



**A Content Language Integrated Learning (CLIL) Program  
for Developing EFL Oral Presentation Skills and  
Disciplinary Knowledge of the Pre-service Teachers at  
Faculty of Education**

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**Abstract:** The aim of this research was to investigate the effectiveness of a CLIL based program in developing oral presentation skills and disciplinary knowledge. The participants of the study were 60 third year English Department students at Damanhour Faculty of Education. The experimental group (N=30) received the CLIL- based program, whereas the control group received the regular instruction. The researcher used the pretest-posttest control group design to examine the effect of the treatment. Data collected from the oral presentation test and the disciplinary knowledge test were analyzed. Findings revealed a significant improvement in oral presentation of the CLIL group compared with the non-CLIL group. Findings also indicated significant gains obtained by the experimental group in disciplinary knowledge. A semi structured interview was conducted at the end of the intervention to explore the students' impressions about using CLIL, its potential effect, and challenges. Based on these findings, it was recommended to use CLIL in teaching scientific topics in English. The findings were compatible with many related studies and also the curricular development occurring in the Egyptian pre-university stage.

**Key words:** CLIL, Oral Presentation Skills, Disciplinary Knowledge.

برنامج قائم على التعلم التكاملي للمحتوى واللغة (CLIL) لتنمية مهارات العرض  
الشفهي باللغة الإنجليزية كلغة أجنبية والمعرفة التخصصية لدى الطلاب المعلمين  
بكلية التربية

الملخص:

هدف البحث الحالي الى التعرف على فاعلية برنامج قائم على التعلم التكاملي للمحتوى واللغة (CLIL) في تنمية المعرفة التخصصية ومهارات العرض الشفهي باللغة الإنجليزية لدى الطلاب المعلمين بكلية التربية. ولتحقيق اهداف البحث استخدمت الباحثة منهج المجموعة الضابطة ذي التطبيقين القبلي والبعدي. قامت الباحثة بإعداد أدوات البحث المتمثلة في قائمة بمهارات العرض الشفهي اللازمة للطلاب المعلمين بكلية التربية، وبرنامج قائم على التكامل بين اللغة والمحتوى، واختبار المعرفة التخصصية، واختبار مهارات العرض الفعال ومعيار تقدير الدرجة لكل منهما. كما قامت الباحثة باختيار عينة من الطلاب المعلمين بكلية التربية جامعة دمنهور (ن=٦٠)، وقسمتها الى مجموعة ضابطة وأخرى تجريبية، وبعد التطبيق القبلي لأدوات القياس على كلتا المجموعتين تم تنفيذ التجربة. وعقب التطبيق البعدي أجريت التحليلات الإحصائية باستخدام البرنامج الإحصائي (SPSS V.25) والتي كشفت عن فاعلية البرنامج في تنمية المعرفة التخصصية ومهارات العرض الشفهي. وقد انتهى البحث بعدد من التوصيات التي أشارت إلى الاستفادة من التعلم التكاملي في إعداد معلم اللغة الانجليزية.

الكلمات المفتاحية: التعلم التكاملي، مهارات العرض الشفهي، المعرفة التخصصية.

**Introduction:**

At a time when increasingly multilingualism is the norm, whereas monolingualism is the exception, there is a growing need for learners to communicate in various languages. This makes a great demand for education to improve language-learning opportunities and linguistic educational outcomes. Globalization has made it imperative for graduates to be proficient in oral communication skills so that they can function effectively in the academic and professional setting. The recognition that the oral competencies learners need to develop to become fully participative citizens in a global context cannot be left to chance has led to a new push for oracy in foreign and second language education. The dynamics of classroom discourse have been radically altered by the shift from expert-fronted, teacher-centered to discovery-based, student-centered classrooms alongside the (re)emergence of dialogic enquiry as a pedagogic approach.

Clearly, the most obvious manifestation of learning a foreign language is the ability of learners to speak the language accurately and proficiently in different contexts and communicate their ideas clearly to other individuals who speak the same language. Therefore, in many situations, knowing a language is equated with speaking that language impeccably. In addition, especially at advanced levels, one must be able to give clear oral presentations; this is one of the most fundamental prerequisites for many language courses or subject fields that are presented in the FL. Consequently, many recent studies in the L2 teaching and learning arena have focused on the oral performance of students in world or second language classrooms (Moore, 2010), and the factors affecting oral production (Consolo, 2006 & Phillipson, 2009).

The development of communication skills is widely acknowledged as an important objective of tertiary education as they are considered to be of significant vocational importance. Oral communication skills are now listed as graduate capabilities in many universities (Hristova, 2014). In addition to the unparalleled importance of these skills to student's especially preservice teachers, many professional courses use assessments, which require students to respond verbally rather than in writing. In these disciplines, the type of oral production varies widely from the traditional oral talk on research to term projects, panel discussion, oral examinations, interviews, oral presentations, or debates.

Oral production, which is traditionally perceived as the product of verbal language for achieving a certain goal in a face-to-face context, involves two complementary skills: the productive skill of speaking and the receptive skill of understanding. This is why oral communication is described as a process consisting of sub-processes. Another important aspect is the nonverbal behavior. During communication, the gestures, facial expression, and body movements naturally influence both the speaker and the receiver. This nonverbal behavior does send meanings with the verbal message. Asserting this idea, Gallardo del Puerto and Lacabex (2017) have defined oral skill as the capacity of expressing oneself verbally and nonverbally for communicating, based on the linguistic rules of a language.

Hence, learners in the situation of oral production do tasks with a variety of communication requirements that range from talking to an audience in a meaningful transactional mode, to speaking with each other by building up the discourse as the conversation flows in an interactional task (Pena & Onatra, 2009). In both forms, it is a process of constructing meaning that involves producing, receiving and processing information (Villalobos, 2015). This language processing involves three main phases: conceptualization of the message content, selecting a proper linguistic formula for the message, and the articulation of the message (Zivkovic, 2017). Therefore, complexity of the oral presentation in particular makes them a severe problem to a lot of learners. The problem becomes more intensified when it is confronted by the student teachers because these skills are the channel through which information is imparted and language can be developed.

In teaching disciplinary content in EFL, oral presentation skills are stressed in many educational settings, but it has received little research attention. Giving presentations can be the teachers' ideal method, if compared to lectures, to teach both content and related language (Mu'in, Arini & Amrina, 2018 & Ali, 2018). Nervousness is typically attributed to public speaking in general, mainly due to the fact that in a live presentation, there is no second chance. Also, the way in which information or ideas are delivered strongly affects how they are understood by the audience. Even tiny inaccuracies in a presentation can make it hard to follow. Oral presenters face some more challenges, if compared to participants in conversations as stated by Moore (2010), Gallardo del Puerto and Lacabex (2017). For example, the presenter is

confined to a very limited time in which he must complete his goal and convey the message clearly to the audience. Unlike ordinary conversations, before delivering the presentation, the speaker must prepare the content for anticipating questions that may arise in the listeners' minds and having full command on the content. Unlike informal conversations, oral presentation requires a different method of delivery that does not include adoption of a casual posture or use of vocalized pauses. That is why it is an anxiety provoking experience. It is the role of the teacher to replace negative thoughts with positive ones and visualize success, because negative thoughts increase anxiety and impede learning.

Thus, for communication to take place effectively, presented information has to be received as intended by the speaker – and not misinterpreted. These skills require rigorous preparation, constant rehearsal, deep reflective practice and constructive feedback. The crucial elements of any presentation are the information that one has to deliver, the language (verbal and nonverbal) that imparts this information and the audience that receives it. The best presentations are focused with a precise aim and the supplied information should be appropriate to address the clear-cut, unambiguous question of the presentation.

The notion of turning classrooms into more of a naturalistic environment where the target language can be integratively taught with content has gradually gained momentum from the 1980s onwards, with various educational approaches seeking to maximise exposure to additional languages so as to promote oral proficiency. In a scientific oral presentation situation, this exposure is urgently needed due to complexity of the task. Students need to pay special attention to several variables, among others cultural, social, psychological, linguistic, and cognitive conditions (Herrera Díaz & González Miy, 2017). These variables add to complexity of the situation. This complexity and the widespread absence of such activities in teaching are main reasons for the poor level of students at oral presentation, as indicated by many researchers such as Bereczky and Hungary (2013), Makhyoun (2014) and Ali (2018), That's why students are in need of developing content and language integratively, the two pillars that in turn enable students to deliver good oral presentations.

Therefore, instructors should adopt innovative teaching paradigms to support learners' endeavors to improve their oral skills and at the

same time urge them to work on content and cognitive processes. Among the wide variety of language educational approaches that have shown successful results in monolingual contexts is CLIL, which stands for Content and Language Integrated Learning and is a spin-off of the Communicative Language Teaching. CLIL pedagogy can be a suitable intervention for the balance it creates between language and content learning in addition to its multidimensional nature and its reliance on the learner's activeness in constructing knowledge.

CLIL can be defined as an approach having the dual purpose of teaching learners curriculum content and a second or foreign language (usually English), in an integrated manner (Díaz Pérez et al., 2018; Coyle & Meyer, 2020). In practice, this may entail enabling learners to acquire content, such as geography, science, and art together with an L2. The dual focus in which simultaneous learning of a foreign language and content has given the rationale to the wide spread of this approach in the European countries and the support of the European Union Institutions. (Nelson, 2019; Huang, 2020). Moghdam and Fatemipour (2014) also state that beside the obvious objective of mastering a language as well as learning subject matter, CLIL prepares learners for life in a more international society. The European approach to bilingual education has been enthusiastically embraced. CLIL a lever for change in language learning. Over the course of the past two decades, it has become a well-established part of education systems across and outside Europe.

As CLIL spreads around the world, researchers like Martínez, et.al. (2018) and Banegas and Beamud (2020) report on CLIL benefits in terms of motivation, autonomy, linguistic development, intercultural awareness, and thinking skills. As discussed by Cañado (2018), successful CLIL provision depends on teacher preparation not only in relation to pedagogy but also to professional identity. Even when teachers found CLIL motivating and rewarding, experienced and novice teachers asserted that careful training was still needed in order that they could get benefits of CLIL and respond to its challenges (Infante, 2009; Fernández & Halbach, 2010). This accounts for the need of the EFL pre-service teachers to get training in innovative methods like CLIL to cope with the current development of curricula in the Egyptian context in particular. This development incorporates a multi-disciplinary content in the EFL curriculum.

## Review of literature:

### 1. Oral presentation:

When referring to a competent person in a language, it is often implicit that this person can produce meaningful language patterns to communicate. Speaking is something students do when they drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process when responding is expected and requires the simultaneous use of a number of abilities which often develop at different rates. (Izumi, 2003; Soureshjani & Ghanbari, 2012). Oral production is one of the most fundamental and common human behaviors. It is, as described by Herrera Díaz and González Miy (2017), the ability to perform the linguistic knowledge in actual communication to express ideas, feelings, thoughts, and needs orally.

Based on the functional perspective, students use language to get something done such as establishing a good rapport with one another, expressing themselves by different ways, conducting small conversations, or giving oral presentations. Such presentations are one of the most common spoken genres in both academic and workplace settings. It is a type of public speaking which can be delivered individually or in a small group to verbally address an audience on a particular topic. (Chang & Huang, 2015). It is also defined by Izquierdo (2010) as delivering valuable information in a manner that is understood to a target audience. It may be short or long and include slides or other visual aids (Bereczky, 2015 & Mu'in et. al., 2018).

The importance of presentation skills is evident through its increasingly regular use as a common requirement in many courses in academic and professional contexts and in evaluation (Kim, 2006; Salem, 2019). That's why they are included as a core in the university level English language preparation courses. Well-developed presentation skills enable learners to communicate clearly, precisely and effectively in a variety of modes or registers and settings. Therefore, Bereczky (2015) indicate that the ability of communicating with the audience and giving presentations should be seen as a mandatory prerequisite for both the effective learning process and the successful working life. Thus, it is imperative to gradually enhance the teacher's presentation skills through a continuous training that will help learners become more competent, confident and competitive.

Considering academic content from an oracy perspective, the interest lies not in what learners know but how they verbalize this knowledge and concurrently whether, and if so how, they thereby clarify and refine it. In other words, the interest becomes in both the verbalization of experience and the experience of verbalization. The use of the oral presentation in higher education has gained importance in the last decade in programs that embrace the constructivist view of learning. Making a good oral presentation is an art that involves attentiveness to the needs of one's audience, careful content planning, and incorporating appropriate morpho-syntactic and discourse structures for effective delivery (Gallardo del Puerto & Adriana, 2015). The students take part in the teaching process and are expected to adopt a higher level of responsibility. That is why contents organized and presented by learners themselves are remembered and recalled better than those introduced by others.

