



Using The Content and Language Integrated Learning (CLIL) Approach to Develop Student Teachers' EFL Receptive Skills

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

This study aimed at investigating the effectiveness of using the CLIL approach to develop student teachers' EFL receptive skills. The study followed a pre-post experimental one group design. The participants were 38 third year students enrolled in English Language section, Faculty of Education, Benha University. To determine the most important and required EFL receptive skills for the participants, a checklist of EFL receptive skills was developed and validated by a number of EFL jury members. A pre- and a post EFL receptive skills test were prepared. Students were pre-tested, to identify their entry level of EFL receptive skills. Then, they were trained through the suggested CLIL-based program on how to develop their receptive skills (listening and reading) and trained adequately through its main four phases (processing the text, identification and organization of knowledge, language identification and tasks for students). The post-test was applied to the participants to assess the progress in their level of performance in EFL receptive skills. Findings of the study revealed that there was statistically a significant difference at 0.01 in the pre- and post-assessment of EFL receptive skills in favour of the post-assessment.

Keywords: CLIL approach, EFL receptive skills -listening and reading skill.

Introduction

English language has two receptive skills and two productive ones. Listening and reading are receptive while speaking and writing are productive. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech (Harmer, 2007: 246).

The receptive skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing. Yet, the first natural skill humans develop from an early age for the communication needs is listening. Any new-born child is equipped by a sense of reception of sounds, signals and other sources of interaction. The ear is the organ that perceives the sounds of the language, be it the mother tongue or, later on, a second or foreign language. Situations differ and many factors may determine the reception of the message. (Berrabah, 2014:61)

Listening is an interactive complex process where the learners interpret with what they know and what they are hearing. From schematic point of view it involves the connection between the background knowledge and the knowledge currently they are acquiring. The role of listening skill is to make a connection with the learning process. In this respect, Vandergrift (2002:2) asserted that: Listening skill is an interactive interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding message. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. Listeners' role is not just to hear.

According to Krashen (1985) and Hamouda (2013:118), listening skill is an important element in obtaining understandable input. Learning

will not occur if there is not any input. Listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Rost (2002:40) expressed that the development of listening is related to the attainment of proficiency in speaking. He continued that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life.

Listening needs more concentration and a quick understanding is also required. When listening, a lot of factors should be specifically paid attention. They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers (Ziane, 2011:35).

Learners should attentively listen to the speaker and have a background about the subject that can make the input more comprehensible for listener. Listening can be measured with certain drills. The most common way to understand whether the listeners understand what they hear is comprehension questions about the content of the listening. Also true–false questions and fill-in-the-gaps drills are another to measure listening competence. In listening classes, teachers can experience some problems source of which can be divided into internal and external problems. Internal problems are the ones that stem from the listener and the external ones are generally about the source of listening (Celik & Yavuz, 2015: 2138).

The other receptive skill is, reading. Here, the eye and the brain couple the efforts of decoding any written message .Literacy requires knowledge of the language mechanisms first. Then, other skills are also required to reach comprehension of different types of texts, like: referencing, inference, guessing, use of background knowledge and basically knowledge of the language even grammar or vocabulary (Berrabah, 2014:58). Reading is an active cognitive process which involves reasoning to construct meaning from a written text and understanding it effectively and comprehensively (Nakamoto, Lindsey, & Manis, 2008). Enabling EFL learners to deeply and adequately understand the written

language, necessitate teaching them the reading comprehension skills that comprises reading proficiency (Abdelhalim, 2017:38).

Reading is the most important skill in any language class, not only as a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language" Rivers (1981: 259). Brown (2001: 300) confirmed that" reading is as much an emotional as a cognitive process so that the affective factors strongly impact all phases of the writing process". Hence, the lower standards of reading proficiency could be due to many various factors including cognitive or affective ones. In fact, reading is a combination of cognitive and affective processes and to optimize learning, equal attention should be given to the two sides; cognitive and affective. Learning English as a foreign language is one aspect of that broad process of learning. Therefore, not having a balance between those two domains, English learning process will be negatively affected.

