards such integrated lessons. Meanwhile, 22% of the respondents remained neutral, and none of them

disagreed or strongly disagreed. These findings suggest that a significant majority of students have been exposed to content and language integrated lessons and perceive them positively.

Question 6 :I understand the purpose of using CLIL in English language classes.

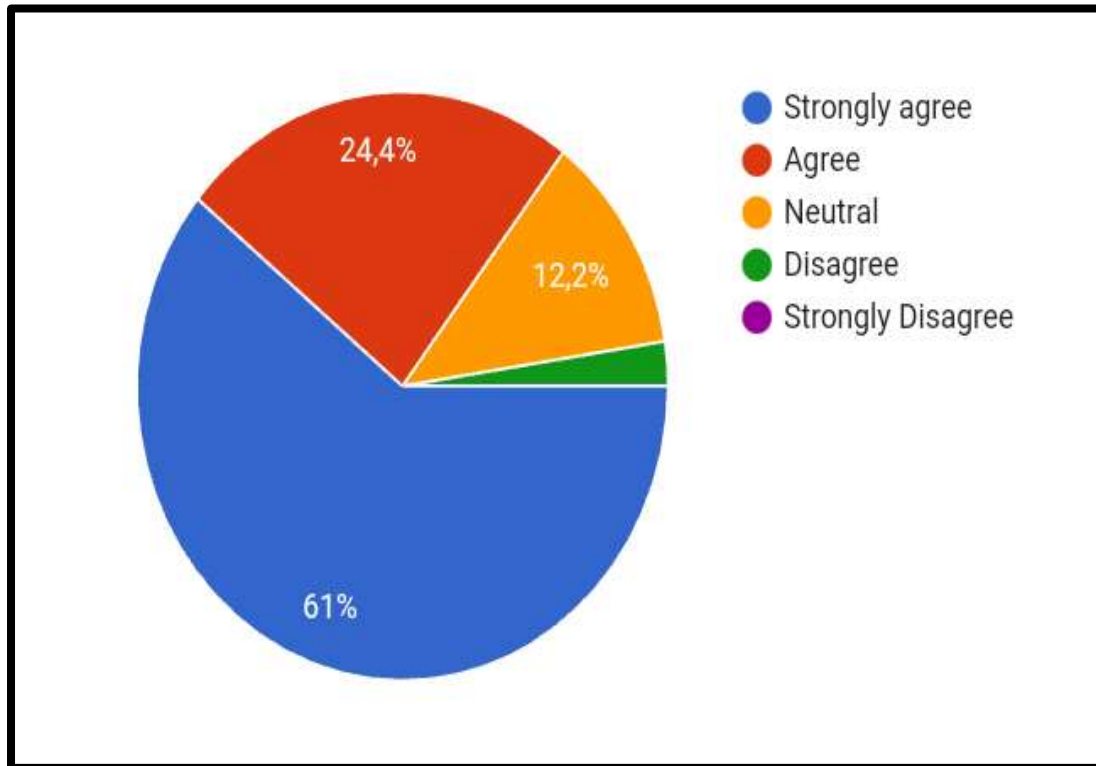
**Figure 6: Students' Perception of the Purpose Behind Using CLIL in English Classes**



As clearly manifested through the students' responses, the majority (61%) agreed that they understand the purpose of using CLIL in English language classes, and an additional 4.9% strongly agreed. Meanwhile, 26.8% selected the neutral option, which may reflect uncertainty or a lack of full clarity. On the other hand, 7.3% of the participants disagreed, and none strongly disagreed. These findings indicate that while most students are aware of the purpose of CLIL, some may still need more guidance or exposure to its objectives.

Question 7: Learning content through English helps me improve my vocabulary and grammar.

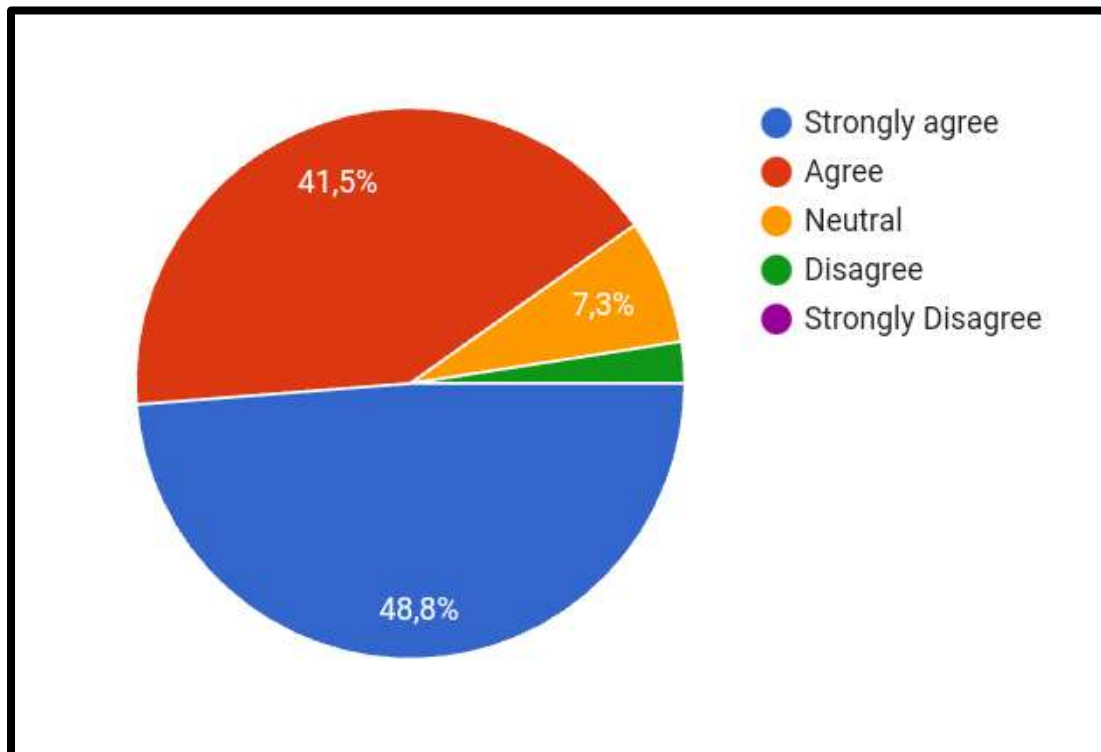
**Figure 7: Students' Views on the Role of CLIL in Enhancing Vocabulary and Grammar**



According to the students' answers, learning content through English appears to be a beneficial approach for enhancing their language skills. A notable 61% of the participants strongly agreed that it helps them improve their vocabulary and grammar, while 24.4% agreed. In contrast, 12.2% remained neutral, and a small percentage (2.4%) disagreed. No students strongly disagreed.

Question 8: I believe that learning content in English improves my overall language proficiency.

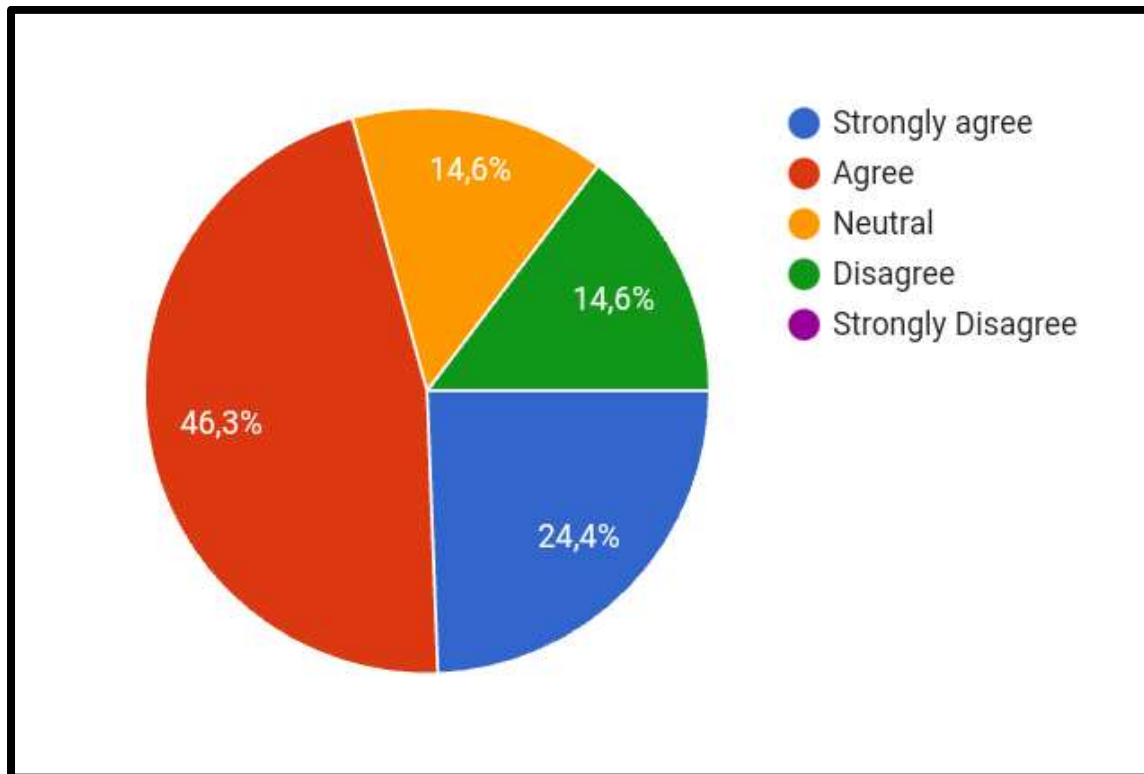
**Figure 8: Students' Perceptions of the Impact of CLIL on Overall Language Proficiency**



As indicated by the participants' responses, learning content in English is generally perceived as an effective way to enhance overall language proficiency. Specifically, 48.8% of the students strongly agreed with this statement, while 41.5% agreed. A smaller portion, 7.3%, remained neutral, and only 2.4% disagreed. No participants strongly disagreed.

Question 9: I find CLIL-based lessons more interesting than traditional language lessons.

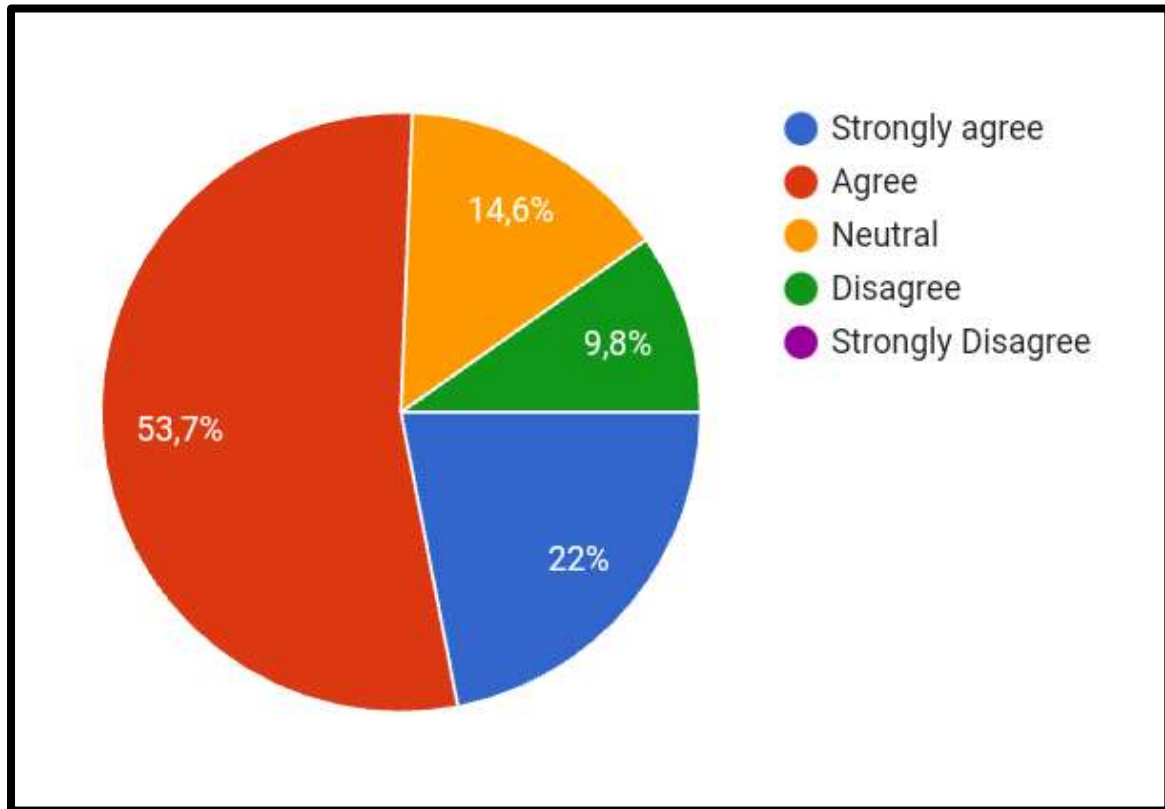
**Figure 9: Students' Attitudes Toward the Interest Level of CLIL vs. Traditional Lessons**



As it is displayed in the figure above, 24.4% of the students strongly agreed that CLIL-based lessons are more interesting than traditional language lessons, while 46.3% agreed with this idea. On the other hand, 14.6% of the participants remained neutral, and an equal percentage (14.6%) disagreed. Interestingly, none of the respondents strongly disagreed. These results highlight students' positive attitudes toward CLIL, suggesting that this approach might be more effective in maintaining learners' engagement compared to traditional language instruction.