The typical features of academic language like comparison, causality, expansion, justification and hypothesizing needed in giving oral presentation provide learners with opportunities to demonstrate a higher level of cognitive thinking (Kerby & Romine, 2009). In this regard, Ramos Álvarez and Luque (2010) state that oral presentations help to develop important general competencies connected to problem solving, investigating, learning autonomously, and learning to cooperate. Students' sense of being questioned through such oral presentations increases their motivation to engage and understand the rationale behind what is being stated rather than reproduce the content (Hristova, 2014). Thus, Mu'in et al. (2018) have suggested that Oral Presentation Instruction (OPI) can be a tool to improve students' overall quality of oral performance. Furthermore, in considering the increasing demands for a move from teacher-centered activities toward student-centered instruction (Martinez & Mangodo, 2015), it seems that an oral presentation is extremely suitable for applying this principle due to the active role played by the learner as a presenter and a listener.

Oral presentations should follow appropriate procedures: (1) defining the topic, (2) selecting information sources, (3) reading the sources, (4) making decisions about what information to include, (5) organizing the talk, (5) delivering the talk and assisting the audience, and (7) obtaining the desired feedback. Godev (2007) and Soureshjani and Ghanbari (2012) suggest these procedures highlighting the ability of an

oral presentation to be an effective learning experience. In this respect, Paschalidou (2019) states that it is related to six areas: phonology, grammar, morphology, vocabulary, fluency, discourse, and pragmatics. The presenter's skills at these aspects determine the degree of success, because each one of them focuses on a specific issue of the communicative competence and thus contributes to the enhancement of the oral production in general.

Types of presentation might be identified as: informative, discursive, demonstrative, and motivational (Wrench, et.al.2012).

- 1. Informative Presentations:** This type gives detailed information and full explanation about a concept, or idea to a specific kind of audience for the purpose of sharing theoretical or factual information. It is mainly descriptive and analytical, as it often requires a rational analysis of the data presented. It can be used in situations like reporting, briefing, and research.
- 2. Discursive or persuasive:** The aim is motivating or convincing someone to act or make a change in actions or thoughts. This type offers evidence, logic and has emotion in it. It is commonly used in policy making, and value judgment which involve answering the question "why" and supplementing it with critical analysis.
- 3. Demonstrative:** This type is mainly used in the context of training where one wants the audience to learn a new skill or a technique (Martinez et al., 2018). In most cases, the audience is an active part of such presentations. That's why this type goes beyond imparting information to working with information.
- 4. Inspirational or motivational:** The main aim is to move the audience in terms of beliefs or behavior or to create a spark which is the foundation to change. The presenter has to create some emotional connection to the message, because the aim is mainly more affective than informational.

#### **Interactivity versus linearity in oral presentations:**

Transactional and interactional skills are both relevant elements in oral presentations. The basic premise of the transactional model is that presenters are sending and receiving messages in the same situation, whereas the interactional model has individuals engaging in the role of either source or receiver, and thus meaning is co-created by both people interacting together (Nunan,1998). These two modes represent linearity versus interactivity or as stated by Pena and Onatra (2009) the distinction

between monologue (an uninterrupted individual oral presentation) and dialogue with its interactional reciprocal nature. In case of a monologue, the communicator is conditioned by time, the audience and the given context with little or no interaction. However, whenever there is reciprocity in which a process of continuous joint communication exists, other additional aspects must be taken into account such as mutual understanding, empathy, self-expression and responsiveness. Linearity is a fundamental feature in a speech, but not always in a presentation. In the interactional model, the presenter designs the presentation in an interactive way to discover what the audience thinks, by making space for asking questions, receiving feedback about understanding, and responding to comments and questions. Interactivity also makes the content flexible according to the demands of the situation. Also, using visual aids can urge the audience to comment or ask and thus may add interactivity to the situation.

#### **Developing Oral Presentation skills:**

Constructivism assumes that what a person learns is the result of the construction of knowledge based on his/her experiences and through interaction. This has made it the foundation of the learner-centered approach. Therefore, the teacher is expected to generate the conditions for the learners to interact with contents in an active way, as well as to generate the opportunities for them to socialize knowledge. In the context of social learning, when learners are trying to learn a new element of the target language, they often compare it to the repertoire they have already learned, then make a hypothetical plan and try it. They test it and either accept or reject it then try a new one. In this process, grammatical rules are learned individually, but when learners take this knowledge to a social environment of exchange, internalization of knowledge takes place and conducts to a reorganization of thoughts (Gordilla, 2011). Based on the communicative approach, learners are encouraged to speak as much as possible in order to communicate, emphasizing the process rather than the final product. Mistakes are treated secondarily with the teacher being careful not to cause the learners distractions while presenting and interacting.

In line with such theoretical assumptions, the principles of teaching oral presentation can be concluded. They are providing interesting, useful, and thought provoking topics for learners to present, manipulating physical arrangements to promote interaction, relating the

content to students' interests and circumstances to give a degree of personalization and use them as an effective attention getter, and avoiding the punitive fashion in dealing with errors (Zivkovic, 2017).

Hristova (2014) asserts that developing oral presentation is the most difficult to teach, practice, and evaluate in the EFL context. Thus, teachers should provide students with both training including preparing and delivering and also accessible sources of information to minimize research time. Furthermore, Godev (2007) states that students must be instructed on how to use grading criteria like interaction, clarity, quality, and organization of ideas to evaluate themselves and others as presenters.

Providing gradual levels of scaffolding is a main requirement in developing oral presentation skills. This is due to the cognitive/affective load the learners especially non-native speakers of English always have. Giving oral presentations usually represents an anxiety-provoking experience (Huxham, Campell & Westwood, 2010) especially with the traditional approach that highlights accuracy rather than fluency, as indicated by Purwatie and Setyaningrum (2020). According to Gallardo del Puerto and Lacabex (2017), in the English language teaching milieu, the oral production still seems to be disregarded as a result of the limited amount of exposure. Furthermore, oral presentation as a form of public speaking represents a challenging skill for language learners for its complexity and demands. Therefore, various forms of scaffolding should be provided to support the learner.

Reviewing related literature shows that oral production can be developed using various methods such as online communication (Yanes, 2016), using project - based learning (Ramírez, 2017), using a hybrid task- based course (El Shobaky, 2017), utilizing the reader theatre (Salim, 2020), using genre- based approach (Megria, 2021), and using mobile assisted language learning program (Ismail, 2021). This indicates the increasing interest in this research area due to the learners' poor levels. Providing training in oral production in the CLIL classroom has been also highlighted because of the students' urgent need to communicate orally especially in such a new context (Gallardo Del Puerto, 2013; Puerto & Adrián, 2015 & Paschalidou, 2019).

**Evaluating Oral Presentation:**

Although the importance of the oral skill in a foreign language is undeniable, its evaluation is one of the most complex and controversial aspects in the TEFL field. It is not an easy task to find the most appropriate ways to connect the objectives of evaluation with the corresponding activities or with the most appropriate instruments to assess oral presentations (Weir, O'Sullivan & Horai, 2006). Also, subjectivity and sometimes ambiguity still exist in most evaluation instruments despite researchers' attempts to decrease or avoid them.

Complexity, accuracy and fluency (CAF) have been treated as the holy grail in defining and assessing oral performance (Housen & Kuiken, 2009, Ali, 2018). This set of parameters, when analysed and assessed, effectively determines the language proficiency of the presenter. Numerous variables have been identified to measure these aspects such as speech rate, mean length of run/utterance, pacing, spacing, length of pauses - filled or silent - and repairs. Within the parameters determined in the certification exam IELTS (Institutional English Language Testing System, 2007), the oral skill indicators are five: fluency, coherence, lexical resources, grammatical range and accuracy, and pronunciation.

Firstly, fluency is the ability to produce the FL with native-like rapidity, pausing, hesitation, or reformulation (Housen, Kuiken & Vedder, 2012). In other words, it refers to the ability to talk with normal or reasonable levels of continuity, rate, and effort with minimal pauses and to link ideas and language together to form coherent, connected speech. The key indicators are speech rate, speech continuity and lexical and syntactic range. Secondly, coherence is what makes a presentation semantically meaningful where ideas are logically connected and discourse is consistent. Its key indicators are logical sequencing of sentences, clear marking of stages in discussion, narration or argument, and the use of cohesive devices (e.g., connectors, pronouns, and conjunctions) within and between sentences.

Thirdly, the lexical resource refers to the range or amount of vocabulary the learner can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety and adequacy of words used, the ability of circumlocution (getting round a vocabulary gap by using other words with or without noticeable hesitation) and the rules of language at a word level.

Additionally, the accurate and appropriate use of the learner's grammatical resource is considered. It has key indicators like the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, the range of sentence structures, the number of grammatical errors in a given amount of speech and the communicative effect of error. Finally, pronunciation is the ability to produce comprehensible speech to fulfill the speaking task requirements or how well the learner pronounces the language and the communicative effect of the learner's pronunciation. The key indicators are the amount of intelligible speech and the noticeability of influence.

In case of giving oral presentations as a form of oral production, some more measures can be used such as: responsiveness to the audience, voice quality, body language, and using aids. As indicated by Otoshi and Heffernan (2008), mechanics and functions can be used in this regard. The former refers to using the right words in the right order with the correct pronunciation. The latter refers to knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

In line with the concept of the student-centered approach to instruction and education, and in addition to the evaluations completed by teachers, learners can express their own views on the performance of their peers. This can improve the interaction between the learners and thus enrich the learning opportunities offered. In this respect, White (2009) indicates that learners display extremely positive attitudes toward peer evaluation activities and that such activity can positively impact intrinsic motivation and confidence in the language learner. Also, learners must be engaged in making decisions about their own oral performance through self-evaluation which can be a highly valuable activity for developing a sense of autonomy and self-efficacy (De Grez, Valcke & Berings, 2010).

In assessing individual oral production, Yanes (2016) states that it should be considered whether it occurs spontaneously or has already been prepared beforehand. In the first case, the use of language is more natural and improvised, so it is reasonable to expect and accept the appearance of certain features (stutters, lack of morphological coordination, etc.) that would not be admitted in planned speech. According to Hughes (2011), spontaneous oral production is full of pauses and hesitations, even for native speakers. Although one may

appreciate more the expressive power of language in real time, vocabulary will be more limited, grammar mistakes will be more common and repetitions to fill the speech will be more commonly used. In the current research, oral presentation was a pre-planned task to reduce anxiety resulting from novelty of the experience. Also, the disciplinary content (health education) made it necessary to prepare for the task in advance for assuring content accuracy and clarity of the information presented to the audience.

## 2. Disciplinary Knowledge:

Academic disciplines are branches of learning associated with tertiary education. They are concerned with knowledge in a particular field like science, history, art, etc. These disciplines deal with different aspects of knowledge, and are concerned with making meaning in different ways. That's why the object of study for a historian (the past) is different to the object of study for a biologist (the natural world). Equally, the product of study for a historian (a reasoned interpretation of the past) is different to the product of study for a biologist (a scientific thesis). The latter, at least until proven otherwise, can be said to be almost objective facts. A historian will never be able to achieve this. So not only do these disciplines have very different aims, but their methodologies are also unique. In natural science, it is this process that allows certain things to be accepted as 'truths' and beyond and allows for the production of distinct and specialised knowledge within this discipline. However, in social science, multiplicity of perspectives, interpretations, and views are found.

Disciplinary knowledge as a curricular term refers to the part of the subject where the pupils understand each discipline as a tradition of inquiry with its own distinctive pursuit of truth. Also, students learn how that disciplinary knowledge was established and its degree of certainty. An understanding of disciplinary content matters is essential for teaching. Yet, what constitutes understanding of the content is only loosely defined. Shulman (1986) and his colleagues initiated a new wave of interest in the conceptualization of teacher content knowledge when they proposed a special domain of teacher knowledge that they termed pedagogical content knowledge. This subject-matter-specific professional knowledge is unique to teaching and bridges content knowledge and the practice of teaching. Shulman defined it as comprising the most useful forms of representing ideas, the most

powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, the most useful ways of representing and formulating the subject that make it comprehensible to others.

If higher education is largely interested in imparting, developing or constructing knowledge, then making this knowledge accessible to students and giving them the tools to process input, contextualize it and use it as a springboard for the construction of new knowledge is the teacher's key task (Smith, 2010: 259). It involves expertise in both core thematic knowledge and skills linked to the discipline and the linguistic forms (e.g. genres) in which the discipline is manifested. As a consequence, subject instructors need to be aware of and familiar with the specific linguistic features of their discipline, and they have to impart this discipline-specific language to their students in order to enable them to function effectively and professionally in their field of study. After all, language and content are inextricably linked in the context of any discipline (Wright, 2004). That is why the EFL teacher has to manage both of them. One of the recently evolving pedagogies that incorporates both language and content is CLIL.