As Swalander and Taube (2007:207) maintained, "good reading ability is the key to success in educational settings and this is why researchers try to find effective educational and psychological variables that can explain variations in reading ability and academic achievement". Hedgcock and Ferris (2009) asserted that reading is a complex construct that involves the interaction of several psycholinguistic processes. It goes far beyond the ability to state the main idea of a text in one sentence, answer questions about details, define vocabulary, accurately read the text aloud, and so forth. Comprehension further involves the simultaneous and largely subconscious application of various types of background knowledge (schemata) and reading skills to particular texts.

Consequently, some researchers conducted studies to develop EFL receptive skills through using several strategies, programs and approaches among of them The Content and Language Integrated Learning Approach (CLIL).

Content and Language Integrated Learning (CLIL) is an instructional approach that supports the development of language and

content concurrently. This approach involves education, research and innovation, essential processes for the current knowledge world demands. Thus, CLIL becomes a new form of education on which: learners are active participants in their learning development; process of inquiry and other critical thinking skills are the means to develop problem solving tasks ;and teachers are facilitators in order to empower the learners.(Coyle, Hood and Marsh, 2010).This means that the convergence between both the language and the content aims to develop language skills in the target language as well as develop specific knowledge beyond concepts of the subjects.(Gacha, 2014)

Moreover, educators need to be aware that using a foreign language when teaching content incurs in language learning since structures, vocabulary, and pragmatics, among other linguistic features are implicit in the topic being taught .The foreign language acts as a vehicle for learning .Thus, educators plan integrating not only content and language but also procedures by stating how content will be addressed in such a way that it is meaningful for every learner, no matter their proficiency level (Bonces, 2012:180)

CLIL is an umbrella term as it combines many strategies, with a variety of regional heritage, minority, and /or foreign languages. So, it differs from other approaches in the following points:

- 1- CLIL is adopted mainly for teaching and learning of foreign language -not second language. Thus, it is implemented in nations where students share the same first language and do not have the opportunity to be exposed to the target language outside the classroom.
- 2- It is an integrated approach, where both language and content are integrated in a balanced way.
- 3- CLIL is a cross-curricular approach to learning and aims to enable learners to use their critical thinking in order to integrate, use and transfer newly acquired knowledge
- 4- The integration of content and language with cognition and culture is at the core of CLIL pedagogy. Apart from language and

content-related skills, CLIL also promotes thinking skills as well as cultural awareness and intercultural communication skills.

- 5- It promotes a cooperative learning and learners are expected to; earn in pairs or groups.(Dalton Puffer, 2011:185; Darn, 2006:5; Lorenzo, Casaland Moore, 2009: 420; Lasagabaster & Sierra, 2009: 8, and Pistorio, 2010:8)

Barris (2013), asserted that although researchers tend to indicate that CLIL benefits their students in both content and language, the methodological resources and guidelines available for teachers to apply it are restricted to the 4CS framework that was presented by Coylee, 1999. This framework has been the most common theoretical guidance for planning CLIL lessons and constructing materials because of its integrative nature. It is built on the following principles: Coylee, 2006 :5)

▪ **Content:**

content matter is not only about acquiring knowledge and skills .It is about the learners creating their own knowledge and understanding and developing skills (personalized learning)

▪ **Cognition:**

content is related to learning and thinking cognition. To enable the learners to create their own interpretation of content, it must be analyzed for its linguistic demands.

▪ **Communication:**

language needs to be learned which is related to learning context, learning through that language, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible interaction in the learning context is fundamental to learning .This has implications when the learning context operates through the medium of a foreign language .

▪ Culture:

the relationship between culture and language is complex. Intercultural awareness is fundamental to CLIL, its rightful place is at the core of CLIL.