Question 10: My teacher provides support to help me understand both the content and the language.

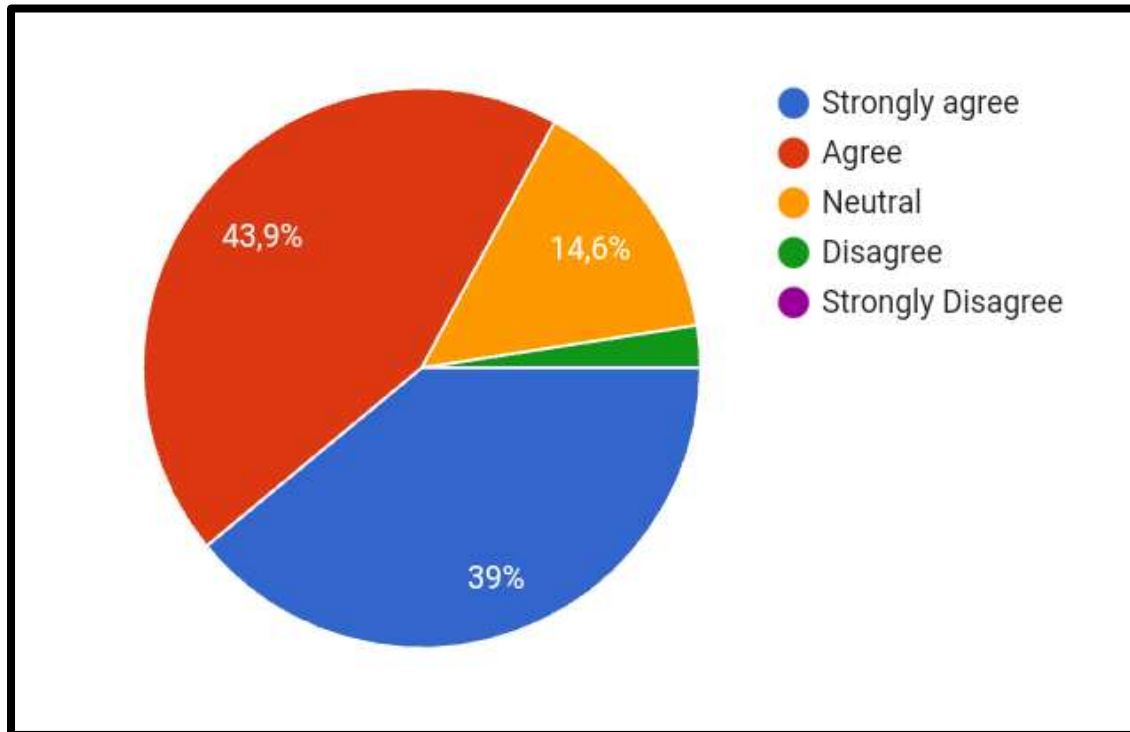
**Figure 10: Students' Perceptions of Teacher Support in CLIL Lessons**



As revealed by the collected data, a majority of the students (53.7%) agreed that their teacher provides support to help them understand both the subject content and the English language, while 22% strongly agreed with this statement. Meanwhile, 14.6% remained neutral, and a smaller proportion (9.8%) disagreed. Notably, none of the participants strongly disagreed. These findings indicate that most students feel supported in CLIL-based classrooms, which may contribute positively to both their content comprehension and language development.

Question 11: I find it easier to remember vocabulary and grammar when used in real content contexts.

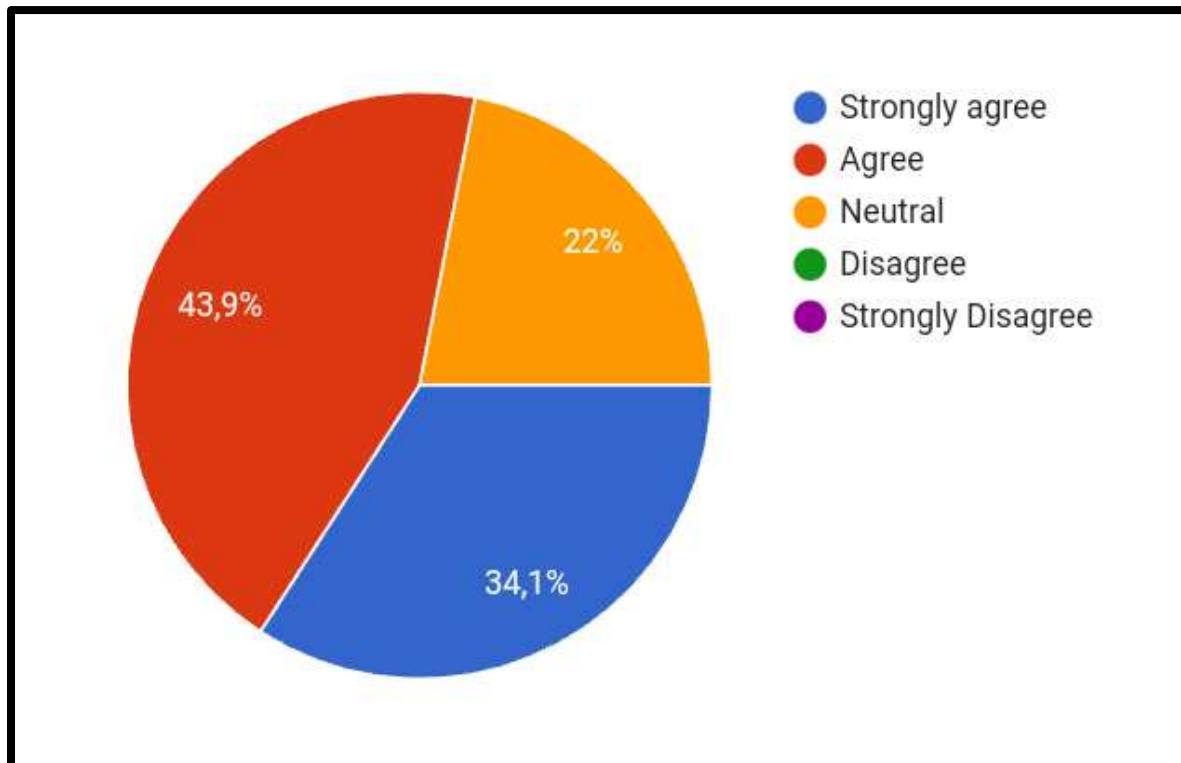
**Figure 11: Students' Views on the Effect of Contextual Learning on Vocabulary and Grammar Retention**



From the students' answers, it can be noticed that the vast majority of them find it easier to remember vocabulary and grammar when these elements are presented within meaningful and real-life content. Specifically, 43.9% (18 students) agreed with this statement, and 39% (16 students) strongly agreed. In contrast, 14.6% (6 students) were neutral, and only 2.5% (1 student) disagreed. These results emphasize the role of context in enhancing language retention, which supports the effectiveness of CLIL based instruction in EFL learning.

Question 12: I feel more confident using English in academic discussions due to content-based lessons.

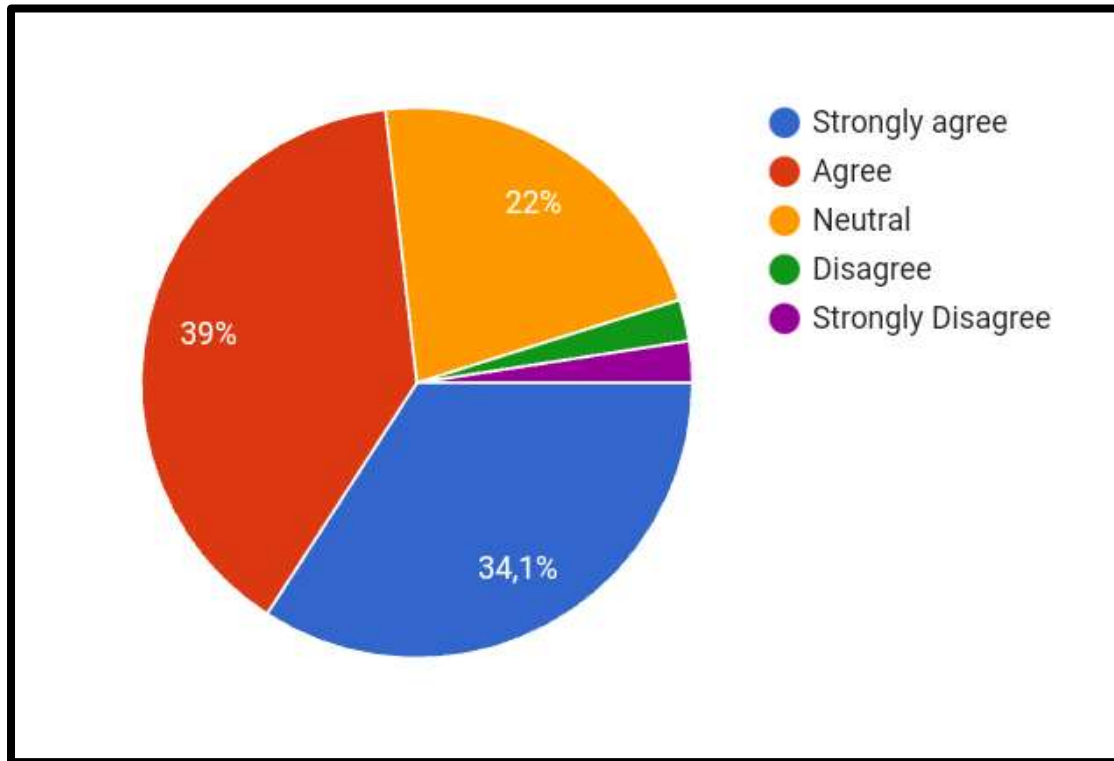
**Figure 12: Students' Confidence in Using English During Academic Discussions through CLIL Lessons**



As illustrated in the figure, the responses appear to be varied. A considerable percentage of 43.9% (18 students) agreed that content-based lessons increased their confidence in using English during academic discussions. Furthermore, 34.1% (14 students) strongly agreed with the statement. However, 22% (9 students) chose a neutral position, and no participants disagreed. These findings reflect a generally positive perception of CLIL's impact on students' academic language confidence.

Question 13: I think CLIL helps improve multiple language skills (speaking, reading, writing, listening).

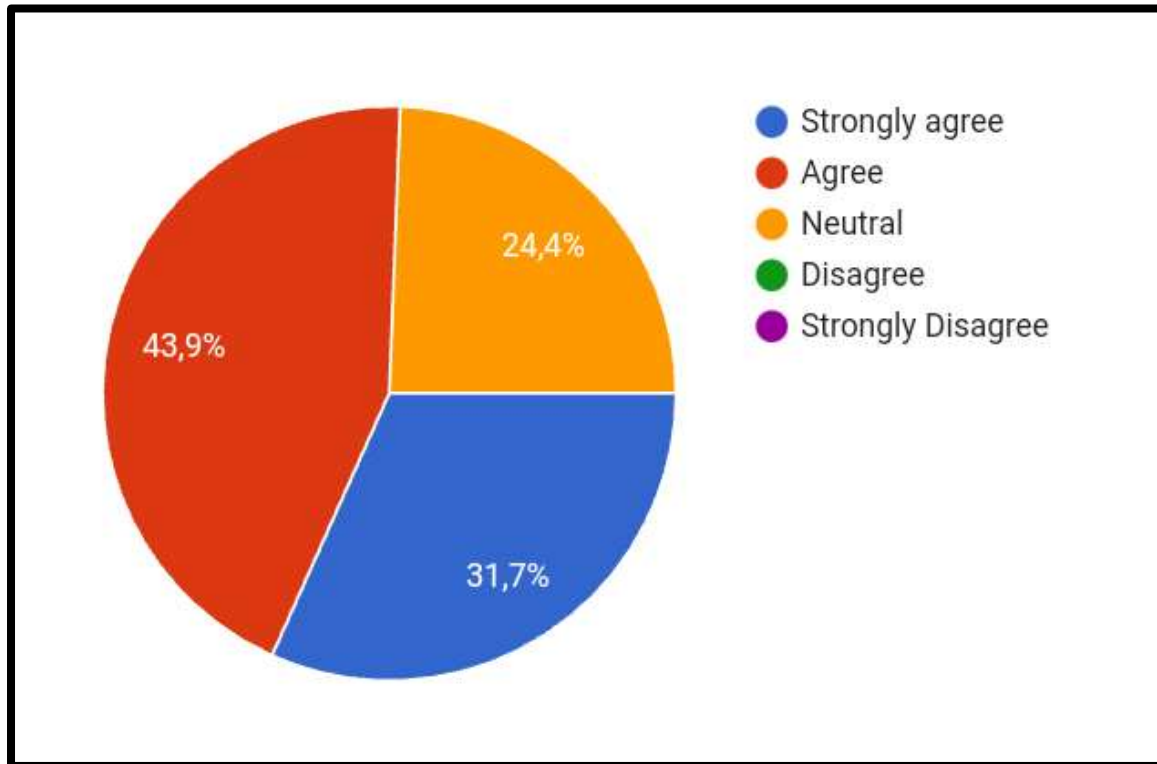
**Figure 13: Students' Perceptions of CLIL's Impact on Multiple Language Skills**



As revealed in Figure 13, students expressed diverse opinions regarding the role of CLIL in developing multiple language skills. A noticeable percentage of 39% (16 students) agreed that CLIL helps improve their speaking, reading, writing, and listening skills, while 34.1% (14 students) strongly agreed with this statement. On the other hand, 22% (9 students) remained neutral, indicating some uncertainty about its overall effectiveness. A small portion of the respondents, 2.5% (1 student) and 2.4% (1 student), disagreed or strongly disagreed respectively. These findings suggest that most students recognize the potential of CLIL to foster comprehensive language development across the four main skills.