CLIL creates a link between language, content, and cognition. Therefore, CLIL teachers should develop thinking skills including low order thinking skills (LOTS) and high order thinking skills (HOTS) in disciplinary knowledge presented in the foreign language. Questions which encourage LOTS are those with interrogatives such as when, where, which, how many and who, while HOTS need questions like why, how and more probing questions such as, what evidence is there? In CLIL, however, learners are often challenged with analytical, creative and evaluative tasks not only the information imparting ones. Clearly, these tasks require students to be proficient at both content knowledge and language conveying it.

Benjamin Bloom was the first to develop a highly popularized hierarchy of six thinking skills placed on a continuum from lower to higher order skills. According to this system, lower order skills included recalling knowledge to identify, label, name or describe things. Higher order skills called on breaking information or concepts into parts to understand it more fully, or putting ideas together to form something new. Also, evaluation is needed to make judgment about what they learn. In the CLIL classroom, both levels of skills are considered and integrated in the teaching-learning process. In 2001 a former student of

Bloom, Lorin Anderson, published a revised classification of thinking skills which is actually rather similar to the original but focuses more on verbs than nouns and renames some of the levels.

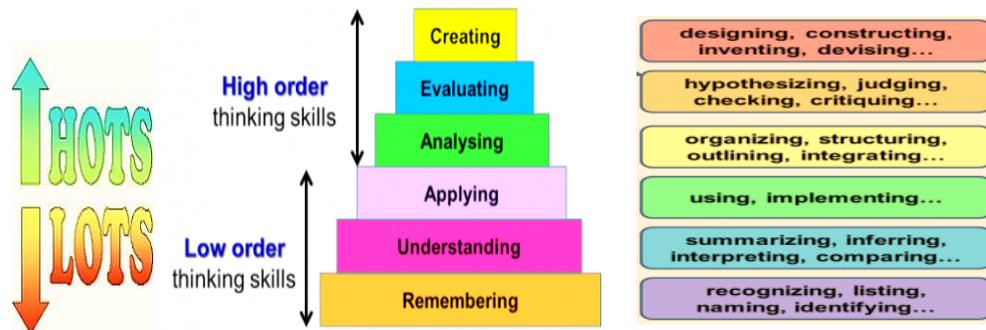


Figure (1) Low Order Thinking Skills and (LOT) High Order Thinking Skills (HOT) (Source: Anderson & Krathwohl, 2001)

The figure shows the gradual complexity of thinking skills from just remembering to creating and displays the corresponding verbs. This division just aims to study, however the HOT skills are dependent on the LOT as prerequisites. The following table shows each level and simply defines the included skills.

Table (1) LOTS and HOTS in the CLIL classroom

Level	Thinking Skill	Definition
HOT	<b>Creating</b>	It refers to producing new or original work. Students construct/destroy, design, and find their own answers to problems with logical rationale.
	<b>Evaluation</b>	It refers to justifying a stand or decision. Students express opinion, judge the decisions of self and others, defend and criticize their choices and the choices of others.
	<b>Analysis of information from data and experience</b>	It refers to drawing connections among ideas. Students infer, recognize similarities and differences, experiment with 'what if' scenarios, infer, and identify causes.
LOT	<b>Application</b>	This level is skills-based. It refers to applying personal knowledge/information in new situations or different scenarios.
	<b>Comprehension-Understanding Information</b>	It is a level of knowledge - based learning. Students explain ideas or concepts, answer questions that require summarization of work, compare, explain, and translate from one form or language to another.

Level	Thinking Skill	Definition
	<b>Knowledge-Remembering Information</b>	It refers to basic knowledge, and how well students can remember information or what one knows or can plainly see. This includes remembering facts, identifying names, counting, repeating, etc.

The integration found in CLIL pedagogy has made it widely accepted. This integration leaves no room for separating language and the target disciplinary knowledge. Both are integratively taught and thus support each other.

### **Oral Presentation and Disciplinary Knowledge:**

Students cannot develop academic knowledge and skills without access to language in which that knowledge is embedded, discussed, constructed, or evaluated, nor can they acquire academic language skills in a context devoid of academic content (Maljers, Marash, & Wolf, 2007). Considering academic content from an oracy perspective, the interest lies not in what learners know but how they verbalise this knowledge (and concurrently clarify and refine it). In other words CLIL is interested in both the verbalization of experience and the experience of verbalization.

Based on the functional perspective, learners use language to get something done such as discussing, expressing comprehension, conducting conversations and giving oral presentations (Gallardo del Puerto & Adriana, 2015). This oral production cannot occur without knowledge of content. Ramos Al Vares and Luqueu (2010) and Izquierdo (2010) assert that the nature of the oral presentation is accurately delivering valuable information in the best way possible, in a manner that is understandable to the target audience. This clarifies the link between content knowledge and oral presentation.

The features of academic language (comparison, causality, expansion, justification, and hypothesizing) needed in giving oral presentation are all clearly related to cognitive complexity found in the discipline intended. In addition, oral presentations provide learners with opportunities to demonstrate a higher level of cognitive thinking (Hristova, 2014). Responsibility the learner feels during an oral presentation and their sense of being questioned create a desire to have command on the content and understand the rationale behind what is being stated in addition to the language that conveys it. Without such responsibility, comprehensibility and satisfaction of the audience may be

lost. This integration between content and language can be well fostered by a multi-dimensional instructional paradigm that naturally combines them in the same context.

### **3. Content language integrated learning (CLIL):**

It is not logical to access content without language or language away from content. An instructional approach is needed in which no content is taught without reference to the language through which that content is expressed, and no language is taught without being contextualized within a thematic and human environment. According to the American council on the teaching of foreign languages (ACTEFL), some goals influence successful engagement in the global community. Some of these goals are acquiring information and diverse perspectives to functionally use language in academic and career- related situations, connecting with other disciplines, using effective communication in a variety of situations and for multiple purposes, and developing insight into the nature of FL culture. To achieve these goals, a shift with a global view rather than the restricted skill-centered one should occur in methodologies of English language teaching. Dalton-Puffer (2016) argues for the need to establish a zone of convergence between content and language pedagogies by introducing a model of cognitive discourse functions (CDFs) that can be used to identify subject-specific patterns of creating knowledge in the classroom. Also, Content language integrated learning (CLIL) can be an attempt to achieve that integrative multi-dimensional view.

CLIL is a generic term adopted by the European Network of Administrators, Researchers and Practitioners. It encompasses the learning of a non-language subject through a foreign language where the subject and language have a joint role. Integrating language and content provides the opportunity to have additional exposure to the foreign language without having to add extra classes to an already crowded timetable. This newly evolving approach provides plenty of real and meaningful input to the learners and raises their overall proficiency in the target language (Coyle, 2007 & Nitschneider, 2017).

CLIL has generated considerable interest; however, review of the literature suggests that scholars have not reached a consensus about this. They argue that there is a lack of precision in the definition of the concept, thus making it difficult to identify features that are uniquely characteristics of CLIL (Peña, 2017). For example, Dalton- Puffer et al.

(2010) describe CLIL as an umbrella term referring to various forms of content-based language teaching. This reflects the assumption that all these forms are included in CLIL. In other words, CLIL covers a wide range of practices in which curricular content is taught through a language that is not the learner's L1.

The disagreement becomes obvious in the broad view offered by Dalton-Puffer (2011:183). He defines CLIL as “an educational approach where a curricular content is taught through the medium of a foreign language”. This implies that this language is considered the medium and not necessarily the goals of this combined instruction. This means that CLIL may be used to describe content-based instruction where language development is seen as added value rather than an explicit outcome of the teaching and learning experience. Accordingly, the teacher’s main goal is to impart the subject knowledge without having a clear idea of the desired language outcomes. Such definitions disregard the philosophy and principles of CLIL.

This limited view is rejected in other definitions. When using CLIL, both language and content are simultaneously given attention and they are both essential in the learning process. Barwell (2005: 143) defines it as "language and content integration in teaching and learning of both language and subject areas in the same classroom at the same time. This means that the convergence between both language and content aims to develop language skills in the target language as well as specific knowledge beyond concepts of the subjects (Gacha, 2014). This view is adapted by the most commonly used definition of CLIL as “a dual focused approach in which an additional language is used for teaching and learning of both content and language concurrently (Coyle, Hood & Marsh, 2010: 1; Moghdam & Falemipour, 2014: 18).

CLIL goes beyond the restricted view of language and content. It provides maximum exposure to the foreign language for the purpose of enhancing the learning experience, while also promoting thinking skills as well as communications skills and cultural awareness. Thus, the integration of content, language with cognitive and culture is at the core of CLIL pedagogy. Each is interwoven, even if the emphasis is greater on one or the other at a given time (Pena, 2017).

**Differentiating CLIL from other bilingual models:**

CLIL is potentially a highly effective pedagogy to facilitate L2 learning. That explains why it has become widespread in different educational contexts (Cenoz, Genesee & Gorter, 2014 & Huang, 2020). Various forms of bilingual education have been practiced in different regions of the world. Some researchers clarify these forms based on the level of integration between language and content (Anro- Marcia & Bares, 2015).

- 1- Content is the primary goal of the course under the sole responsibility of the specialist instructor (content- based instruction).
- 2- Language learning support is included (sheltered model).
- 3- There is specific language instruction to support content courses through the collaboration of subject- matter and language specialists (adjunct model).
- 4- The language instructor uses discipline content to teach language (theme- based).
- 5- The content and EFL are taught integratively by the language instructor (CLIL)

Similarly, Zyzik and Polio (2008) could differentiate between CLIL and other forms of bilingual education in a continuum based on whether content or language is focused on. At one end of the continuum are those programs that are distinctly content-driven: immersion and English medium instruction (EMI), where content determines the course goals and content knowledge is what is evaluated. Ordinarily, the class is taught by a teacher who is primarily a content expert. In immersion programs, 50% to 100% of subjects are solely taught in the second language, beginning as early as kindergarten (early immersion) or secondary school (late immersion). Lasagabaster and Sierra (2010) state that immersion programs are carried out in language present in students' context, whereas the languages of CLIL programs are foreign languages and many of the students only have contact with them in formal instruction contexts. Also, in immersion programs, most of the teachers are native speakers, whereas teachers in CLIL are normally foreign language speakers of the target language. Linares et al. (2012) point out that both immersion contexts and CLIL have the goal of developing functional competence, however they differ in the amount of exposure in favor of CLIL.

Content-based instruction (CBI) and English for specific purposes (ESP) are examples of such programmes. Students' learning of content is the main priority, and the target language is the vehicle through which content is learned (Futjimura, 2018). This made it concerned with imparting knowledge, while any gains in linguistic proficiency were thought to happen "naturally" and almost incidentally. There has been much scholarly debate about the relationship between CLIL and CBI. CLIL was simply viewed as the European twin of content-based instruction in North America (Temirova & Westal, 2015), a sub-form of CBI (Pena, 2017), or conversely an umbrella term including CBI (Cenoz, 2013). It seems that there is a shift from ESP to CLIL, which is seen as a means of increasing exposure to English and developing language proficiency. With the argument of 'learning by doing', CLIL is perceived as a context for real communication and a real use of the language in question.

At the other end of the continuum are programs that use content to teach the language. In such contexts, language determines the course goals and language proficiency is evaluated. The teacher is ordinarily a language expert with or without knowledge of the content. The learners are typically aware that they are there to learn language with content as a bonus (Cenoz, 2013). CLIL is more clearly positioned toward the middle on the content-language continuum to establish a form of balanced integration between language and content in addition to two other aspects: culture and cognition.

Greere and Rasanen (2008) propose a classification to clarify levels of integration, between language and content ranging from the separation (non-CLIL) to full collaboration between language and discipline specialists in teaching (CLIL):

- 1- **The non-integration model or the non-CLIL:** It involves independent content and language courses (less than 25% of exposure to English in content courses).
- 2- **The pre-CLIL model:** The content courses are taught through the foreign language.
- 3- **The adjunct CLIL model:** It tailors language instruction to disciplinary needs based on the collaboration of language and subject specialists.
- 4- **The CLIL model:** It involves the dual programs catering for language and content in addition to culture and cognition.

The four models range from heavy emphasis on content and absence of integration to full integration. The flexible and adaptive nature of CLIL is often considered one of its strengths, as it allows policy makers, school administrators and teachers implement the version of CLIL which is the most appropriate for their specific context, rather than transplanting one successful model to a new institutional environment without taking into account local conditions.

### **The History of CLIL:**

CLIL has been a predominant method of language learning in Europe starting in 1990's. The rise of CLIL began with the proposal of the Commission of the European Communities that all European Union citizens should be able to communicate in two European languages besides their native tongue (Coyle, 2007). This '1+2' policy made it necessary for European schools to devise a way to teach two additional languages in the curriculum, which resulted in using foreign languages as the medium of instruction for content subjects. CLIL began to gain attention outside Europe. For example, the Japanese Ministry of Education has promoted a series of reforms that improve English medium instruction (EMI) as a step to CLIL afterwards (Sasajima, 2013; Fugimura, 2018).