CLIL is a dual focused because in the learning and teaching there are two major aims, one focuses on the content being taught from different perspective and other on the foreign language in which the content is being conveyed to learners (Coylee, Hood & Marsh, 2010:55). Language in CLIL is developed in triptych language as learners use the language of learning, for learning and through learning .The language of learning involves accessing basic content-related skills and concepts like the key vocabulary. The language for learning focuses on the kind of language needed to operate in a foreign language environment like language for project work. Finally, language through learning, deals with capturing language as it is needed during the learning process (Baltsavia, 2011:55)

Research in CLIL has focused on a variety of issues related to the implementation of that approach. A large number of those studies have been interested in investigating the impact of CLIL on learners' foreign /second language development and content knowledge. Other studies looked into the effect of CLIL on learners' cognitive skills and motivation. Other focused on the language outcomes skills (Matheandakis, Alexion & Lasharidou, 2013).

The results of CLIL in the development of the receptive skills are prominent in Barborakova study (2012). He asserted that there are support strategies for listening that teacher who conduct CLIL can use. To help learner listen, teachers teach or highlight new vocabulary. They help students to understand them or to follow them in a text by using visuals, or they explain, give examples ,an summarize listening activities may include listening and filling in a table, labeling a picture /diagram/map/chart/graph, identifying location, speakers, places; labeling the stages of a process instruction, sequence of a text, and filling in the gaps in a text. There are also support strategies for reading. To

help learners to read, teachers may check if they understand key vocabulary before they read, and provide them with pre-reading questions, or reading support tasks, such as filling in a chart, labeling a diagram or taking notes on specific information dates or figures.

CLIL approach has a positive impact in developing EFL listening skills. Liubiniene (2009) aimed to analysis how CLIL methodology could be useful in developing listening comprehension. The researcher asserted that the teacher should use authentic and comprehensible input such as videos, podcasts, films, documentaries in particular if the teacher is non-native speaker of the target language. Such authentic materials provide accurate and up-to-date information about the theme and provide sample of different speaking styles and thus offer practice for students to learn to understand individual and regional varieties of the target language. In addition, authentic samples offers linguistic features typical of the register and display models of the academic register and display models for the students to adopt.

To analysis the impact of adopting CLIL approach on developing learners' EFL reading comprehension skills, Ortiz (2014) conducted his study which aimed to compare the results of the reading tests on two groups of fifth primary graders. One group was involved in a CLIL program and the other one was learning English as a foreign language. The main aim of this study is to find out whether CLIL program has an impact on the participants' EFL reading skills, thus contributing to enrich the existing literature on the benefits of CLIL. The findings concluded that the students who were participating in the CLIL program achieved a better results in EFL reading comprehension skills than those who were studying English in the traditional EFL lessons.

Gutiérrez Martínez, & Ruiz de Zarobe, (2017) compared in their study the difference between CLIL approach and EFL context and how learners can benefit from this learning approach. Participants were 145 came from six intact classes from two different schools in Santander, Cantabria, a community in the north of Spain. One of the schools followed a CLIL methodology and the other did not. The experimental groups in both schools underwent a seven-week metacognitive reading training program developed by the research team, following the model

proposed by Macaro (2001) that focused on metacognitive awareness. Control groups continued with regular classes. Pre-tests and post-tests were carried out for both control and experimental groups. As hypothesized, results indicate that those students (CLIL and EFL) that followed the strategic training obtained better scores on the metacognitive reading task than their control groups

Canado (2018) conducted a longitudinal study carried out with 1,033 CLIL students and 991 EFL learners in 53 public, private, and charter schools across 12 Spanish provinces into the effect of CLIL on foreign language achievement (grammar, vocabulary, reading, listening, and speaking). Moreover, the researcher carried out a discriminate analyses with all the intervening variables of the study (motivation, verbal intelligence, extramural exposure to English, setting, and socioeconomic status) in order to determine whether CLIL is truly responsible for the differences ascertained or whether other variables account for a greater proportion of the variance. She asserted that CLIL was effective in developing receptive skills.

Context and Statement of the Problem:

In spite of the importance of the EFL receptive skills and cultural awareness, there is a lack in them among third year students enrolled in English language section ,Faculty of Education, Benha University.

Out of the present study researcher's experience in teaching at the university level, she noticed that third year students enrolled in the English section encounter difficulties in EFL listening and reading skills. Most students in the English language section, Faculty of Education, Benha University cannot comprehend the intended meaning of the audio text or reading text or differentiate between facts and opinions. This may be due to lack of listening and reading to authentic audio and reading texts.