Question 14 : I feel that CLIL helps me think critically about both the subject and the language.

**Figure 14: Students' Perceptions on CLIL's Impact on Critical Thinking**



From the students' responses, it is clear that a substantial proportion of students (43.9%) agree, and 31.7% strongly agree that CLIL helps them think critically about both the subject matter and the language. These percentages indicate a strong positive perception of CLIL in fostering critical thinking skills. Additionally, 24.4% of students were neutral, which suggests that while the majority of students appreciate the benefits of CLIL, a segment of them may either be uncertain or feel that it doesn't impact them as strongly in this regard. Interestingly, 0% disagreed or strongly disagreed, highlighting a general consensus that CLIL is beneficial in terms of critical thinking.

### **Section three: open ended questions**

Question 15: What type of topics have been taught in English classes using CLIL (e.g., environment, history, culture)?

**Table 1: Topics Taught through CLIL in English Classes**

<i>Topic</i>	Number of Mentions
Civilization	24
Literature	20
History	15
Culture	6
Environmental Science	5
Research Methodology	4
Linguistics	3
Cognitive Psychology	2
Geography	2
Technology	1
Biology	1

As shown in the table, a total of 36 students responded to this open-ended question. The content analysis of their responses revealed a strong focus on humanities-based subjects, with a clear predominance of civilization, which was mentioned by 24 students, making it the most frequent topic. This was followed by history with 20 mentions, and literature with 15 mentions. These results reflect the central role of cultural and historical content in the CLIL-based English

instruction at the university level. Other topics, though less frequent, still reflect an effort to diversify content. For example, culture was mentioned by 6 students, and environmental science by 5 students, indicating some exposure to scientific and real-world themes. In addition, research methodology appeared in 4 responses, while linguistics was cited 3 times, demonstrating an integration of academic and linguistic knowledge.

More specialized content such as cognitive psychology and geography were each mentioned by 2 students, whereas technology and biology were the least cited, with only 1 mention each. These findings suggest that while CLIL is mainly used for teaching literature and civilization, it also holds potential for broader applications in science and interdisciplinary subjects.

Question 16: What are the main difficulties you face when learning through CLIL?

**Table 2. Distribution of Reported Difficulties in CLIL Learning**

<b>Reported difficulty</b>	<b>Number of Mentions</b>
Lack of vocabulary	22
Understanding complex /subject specific terms	9
Balancing content and language	4
Lack of background knowledge	3
Pronunciation ,grammar and speaking challenges	3
No significant challenge ( positive experience)	2

As it is shown in the table , a total of 36 students responded to this open-ended question. The content analysis of their answers revealed that the most commonly reported difficulty was

a lack of vocabulary, which appeared in 22 responses, making it the most significant barrier. Students frequently mentioned struggling with unfamiliar, complex, or technical terms, particularly when engaging with subject-specific content delivered in English. Following this, 9 students pointed to the challenge of understanding complex or academic vocabulary, especially terms related to fields like civilization, psychology, and environmental science. These challenges often made it hard for students to follow lessons or express themselves confidently in class discussions.

Additionally, 4 students emphasized the difficulty of balancing both content learning and language learning at the same time highlighting the dual focus of CLIL as a cognitive burden. A smaller number of participants (2 to 3 students) referred to their lack of background knowledge in certain subjects as another layer of difficulty that affected their comprehension and participation. Moreover, 3 students raised issues related to pronunciation, grammar, and speaking fluency, which limited their ability to interact orally during CLIL lessons. Interestingly, 2 students expressed that they experienced no significant difficulties and viewed CLIL positively, crediting it with helping them improve their language and thinking skills.

Question 17 : Do you prefer CLIL or traditional language teaching methods? Why?

**Table 3: Distribution of Students' Preferences between CLIL and Traditional Language Teaching Methods**

<b>Preference</b>	<b>Number of students</b>
CLIL	27 students
Both CLIL and traditional methods	6 students
Traditional methods	2 students

A total of 35 students responded to this open-ended question. The majority of students (27 out of 35) expressed a clear preference for the CLIL method, highlighting its engaging nature, its role in improving vocabulary, and its ability to combine language learning with meaningful subject content.

Additionally, 6 students preferred a combination of both CLIL and traditional methods, indicating that they appreciate the strengths of each and see value in integrating both for a more complete learning experience. Only 2 students leaned more toward traditional teaching, citing its structured focus on grammar and memorization. These results demonstrate a strong inclination toward CLIL as a preferred teaching approach among learners, with many recognizing its capacity to foster deeper understanding , and enhance both language skills and subject knowledge simultaneously.

Question 18 : In your opinion, how can the use of CLIL be improved in your English classes?

A total of 28 students responded to the last open-ended question, offering various suggestions to enhance the use of CLIL in their English classes. One of the most frequently mentioned ideas, cited by 7 students, was the need to diversify subject matter by including content from fields such as biology, astronomy, and other sciences to make lessons more engaging and interdisciplinary. Another key recommendation, shared by 5 students, was to simplify complex language and provide vocabulary support before introducing new topics, helping learners better grasp both content and language. Similarly, 5 students suggested adopting new and more practical teaching methods to increase learner interest and classroom effectiveness. The use of visual aids, such as images or multimedia, was recommended by 3 students to enhance understanding. In addition, 3 students emphasized the importance of increasing classroom interaction and encouraging student preparation and participation. Some students (4 responses) highlighted how CLIL can support grammar learning, critical thinking, and the development of language skills. A few others (2 students) expressed general satisfaction with the method without providing detailed suggestions, while 1 student did not offer a clear answer he just said "I don't know ".

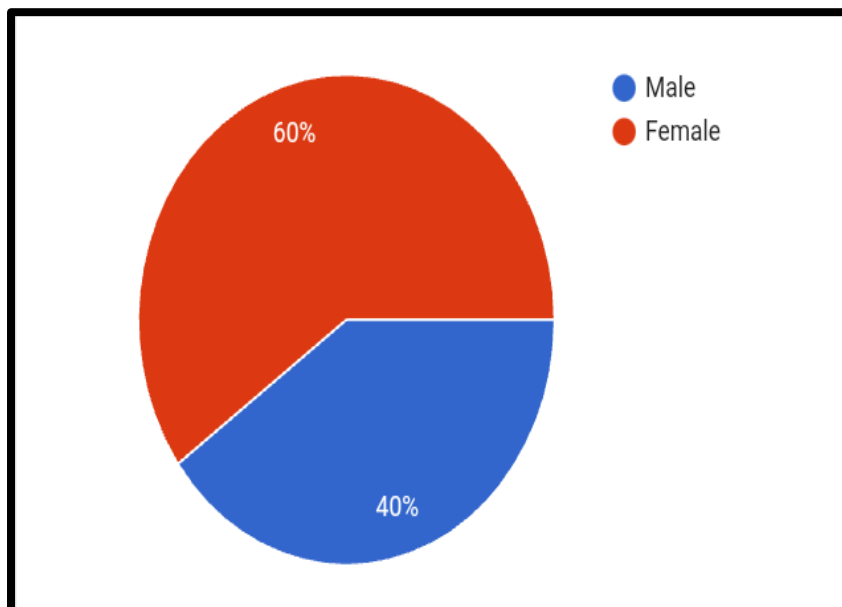
## 2. Analysis of teachers' Questionnaire

### Section One: Teachers' Background

#### 1. Gender

- Male
- Female

**Figure 15: Gender Distribution of Participating Teachers**

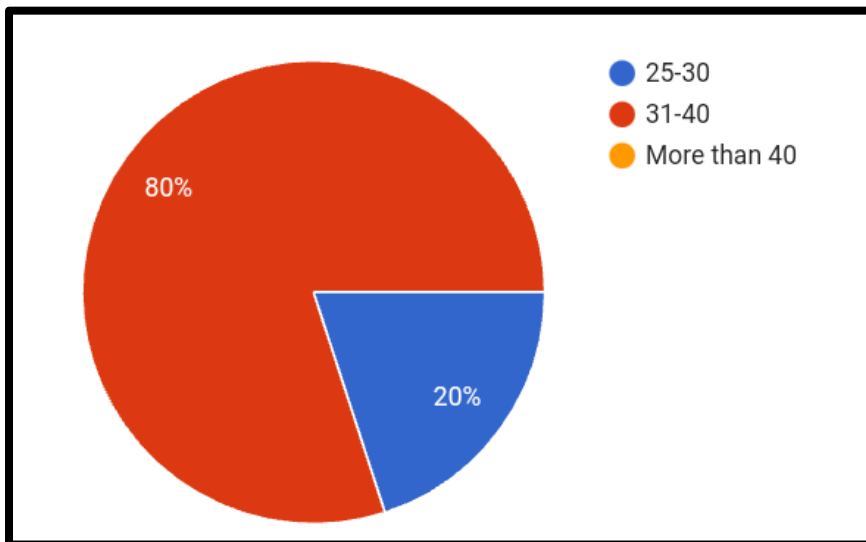


A total of 5 teachers participated in the questionnaire. As shown in the Figure , 60% of the participating teachers were female (3 teachers), while 40% were male (2 teachers).

#### 2. Age

- 25–30
- 31–40
- More than 40

**Figure 16 : Age Distribution of Teacher Participants**



A total of 5 teachers participated in the questionnaire. As shown in the pie chart, the majority of teachers (80%) were between the ages of 31 and 40, representing 4 participants. Only 20% (1 teacher) was in the 25–30 age range, while no participants were over the age of 40.

3. I have been teaching English Didactics for .

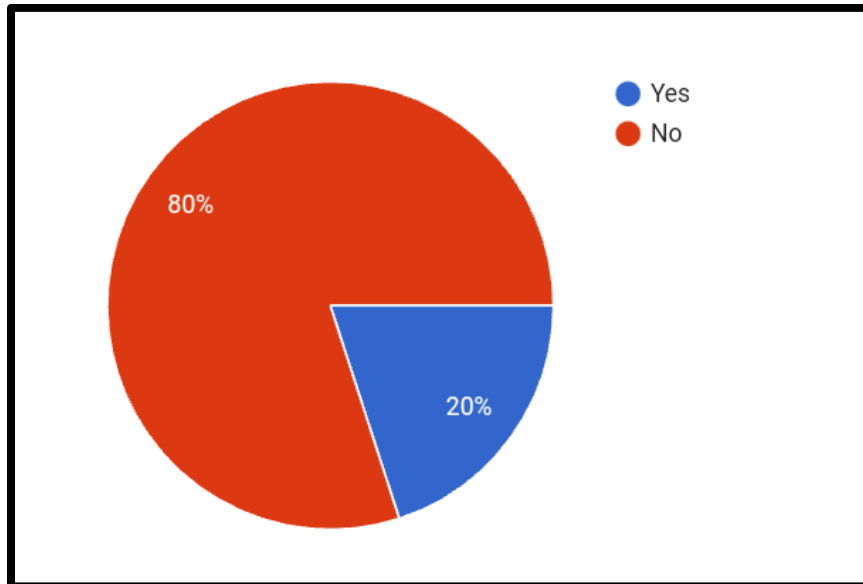
Five teachers who participated in the questionnaire responded to this question and their responses varied in terms of years of experience in teaching English Didactics. The teachers reported teaching for different lengths of time: one teacher mentioned having 9 years of experience, another reported 5 years, while one teacher had been teaching for 3 years. Additionally, two teachers had been teaching English Didactics for 1 year and two months, respectively. This range of experiences suggests a mix of seasoned and relatively new educators in the field, which can offer diverse insights into the challenges and practices of teaching English Didactics.

4. I have had formal training on the implementation of CLIL in my teaching.

- Yes

- No

**Figure 17 :Percentage of Teachers with Formal CLIL Training**

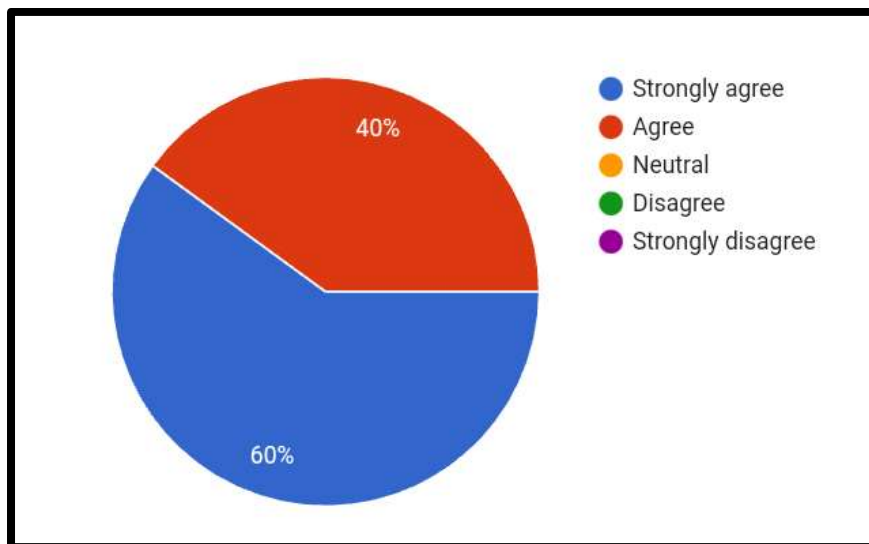


The data reveals that only 20% of teachers reported having received formal training on the implementation of CLIL, while a significant majority of 80% indicated they have not. This disparity suggests a considerable gap in professional development opportunities related to CLIL methodology

## Section Two: Teachers' Perceptions of CLIL Implementation

Question 5: I believe that integrating content from various subjects into English language instruction has added value to the students' learning experience.