CLIL has two important periods for its development. The initial period (1994-2004) was internationally marked by landmark transnational declarations events and a range of publications as well as discussion, debate and experimentation created by unprecedented interest. The second phase (2005-2007) was the competence building of teachers and organizations implementing CLIL (Diab, 2018). Then, CLIL has become a predominant pedagogy in many instructional systems around the world. Then, there has been a shift in researchers' attention to develop successful procedures for ideal integration and examine their effects on various aspects of learning.

### **Features of CLIL:**

The basic feature of CLIL is the balanced focus on language and content. This doesn't detract the importance of thinking skills and cultural awareness (Gacha, 2014). The delivery of both content and language occurs in meaningful contexts which involves education, research and innovation. In the same vein, Klimoua (2012) states that CLIL methodology includes: a) the construction of safe and enriching learning environments, b) the use of authentic materials and interactions,

c) the promotion of active learning, d) the use of scaffolding so as to enhance autonomy and e) the promotion of co-operation among students and teachers. That's why the CLIL teachers should be facilitators in order to empower their learners (Banegas & Beamud, 2020).

Also, a clear prevalence of English provides the opportunity to have additional exposure to language (Mayo & Ibarrola, 2017). One more feature is that CLIL is adopted mainly for teaching foreign languages not second languages. Thus, it is implemented in nations where learners share the first language and do not have the opportunity to be exposed to the target language outside the classroom (Dalto-Puffer, 2011). This doesn't make it unfamiliar to the Egyptian and other similar contexts.

#### **Requirements of success in CLIL:**

Defining appropriate outcomes for both content and language development is a key factor for successful CLIL implementation, as indicated by Linares, Morton and Whittaker (2013). Aspel (2012) also states that a real coherence should be found between content and language. If not, content will be of no help for the language development and the FL might be a serious obstacle for content development. The motivational and enthusiastic teacher is needed to take on a new educational experience with vocational commitment (Coonan, 2007). Confirming this, the study conducted by Dalinger et al. (2016) found that CLIL teachers showed more enthusiasm for teaching than their non CLIL colleagues in spite of the greater demands of CLIL- lesson preparation. Also, providing enough exposure time is an essential factor. The study conducted by Dalinger et al. (2016) found that achievement improved with more time of exposure in the CLIL classroom.

#### **Theoretical Bases of CLIL:**

Several theoretical-pedagogical concepts underpin CLIL and support expectations of its positive effect. Grounded on socio-cultural and second language acquisition theories, it is hypothesized that CLIL enables students to acquire an FL through increased exposure to and engagement with this language and content subjects providing the context and motivation for authentic and purposeful communication (Ruiz de Zarobe, 2008). Given the inextricable relationship between content and language, it is believed that the learning of content contributes to the learning of language and a mastery of language gives learners easier access to content (Surmount et al., 2014). However, when examining the "language" involved in learning content subjects, it is

observed that academic language differs considerably from everyday language, in terms of the cognitive demand and contextual support available, or the different usage of lexico- grammar, sentence patterns and text types (Cummins, 2000). Such subject- specific academic language poses difficulties for FL learners.

Additionally, CLIL is based on theories assuring that language is acquired implicitly in interaction with the social environment and through the scaffolding of facilitative language learning (Gass & Mackey, 2007, Moghadama & Fatemipourb, 2014). This makes CLIL learners in need of additional support that can enable them to deal with the challenging input of CLIL classroom: an additional language and new content. Also, they need to be supported in their production (output) of both subject and content using various scaffolding techniques. In this perspective, Mehisto, Marsh & Frigols (2008), and Meyer (2010) conclude that scaffolding reduces the cognitive load and lowers frustration in this new dual focused experience.

Language instruction organized around functional linguistic topics and subject matter concurrently rather than strictly linguistic issues can be identified in research evidence from Krashen's monitor model, which has featured prominently in rationales for CLIL. It proposes that language acquisition requires an extensive amount of comprehensible input in a setting which resembles the acquisition of L1 and focuses on language meaning rather than form (Krashen, 1985). Thus, CLIL seems to be an ideal method for language learning, as the learners are provided with the every opportunity to engage in meaningful exposure and use of the language (Garcia, 2008; Naves, 2009). That's why Krashen states that comprehensible subject-matter class is better than language class, because in the latter the teacher doesn't find what to talk about. But with CLIL, the comprehensible input is presented through contextual clues (Lightbown & Spada, 2006).

#### **The CLIL Multidimensional Learning Framework (The 4Cs):**

CLIL is realized into four parameters (4Cs): cognition, content, communication and culture. Content is the subject being dealt with, communication is language and learning usage, cognition is learning and thinking processes and culture includes developing intercultural understanding and global citizenship (Coyle, 2006, Coyle, Hood & Marsh, 2010). This framework offers a sound theoretical and methodological foundation for planning CLIL lessons and constructing

materials, because of its integrative nature. This refers to a shift in methodology from the traditional focus on transmission of knowledge to ones which involve more engagement and interactivity. Additionally, CLIL serves as a tool to activate learners' personal experiences and give them as much time as possible to interact in a nonthreatening environment.

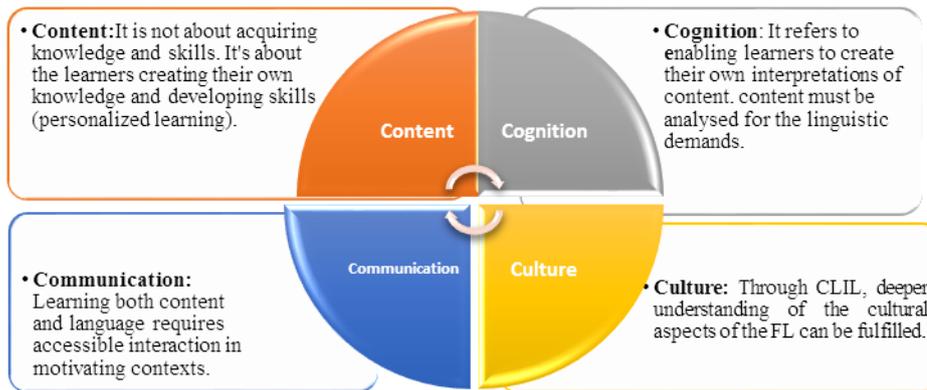


Figure (2) The CLIL 4Cs (Adapted from Jeong & Yilo, 2018: 9)

CLIL should also provide rich setting for developing thinking skills in conjunction with both basic interpersonal communication skills (BICs) and cognitive academic language proficiency (CALP) (Gevany, Fernando, Smith & David, 2020). As for culture, it is described by Jeong and Yilo (2018) as a thread which weaves its way throughout any topic on theme and adds a learning value to CLIL contexts. Such contexts involve opportunities that enrich the learners' understanding of their own culture and that of others speaking the foreign language. This in turn promotes intercultural understanding (Docyle, Holmes & King, 2009). Consequently, the framework widens the view to CLIL by adding cultural and cognitive dimensions to language and content and highlights its unique features.

**The language triptych in CLIL:** This model provides analysis of the CLIL vehicular language from three interrelated perspectives

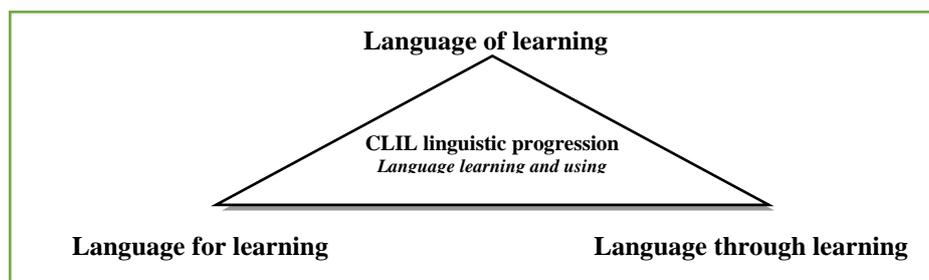


Figure (3) The CLIL Language Triptych (Source: Coyle et al., 2010: 36)

- 1- *Language of learning* refers to language as a tool for knowledge construction. This includes the discipline- specific vocabulary and typical grammatical and syntactical forms most commonly encountered in this discipline. As a result, CLIL teachers are required to address the linguistic (foundational and notional) demands of the content.
- 2- *Language for learning* refers to the kind of language needed to operate in a foreign language environment which allows the learner to participate activity. In this regard, the focus is on engaging in collaborative work for developing a repertoire of speech acts which are fundamental for content tasks to be carried out effectively, such as describing, drawing conclusions, and evaluating.
- 3- Unlike the other two perspectives, *language through learning* is unplanned and spontaneous. Despite its unpredictable nature, it can contribute to further language development. In the CLIL process, learners participate actively by articulating and refining their learning. This ultimately leads to deeper learning.

These frameworks could clarify features of CLIL and differentiate it from other similar pedagogies. They also added a lot to the rationale for its potential effects.

#### **Challenges of implementing CLIL:**

However ideal CLIL might seem to the teaching of foreign languages, there undoubtedly exist certain difficulties on the way of implementing CLIL. Pena (2017) divides them in terms of methodology, teachers, and students. First, how to move away from transmissional models of teaching is a main methodological challenge that can be overcome by more inquiry models of teaching and learning and a high level of interaction. Furthermore, another challenge is finding appropriate materials and utilizing them effectively, as materials must serve the dual functions (Naves, 2009).

Bovellan (2014) investigated CLIL teachers' beliefs about the way they adapted materials for their classrooms. The teachers commented that the level of language in scientific texts found online is often too challenging for their students and must be modified. The methods they used for adapting texts were simplification, elaboration and discursification. Experimentally, Cammarata and Tedick (2012) found that a lack of appropriate resources could be a barrier to effective

integration. Thus, appropriate materials tailored to CLIL requirements should be available and teachers should be trained to prepare them.

The insufficient number of teachers who are both competent linguists and experts in the content subjects is another challenge. Deswila, Kustati, Bersal and Sukand (2020) believe that subject teachers may be more inclined to focus on content-related outcomes than the concurrent language objectives and may lack the necessary language awareness to understand the linguistic demands of their subject. Similarly, language experts whose priority remains achieving language goals may be less familiar with the relevant discipline- specific pedagogies that enable learners to access, process and contextualize the new knowledge effectively (Mehisto et al., 2008). In both cases, tensions may rise which could impede the effective implementation of CLIL and can be inhibitive to both content and language learning (Butzkamm and Caldwell, 2009). This challenge may be due to deficiency in qualifying the CLIL teacher which resulted in inability to achieve the due balance. Mehisto et al. (2008) assert that stepping outside one's comfort zone into partly uncharted territory is an essential step in the CLIL journey. Also, the departmental barriers should be overcome to make language and content practically integrated. Klimovo (2012) proposes that it is the school offering provision of CLIL which determines the recruitment criteria and provides the required training.

CLIL students also have a cognitive load due to the challenge of learning content and a foreign language simultaneously. The potential difficulty in understanding and assimilating the language may impede learning the content and complexity of the content may hinder language development (Smit, 2010). Along with this, speaking in a foreign language about a content may create a situation of anxiety and affect self-confidence. Experimentally, the results of the study conducted by Yip et al. (2003) indicated that the high school students were disadvantaged by instruction in English in geography, history, and science. This is consistent with findings of Gibbons' study (2009). It was observed that L2 learners encountered immense difficulties when they tried to master academic literacy and content knowledge at the same time. In this respect, Aspel (2012) identifies drop-outs in the German CLIL programs because students found no particularly logical reason why they should study a content and a language simultaneously trying to

make the unnatural natural. Some students liked the content but not language or vice versa.

This may be because effective use of CLIL requires knowledgeable teachers and supportive learning environment. Also, the CLIL students need to be cognitively engaged at their own appropriate level when combining cognitive and linguistic demands. They need to have achieved a threshold in the FL to be able to cope . The real motivating force probably comes from the teacher, so the purpose of CLIL should be authentic and justifiable, and the goals should be clearer. Students should be told about the 2 (language and content) for 1 idea which makes CLIL highly cost- effective (Bruton, 2013). Pena (2017) proposes to stop looking at content and language as two separate entities and instead see them as one process. Besides, proper scaffolding in nonthreatening environment where errors are dealt with as learning chances and natural outcomes of learning are a way to help students overcome such a cognitive load. Also, what a teacher should offer is a learner- based needs orientation (Munoz, 2015).

Finally, the culture issue causes serious discrepancies, since content teaching doesn't necessarily suppose day-to-day communication on current affairs on the inclusion of FL cultural features, although Coyle et al. (2010) argues that it should. He argues for the need to "re-culture" the teaching of English, precisely because of instrumentality of this language. These issues should be dealt with as questions to be resolved by research. The above-mentioned challenges should be given attention by researchers and decision- makers before implementing CLIL.