Concerning the Egyptian context, most current Egyptian English language programs do not provide students with opportunities to practice EFL receptive skills in the communicative context. The reader often lacks a desire to read, reads slowly, engages in word by word reading, lacks appropriate phrasing and expression, does not observe punctuation cues and fails to read with proper expression to get the indented meaning

of the message or the text. In addition, the learners do not focus on stress and intonation of the speaker when listen to an audio text to grasp the exact meaning of it.(Abdellatef, 2002; Abdallah, 2004; Kassem, 2005; AbdelHafez, 2006; ElAttar, 2008; Elsakka, 2008; Ramadan, 2009; Ali, 2010; Helwa, 2010; Mahmoud, 2010; Hoaffor, 2011; AlTonsi, 2013; Hassan, 2013; Hossam, 2013; Salem, 2014 & Soliman, 2014)

To document the problem of the present study, a pilot study was conducted by the present study researcher to identify the receptive skills among third year students enrolled in the English language section. The participants were 20 students of the third year enrolled in the English language section, Faculty of Education, Benha University. The pilot study consisted of two tests: an EFL reading test adopted from Helwa (2010) and EFL listening test adopted from Ali,(2010)

The findings of the pilot study revealed that about 90% of students were not able to listen propriety through the audio text to get the main idea of the text or get the intended meaning of specific information in it. Also, about 85% of them were not able to answer the followed questions of the EFL reading comprehension test or infer information in the text or get the message that the writer tries to deliver in the text.

The findings of the pilot study revealed that there is a low level of third year students' receptive skills, so this study proposes a program based on "CLIL" for developing EFL receptive skills among third year students enrolled in the English language section at the Faculty of Education, Benha University.

Questions of The Study

To face this problem, the present study attempted to answer the following questions:

- 1- What are the EFL receptive skills required for EFL students teachers, Faculty of Education, Benha University?

- 2- What are the features of the suggested program based on (CLIL) approach?
- 3- What is the effectiveness of using (CLIL) for developing the student teachers' EFL receptive skills?

Procedures of the Study

- 1- Reviewing the literature related to the EFL receptive skills.
- 2- Reviewing the literature related to the CLIL approach.
- 3- Developing the instruments of the study.
- 4- Submitting the instruments to the jury members to verify its validity.
- 5- Modifying the instruments in the light of the jury's feedback.
- 6- Determining the effectiveness of the CLIL approach through:
 - a) Drawing the participants randomly from third year students English language section students.
 - b) Administering the instruments of the study before implementing the CLIL-based program.
 - c) Developing the CLIL-based program and experimenting it to determine its effectiveness in developing EFL receptive skills.
 - d) Administering the instruments of the study after the implementation.
 - e) Tabulating data of the study and conducting statistical analysis for them.
 - f) Interpreting the findings of the study.
 - g) Providing the recommendations and suggestions.

Instruments and Materials of the study

The following instruments were prepared by the present study researcher to measure the dependent variables of the study:

- a) An EFL Receptive skills checklist .
- b) An EFL Receptive skills test and a rubric.
- c) The suggested CLIL-based program.

5.1-Validity of the EFL Receptive skills test:

To estimate the **content validity**, the EFL receptive skills test was submitted to 11 jury members in TEFL. They were asked to state their opinions regarding the clarity of the test instructions, the difficulty level and length of the test, and how far each item measures the skill intended to measure. The jury members reported the appropriateness of the test items to the skills to be measured. Suitability of the test to students' academic levels was reported. Clarity of the test instructions and questions and representation of the targeted skills were also reported. For the final form (**See Appendix, A**).

In order to estimate the **construct validity** of the EFL Receptive skills test, the correlation coefficient was calculated between the total score for each dimension of the three parts of the test and the total score of the whole test by using the Statistical Package for Social Science software (SPSS) version 18. The correlation coefficient and the significance level are presented in table (1).