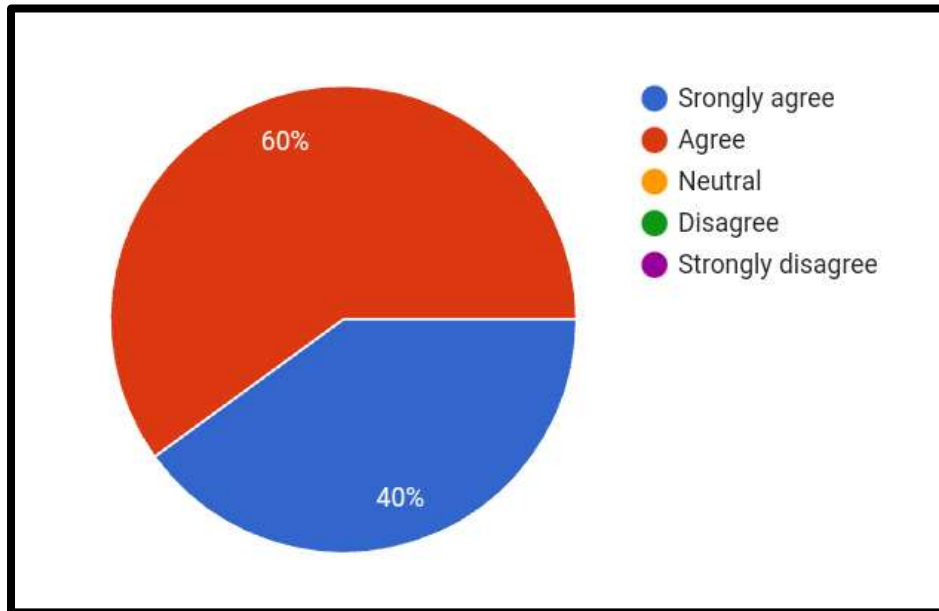
**Figure 18: Teachers' Beliefs about the Value of Integrating Content into English Instruction**



As shown in the figure above, teachers' responses to the statement "I believe that integrating content from various subjects into English language instruction has added value to the students' learning experience" were entirely positive. A majority of 60% (3 teachers) strongly agreed, while the remaining 40% (2 teachers) agreed with the statement. No teacher selected neutral, disagree, or strongly disagree. These results suggest a strong consensus among teachers regarding the beneficial role of CLIL in enriching students' learning experience and supporting deeper language engagement.

Question 6: I think CLIL enhances the cognitive skills of students by encouraging them to think in both content and language.

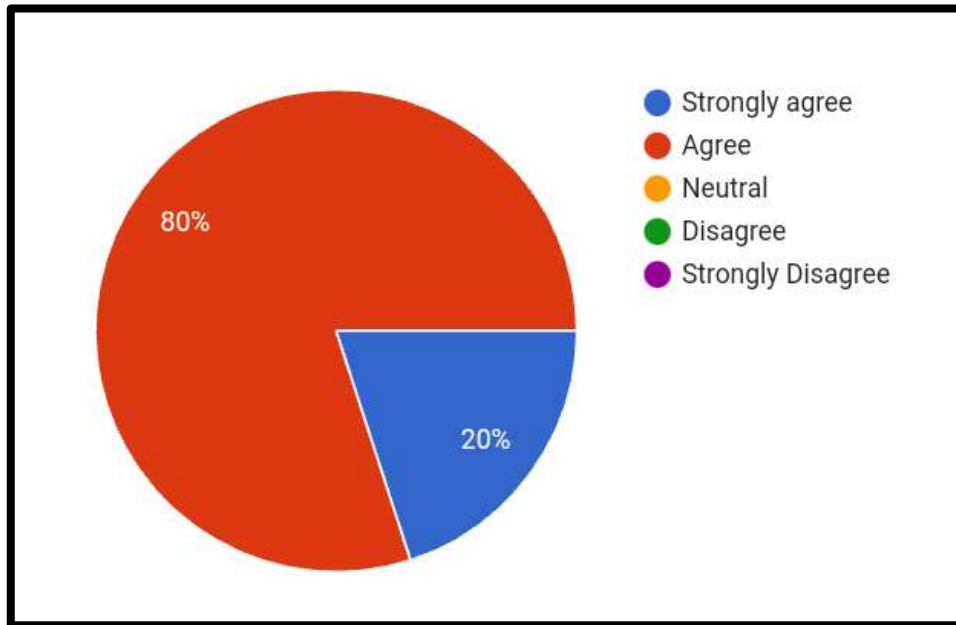
**Figure 19: Teachers' Perceptions of CLIL's Role in Enhancing Students' Cognitive Skills**



Based on the figure above, the teachers expressed unanimously positive views regarding the impact of CLIL on students' cognitive development. Specifically, 40% (2 teachers) strongly agreed and 60% (3 teachers) agreed that CLIL enhances students' cognitive skills by prompting them to think critically in both content and language domains. None of the teachers expressed neutrality or disagreement. These findings reflect the belief that CLIL promotes higher-order thinking and cognitive engagement among learners.

Question 7: In my experience, CLIL promotes more interactive classroom activities compared to traditional teaching methods

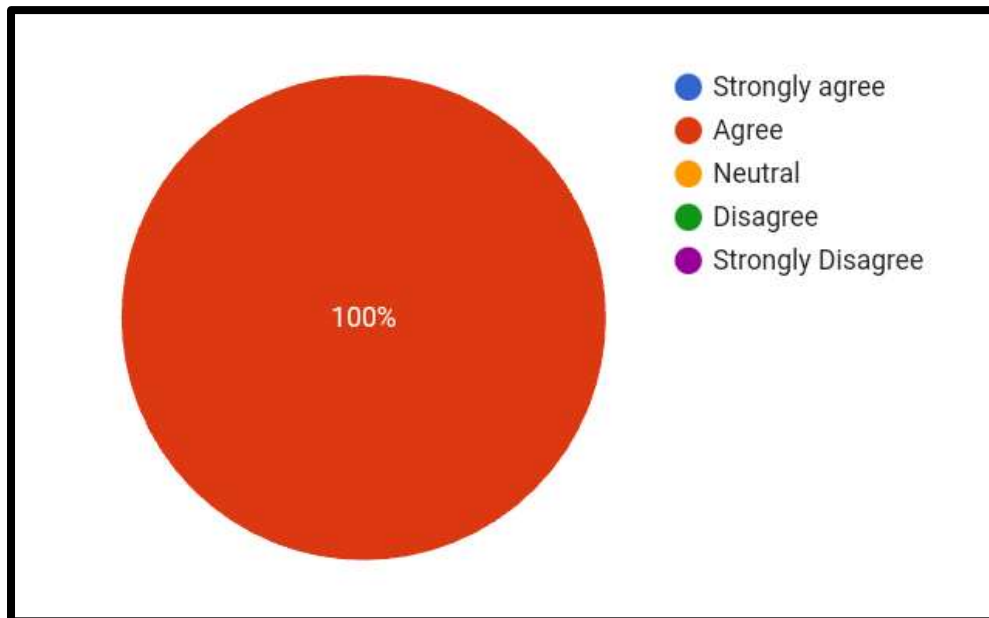
**Figure 20: Teachers' Views on the Interactivity of CLIL-based Lessons Compared to Traditional Methods.**



As reflected in the figure above, the majority of teachers shared the opinion that CLIL fosters a more interactive classroom environment. 80% (4 teachers) agreed, while 20% (1 teacher) strongly agreed with the statement that CLIL promotes more interaction than traditional teaching methods. None of the participants selected neutral or negative responses. These results suggest that CLIL is perceived as an effective approach in enhancing student-teacher and student-student engagement during lessons.

Question 8: I have observed an improvement in students' academic language proficiency (reading, writing, speaking, listening) through the use of CLIL.

**Figure 21: Teachers' Observations on the Improvement of Students' Academic Language Proficiency through CLIL**

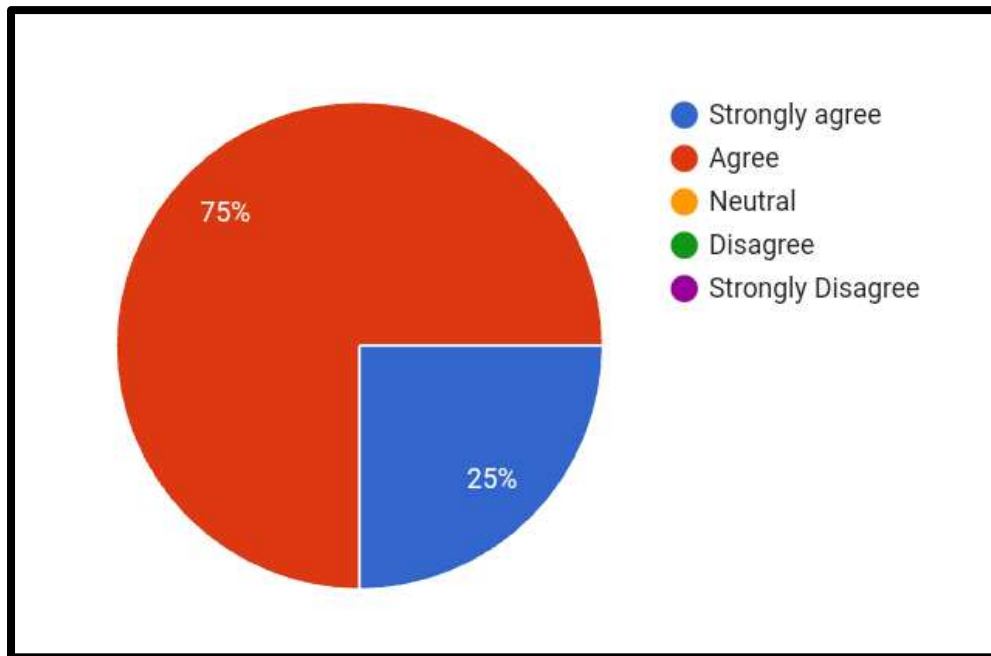


According to the figure above, all of the teachers (100%, i.e., 5 teachers) agreed that the use of CLIL has positively contributed to the improvement of students' academic language proficiency, including reading, writing, speaking, and listening skills. No teacher selected neutral or disagreeing options. This unanimous response highlights a shared belief among teachers regarding the effectiveness of CLIL in enhancing students' overall command of the English language.

Question 9: I find that the integration of content and language in CLIL requires additional planning and preparation.

**Figure 22: Teachers' Views on the Planning and Preparation Required for CLIL**

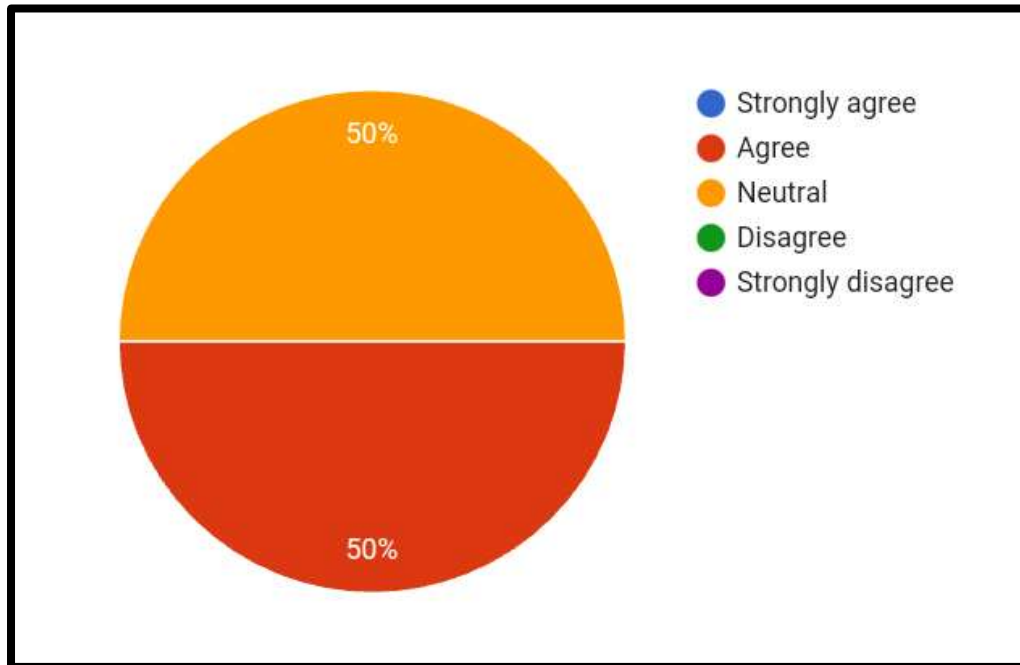
**Integration**



As reflected in the figure above, 75% of the teachers (3 out of 5) agreed that integrating content and language in CLIL requires additional planning and preparation. Meanwhile, 25% (1 teacher) strongly agreed with this view. No neutral or disagreeing responses were recorded. These results suggest that most teachers acknowledge the extra effort and time needed to effectively implement CLIL in the classroom, which may imply the need for adequate training and support.

Question 10: I feel confident in my ability to use CLIL techniques effectively in my teaching.