#### **The learning gains of CLIL provision:**

CLIL gains require teachers to formulate clear learning outcomes for both content and language systematic progression. Also, the amount of FL input in the CLIL classroom usually facilitates the desired positive outcomes. Experimentally, Pladevall-Ballester (2014) found that teachers considered the CLIL experience to be positive, since they observed how the motivation of students raised and how students learned in a meaningful way almost without realizing it. More recently, Lo (2020) implemented CLIL teacher education models based on cross-curricular collaboration among secondary school teachers. The study revealed that CLIL workshops contributed to teachers' growth in language awareness. The workshops also benefitted teachers developing

an identity as language educators regardless of their subject matter specialization. Studies contextualized in pre-service teacher education programmes have yielded similar results. Bower (2013), Roque and Vidal (2015) observed that student-teachers were motivated to adopt CLIL in their future practices due to the factor of novelty and its positive effect on learning. The studies conducted by Pena et al. (2017) and Huang (2020) supported this finding.

The strong view on the positive benefits of CLIL seems to be that supposedly both FL and content capacities develop more efficiently and effectively (Gema, Falomir, 2020), while the weaker view is that it is the FL development that is enhanced, while the content development does not suffer. The study conducted by Weilander (2014) investigated CLIL in German undergraduate programs in the UK. The focus was on how this approach was experienced by both instructors and students. Data indicated that German students considered CLIL challenging yet beneficial for their language development. Staff interviews yielded similar results. Similarly, Surmont et al. (2016) reported positive effects of CLIL on learning science and mathematics in both the short and long term. That provides experimental evidence to Coyle's (2010) belief that CLIL is the solution to modern language problems especially motivation. Also, CLIL has a significant contribution to cultivating the cosmopolitan identity advocated by Hargreaves- where learning and using languages for different purposes generate tolerance, curiosity and responsibility as global citizens (Moghadama & Fatemipour, 2014). This is fundamentally because of emphasis on the cultural aspect as a main component in the CLIL pedagogy.

Although it is premature to establish generalizations concerning the impact of CLIL, research seems to point to an advantage for CLIL learners when overall linguistic competence is assessed. This advantage includes general proficiency in English (Coyle, 2007; Dalton-Puffer, 2007; Lorenzo, Casal & Moore, 2010), faster morphosyntactic development (Ruiz de Zarobe, 2008; Garcia, Mayo, 2015), greater fluency (Gallardo del Puerto et al., 2009), a greater amount of receptive vocabulary (Jimenez & Ruiz de Zarobe, 2009) less reliance on their first language (Celaya & Ruiz de Zarobe, 2010) and a more intelligible and less irritating foreign accent (Gallardo del Puerto, & Lacabex, 2013). CLIL provision also proved to be effective in lexical richness and sophistication with higher reliance on FL (Arno-Marcia & Bares, 2015;

Fujimura, 2018; Huang, 2020). Literacy is cognitively demanding because it requires a more precise command of language with added support in order for content to be understood (Valeo, 2018). CLIL was found to be effective in developing reading skills (Chostelidoua & Griva, 2014; Roque & Vidal, 2015; Diab, 2018), general receptive skills (Rumlich, 2014), listening comprehension (Lasagabaster, 2008; Varcuti, 2010) and motivation (Vasenkel, et al., 2020). However the effect was not found in some studies with regard to listening (Roque & Vidal, 2015) lexico-grammatical abilities (Martinez & Mangado, 2015), textual competence and academic literacy (Voll, 2005).

The general productive skills also improved by CLIL provision (Ackeri, 2007; Ruiz de Zarobe, 2008; Hüttner, et al., 2013; Agirre & Azkaria, 2016). Writing performance developed in terms of accuracy (Roque & Vidal, 2015), fluency and lexical and syntactic complexity (Navés & Victori, 2010; Navés, 2011 & Ruiz de Zarobe, 2008; Gema & Falmir, 2020). Dalton-Puffer et al. (2011) also found that the CLIL students were more communicative and self-confident in oral tasks. Furthermore, the CLIL interactive classroom methodology is believed to enhance learning opportunities because it provides plenty of real and meaningful input to the learners and raises their overall proficiency in the target language (Coyle, 2007; Pistorio, 2010; Mayo & Ibarrola, 2017).

On the other hand, previous research applying error analysis in CLIL has revealed that CLIL learners don't always make fewer mistakes than non CLIL learners (Ackerl, 2007). In pronunciation, results are not so definite and little research has been done in that domain. The research undertaken by Gallardo del Puerto et al. (2009) indicated that CLIL students had a more intelligible and less irritating accent than the non-CLIL counterparts, but no statistically significant differences were encountered in the degree of foreign accent. In the study conducted by Basse (2015) errors analysis showed that the non-CLIL learners made significantly more errors than CLIL learners in the oral texts after audio recording and transcribing their oral production (10% and 5%). Also, it was found that the errors made by the CLIL students in both oral and written tasks were mainly related to grammar which implies that more focus on form approach would be necessary in the CLIL contexts. This makes it necessary to change the traditional method to new ones like projects or oral presentations where grammar can be incorporated.

Another linguistic domain where inconclusive results have been provided is the field of morphosyntax (Ackerl, 2007; Martínez & Mangado, 2015). These studies show how some aspects may be positively affected ( e.g. affixical morphemes) by the approach, while no differences are found in other morphosyntactic components (use of some tenses, null subjects, negation, suppletive forms). It may be the case that CLIL contexts and methodologies are more adequate for certain competencies to evolve, while the acquisition of some other components need more time to emerge, if they ever do so in a consistent way. Further research will provide more insights in the field and offer more definite results.

The generally positive outcomes for CLIL programs have been massively contested. Dallinger et al. (2016) found that no statistically significant differences were detected between the CLIL and non-CLIL groups in learning the content. That's why the researcher stated that the effect of CLIL on achievement in the content subject is still unclear. Canado's (2018) study was conducted to investigate the effects of CLIL on both language competence and content knowledge of the primary and secondary education students. The results evinced that CLIL is not detrimentally impacting language competence nor content learning. In Argentina, Banegas (2015) analyzed a group of CLIL lesson plans developed by a cohort of EFL student-teachers. It was found that their lesson plans focused on content, whereas language teaching was reduced to vocabulary teaching or recycling prior knowledge. The student-teachers also encountered problems at the level of imbuing the lesson plans with opportunities for higher-order thinking skills development.

An overview of the linguistic impact of CLIL shows that no consensus is found. There are aspects which are either unaffected by CLIL or for which research is inexistent or inconclusive, namely syntax, productive vocabulary, written accuracy, discourse skills and pragmatic efficiency. The positive impact has generally being attributed to higher quantity and quality of exposure. However, methodological issues are still unresolved. This indicates that the results of studies couldn't put an end to the debate over the effect of CLIL. One of the areas that requires more investigation is oral presentation, the focus of the present study. CLIL is still a problematic and controversial issue and more studies are still needed to end this scholarly debate. In this sense, the pendulum needs to be brought to a standstill by escalating solid empirical research

into the topic. Also, research endeavor helps to defuse fears about the negative effects of CLIL and provides effective procedures for positive impact.

### **CLIL and oral presentation:**

One of the shortcomings of earlier bilingual models was the relative lack of productive proficiency especially in speaking. The understanding that, in order for learners to develop such proficiency, they need a content-rich learning environment where they are encouraged to use the FL for authentic communication to achieve content-driven outcomes, has been the argument in favor of CLIL education. Provoking thinking creates a link between both CLIL and oral presentation. When a learner prepares for a persuasive oral presentation, for example, he has to think via real problems that are affecting the audience, provide alternative solutions to these problems and think about the positive and negative consequences of solutions before communicating them to others. Learners as thinkers raise important questions, gather and assess some relevant information, and interpret it effectively to come to reasonable conclusions, then they test them against some relevant criteria. In this way, they think openly in the frame of alternative systems of thinking, recognizing as well as assessing some assumptions and implications (Freeley, A. & Steinberg, 2009, Juan, 2010 & Izquierdo, 2010).

In the same vein, the need to create a context where language is learnt through really participating in using the language makes oral presentation and CLIL related. Lorenzo, Casal and Moore (2010) argue that CLIL reflects a communicate -to- learn other than the learn -to-communicate principle. This indicates that without a more exposure to the target language and more opportunities for students to communicate using it, it will not be a CLIL context. The study conducted by Mayo & Ibarrola (2017) examines whether the special characteristics of CLIL (more exposure to the target language and interactive methodology) have an effect on CLIL children's oral performance. Findings indicated that CLIL learners negotiated more and resorted to the L1 less frequently than FL learner counterparts. Also, they were more fluent and their total number of turns and utterances were higher. They were also more able to interact. In Fujimura's (2018) study, class observations at higher education showed that discourse in CLIL classes was highly dialogic between the teacher and the students. A frequent teacher-student verbal

interaction was a salient feature in the data. This finding confirmed the results of Dalton-Puffer's study (2007) in which the researcher investigated patterns in language use and forms used in CLIL lessons (grades 5-13). The results showed that extended teacher monologue was absent from the data. Instead, teachers frequently asked questions and encouraged students' participation in the classroom discourse. This active verbal exchange makes the CLIL learner play a role in the construction of knowledge.

Also, Llinares, Morton and Whittaker's (2013) study offers valuable insights into how dialogic teaching affects students' language use and content learning in CLIL settings. It was found that the CLIL students used a variety of modality more than the non-CLIL students. This frequent use of modality could be attributed to the way CLIL classes were taught and the interactive atmosphere. In Esleban's (2015) study, storytelling was used in CLIL classes as a receptive and productive educational resource in which the teacher and students interact and negotiate meanings enthusiastically. This leads to the finding that storytelling can be considered an effective educational CLIL resource that facilitates not only the effective acquisition of content, but also cognitive development and communication of the FL.

In a qualitative action research conducted by Nitschneider (2017), the purpose was investigating the perceptions of teachers about the most effective CLIL practices. It was found that giving presentations was the most effective CLIL practice, and lecturing was the least effective. An action research project conducted by Martínez, Urrego, Gonzalo & Soto (2018) analyzed the influence of the dramatic expression strategy in the English oral production through CLIL approach. More of the half of the students at the seventh grade were located in the initial level of the test and just one in the advanced level; meanwhile, in the final test, more of the half of the students were located in the medium level and three in the advanced one. These results generated changes in the school system and new subjects were implemented in all grades such as history of art, oral skills and theater as an extracurricular activity taking into account the CLIL principles. This indicates that lecturing has no longer been the choice of the CLIL teacher.

A group of studies was concerned with the different CLIL exposure levels and spoken production. For instance, Ruiz de Zarobe (2008) analyzed the effects of two different CLIL exposure levels on

spoken production. The CLIL groups tended to outperform the traditional group, but the CLIL group with more exposure had better results than the other CLIL group. The study concluded that the more exposure, the better the oral outcomes.

As for the effect of CLIL on the oral production, the study conducted by Gallardo del Puerto and Lacabex (2013) indicated that Secondary Grade 3 and 4 CLIL learners' productions were holistically perceived to exhibit better fluency, lexis and grammar than those of non-CLIL peers. Besides, although non-CLIL learners' productions were greater in quantity and longer in time, CLIL learners produced denser and more fluent narrations. Additionally, CLIL learners resorted to their first language to a lesser extent and demanded fewer vocabulary clarifications. Llinares, Morton and Whittaker (2013) also reported that they noticed a rise in the secondary level students' oral fluency by the end of the year, and commented that CLIL productions were as rich as those produced by traditional EFL learners in late secondary levels.

Similarly, Canado (2017) investigated the effect of CLIL on oral narrative competence and revealed that the CLIL group outperformed their non-CLIL counterparts in concluding the story elements. In this respect, Paschalidou (2019) investigated whether CLIL could benefit two parameters of oral output: fluency and quantity. The findings revealed considerable gains in fluency, especially for the words per minute variable, but inconclusive results concerning quantity. In a recent study conducted by Gema and Falomir (2020), the results demonstrated that CLIL program in primary education fostered the learning of specific vocabulary related to the scientific content. The CLIL group outperformed the EFL group in the use of complex grammatical structures, oral fluency, confidence and pronunciation. On the other hand, they have found that the EFL program offered better results in use of everyday language, accuracy and oral comprehension.

On the other hand, a study conducted by Ruiz de Zarobe (2007) found that CLIL had no effect on oral production to give evidence that this research area with its confounding results still needs more investigation. Furthermore, the aim of Gallardo del Puerto and Adrián's study (2015) was to gain insight into the use of oral presentations in English at Higher Education. A CLIL group vs. an EFL group were asked about their experience with oral presentations after they received theoretical and practical training in how to make good oral presentations.

Unfortunately, CLIL students did not perceive that their oral skills had improved after the training, which suggests that CLIL lessons, in contrast to EFL settings, may be focused on content to the detriment of the language component. In the same vein, Rallo Fabra & Jacob (2015) examined fluency and number of vowel errors in a CLIL group and a traditional EFL group (14-15 years old). The researchers did not find significant differences in the fluency of the story-telling task or in the rate of vowel errors in the read-aloud task between the CLIL group and the traditional EFL group after two years of CLIL instruction. In this respect, Fujimura (2018) found that the benefits of CLIL did not seem to work so effectively for productive skills. Such contradicting findings were a motivating force to conduct this research for either rejection or confirmation of the hypothetical impact and thus to help bridge this research gap.