Table 1: The Construct validity of the EFL receptive skills test

Test Dimensions	Correlation Coefficient	Level of Significance
Listening	.741	0.01
Oral reading	.398	0.05
Silent reading	.759	0.01

According to this table, the correlation coefficient for the EFL receptive skills test was statistically significant at 0.05 (for oral reading) and 0.01 (for listening and silent reading). Therefore, the test was internally consistent and valid.

5.2- Reliability of The EFL Receptive Skills Test:

For estimating the reliability of The EFL receptive skills test, the following two methods were used:

1- Test-Retest Method:

The EFL receptive skills test was piloted on 30 third year English language section students at Faculty of Education, Benha University, they were drawn randomly. The test was administered again to the same group after two weeks. The Pearson correlation between the two administrations was 0.914 which is statistically significant at 0.01. This means that the EFL receptive skills test is reliable.(see Table 2).

Table 2: Reliability of the EFL receptive skills test

Test Dimensions	Correlation Coefficient	Level of Significance
Listening	.912	0.01
Oral reading	.748	0.01
Silent reading	.917	0.01

2- The Intra-rater reliability method:

The intra-rater reliability method was also used. It is a measure of the degree of agreement among multiple repetitions of a test performed by a single rater and it was used in the oral reading part and the open-ended questions in the silent reading part of the test as follows:

Table 3: Intra-rater reliability of The EFL receptive skills test

Test Dimensions	Cooper Ratio	Level of Significance
Oral reading	.724	0.01
Open-ended questions (In the silent reading part)	.827	0.01

5.3- Scoring the EFL Receptive Skills Test:

The EFL receptive skills test consisted of three parts: The first one (listening) has 21 MC questions (closed questions) ; wherein the correct response was given one mark. Therefore, the total score for the first part is 21 marks.

The second part is oral reading: To assess it, the researcher adopted Zutell and Rasiniski (1991) Multidimensional Oral Reading Scale. This scale consisted of four dimensions: expression and volume, phrasing, smoothness and pace . Each of the these four dimensions consisted of a four point rating system, so that the range of the scores would be from four to sixteen.

The third part is silent reading. It included both MC questions (closed questions) and open-ended questions (subjective). The researcher developed a rubric to assess students answers to the open-ended questions. The rubric was submitted to 11 jury members to estimate its validity and determine whether the descriptive items of the rubric was clear and understood or not. The open ended questions were scored out of four on the basis of the rubric. The present study researcher used the intra-rater reliability for this type of questions even for the pre or post-test. The researcher calculated the open-ended questions' reliability by using the Cooper's ratio (Cooper & Cross,1988). Intra-rater reliability was estimated .827 (high reliability coefficient).

5.4- CLIL- Based program phases:

CLIL framework was based on four stages as follows:

1- Processing the text:

The text selection is very important as it is one of the main supports students have. Therefore, the present study researcher selected the suitable texts which included illustrations and structural markers (headings, diagrams, tables) as they can help pupils to visualize what

they are reading as well as to find easily the key information which give sense to the whole text.

2- Identification and organization of knowledge:

The structure must help students to categorize the ideas and the information to facilitate the learning of the target language as well as the core content. So, the researcher used a well-organized structure of the sessions to help study sample acquire the intended skills.

3- Language identification:

The language involved in the text is not graded, but it is useful to highlight difficult language to provide students discourse markers, adverb or prepositional phrases which help them to pick- up the information and the academic vocabulary within the text and the researcher focused on them during the sessions.

4-Tasks for students:

The tasks should be varied and based on the learning purpose and learners styles and preferences. The researcher used various types of activities based on session objectives and used them as a formative assessment in the program. She used listening activities to develop students ability to (predict what the speaker imply; listen to specific details; recognize cohesive devices; listen to get the gist; recognize the mood of the speaker), and for the oral reading. She used different activities with the aim to develop students ability in reading with good pace; volume and expression and finally for the silent reading sessions. She used activities to develop students ability to paraphrase the main idea; infer the guiding questions; find the unstated details; locate where specific information is found in the text).

5.5- The Evaluation of the CLIL-Based program:

The evaluation used in the program consisted of two types: Formative and summative.