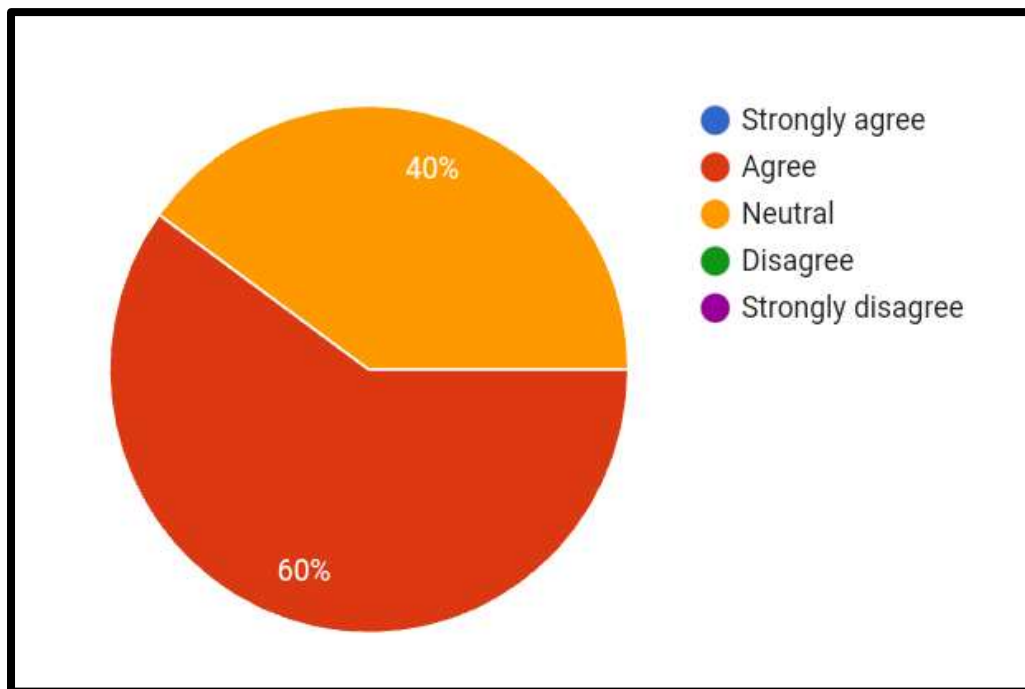
**Figure 23: Teachers' Confidence in Using CLIL Techniques Effectively**



As indicated in the figure above, 50% of the teachers (2 out of 5) expressed agreement regarding their confidence in using CLIL techniques effectively in their teaching practices. The remaining 50% (2 teachers) selected a neutral response, showing neither confidence nor uncertainty. No participants strongly agreed or disagreed. This balance between agreement and neutrality may highlight a partial sense of preparedness among teachers, possibly pointing to the need for more training and practical exposure to CLIL methodologies.

Question 11: I believe that CLIL can be adapted to suit students at different levels of English proficiency.

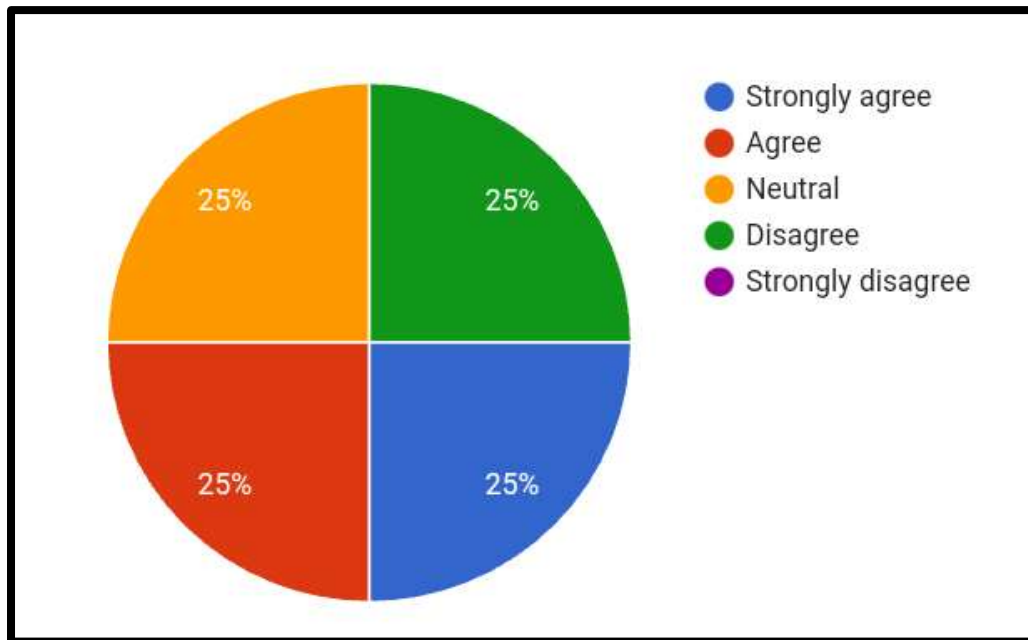
**Figure 24: Teachers' Opinions on the Adaptability of CLIL to Different Levels of English Proficiency**



Clearly seen, the vast majority of teachers (60%) agreed that CLIL can be adapted to suit students at different levels of English proficiency, while the remaining 40% remained neutral. Since students often display varying levels of language competence, especially in mixed-ability classrooms, adapting CLIL strategies becomes essential. However, the neutral responses may reflect hesitation or a lack of experience with differentiation in CLIL settings, which could influence the effectiveness of instruction.

Question 12: I think the current curriculum adequately supports the inclusion of CLIL in teaching English Didactics.

**Figure 25: Teachers' Perceptions of Curriculum support for CLIL integration in English Didactics**



As revealed in Figure 25 , the teachers' opinions regarding the extent to which the current curriculum supports the integration of CLIL in English Didactics were quite divided. Specifically, 25% (1 teacher) strongly agreed that the curriculum provides adequate support, and another 25% (1 teacher) simply agreed. However, 25% (1 teacher) remained neutral, indicating uncertainty about the curriculum's alignment with CLIL principles. The remaining 25% (1 teacher) disagreed, suggesting that improvements may be needed to better incorporate CLIL strategies. These balanced responses highlight differing perspectives among teachers on the curriculum's readiness for CLIL-based teaching.

Question 13: I feel that CLIL-based lessons help students become more independent learners

**Figure 26: Teachers' Perceptions of CLIL-Based Lessons in Promoting Learner  
Autonomy**

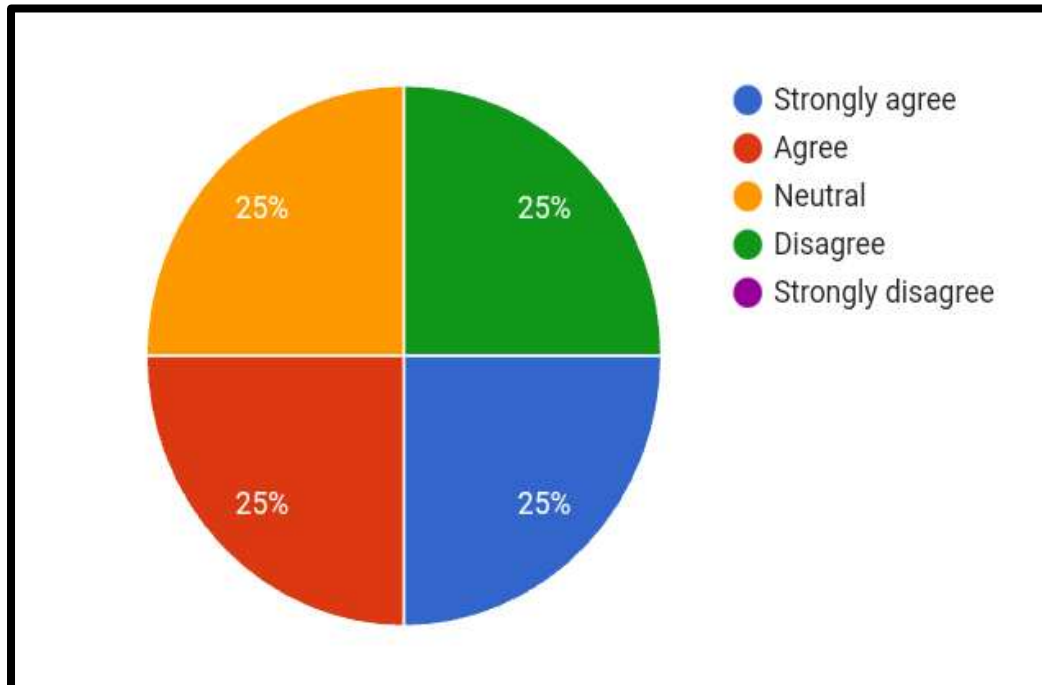
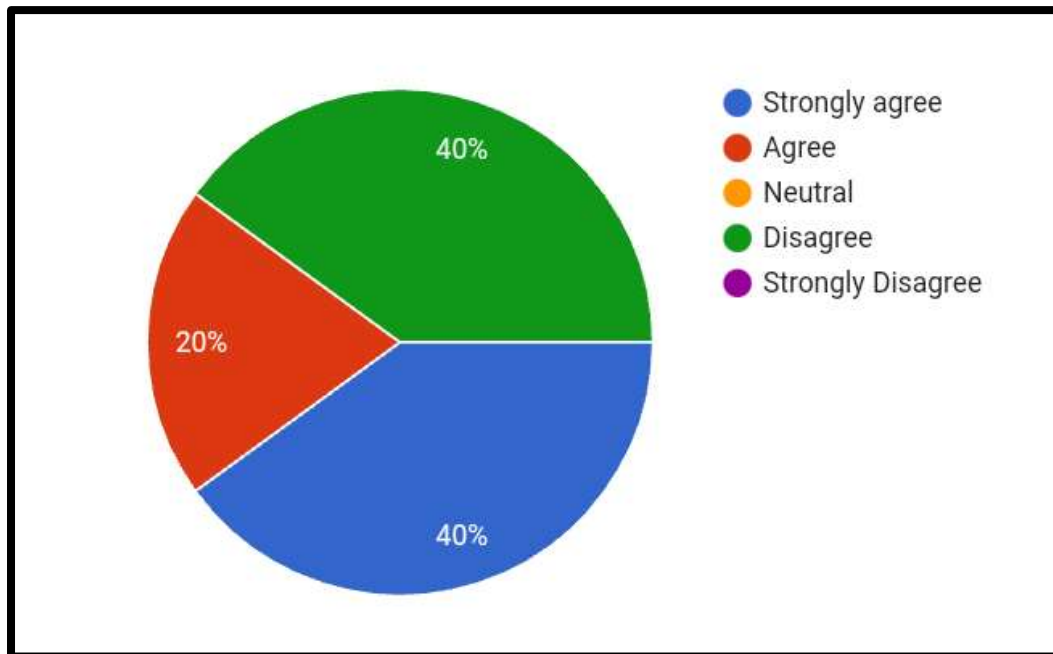


Figure 26 presents the views of the four teachers who responded to the question about the impact of CLIL-based lessons on students' independence. The responses were evenly distributed: one teacher strongly agreed, one agreed, one remained neutral, and one disagreed. No teacher selected "strongly disagree." This even split in opinions highlights a diversity of perspectives regarding CLIL's role in fostering learner autonomy, which may stem from varied classroom experiences or teaching practices.

Question 14: In my opinion, the application of CLIL in teaching English Didactics has contributed to fostering a more engaging and dynamic classroom environment.

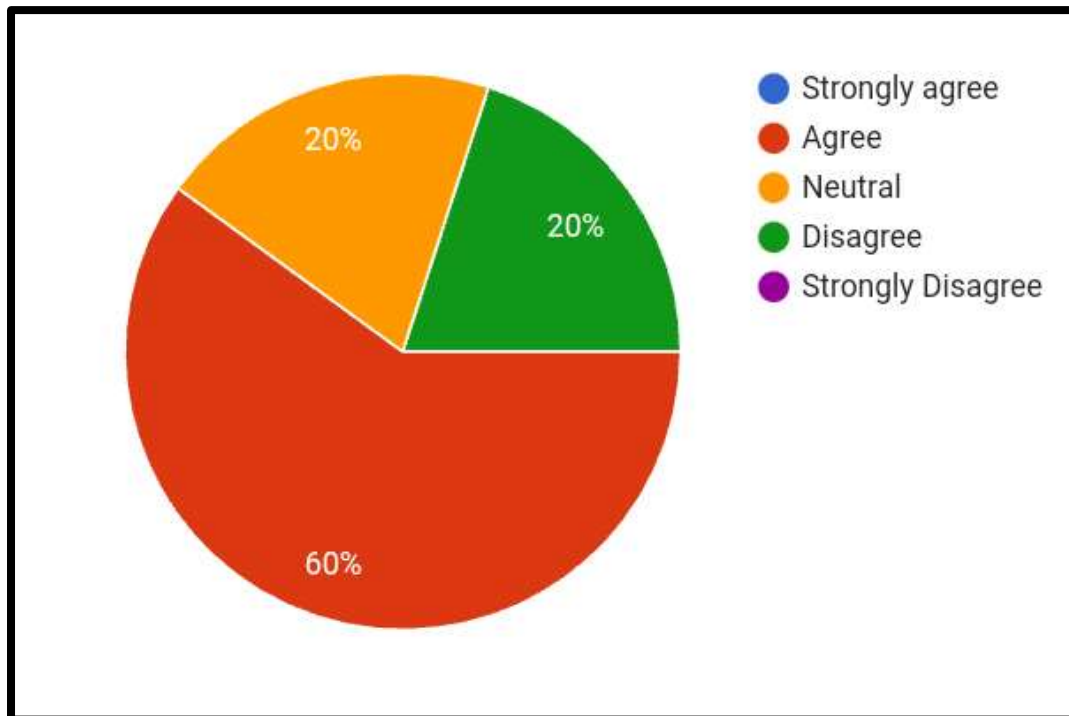
**Figure 27: Teachers' Views on CLIL's Contribution to a More Engaging and Dynamic Classroom Environment**



It is apparent from the figure above that the majority of teachers strongly agree or agree that the application of CLIL in teaching English Didactics fosters a more engaging and dynamic classroom environment, with 40% strongly agreeing and 20% agreeing. However, an equal percentage (40%) of the participants expressed disagreement with this statement. Notably, no teachers selected 'neutral' or 'strongly disagree,' highlighting a clear divide in perspectives. This suggests that while many educators appreciate CLIL's potential to enhance classroom dynamics, others may still face obstacles that hinder its effectiveness in practice.