Based on the review of literature and related studies, these results could be indicative to the beneficial effect of CLIL instruction on some oral production aspects and absence of effect on others. Furthermore, CLIL research can be categorized as follows: (a) product-oriented studies on student's learning regarding linguistic and content learning gains, (b) process-oriented studies focusing on CLIL classroom discourse and procedures, (c) analyzing students' written and oral production in relation to subject disciplines and in terms of amount of production, density of production, and errors made, and (d) CLIL students' attitudinal factors including motivation, engagement, attitude, self-efficacy, self-confidence, etc. This display shows that more studies are still needed to examine the effect of CLIL on the pre-service teachers' oral presentation skills which are considered one of the essential requirements of the teaching profession nowadays.

### **CLIL and Disciplinary Knowledge:**

CLIL learners are expected to acquire both content knowledge and linguistic knowledge. Therefore, they needed to be provided with what Krashen (2000) termed 'comprehensible input'. CLIL learners are intellectually challenged to gain understanding, discover new meaning, solve problems, discuss, transform and critically process content information. Research has proved that CLIL, in most cases, promotes not only linguistic competence, but also has an impact on conceptualization, literally how one thinks, because of the different 'thinking horizons' which result from working in another language. Being able to think

about something in different languages can enrich understanding and association of concepts, and help broaden conceptual mapping resources. CLIL offers such a learning environment where learners get a chance to use their cognitive skills and to construct their own knowledge (Hansova, 2014). Coyle et al.(2010) indicate that the 4 Cs mentioned before can only be successfully developed if students are cognitively engaged and intellectually challenged. Teachers need to help learners develop both low and high thinking skills in disciplinary knowledge as indicated before. In CLIL, teachers and learners smoothly move from concrete thinking: the here and now; the real and specific (LOT) towards abstract thinking: the complex and analytical; the creative and evaluative (HOT).

The research undertaken in relation to the content dimension of CLIL has provided some contradictory results. Experimentally, Deswila, Kustati, Bestral & Sukandi (2020) found that the use of CLIL was effective to develop both language and content learning. Geovanny, Fernando, Mario and David (2020) supported this finding when they used this methodology in combination with blended learning in Colombia. Students also indicated that the linguistic component helped them better understand the content. Other studies gave different results. For example, Jäppinen (2006) found that CLIL environments were successful in offering the learners favourable conditions for content-learning. However, no statistically significant differences emerged between the CLIL and non-CLIL groups (aged between 7 and 15). The youngest CLIL group obtained slightly negative results (they encountered difficulties with very abstract topics), the middle group obtained weak positive results, and no effects were encountered in those students between 13 and 15 years of age. Similar results were obtained earlier by Voll (2005) where CLIL learners reached higher levels of tolerance of frustration and higher communicative competence which led to a more intensified mental construction activity, although both cohorts (CLIL and non-CLIL) showed problems in academic literacy and academic language of geography. In Switzerland, Stohler's (2006) empirical study examined several schools in which German or French were used as a foreign language. The researcher found out that no significant differences existed in the acquisition of knowledge when pupils were taught in their first language or when they were taught through the foreign language. It was found by Coonan (2007) that

students sometimes resorted to their mother tongue to demonstrate their content knowledge when having difficulties with the foreign language. Therefore, these contradicting results make it necessary to find more effective procedures for CLIL to achieve its goals.

### **CLIL, Disciplinary Knowledge and Oral Presentation:**

Language intended in CLIL is the language that assists the learner express content in addition to the specialized language used in a certain discipline. This specialised terminology and concepts form an obvious starting point for CLIL teachers who should be usually aware of the need to pass on the key terminology in the discipline they deal with (Boulton, 2015). This means that language is learned for content and content wears the target language under the CLIL pedagogy. In a CLIL classroom, an oral presentation can be an ideal form of oral production in which learners use language to deliver a comprehensible input in a certain discipline. In the current research, oral presentations were used to motivate students to develop both their content knowledge and the language they used to express it. Thus, they used academic terms related to the target discipline and syntactic patterns suitable to the discipline requirements. This highlights the possible link between these variables

In the context of CLIL science classrooms, vocabulary related to the specific discipline is taught. In the three tier model of teaching specialized vocabulary devised by Beck, McKeown, and Kucan (2002), tier two includes general academic terms and tier three includes subject specific science terms. Both types are needed by CLIL learners. Also, the provision of structures and developing coping strategies are a part of effective CLIL teaching. In CLIL classrooms, the language used in and for teaching and learning plays a much more complex and essential role than in earlier forms of bilingual education which were often much more concerned with imparting content knowledge, while any gains in linguistic proficiency were thought to happen ‘naturally’ and almost incidentally.

Given that oral production in CLIL is still in need of further examination as inconclusive results have been reported, the present research intended to look into the effect of CLIL on oral presentation skills and content knowledge. Therefore, the need of the EFL pre-service teachers of innovative methods like CLIL to cope with the current development of curricula in the Egyptian context in particular is undoubted. This development incorporates a scientific content in the

EFL curriculum without preparing teachers for this task. CLIL could make up for the limited exposure and the over emphasis on content at the expense of language.

### **Context of the Problem:**

Nowadays, language and content are required to be integrated, simply because no language away from content and no content without language. However, many forms of combining content and language could not achieve real balance between the two. For example, language production in content-based classes was found to be so limited as indicated before. Also, immersion which mainly depends on native speaker teachers is not always proper in the Egyptian public school context. Canado (2018), states that ESP courses are prepared and taught by content experts without a language consultant and no language support is offered to students to put the content into practice.

For oral production in particular, student teachers' level is not satisfactory, though they use oral presentation as a learning and teaching requirement. It's a form of the learner's independent construction of knowledge that goes in line with recent calls for the learner's activeness and autonomy and also a means for making the academic content comprehensible to ELLs as indicated by Ali (2018) and Deswila, et al. (2020). With the poor oral skills and disciplinary knowledge among EFL student teachers who are supposed to be responsible for developing such aspects among their own students, CLIL as one of the most popular terminologies in this context has been used as a proper alternative. In tertiary education where CLIL provision is scarce (Dalton-Puffer, et al., 2010; Llinares et al., 2012; Sasajima, 2013; Deswila, et al., 2020), students are exposed to dense disciplinary knowledge and need to actively take part in practices that include working with language and content like giving presentations and preparing research papers. Thus, it is essential to teacher preparation programs especially with the current development of language curricula in Egypt to offer opportunities for future teachers to identify how to best deliver instruction to ELLs in ways that allow them to achieve academic gains.

Also, CLIL teachers take on a considerable amount of extra work which usually implies higher levels of motivation and pedagogical interest. This makes them in need of clear procedures and vision about their task. Research results indicate that teachers are often underprepared to educate ELLs without additional support or professional development.

To document the problem of the present research, the researcher conducted a pilot study on a sample of the third year students enrolled in English Department at Damanhour Faculty of Education (N=20). The pilot study consisted of an EFL oral presentation skills test and an EFL disciplinary knowledge test in health education. In the first test, students were assigned to give an individual oral presentation on Covid 19. They were given enough time to get ready for the task. The students' performance was well observed and video recorded. Criteria used for evaluation were: range of language, accuracy, fluency, structure of the presentation, and use of non-verbal language. A holistic scale was used for analyzing performance.

First, participants were not willing to show their English level in front of others. This indicates lack of experience and self confidence in their ability to give satisfactory oral presentations. With regard to range of language (knowledge of words and sentences to present effectively), the learners did not have sufficient vocabulary to communicate in a situation of formal presentations. Regarding accuracy, participants had difficulties in producing accurate utterances. Examples of lack of accuracy included the lack of the auxiliary verbs when asking questions 'understand me?', lack of agreement; 'People is', or incorrect use of the verbs and tense 'As I say before', and lack of knowledge of plural forms: 'Childs', 'Childrens'. Many prepositions were also used incorrectly, such as 'with other words, 'contribute in', and 'a kind from' instead of 'in other words', 'contribute to', and a kind of' respectively.

As for the fluency, communicative flow was complemented by such unwanted long pauses with meaningless fillers such as 'Yes, yes', 'You see?', 'Well. Some students frequently read directly from the notes they had already prepared and could not improvise. Because many of them could not find the appropriate word, they either resorted to the L1 or said, 'Let me think', 'I don't know how to say it', or stopped to think for too long. That indicates a poor choice or limited repertoire of vocabulary in the target discipline. It was also found that many words were not well-articulated and thus impeded comprehension. Poor pronunciation in a professional environment can harm one's image, as it occurs in front of classmates and students later on.

The structure of the presentation was lost and that made comprehensibility among the audience so low. Students jumped from one idea to another without considering any smooth transition among

parts. Heavy reliance on the notes prepared before was observed, and thus use of non-verbal language was limited. Generally speaking, the problem of poor oral presentation becomes more intensified when it is found among the pre-service teachers whose main task is to develop skills and present content orally in a comprehensible way.

As for the disciplinary knowledge test, the majority of the participants (81%) of the total number of the students only answered the LOT questions and left the HOT questions unanswered. Even their answers to the LOT questions were not all correct (only 12% of their answers were correct). This indicates poor disciplinary knowledge of the participants and inability to deal with questions of high order thinking in this discipline.

Additionally, observing some lectures (N=5) on health education in English showed that teaching was restricted to imparting the scientific content and overlooked language which was supposed to convey that content. Even if students understood the content, they were still unable to express their comprehension, discuss, or work deeply with information due to lack of concern with the linguistic aspects. The teacher tended to switch to the L1 for comprehension reasons. Students' oral participation was so limited and did not exceed answering or asking questions. Interaction was almost absent due to dominance of the lecture method.

### **Problem of the Research:**

Based on review of related literature and results of the pilot study, the levels of oral presentation skills and disciplinary knowledge among majors at Damanhour Faculty of Education were poor. Therefore, the researcher aimed at developing pre-service teachers' oral presentation skills and disciplinary knowledge using CLIL.

### **Questions of Research:**

- 1) What are the EFL oral presentation skills required to the EFL majors at Faculty of Education?
- 2) What are the features of the CLIL-based program?
- 3) What is the effectiveness of using the CLIL-based program in developing the oral presentation skills among the EFL majors at Faculty of Education?
- 4) What is the effectiveness of the CILI based- program in developing the disciplinary knowledge among the EFL majors at Faculty of Education?

### Hypotheses of the Research:

Based on reviewing related literature, the research sought to verify the following hypotheses:

1. There is a statistically significant difference between the mean scores of the post assessment of the experimental group and the control group in the overall oral presentation skills in favor of the experimental group.
2. There are statistically significant differences between the mean scores of the post assessment of the experimental group and the control group in the oral presentation sub-skills (the eight skills mentioned above) in favor of the experimental group.
3. There are statistically significant differences between the mean scores of the post assessment of the experimental group and the control group in the disciplinary knowledge in favor of the experimental group.

This hypothesis has two sub-hypotheses.

- There is a statistically significant difference between the post-test mean scores of the control and experimental groups in low order thinking skills (LOT) in favor of the experimental group.
- There is a statistically significant difference between the post mean scores of the control and experimental groups in the high order thinking skills (HOT) in favor of the experimental group.

### Significance of the research:

The present research may be hopefully significant to:

- **Pre-service teachers at Faculty of Education:** Developing their performance in oral presentation including preparing for and delivering presentations based on the CLIL principles and developing disciplinary knowledge as well.
- **EFL Researchers:** Encouraging them to implement the CLIL pedagogy in further research with other variables and drawing attention to its potential impact on both language and content learning.
- **EFL Teachers:** Providing clear CLIL procedures that might combine content and language and develop oral presentation and disciplinary knowledge concurrently.
- **Course Designers:** Encouraging them to consider CLIL principles and procedures in curriculum design to cope with the current curricular development in Egypt.

**Method of the Research:****[1] Participants of the Research:**

The sample under investigation consisted of a group of third year students in English section at Damanhour Faculty of Education (N=60). The students were randomly assigned to two equal groups: a control group and an experimental one. The pretest results showed that the participants weren't different in the study variables which means they were equivalent in their prior levels at these variables.