The formative evaluation was conducted by the researcher during the program sessions. By the end of each session, the researcher asked the students to read their handouts and answer the tasks that followed the skill being emphasized to make sure that they obtain it .

The second type was summative. The researcher used this type after the administration of the program to identify to what extent the program objectives have been achieved and investigating its effectiveness in developing the participants' EFL receptive skills through the administration of the EFL receptive skills post-test.

6. Findings and Discussion of the Study:

The aim of using CLIL approach was to develop EFL receptive skills among the third year students enrolled in English language section, Faculty of Education, Benha University.

To measure the effectiveness of the CLIL approach, the participants were pre-tested and post-tested in EFL receptive skills. For comparing the initial and the final mean scores of the participants in the overall EFL receptive skills to find whether there were statistically significant difference between them in the pre-and the-post assessment of the tests, the researcher used the one sample T-test. The findings of the study are presented below with the hypotheses of the study as follows:

6.1. Findings of the first hypothesis:

The first hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the pre-post assessment of EFL listening skills in favour of the post assessment ."

For testing this hypothesis, the one sample T-test was used to compare the participants mean scores in listening skills on the pre-and the-post administration of EFL receptive skills test. Table (4) presents

the participants' mean scores, standard deviation and the level of the significance in the pre- and post-assessment of the EFL listening skills.

Table 4: T- test differences between the mean scores of the participants in the pre- and post-assessment of EFL listening skill.

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
listening skill	Pre-	38	7.8	1.99	22.3	37	0.01
	Post-	38	17.8	1.98			

This table shows that the mean scores is **7.8** for the pre-assessment and **17.8** for the post-assessment. The standard deviation (S.D.) is **1.99** for the pre-assessment and **1.98** for the post-assessment. As shown in the Table (8) "there is a statistically significant difference at 0.01 between the mean scores in the participants in the pre- and post-assessment of EFL listening skills in favour of the post assessment. Thus, the first hypothesis was accepted.

6.2. Findings of the second hypothesis:

The second hypothesis states that "there is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL silent reading in favour of the post assessment."

In order to verify this hypothesis, the one sample T-test was used to compare the participants' mean scores in silent reading on the pre- and post-administration of EFL receptive skills tests. Table (5) presents the participants' mean scores, standard deviation and the level of the significance of the participants in the pre- and post-assessment of the EFL silent reading skills.

Table (5): T-test differences between the mean scores of the participants in the pre- and post-assessment of EFL silent reading.

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
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silent reading	Pre-	38	13.9	3.05	28.2	37	0.01
	Post-	38	33.1	3.34			

This table shows that the participants' mean scores is 13.9 for the pre- assessment and 33.1 for the post assessment. The standard deviation is 3.05 for the pre-assessment and 3.34 for the post-assessment. As shown in the table (5)"there is a statistically significant difference between the participants' mean scores in the pre-and post assessment of EFL silent reading in favour of the post assessment, where the $T= 28.2$, $p<0.01$, which is statistically significant at 0.01. Thus, the second hypothesis was verified.

6.3. Findings of the third hypothesis:

The third hypothesis states that "there is a statistically significant difference between the participants' mean scores in the pre-and post-assessment of EFL oral reading in favour of the post-assessment."

In order to verify this hypothesis, the one sample T-test was used to compare the mean scores of the participants in oral reading on the pre-and post-administration of EFL receptive skills test. Table (10) presents the participants mean scores, standard deviation and the level of the significance of the participants in the pre- and the post-assessment of the EFL oral reading sub-skills.

Table (6): T- test differences between the participants' mean scores in the pre- and post-assessment of EFL oral reading sub-skills.

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
oral reading sub-skills	Pre-	38	3.9	0.48	30.0	37	0.01
	Post-	38	10.2	1.07			

This table shows that the participants' mean scores was **3.9** for the pre- assessment and **10.2** for the post-assessment. The standard deviation is **0.48** for the pre-assessment and **1.07** for the post-assessment. As

shown in the table (6)"there is a statistically significant difference at 0.01 between the participants' mean scores in the pre- and post-assessment of EFL oral reading in favour of the post-assessment. Thus, the third hypothesis was accepted.