Question 15: I believe that CLIL encourages students to use English more often, both inside and outside the classroom.

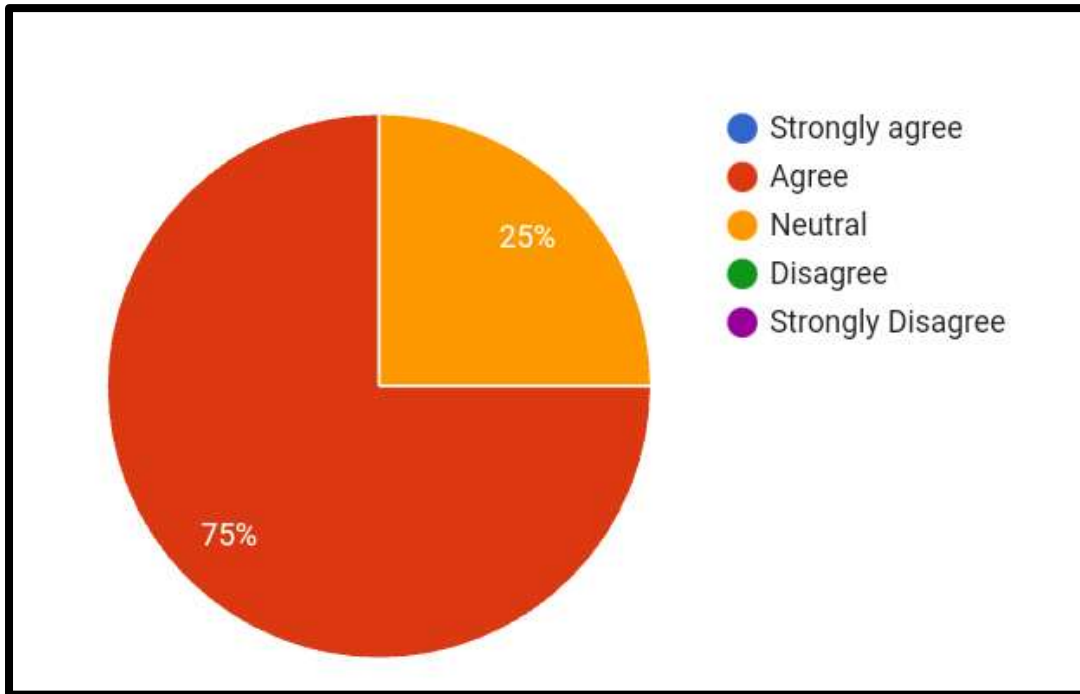
**Figure 28: Teachers' Perceptions of CLIL's Role in Encouraging English Use Inside and Outside the Classroom**



As shown in the figure above, the majority of teachers believe that CLIL encourages students to use English more frequently both inside and outside the classroom. Specifically, 60% of respondents agreed with the statement, while 20% strongly agreed. However, 20% of the participants disagreed, and none selected the 'neutral' or 'strongly disagree' options. These results reflect a generally positive perception of CLIL's influence on language use beyond the classroom, though a small portion of teachers remain unconvinced of its extended impact.

Question 16 : In my experience, students are more motivated when learning English through real-world content.

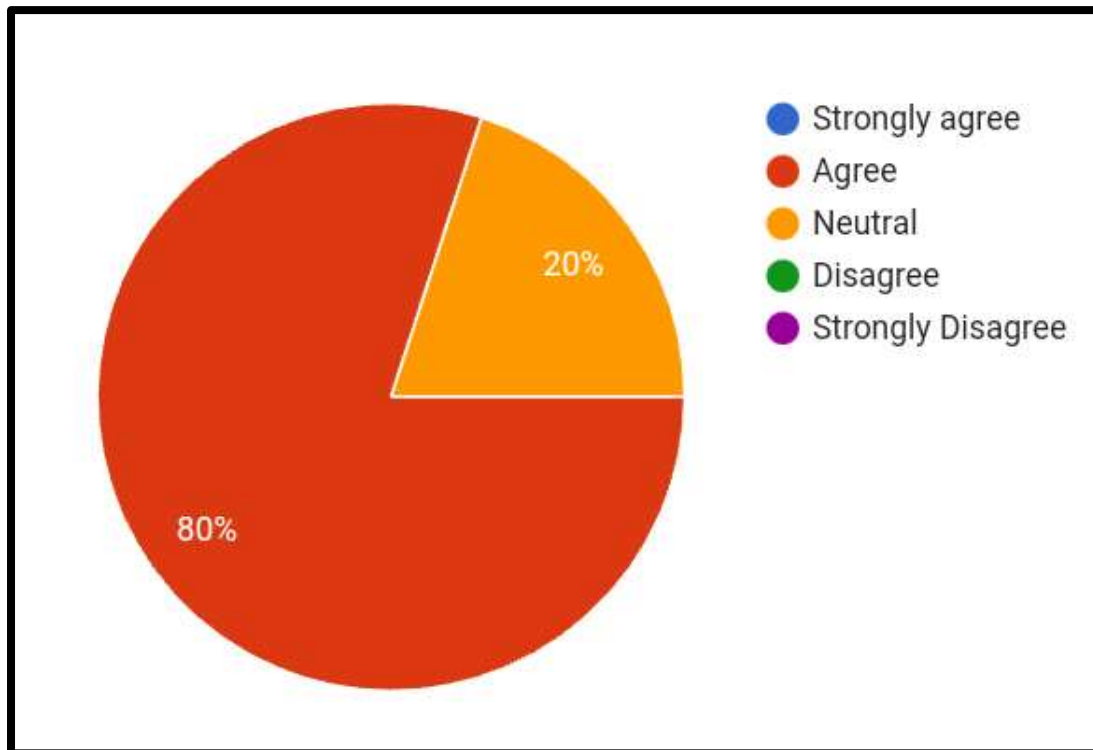
**Figure 29 : Teachers' Perceptions of Student Motivation When Learning English Through Real-World Content**



It is evident from the figure above that the majority of teachers (75%) agreed that students are more motivated when learning English through real-world content. Meanwhile, 25% of the participants remained neutral, and none expressed disagreement. These results highlight a strong belief among teachers in the motivational benefits of integrating authentic, real-life topics in English language instruction.

Question 17: I think CLIL helps students make connections between different subjects, which enriches their learning.

**Figure 30 : Teachers' Perceptions of CLIL's Role in Connecting Subjects to Enrich Learning**

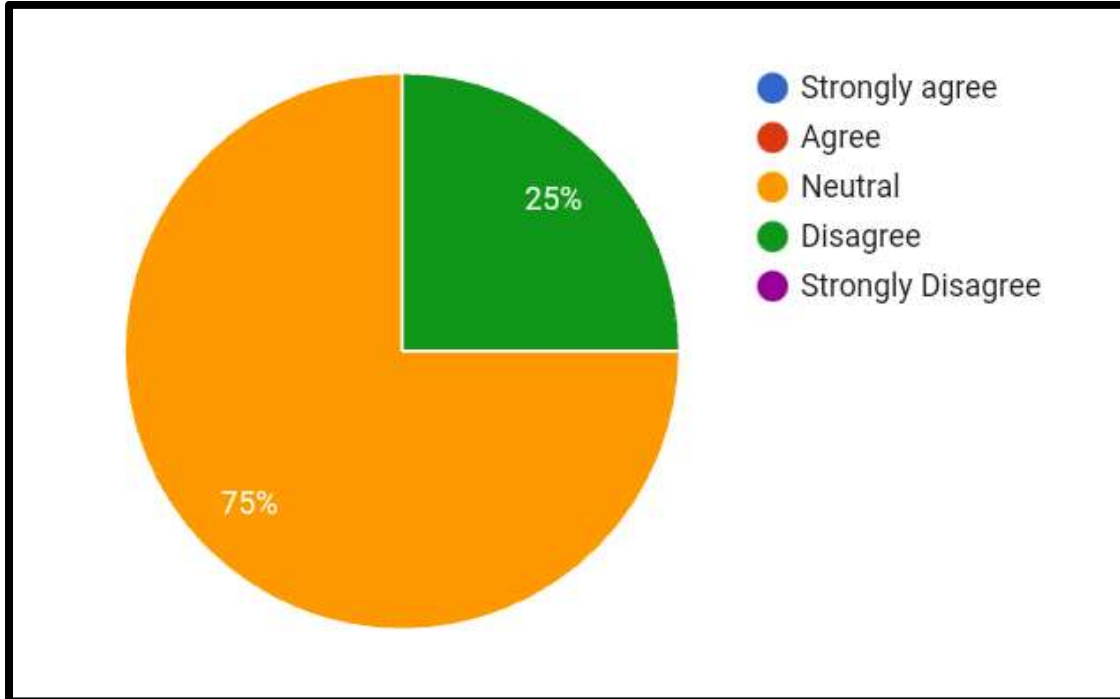


The data presented in the figure indicate that the majority of teachers (80%) agree that CLIL supports students in making meaningful connections across various subjects, thereby enhancing their learning experience. Only 20% of respondents expressed a neutral stance, and no teachers disagreed with the statement. This pattern of responses reflects a generally positive perception among teachers regarding CLIL's role in fostering interdisciplinary learning.

Question 18 : I often work with teachers from other subjects when planning CLIL lessons.

**Figure 31: Teachers' Collaboration with Colleagues from Other Subjects in CLIL**

**Lesson Planning**



As shown in Figure 31, a significant proportion of teachers (75%) remained neutral when asked whether they collaborate with colleagues from other disciplines while planning CLIL lessons. Meanwhile, 25% of the respondents disagreed with the statement, and none strongly agreed or agreed. These findings suggest that interdisciplinary collaboration in CLIL planning is not a common practice among the participants, possibly due to scheduling challenges, lack of institutional support, or unfamiliarity with cross-subject integration.

Question 19 : I believe that students with lower English levels can still benefit from CLIL lessons.

**Figure 32: Teachers' Perceptions on CLIL Benefits for Students with Lower English Proficiency**

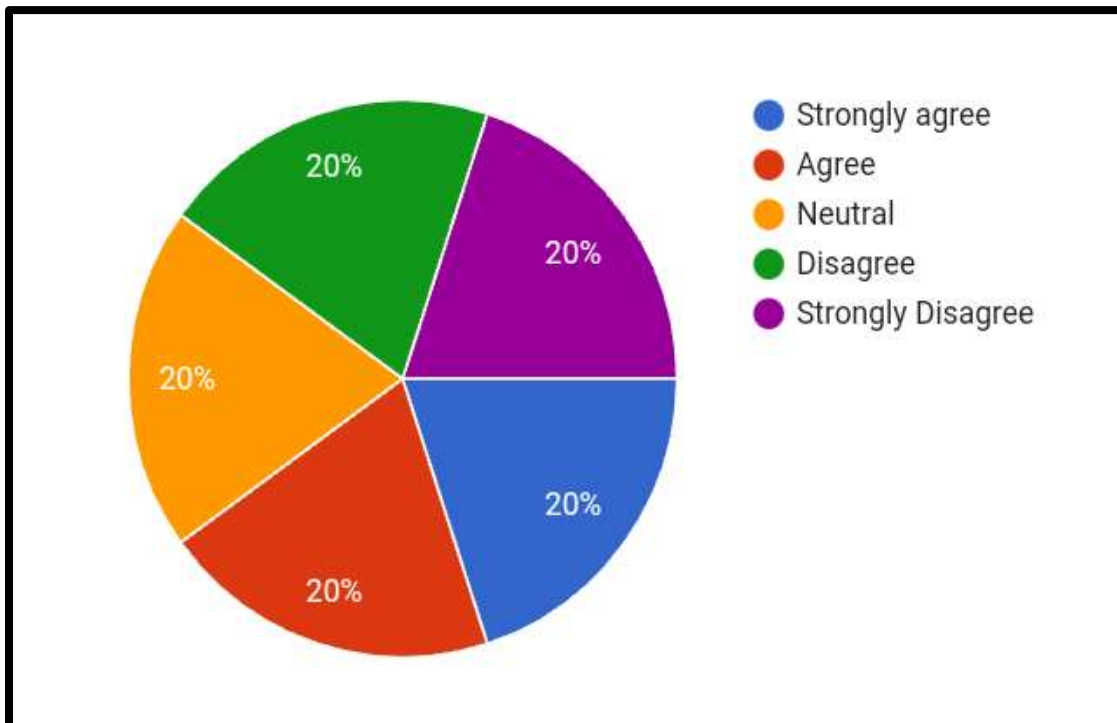
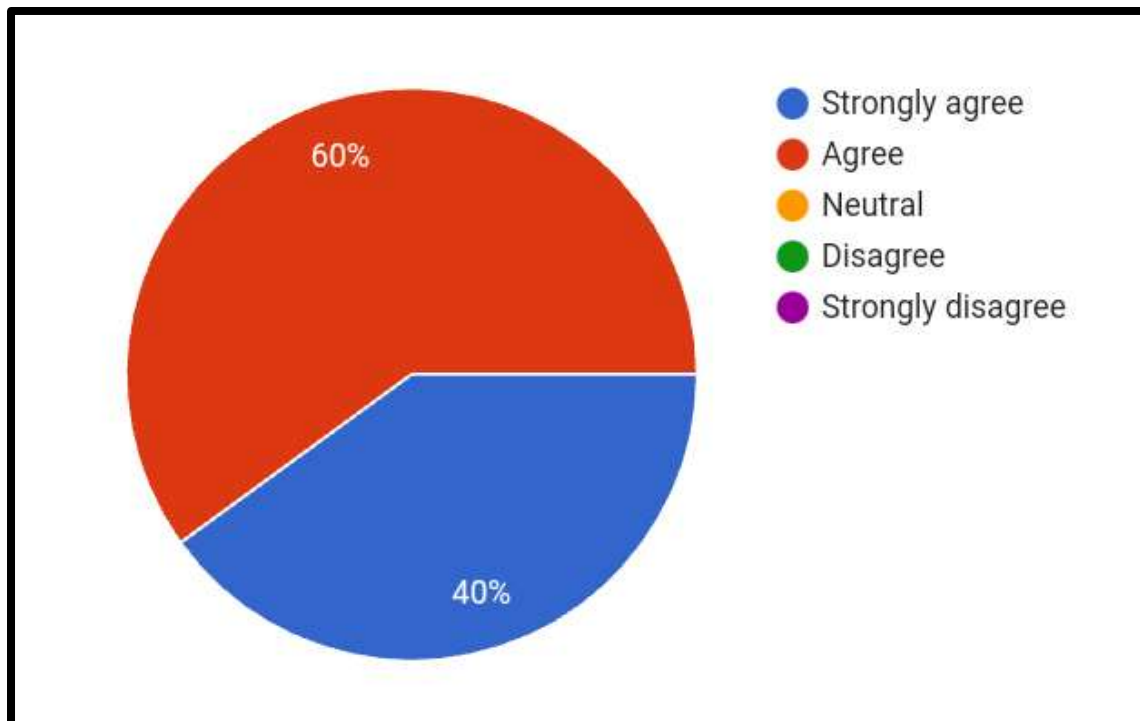