**Table (2) T-test results of the pre-administration of the study dependant variables comparing the control and experimental groups**

Dependant variable	Group	N.	Mean	SD.	T-value	Sig.
Overall oral presentation skills	Cont.	30	12.933	1.98152	1.071	0.289
	Ex.	30	13.733	3.5809		
Responsiveness to the audience	Cont.	30	1.6667	0.66089	0.605	0.547
	Ex.	30	1.9000	2.00603		
Grammatical accuracy	Cont.	30	1.5607	0.478	0.215	0.830
	Ex.	30	1.5333	0.62881		
Organization	Cont.	30	1.5000	0.62972	1.869	0.067
	Ex.	30	1.8333	0.74664		
Fluency	Cont.	30	1.4667	0.68145	1.708	0.93
	Ex.	30	1.7667	0.67891		
Use of lexical variety	Ex.	30	1.6333	0.66868	0.194	0.847
	Cont.	30	1.6667	0.66089		
Overall delivery	Ex.	30	1.7667	0.67891	0.717	0.476
	Cont.	30	1.9000	0.75886		
Content knowledge	Ex.	30	1.5333	0.62881	1.381	0.173
	Cont.	30	1.7667	0.67891		
Pronunciation	Ex.	30	1.8000	0.71438	1.725	0.090
	Cont.	30	1.5000	0.62972		
LOT	Ex.	30	7.6000	1.16264	0.112	0.911
	Cont.	30	7.5667	1.13512		
HOT	Ex.	30	5.3000	1.39333	1.07	0.28
	Cont.	30	4.4664	1.07425		

The above table shows that there were no statistically significant differences between the mean scores of the control group and experimental group in the research dependent variables. This indicates homogeneity of the two groups. That is to say, the two groups were almost at the same level. Thus, any variance between the two groups after the experiment could be attributed to the intervention.

**Data Collection Instruments:** A group of instruments were prepared to achieve the research aims:

1. An EFL oral presentation skills questionnaire.
2. An EFL oral presentation skills test (extended production task), and an analytical scoring rubric.
3. An MCQ test for measuring the participants' disciplinary knowledge.
4. A semi- structured interview for triangulating data.

**[1] The EFL Oral Presentation Skills Questionnaire:**

\* **The Purpose:** The researcher reviewed related literature then prepared a questionnaire to identify the oral presentation skills required by the EFL majors when giving an oral presentation (See Appendix A). The preliminary questionnaire was submitted to a group of jury members. Based on their viewpoints, eight skills became the target of the present research.

\* **Sources of Designing the Questionnaire:** The questionnaire items were derived from related literature such as Yu (2003), Lasagabaster (2008), Van and Becker (2010), Villalobos (2015), Živković (2017) and Wahyuni (2018).

\* **Description of the Target EFL oral presentation Skills:**

The final list consisted of eight main skills as shown in the following table.

**Table (3) The oral presentation skills in the research**

Skills	Description
1. Responsiveness to the audience.	It refers to rapport to the audience by adapting the content to their prior knowledge, responding to questions immediately, and creating interactive atmosphere.
2. Grammatical range and accuracy	It refers to the accurate and appropriate use and range of the presenter's grammatical resource. Correctness, length and complexity of the spoken sentences are the key indicators
3. Organization/ presentation structure	It refers to the gradual sequence of ideas and smooth transition from one idea to another and from one stage to another. Presenting identifiable structure helps listeners to follow up the line of reasoning and keeps them attentive.
4. Fluency	It refers to producing the FL with native-like rapidity, pausing, hesitation, and reformulation, reasonable levels of continuity, rate, and effort with minimal unwanted pauses. The presenter links ideas and language together to form coherent connected speech.
5. Lexical variety	It refers to the range or amount of vocabulary the learner can

Skills	Description
	use and the precision with which meanings and attitudes can be expressed. Variety, relevancy, and appropriateness of words used are the key indicators
6. Overall delivery	It refers to management of nonverbal expressions including voice, eye contact, pacing, and gestures in a way that enhances the listener's comprehensibility.
7. Content knowledge	It refers to clarity of exposition, depth, accuracy, elaboration and giving ideas support through examples, statistics, and explanations for more comprehension.
8. Pronunciation	It refers to producing comprehensible speech to fulfill the speaking task requirements. It is how well the learner pronounces the language and the communicative effect of the learner's pronunciation.

## [2] The Oral Presentation Skills Test (OPST):

The test was prepared by the researcher to measure the participants' EFL oral presentation performance (see Appendix B). Students were asked to select a topic out of three available topics in health education and give an individual oral presentation on it. They were told about the task a day before the presentation to give them enough time to prepare for the task, look for sources, organize information, make enough rehearsal and thus get rid of anxiety resulting from novelty of the experience. For more clarification, some instructions were given including time, aids, voice, and interaction.

\* **Timing of the OPST:** The time was counted through getting the mean between the fastest student and slowest one in giving the oral presentation. It was found that the appropriate time was (20 minutes). No more time was allowed and students were asked to stop, if they exceeded the time limit.

\* **Piloting the OPST:** It was applied to a pilot sample of (N = 10) EFL majors at Damanhour Faculty of Education to investigate suitability of the test to the students, simplicity/difficulty of the task and sufficiency of the time limit.

\* **Scoring the OPST:** It was scored based on an analytical rubric (prepared by the researcher) to give detailed description of the participants' performance (see appendix C).

**Description of the Rubric:** The rubric was prepared for evaluating the target oral presentation skills. The four gradually ordered indicators of performance described the expected performance: 4 (advanced), 3 (high), 2 (medium) and 1 (low or poor).

**[3] The Disciplinary Content Knowledge Test:**

**The purpose of the test:** The researcher prepared this test to examine the students' level at content knowledge which was divided based on the level of thinking into two levels: low order thinking (LOT), and high order thinking (HOT). The LOTs deal with knowledge acquisition and include remembering, understanding, and applying. They refer to the basic understanding of a topic. The HOTs deal with knowledge deepening and using it in some way. They include analysis, evaluation, and creating.

**Sources of designing the test:** The test items were prepared by the researcher depending on a number of references in the area of Health Education like Mayer (2010), Cutis and Schmidt (2011), Green (2013) and World Health Organization (2019).

**Description of the test:** It was a short-answer test to maximize objectivity and avoid bias in scoring. The test consisted of two questions (a true or false question and a multiple choice one) including 64 items, 32 items for each. The two questions included LOT and HOT questions (32 items for each). The following table shows specifications of the test in terms of the levels, the corresponding items, and the number of items.

**Table (4) The Disciplinary Knowledge Test Specification**

Level	Items									Number of Items
LOTs	Q <sub>1</sub>	4	6	11	14	19	23	25	27	16
		5	7	12	17	20	32	26	31	
LOTs	Q <sub>2</sub>	1	7	10	12	17	20	23	31	16
		5	9	11	13	19	21	24	32	
HOTs	Q <sub>1</sub>	1	3	9	13	16	21	24	29	16
		2	8	10	15	18	22	28	30	
HOTs	Q <sub>2</sub>	2	4	8	15	18	25	27	29	16
		3	6	14	16	22	26	28	30	

**Scoring the test:** The test was corrected by the researcher based on a scoring sheet with model answers. Students were given (1) mark for the right answer and (0) for the wrong answer and the unanswered question (See Appendix D).

**Determining the validity of the research instruments:**

In order to ensure validity of the oral presentation test (including its scoring rubric), and the disciplinary content knowledge test, they were submitted to a jury of EFL staff members in curricula and teaching methods (N=10) (see Appendix F) who were kindly requested to provide

feedback regarding: clarity of instructions and information, suitability of the questions to measure the target skills, and the validity of the rubric and model answer. The jury's comments were considered and their modifications were incorporated in the instruments administration. Based on the Jury's feedback, the instruments proved to be suitable to the students' level, and appropriate for measuring what they were intended to describe or measure. Additionally, the tests had clear instructions, appropriate time limit, and were free from ambiguity when they were piloted.

#### **Reliability of the Research Instruments:**

Reliability of both the oral presentation skills test and the disciplinary knowledge test was measured using the test- retest method. They were administered twice with a two-week interval. Pearson correlations were calculated using SPSS (V.25) and were found (0.824) and (0.807) respectively. This indicated that they were reliable. Cronbach Alpha Coefficients were calculated for testing reliability. The reliability level was acceptable (ranging from 0.73 to 0.82).

#### **[4] Semi-Structured Interview:**

For collecting qualitative data and gaining a deeper understanding of the students' impressions concerning the effect of CLIL and its obstacles or difficulties, a semi-structured interview was conducted (See Appendix E). It was semi-structured because the researcher was flexible when giving supplementary questions or adapting the questions for more comprehension. The individual interviews were conducted, by the researcher, recorded, then analyzed. The main themes of the interview were directly related to the research variables (CLIL, oral presentation, and disciplinary content knowledge).

#### **Design of the Research:**

The current research followed the quasi-experimental research in the form of pre-test post-test control group design. The research is mainly quantitative where the independent variable is using a CLIL – based program, and the independent variables are oral presentation and developing disciplinary content knowledge. However, the data was triangulated by using a semi- structured interview for getting more understanding of the intervention effect.

#### **Material of the Research: Description of the CLIL- based Program:**

The CLIL- based program (See Appendix G) aimed to develop EFL oral presentation skills and disciplinary knowledge for EFL majors

at Faculty of Education. The treatment was divided into three stages: the orientation stage (two sessions) in which students were given the necessary knowledge about the research variables. The aim was to break the ice and make students familiar with the research variables and enthusiastic to take part. In the second stage, CLIL was implemented and students began to give guided oral presentations. The students were trained to develop both oral skills and content knowledge simultaneously. The linguistic demands were met to cope with the principles of CLIL. Multi-modal materials (texts, videos, power point presentations, printed handouts, graphic organizers) were used at this stage. Students were provided with scaffolding to help them overcome the cognitive linguistic load. In the final stage, students were assigned to give individual and group presentations with gradually decreasing amounts of support. In their presentations, they were asked to consider: The 4Cs of CLIL, the linguistic demands of the topic and the features of a good oral presentation. Students received feedback from the teacher, their peers in addition to self-reports. The activities used in the training were:

- Journal writing for self-evaluation and planning for the presentations, peer evaluation, learning entry, etc.
- Preparing for, giving, and reflecting on individual oral presentations.
- Team presentations.

**Objectives of the intervention: [1] Language Objectives:**

Developing oral presentation skills and meeting the linguistic demands of comprehending the academic content were the program objectives. Students were expected to:

- Acquire the main vocabulary related to the topic.
- Produce sentences that are meaningful and structurally sound.
- Be responsive to the audience.
- Use linking words properly.
- Use nonverbal skills like tone of voice and body language (gestures, eye contact, hand movement, pacing) effectively to increase comprehension.
- Explore the topic or issue through providing sufficient, clear, and accurate information.
- Deliver comprehensible input to the audience using the target language.

- Organize the presentation (introduction, body, and conclusion) to assist the audience to follow.

[2] **Cultural Objectives:** Students' cultural understanding of the content-related issues was another objective. Such objectives go in line with the (4Cs) and contribute to the multi-dimensional view of CLIL. The target issues were: nutrition, hygiene and common diseases.

[3] **Cognitive Objectives:** The intervention aimed to develop the participants' abilities to process the content actively rather than memorize it. These objectives were divided into: LOT and HOT skills. Such objectives are artificially separated for the purpose of study, but in fact they are interrelated.

**Duration of the intervention:** The intervention was implemented in the first semester of the academic year 2021/2022. The CLIL based program consisted of 12 sessions and lasted 6 weeks with 120 minutes for each session twice a week.

**Content of the intervention:** The intervention began with two introductory sessions about the research variables, followed by ten sessions in three units: nutrition ( three sessions), common diseases ( four sessions) and hygiene (three sessions).

**Tasks and activities:** Students worked in groups and individually to discuss and give oral presentations. Also, they observed each other and provided feedback.

**Guidelines of the intervention:**

1. Considering the 4Cs in CLIL pedagogy and the features of effective presentations.
2. Creating a balance between content and language in teaching and learning.
3. Dealing with errors as natural outcomes of learning in a non-threatening atmosphere.
4. Fostering interaction between the student and the teacher and between the students themselves based on mutual respect, support, and working for a common goal.

The program was revised by a group of jury members to validate the content in terms of suitability to the sample and use of methods and activities. The program was modified based on their remarks before implementation. Many references were used to construct the intervention like: Anderson and Krathwohl (2001), Dalton Puffer, et al. (2010),

Health Protection Agency (HPA) (2011), Cammatrata and Haley (2018) and Deswila, Kustati, Besral and Sukand (2020).

**Procedures of the Research: [1] Pre- implementation:**

- 1- Determining the EFL oral presentation skills required to the EFL at Faculty of Education.
- 2- Designing an OPST to measure the target skills among participants of the study sample and its scoring rubric and standardizing it.
- 3- Selecting a sample of third year students at Damanhour Faculty of Education (N=60) and dividing them into two equal groups: CLIL and non-CLIL.
- 4- Administering the OPST as a pretest to the study participants to determine their levels at these skills.
- 5- Designing a valid and reliable test for measuring the participants' disciplinary knowledge and standardizing it.
- 6- Applying the test to the study participants to determine their levels at disciplinary knowledge (LOTS and HOTS).
- 7- Designing a semi structured interview for triangulating data.
- 8- Designing the CLIL- based program through reviewing the literature and studies related to CLIL and the research dependent variables.