6.4. Findings of the fourth hypothesis:

The fourth hypothesis states that "there is a statistically significant difference between the participants' mean scores of the in the pre- and post-assessment of EFL overall EFL receptive skills in favour of the post- assessment.

In order to verify this hypothesis, the one sample t-test was used to compare the mean scores of the participants in the EFL receptive skills on the pre-and post-administration of EFL receptive skills test. Table (7) presents the participants' mean scores, standard deviation and the level of the significance in the pre-and post-assessment of the overall EFL receptive skills.

Table(7): "t" test differences between the participants' mean scores in the pre- and post-assessment of EFL receptive skills.

Skill	Assessment	N.	Mean	S.D.	T-Value	D.F	Sig.
receptive skills	Pre-	38	25.7	4.18	36.6	37	0.01
	Post-	38	61.2	4.40			

This table shows that the participants' mean scores is **25.7** for the pre- assessment and **61.2** for the post-assessment. The standard deviation is **4.18** for the pre-assessment and **4.40** for the post-assessment. As shown in the table (11),"there is a statistically significant difference at 0.01 between the participants' mean scores in the pre- and post-assessment of EFL receptive skills in favour of the post- assessment. Thus, the fourth hypothesis was accepted.

Discussion and Interpretation of the study Findings:

Concerning the first hypothesis, the results revealed that there is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL listening skills in favour of the post assessment as the T-value was 22.3 which is significant at 0.01. This means that the participants achieved more improvement in their listening sub-skills. This result confirmed the first hypothesis statistically

Thus, the CLIL approach proved to be effective in developing the participants' EFL listening skill. This development can be attributed to various factors. The researcher used instructional and comprehensible input such as videos, podcasts, films and documentaries. These materials provided the participants with accurate and up-to-date information about the theme and different speaking styles. Thus, they offered practice for the participants to learn and understand individual and regional varieties of the target language which was consistent with other researchers such as ;Liubiniene,(2009) and Vahdat & Eidipour,(2016).

Moreover, in teaching listening, the researcher assisted the study participants to choose and practice the strategies that enabled them to achieve good results. In the pre-listening activities, she helped them to take decisions what to listen for and to put the emphasis on the content meaning while listening. From the initial sessions in listening training, the researcher focused on how to activate participants' knowledge of the topic and gradually, she combined purpose for listening with specific listening tasks that were established within each session. Therefore, the participants were encouraged throughout the sessions to look for the specific information they need to listen and the degree of details required. Using all the available information, participants made predications to anticipate what they listened to.

The researcher, used various listening materials to challenge the participants' knowledge and skills and rarely put a burden on cognitive

skills. The participants listened to audio recorded real-life situations, which demonstrate how the foreign language is used such as story-telling, a dialogue or a discussion. They learned through listening as a process, that they become more autonomous in their learning and behaviour when presented with listening materials. Thus, CLIL helped learners, since they explored in a variety of cognitive and communicative contexts.

Through the program implementation, the listening skill was developed as an outcome of CLIL. The participants were exposed to authentic language materials, so they picked up much lexical materials. The researcher asked them to use the visual information through the sessions to process difficult concepts. She asked also the participants to try to understand as much as possible and moreover be asked to respond immediately to the message. She also, reminded the participants that they might be in a situation where the message will not be repeated and they might be required to provide an answer as soon as possible. In addition, the participants dealt with tasks that are related to their own life and identified the purpose of the task, so that they become more motivated. This is consistent with Papaja (2014).

Concerning the second hypothesis:

The findings revealed that there is a statistically significant difference between the participants' mean scores in the pre- and post-assessment of EFL reading skill in favour of the post-assessment as the t-value was 28.26 which is significant at 0.01. This means that the participants achieved more improvement in their reading skill. This finding confirmed the second hypothesis statistically. Thus, the CLIL-based program proved to be effective in developing the participants' EFL reading skills.

This development in participants' reading skills can be attributed to various factors. Developing reading skills is essential in the CLIL approach, since it facilitates access to language and contents. This approach focuses on the prior knowledge reader. It involves both bottom-up and top-down processing, the reader can choose which one to use

depending on the given situation. The researcher used the two processes in the program sessions and that was consistent with other researchers such as, Grabe and Stoller (2002), Kintsch (2005) and Wolff (2005).