Figure 32 illustrates a perfectly balanced distribution of responses regarding whether students with lower English proficiency can still benefit from CLIL lessons. Each response category strongly agree, agree, neutral, disagree, and strongly disagree received 20% of the total. This equal split reflects a wide divergence in teachers' perspectives, suggesting that experiences with lower-proficiency learners vary considerably. While some educators recognize the inclusive potential of CLIL, others may find it challenging to implement effectively for students who struggle with language basics.

Question 20 : I would like to receive more training or workshops on how to use CLIL in my teaching.

**Figure 33: Teachers' Interest in Receiving Further Training on CLIL**



As shown in Figure 33 , all participating teachers expressed a positive interest in receiving more training or workshops on how to apply CLIL in their teaching practice. While 60% agreed and 40% strongly agreed, none of the respondents selected neutral or negative responses. This unanimous support highlights a collective willingness among teachers to deepen their understanding and enhance their instructional skills related to CLIL. It also indicates that professional development in this area is both needed and welcomed.

### **Section Three : open ended questions**

#### **Question 21: What types of content (e.g., culture, literature, global issues) do you prefer to incorporate when teaching through CLIL, and why?**

When asked about the types of content they prefer to incorporate when teaching through CLIL, the teachers provided varied yet overlapping responses. One teacher stated, "Culture and literature," suggesting a preference for content that blends linguistic and cultural enrichment. This combination can foster both language proficiency and intercultural awareness. Another teacher simply mentioned, "Culture," which points to the importance of contextualizing language within real-world social and cultural frameworks. A third response was, "I am interested with global issues and culture because they provide different contexts for language learning," which highlights an awareness of the role diverse, real-life topics play in promoting meaningful communication. Another teacher responded with, "Mixture of context," implying a flexible and inclusive approach to content selection, possibly incorporating a variety of themes to maintain learner engagement. Finally, one teacher explained, "I prefer culture to be more aware of tradition contexts, and lifestyle of others," showing an intent to expose learners to different worldviews and promote cultural understanding. These indicate that culture is the most preferred content theme, often linked to literature or global issues, with the common goal of making language learning more contextual, relevant, and engaging.

#### **Question 22 : What are the specific challenges you face when implementing CLIL in your classroom?**

In exploring the main difficulties encountered during the implementation of CLIL, teachers revealed several recurring concerns. One teacher pointed out, "The minimal interactions of students and they [are] unprepared," drawing attention to learners' lack of readiness and low participation, which can significantly hinder the effectiveness of CLIL lessons. This highlights

the importance of fostering student engagement and preparing them adequately for content-based instruction. Another teacher remarked, "To make the learner involved in the process," stressing the challenge of encouraging active student participation an essential element in the CLIL approach that emphasizes learner autonomy and interaction. A third respondent noted, "The use of materials and lack of training," reflecting broader institutional challenges such as insufficient resources and inadequate professional development. These responses collectively suggest that beyond classroom strategies, the success of CLIL depends on systemic support, well-trained educators, and motivated, well-prepared learners.

**Question 23 : How do you assess students' progress in both content knowledge and language proficiency when using CLIL?**

When it comes to evaluating students' progress in both content and language skills through CLIL, the teachers expressed generally positive feedback. One teacher described the learners' development as "good progress," indicating that students are improving in both subject matter and language use, though the statement remains broad. Another teacher commented, "It is beneficial for them as it upgrades their grasp of knowledge in various contexts," suggesting that CLIL not only enhances linguistic ability but also deepens students' understanding of content across different subject areas.

**Question 24: In your opinion, what improvements or support would make the implementation of CLIL more effective in teaching English Didactics at the university level?**

When asked about the improvements or support needed to enhance the implementation of CLIL in teaching English Didactics at the university level, teachers provided a variety of insightful responses. One teacher emphasized the need to guide both teachers and students to

focus on the aim of the study, suggesting that clear objectives and shared understanding are essential for successful CLIL practices. Another respondent highlighted that the effectiveness of CLIL largely depends on the efforts of teachers and the cooperation of students in the classroom, which reflects the significance of motivation and collaboration in this pedagogical approach. A third teacher pointed out that CLIL would be more impactful if students were more involved in the material, indicating a preference for interactive and student-centered learning. Additionally, one participant stressed the importance of institutional support by recommending training programs and better classroom equipment, underscoring the need for both professional development and appropriate teaching resources to facilitate effective CLIL implementation.

# **Chapter Five**

## **Discussion**

## **Introduction**

This chapter is dedicated to evaluating the implementation of the Content and Language Integrated Learning (CLIL) methodology in the didactics of the English language. It comprises several main parts that aim to assess how CLIL is applied in teaching practices and how it affects both teachers' approaches and learners' outcomes. The chapter focuses on answering the research questions related to the effectiveness of CLIL in enhancing language proficiency and content knowledge simultaneously. Furthermore, it seeks to validate the hypotheses regarding the benefits and challenges of integrating CLIL in EFL classrooms. Finally, the chapter concludes by discussing the implications of the findings for teaching English through CLIL, addressing the limitations encountered during the study, and providing recommendations for future research.

## **Discussion of the Research Questions and Hypotheses**

### **EFL Teachers' and Students' Attitudes towards CLIL in English Didactics**

In light of the students' and teachers' responses to the administered questionnaires, it can be deduced that the participants at the Department of English generally perceive the CLIL methodology as a valuable approach to language instruction. While the majority expressed positive attitudes regarding its impact on language proficiency and academic engagement, several challenges related to training, resources, and student readiness were equally highlighted. The convergence and divergence in the views of students and teachers provide insight into the practical realities of CLIL implementation in the Algerian higher education context.

## **Research Question One**

### **- How do current teaching materials align with CLIL methodology in English Didactics at Chadli Bendjedid University?**

The first research question aimed to explore the current pedagogical practices and materials used in CLIL instruction within English Didactics courses.

Findings from both questionnaires indicate that the implementation of CLIL-related practices exists to a certain degree, but not in a consistent or fully structured manner. On the one hand, a considerable number of students (58.5% agreed, 19.5% strongly agreed) reported exposure to lessons that integrate content and language. Moreover, in the open-ended responses, many students referenced working with subjects such as civilization, history, and environmental science pointing to the presence of CLIL themes in their learning experience.

On the other hand, the teachers' responses showed that although 100% agreed that CLIL enhances student engagement and linguistic development, only 20% of them had received formal CLIL training, and most of them acknowledged that CLIL demands additional planning and preparation. Furthermore, 75% of the teachers indicated no collaboration with colleagues from other disciplines when planning CLIL lessons, which suggests the absence of an interdisciplinary approach. These findings reflect the reality highlighted in the Literature Review, particularly in the works of Coyle et al. (2010) and Dalton-Puffer (2011), who argued that effective CLIL implementation requires well-structured lesson planning, teacher training, and collaboration across subject areas.

Thus, the first hypothesis, which states that pedagogical strategies such as task-based learning, cooperative learning, and scaffolding are used in English Didactics classrooms of Chadli Bendjedid University, is partially confirmed, as the data shows the presence of CLIL elements but also exposes gaps in training and methodological consistency.

## **Research Question Two**

### **-What are teachers' and students' perceptions of CLIL's effectiveness on language proficiency at Chadli Bendjedid University?**

The second question was set to examine participants' perceptions of CLIL's impact on language development and academic progress.

The majority of students expressed positive views regarding the benefits of CLIL. Specifically, 61% strongly agreed that CLIL helps improve their grammar and vocabulary, while 48.8% strongly agreed and 41.5% agreed that it supports overall language proficiency. In addition, responses revealed that students find CLIL-based instruction more engaging and helpful in developing critical thinking and academic confidence. These outcomes support the claims found in Krashen's (1982) Input Hypothesis, as well as Pérez-Cañado (2012), who argued that CLIL promotes vocabulary acquisition and comprehension.

Teachers shared similarly favorable views. All five respondents confirmed that CLIL enhances students' academic language skills and agreed that it fosters higher-order thinking, motivation, and interdisciplinary learning. These opinions are in line with what was presented in the Literature Review, especially in studies by Lasagabaster and Sierra (2009) and Dalton-Puffer (2011), who found that CLIL students tend to outperform their peers in language and content learning.

Consequently, the second hypothesis, which states that teachers and students noticed improved student's language proficiency and academic performance in Didactics CLIL course, is confirmed, as both groups recognize the academic and linguistic advantages of CLIL.

### **Research Question Three**

#### **-What challenges impede CLIL implementation in English Didactics at Chadli Bendjedid University?**

This question focused on the obstacles faced by both students and teachers in the implementation of CLIL instruction.

Students highlighted a number of difficulties that affect their performance in CLIL classrooms. The most frequently cited challenge was lack of vocabulary, followed by issues with academic terminology, dual focus comprehension, and oral fluency. These issues align with the third hypothesis, which stated that students' language proficiency hinders the free expression of ideas effectively. This is also supported by findings in Dalton-Puffer (2007) and Bruton (2013), who noted that EFL students often struggle with cognitive overload when processing both content and language simultaneously.

From the teachers' side, major challenges included lack of training, limited materials, and difficulty engaging students, particularly those with lower English proficiency. While 100% of the teachers were open to receiving CLIL training, the fact that only one teacher received formal instruction in the methodology underscores the need for professional development. In addition, teachers expressed concerns regarding student preparedness, lack of institutional collaboration, and the additional time required for lesson planning—points which are echoed in Mehisto et al. (2008) and Pérez-Vidal (2013).

Therefore, the third hypothesis is fully confirmed, as both students' limited proficiency and systemic barriers significantly hinder the optimal implementation of CLIL in the current academic environment.

To conclude, both students and teachers at Chadli Bendjedid University expressed generally positive attitudes toward the integration of CLIL in English Didactics. The methodology is

recognized for its potential to enhance linguistic and academic competencies, promote motivation, and support cognitive development. However, its implementation is still limited due to several factors including insufficient teacher training, lack of interdisciplinary collaboration, student readiness, and material constraints. These conclusions align with the theoretical and empirical findings discussed in the Literature Review, particularly in the works of Coyle et al. (2010), Krashen (1982), and Dalton-Puffer (2011). Moving forward, it is essential to address the challenges identified through teacher support, curriculum revision, and student-centered strategies, in order to ensure the successful integration of CLIL in the Algerian EFL context.

### **Implications of the Study**

The findings of this study imply that the implementation of the CLIL (Content and Language Integrated Learning) methodology in English Didactics has brought a noteworthy pedagogical shift in the teaching and learning process among third-year university students. This approach creates an interactive and intellectually stimulating environment where students not only develop their language skills but also gain access to academic content in meaningful contexts. By integrating subject matter with language instruction, CLIL provides opportunities for learners to use English purposefully, which enhances both their linguistic proficiency and cognitive abilities. Moreover, the results revealed that students at Chadli Bendjedid University found CLIL-based instruction beneficial, particularly in improving their vocabulary, grammar, and critical thinking skills. These findings are in line with previous research discussed in the literature review, such as those of Coyle et al. (2010) and Dalton-Puffer (2011), which emphasized the dual benefits of CLIL in content understanding and language development. Teachers also affirmed the role of CLIL in promoting student motivation, autonomy, and classroom interaction, despite challenges related to training and institutional support.