**[2] Implementation:** The CLIL-based program was applied to the CLIL group through: demonstration, modeling, guided practice, and autonomous practice.

**[3] Post Implementation:**

- Administering the quantitative data collection instruments including the oral presentation skills test, the disciplinary knowledge test and the semi- structured interview to examine the impact of the CLIL- based program.
- Analysing the data statistically.
- Interpreting findings.
- Concluding recommendations and suggestions for further research.

**Data Analysis:**

The data was statistically analyzed using the SPSS program (V.25). Once the mean scores were calculated, the T-tests were performed in order to compare the scores of both the CLIL and non CLIL students in the area of both oral presentation skills and disciplinary

knowledge. In addition, Cohen's effect size was calculated. Determination of effect size was based on review of Plansky and Oswald (2014).

### Findings of the Research:

Before presenting results of the research and analyzing them based on the hypotheses, a comparison between the control and experimental groups on the oral presentation skills and disciplinary knowledge was conducted. T-test for independent samples was used to examine if there were any statistically significant differences between the two groups before implementing the program.

#### [1] The quantitative findings:

##### \* Findings of Hypothesis (1):

This hypothesis states "there is a statistically significant difference between the mean scores of the post assessment of the control group and the experimental group in the overall oral presentation skills in favor of the experimental group".

As shown in table (6), the t-value was (27.423) which was significant at (0.05) level of significance. Consequently, the first hypothesis was supported.

**Table (5) T-values of the overall EFL oral presentation skills for both the control and experimental groups**

Group	N	Mean	SD	T-value	Sig.
Cont.	30	14.7667	1.73570	27.423	0.000
Ex.	30	26.4000	1.54474		

##### \* Findings of hypothesis (2):

This hypothesis states "there are statistically significant difference between the post test mean scores of the control group and experimental group in the oral presentation sub-skills in favor of the experimental group".

As shown in table (7), there were statistically significant differences between the post-test mean scores of the control group and the experimental group in these skills in favor of the experimental group. The t-values were (6.72) for responsiveness to the audience, (10.145) for grammatical accuracy, (10.660) for organization, (9.761) for fluency, (7.102) for use of lexical variety, (11.924) for overall delivery, (8.853) for content knowledge, and (10.351) for pronunciation.

Table (6) T-values between the control and experimental groups in the post assessment of the oral presentation subskills

Skill	Group	N.	Mean	SD.	T-value	Sig.
Responsiveness to the audience,	Cont.	30	2.0667	0.58329	6.72	0.000
	Ex.	30	3.1000	0.60743		
Grammatical accuracy	Cont.	30	1.9000	0.54772	10.145	0.000
	Ex.	30	3.333	0.54667		
Organization	Cont.	30	1.6333	0.49013	10.660	0.000
	Ex.	30	3.3000	0.70221		
Fluency	Cont.	30	1.6667	0.60648	9.761	0.000
	Ex.	30	3.2000	0.61026		
Lexical variety	Cont.	30	2.000	0.78784	7.102	0.000
	Ex.	30	3.333	0.66089		
Overall delivery	Cont.	30	1.5667	0.62606	11.924	0.000
	Ex.	30	3.4000	0.56324		
Content knowledge	Cont.	30	1.9333	0.63968	8.853	0.000
	Ex.	30	3.2667	0.52083		
Pronunciation	Cont.	30	2.000	0.058722	10.351	0.000
	Ex.	30	3.4667	0.50742		

All these values are significant at the (0.05) level. Therefore, the second hypothesis was supported.

**Findings of Hypothesis (3):** The hypothesis states "there is a statistically significant difference between the post-test means scores of the control group and the experimental group in disciplinary knowledge in favor of the experimental group". This hypothesis has two sub-hypotheses.

1. There is a statistically significant difference between the post-test mean scores of the control and experimental groups in low order thinking (LOT) in favor of the experimental group.
2. There is a statistically significant difference between the post mean scores of the control and experimental groups in the high order thinking (HOT) is favor of the experimental group.

Table (7) T-values between control group and experimental groups in the post assessment of disciplinary knowledge

Dimension	Group	N.	Mean	SD.	T-value	Sig.
LOT	Cont.	30	8.2667	9.4443	20.366	0.000
	Ex.	30	13.9000	1.18467		
HOT	Cont.	30	6.7000	1.11880	13.166	0.000
	Ex.	30	10.6667	1.21296		

Table (8) shows that the t-value for the two dimensions of disciplinary knowledge (LOT and HOT) were 20.366 and 13.166 respectively. These values are statistically significant at the (0.05) level of significance. Therefore, the third hypothesis is supported to quantify the impact of the CLIL-based program on disciplinary knowledge. the effect size was calculated using Cohen's d as shown in table (9). The effect size values were very large for all variables.

**Table (8) Effect size for the oral presentation skills and disciplinary knowledge**

Skill	Responsiveness to the audience	Grammatical accuracy	Organization	Fluency	Use of lexical variety	Overall delivery	Content knowledge	Pronunciation	Total	LOT	HOT
Effect Size	1.226899	1.85	1.94	1.78	1.29	2.17	1.61	1.89	5.01	3.72	2.40

## [2] The qualitative findings:

A semi-structured interview was conducted with twenty students from the experimental group after the post assessment to find out their reactions to the learning experience they had. All students had positive feelings toward the experiment. The students' unfamiliarity with the new pedagogy was about to cause disturbance. Two factors, as they indicated, helped them develop both dependent variables. They were the orientation stage before initiating the program and the low anxiety learning atmosphere. One of them said "I came to class in a state of uncertainty but the first sessions and the encouraging supportive atmosphere were enough to help me overcome such feelings".

They also believed that the amount of exposure and variety of resources played a role in increasing self confidence and risk taking. One more advantage of the CLIL methodology is that it can provoke thinking and encourage them to work with information rather than keeping it, as they indicated. That's why students articulated their motivation for taking part in more CLIL programs afterwards. This enthusiasm was attributed to benefits they got including developing oral presentation skills, acquiring more vocabulary, losing fear of public speaking, and developing disciplinary knowledge. "Before CLIL, we had problems in comprehending the content. Even if we comprehended, we found difficulty to express our comprehension", said one of them.

With regard to the cultural aspect, they said that they felt they became closer to the FL context and how the native speakers live. They

also referred to the support they were provided with through scaffolding including representing texts, developing metacognition, contextualizing, and bridging. One of them said "These techniques helped me a lot overcome comprehension problems". They also commented on the time spent in preparing for the oral presentation tasks. One of them said, "It was such an enjoyable time of self training to be more self confident and organized". Students also felt the achievement they had in terms of both language and content "we could achieve development in both sides at the same time", commented one of them.

They indicated that achieving success in any CLIL program necessitates expertise in both thematic knowledge and language skills related to the target discipline "If it were not for the balance between content and language, the impact could not be achieved" said one of the students. They added that higher education is largely interested in imparting knowledge. Instead, they needed tools to process and contextualize input and use it as a spring board for the construction of new knowledge. That's why one of them commented "we still need thematic knowledge, skills linked to the discipline, and the linguistic forms in which the discipline is manifested". This implies their call for teacher training in using CLIL in all scientific subjects they study to maximize benefit.

### **Discussion of Results:**

The current research findings coincide with existing consensus on the linguistic benefits of CLIL. Experimentally, the findings provided more evidence of the positive effect of CLIL on both oral presentation skills and disciplinary knowledge. This positive effect has been generally attributed to a group of factors. One of them is the high quantity and quality of exposure. Many arguments in favor of CLIL are deeply rooted in SLA research. CLIL provision allows for optimal conditions for naturalistic language learning with a clearly defined purpose for language learning. It replicates conditions in which children are naturally exposed to while learning their first language. Also, CLIL provides chances for simultaneous learning of both content and language. That increases students' feelings of value and decreases time of learning. As opposed to the traditional EFL lessons, the rich and varied input (many language functions, different visuals, academic language and classroom language) provided in CLIL helped students pick up plenty of lexical materials and structures. They enabled them to comprehend the content better and use

what they'd learned while talking about the content, explaining, discussing, responding, formulating opinions, etc. Thus, they become more able to produce a comprehensible output. Shortly, CLIL learners, as opposed to the non-CLIL students, learned to use language and used language to learn". "Its is the two-for-one" principle.

Furthermore, the cooperative and sometimes competitive context also helped learners communicate to achieve certain goals in the target discipline. The interactional patterns were more "give and take" rather than only listening. The CLIL program focused on "the stay student centered" rule that made students active participants. The line research suggests that CLIL classes tend to create more space for interaction between the teacher and students than FL classes. Students were given room for discussion which brings about the students' use of more varied linguistic resources to express modality and more extended explanation. These findings are consistent with studies conducted by Weinlander (2014) ,Gierlinger and Wagner (2016), Moreno de Diezmas (2016), and Ali (2018).

The program also promoted disciplinary knowledge of the students. This supports findings of many studies such as Lasagabaster and Sierra (2009) and Gallardo del Puetro and Gomez Lacabex (2013). The multidimensional nature of CLIL gives equal attention to the 4Cs mentioned before without focusing on one aspect at the expense of others. According to this holistic integrated approach, leaning is not the sum of its parts, but an interdependent dialogue between them as asserted by Banegas (2015).The harmony among the 4Cs encouraged students to be aware of the linguistic demands needed to give a comprehensible output in the target discipline. Selecting themes related to their lives was a motivating force to work actively on them. They did their best to search for information, read various resources, organize the content, weigh its value, think deeply to deliver good presentations. During this journey, it was a must to think at both the low levels of thinking and the high ones. This is because a presentation can't be delivered successfully without thinking. Unfamiliarity with the new learning experience was overcome by three factors. First, the safe and supportive environment helped students get rid of worry and stress. Second, the scaffolding techniques provided by the researcher could compensate for language barriers.Third, their belief in the treatment

utility which comprises both content and language was a motivating force.

Munoz (2006) states that CLIL provides students with enhanced linguistic and cognitive skills that contribute to the acquisition of field-specific content knowledge. Furthermore, Coyle (2006), Naves and Victori (2010), and Gallardo del Puetro and Gomez Lacabex (2013) support the idea that CLIL gives more space for working with information and discussing various viewpoints, which in turn bring about developing thinking skills. With regard to developing LOT and HOT in the current research, the outcome is not surprising due to complexity of HOT, and the students' restricted tendency of risk taking. The result may be attributed to the existing view to the aim of higher education as imparting knowledge rather than processing it.

In addition, CLIL integrates language skills in a way that strengthens oral presentation. For example, when students were assigned to prepare for presentations, they searched for information, read intensively, evaluated relatedness and worth of the content before they decided to include it, organized the content as a comprehensible input, discussed their classmates, and wrote notes and reports. In their presentations, they delivered the content, listened to the audience and tried to respond to comments and questions. All these factors contributed to the effective role played by CLIL in terms of both oral presentation and disciplinary knowledge.

### **Conclusion:**

In conclusion, the results of implementing the CLIL program indicated that performance of the experimental group in terms of oral presentation skills and disciplinary knowledge was clearly higher than the control group. Such linguistic and academic gains can be interpreted based on the features of CLIL and the context it creates including multidimensionality (the 4 Cs discussed before), the quantity and quality of exposure, creating a balance between language and content, and the safe encouraging environment. Putting these principles into practice was responsible for the effect achieved.

### **Recommendations of the Research:**

In light of the previous results, the following recommendations could be presented:

- Disciplinary content taught in English should be designed based on the CLIL pedagogy where both the content and its linguistic demands are considered simultaneously.
- Providing access to teacher training tailored to CLIL requirements and providing teaching staff with resources to develop teaching materials are recommended. Also, motivating rules should be passed to encourage them take part.
- CLIL provision is recommended with EFL pre-service teachers to achieve progress in both content and language aspects and also to make them familiar with that new learning experience.
- Clear learning outcomes and cohesive curriculum maps should be developed taking into account pedagogical principles of CLIL.

### **Suggestions for Further Research:**

Based on the research findings, the following implications for further research were suggested:

- Investigating the gains of CLIL for primary stage students especially after the developmental process occurring in the English curriculum at this stage.
- Analysing interaction and discourse between the students themselves and the students and the teacher with CLIL provision.
- More dissemination of experiences and results in forms of meta-analysis and comparative studies in the area of CLIL pedagogy to give deeper understanding of CLIL effects.
- Carrying out longitudinal studies to confirm or refute the linguistic, academic, and attitudinal outcomes of CLIL provision by the course of time.
- Exploring the CLIL students' motivation, attitudes, and engagement to see how these affective variable are affected by this intervention.
- Conducting studies that utilize CLIL in various disciplines such as history, geography, tourism, politics, to compare the academic and linguistic gains.
- Designing professional development programs to qualify in-service teachers to cope with the philosophy of CLIL.

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