The suggested CLIL-based program provided students with other text types than they did in their regular EFL class. Moreover, reading in CLIL encouraged students to read in a different way than they are used to, and using reading strategies was important to ensure that students were able to cope with the reading material presented in their handouts.

The present study researcher used two types of reading: extensive and intensive. On one hand, extensive reading served as a communicative experience through the sessions that provided the language input in the written form. The researcher used also this type of reading in the program sessions to increase the participants' motivation and self-confidence in EFL reading skills. She used this type also to decrease dependence on word by word comprehension and to identify keywords in narrative texts and write their own ideas and opinions about what has been read. On the other hand, the intensive reading texts were connected to in-depth study and analysis of a relatively limited amount of text. The researcher made use of it in her sessions due to the effect that comprehension process become more active as language and content became more intensive. There were various types of activities of intensive reading that the researcher used might be the reason of participants' progress in reading skills such as: reading for specific information; reading for detailed orientation and reading for detailed understanding.

The development of students in reading skill might be a result of the researcher's usage of some internet resources such as WebPages. The researcher used Breaking News English site that was one of the useful resources on the internet available at (<https://breakingnewsenglish.com/>). This site helped her to get a large range of free downloadable lessons with texts based on stories. These stories were leveled from elementary to advanced . The researcher used these stories and developed various reading activities that focused on both content and language and emphasized the development of different language skills (listening,

speaking, reading and writing) and language aspects (grammar and vocabulary). These useful websites might be very interesting resources to get more materials for students and affected their development in reading skills this was consistent with other researchers' findings such as Garipova and Roman (2014).

Concerning the third hypothesis:

The findings revealed that there was a statistically significant difference between the mean scores of the participants in the pre- and post-assessment of EFL oral reading sub-skills in favour of the post-assessment as t-value was 30.02 which was statistically significant at 0.01. This means that the participants achieved more improvement in their oral reading sub-skills. This result confirmed the third hypothesis statistically. Thus, the CLIL approach proved to be effective in developing the participants EFL oral reading sub-skills.

This development can be attributed to various factors. The participants, throughout the sessions used various strategies such as the syllabication rules. They were trained through the sessions how to recognize the connection between the speech sounds and letters (phonemic awareness) and the alphabetic code to begin sounding out and blending letter sounds (phonics). Gradually, the participants began to recognize certain patterns in single syllable words through some instructional videos that were presented on the sessions.

Gradually, the researcher began to use the explicit or the direct instruction model of practice. As the participants' ability to recognize and read correctly the complex and multi-syllabic words, most of them become competent in identifying these syllable patterns and apply this knowledge with oral reading. Reading multi-syllabic words was also a fundamental skill required for the development of the participants' EFL oral reading sub-skills, that was consistent with the findings of Ruchti (2005) and Sargent (2003).

One of the main objectives of the practice through these sessions, was to develop the participants' ability to read with little mistakes. So, the researcher followed some strategies of the program such as partner

reading strategy. In this strategy, the researcher asked each pair to read to each other, by practice students began to read accurately as when someone made a mistake, the other (his/her partner) corrected it in a friendly atmosphere that was too motivated both of them.

Guided and repeated reading were also other strategies, that the researcher employed to develop her students' oral reading skills . The researcher read the sentences of reading passages while they followed her along with the text on their worksheets. The researcher also asked them to echo the sentence that they listened.

Concerning the fourth hypothesis,

The findings revealed that there was a statistically significant difference between the participants mean scores in the pre- and post-assessment of EFL receptive skills in favour of the post-assessment as t-value was 36.6 which is statistically significant at 0.01. This means that the participants achieved more improvement in their overall receptive skills. This finding confirmed the fourth hypothesis.

Thus, the CLIL approach proved to be effective in developing the participants EFL overall receptive skills. This improvement can be attributed to the development of its three parts in the previous three hypotheses concerning listening, oral reading and silent reading skills.

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