However, the study also highlighted several pedagogical and institutional implications. From one perspective, many teachers reported a lack of formal training and limited collaboration with colleagues from other disciplines, which hinders the proper application of CLIL strategies. From the learners' side, difficulties in mastering subject-specific vocabulary and balancing content with language requirements remain persistent challenges. These results reflect the need for greater attention to teacher development and student support mechanisms to ensure the effective application of CLIL in Algerian higher education.

Given the current push for modernization and reform in Algerian universities, these findings suggest that CLIL could serve as a practical solution to enhance language education. However, for CLIL to be successfully implemented, it is essential to provide continuous professional training for teachers and create instructional materials adapted to various proficiency levels. Additionally, raising students' awareness of the objectives and benefits of CLIL may help them engage more confidently in content-based lessons.

Finally, further research should explore the long-term effects of CLIL on students' academic performance, particularly in mixed-ability classrooms, and examine how institutional frameworks can better support its adoption. Understanding these implications is crucial to making CLIL a sustainable and effective pedagogical model within the Algerian EFL context.

## **Limitations of the Study**

While conducting this research study, several limitations were encountered that may have influenced the results and their interpretation. First and foremost, the sample size, particularly on the teachers' side, was relatively small. Only five teachers were available and willing to participate in the questionnaire due to their tight schedules, academic responsibilities, and ongoing examinations. This limited number might not fully represent the broader teaching community at the Department of English, and it reduced the diversity of perspectives regarding CLIL implementation.

On the students' side, although the questionnaire was distributed to third-year learners who are expected to be familiar with academic research and reflective thinking, many participants left open-ended questions unanswered or responded with vague or brief statements. This made the analysis of qualitative data less comprehensive and limited the depth of insight into students' personal experiences and suggestions concerning CLIL. Additionally, some students may have misunderstood key terms related to CLIL, especially those who had limited prior exposure to content-based instruction, which could have affected the clarity and consistency of their responses. Another challenge was the lack of formal training in CLIL among the majority of participating teachers. Since 80% of them had never received professional development in this methodology, their responses may reflect theoretical or observational assumptions rather than direct classroom application. This gap possibly limited the extent to which they could provide detailed feedback on practical CLIL strategies.

Furthermore, institutional factors also played a role in restricting broader data collection. The absence of interdisciplinary collaboration and limited administrative support made it difficult to expand the study across other modules or departments, which could have added more contextual richness and reliability to the findings.

Finally, despite the attempt to triangulate perspectives from both students and teachers, the study did not include direct classroom observations or follow-up interviews, which could have provided deeper insight into how CLIL is actually implemented and experienced in real-time learning environments.

## Recommendations for the Research Findings

On the basis of the research findings, several recommendations can be made to improve the use of CLIL in English Didactics for EFL teachers and third-year university students:

- It is recommended that EFL teachers incorporate CLIL more actively in their classroom practices to promote both language development and subject-matter understanding.
- Teachers should be provided with structured training programs to enhance their familiarity with CLIL principles and to help them design lessons that integrate content and language effectively.
- In order to ensure better engagement, learners ought to be informed about the purpose of CLIL and how it contributes to improving their language proficiency through meaningful content.
- It is advised that content used in CLIL lessons be diversified beyond the usual themes of literature and civilization to include global issues, environmental topics, and scientific knowledge, in order to stimulate students' interest.
- Teachers should adapt their instructional strategies to accommodate learners with different proficiency levels by using scaffolding techniques, visual materials, and pre-teaching of key vocabulary.
- It is recommended that teachers encourage student participation during CLIL lessons to foster interaction, collaboration, and critical thinking.
- Institutions should provide appropriate classroom equipment and teaching resources to support the successful implementation of CLIL methodology.
- Teachers ought to collaborate with colleagues from other fields to create interdisciplinary content and share best practices, which may improve the overall quality of CLIL instruction.
- Finally, further research is recommended to investigate the long-term effects of CLIL on language learning outcomes and to identify specific strategies that work best in the Algerian higher education context.

## Suggestions for Further Studies

Since CLIL is still considered a relatively recent and developing approach in the Algerian EFL context, further research is needed to explore its practical applications, challenges, and long-term impact on teaching and learning. Therefore, we suggest the following:

- An experimental study is recommended to examine the actual impact of CLIL instruction on EFL learners' academic performance, language proficiency, and classroom interaction, using pre- and post-testing methods for reliable measurement.
- Conducting the same study in other Algerian universities would provide broader insights into how CLIL is perceived and implemented in different educational contexts, and would allow for better generalization of the results.
- Future research is suggested to investigate the role of teacher training and institutional support in facilitating or hindering the implementation of CLIL, with a focus on how professional development affects instructional quality.
- Researchers may consider exploring how CLIL can be adapted to meet the needs of students with varying proficiency levels, particularly in large or mixed-ability classrooms.
- Further investigations could also examine the challenges of interdisciplinary collaboration between English teachers and subject-matter experts, and how this collaboration can be improved in Algerian higher education settings.
- It would be valuable to assess students' long-term language retention and content understanding under CLIL instruction, especially when integrating complex academic topics.

## **Conclusion**

Throughout this chapter, the results are discussed and interpreted to answer the research questions and verify the hypotheses. Moreover, based on the findings and at the end of the chapter, implications of the study are provided along with the limitations that faced the researchers while conducting this research. In addition, a number of recommendations for both teachers and students about the use of the CLIL methodology in teaching and learning English are highlighted, along with suggestions for future research in this area.

# **General Conclusion**

## **General Conclusion**

The findings of this study generally indicate a positive attitude among both students and teachers towards the implementation of CLIL (Content and Language Integrated Learning) in English language didactics at Chadli Bendjedid University. While elements of CLIL are present in classroom practices, their consistent application is hindered by factors such as a lack of teacher training and interdisciplinary collaboration.

The research revealed that students perceive CLIL as beneficial for improving vocabulary, grammar, and overall language proficiency, and they find CLIL-based lessons more engaging than traditional ones. They also feel that CLIL enhances their confidence in academic discussions and promotes critical thinking. However, students also reported challenges, primarily a lack of vocabulary and difficulty understanding complex or subject-specific terms.

Despite these challenges, the majority of students expressed a clear preference for CLIL over traditional teaching methods, recognizing its capacity for deeper understanding and simultaneous enhancement of language skills and subject knowledge. To further improve CLIL implementation, students suggested diversifying subject matter, simplifying complex language, providing vocabulary support, and adopting more practical teaching methods. Overall, this study underscores CLIL's strong potential for enhancing language learning and academic performance, provided that adequate pedagogical and structural support is in place for its effective integration.

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## **Appendices**

## Appendix A

### Students Questionnaire

**Title:** Evaluation of the Implementation of Content Language Integrated Learning Methodology in Didactics of the English Language

Case of Third-Year EFL Students in the Department of English Language and Literature at Chadli Bendjedid Taref University

**Dear students,**

Thank you for taking part in this questionnaire. Your feedback is essential for our research, which aims at evaluating the implementation of Content and Language Integrated Learning (CLIL) methodology in the Didactics of the English Language.

CLIL refers to learning subjects like history, science, or culture through English. Please answer the following questions honestly. Your responses will be kept confidential and used only for academic purposes.

#### Section One: Students' Background

1. Gender

- Male
- Female

2. Age

- Between 18–22
- Between 23–26
- More than 26

3. How long have you been studying English?

.....

4. Have you ever learned non-language subjects (like history, science, or geography)

in

English?

- Yes
- No

### **Section Two: CLIL and Language Learning**

1. I have experienced lessons that combine both content and English language learning.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. I understand the purpose of using CLIL in English language classes.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. Learning content through English helps me improve my vocabulary and grammar.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. I believe that learning content in English improves my overall language proficiency.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

5. I find CLIL-based lessons more interesting than traditional language lessons.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

6. My teacher provides support to help me understand both the content and the language.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

7. I find it easier to remember vocabulary and grammar when used in real content contexts.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

8. I feel more confident using English in academic discussions due to content-based lessons.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

9. I think CLIL helps improve multiple language skills (speaking, reading, writing, listening).

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

10. I feel that CLIL helps me think critically about both the subject and the language.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

### **Open ended Questions**

1. What type of topics have been taught in English classes using CLIL (e.g., environment,

history, culture)?

.....

.....

2. What are the main difficulties you face when learning through CLIL?

.....

.....

3. Do you prefer CLIL or traditional language teaching methods? Why?

.....

.....

4. In your opinion, how can the use of CLIL be improved in your English classes?

.....

.....

## **Appendix B**

### **Teachers ' Questionnaire**

Evaluation of the Implementation of Content Language Integrated Learning

Methodology in Didactics of the English Language

**Dear teachers,**

Thank you for your participation in this questionnaire. Your insights are vital for my research on the implementation of Content and Language Integrated Learning (CLIL) methodology in teaching English Didactics. CLIL refers to teaching content such as history, science, or culture through English. Please answer the questions based on your experiences in the classroom. Your responses will be confidential and used only for academic purposes.

#### **Section One: Teachers' Background**

1. Gender

- Male
- Female

2. Age

- 25–30
- 31–40
- More than 40

3. I have been teaching English Didactics for .

.....  
4. I have had formal training on the implementation of CLIL in my teaching.

●Yes

●No

**Section Two: Teachers' Perceptions of CLIL Implementation**

1. I believe that integrating content from various subjects into English language instruction has added value to the students' learning experience.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

2. I think CLIL enhances the cognitive skills of students by encouraging them to think in both content and language.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

3. In my experience, CLIL promotes more interactive classroom activities compared to traditional teaching methods.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

4. I have observed an improvement in students' academic language proficiency (reading, writing, speaking, listening) through the use of CLIL.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

5. I find that the integration of content and language in CLIL requires additional planning and preparation.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

6. I feel confident in my ability to use CLIL techniques effectively in my teaching.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

7. I believe that CLIL can be adapted to suit students at different levels of English proficiency.

Strongly agree

Agree

- Neutral
- Disagree
- Strongly disagree

8. I think the current curriculum adequately supports the inclusion of CLIL in teaching English Didactics.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9. I feel that CLIL-based lessons help students become more independent learners.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10. In my opinion, the application of CLIL in teaching English Didactics has contributed to fostering a more engaging and dynamic classroom environment.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11. I believe that CLIL encourages students to use English more often, both inside and outside the classroom.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

12. In my experience, students are more motivated when learning English through real-world content.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

13. I think CLIL helps students make connections between different subjects, which enriches their learning.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

14. I often work with teachers from other subjects when planning CLIL lessons.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

15. I believe that students with lower English levels can still benefit from CLIL lessons.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16. I would like to receive more training or workshops on how to use CLIL in my teaching.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**Open-Ended Questions**

1. What types of content (e.g., culture, literature, global issues) do you prefer to incorporate when teaching through CLIL, and why?

.....  
.....

2. What are the specific challenges you face when implementing CLIL in your classroom?

.....  
.....

3. How do you assess students' progress in both content knowledge and language proficiency

when using CLIL?

.....

.....

4. In your opinion, what improvements or support would make the implementation of CLIL

more effective in teaching English Didactics at the university level?

.....

## الملخص

مع استمرار تطور تعليم اللغة الإنجليزية، يسعى المربون بشكل متزايد إلى اعتماد طرق تعزز كلاً من الكفاءة اللغوية وفهم المحتوى التخصصي. في هذا الإطار، تهدف الدراسة الحالية إلى تقييم تطبيق منهجية التعلم المتكامل للمحتوى واللغة في مقياس ديداكتيك اللغة الإنجليزية بجامعة شاذلي بن جديد. تركز الدراسة على استكشاف الممارسات التربوية الحالية، وتحليل تصورات كل من الأساتذة والطلبة في السنة الثالثة، وتحديد التحديات التي تعيق تطبيق هذه المنهجية. تتبع

الدراسة تصميمًا وصفيًا وتعتمد على أساليب كمية من خلال توزيع استبيانات على الطلاب والأساتذة على حد سواء. أظهرت النتائج أن عناصر منهجية التعلم المتكامل للمحتوى واللغة موجودة جزئيًا في ممارسات الفصول الدراسية، إلا أن تطبيقها لا يزال غير منتظم بسبب نقص تدريب الأساتذة وقلة التعاون بين التخصصات. عبّر كل من الطلاب والأساتذة عن مواقف إيجابية تجاه تأثير التعلم المتكامل للمحتوى واللغة على الكفاءة اللغوية والتحصيل الأكاديمي. ومع ذلك، تم الإبلاغ عن عدة تحديات من بينها محدودية مفردات الطلاب، وقلة الدعم المؤسسي، ونقص الموارد التعليمية. تستنتج الدراسة أن منهجية التعلم المتكامل للمحتوى واللغة تمتلك إمكانيات قوية لتعزيز تعلم اللغة والأداء الأكاديمي، لكنها تحتاج إلى دعم تربوي وهيكلي من أجل تطبيقها بشكل فعال في سياق اللغة الإنجليزية كلغة أجنبية في الجزائر. وتنتهي الدراسة بتقديم توصيات عملية لمواجهة هذه التحديات وتحسين دمج التعلم المتكامل للمحتوى واللغة في المستقبل.

الكلمات المفتاحية: التعلم المتكامل للمحتوى واللغة. التطبيق. ديداكتيك اللغة الإنجليزية. أساتذة اللغة الإنجليزية كلغة أجنبية.

طلبة اللغة الإنجليزية كلغة أجنبية