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Title

**Teachers' Perceptions towards Implementing Content and Language
Integrated Learning (CLIL) in Khenchela Secondary School The case of
Secondary School at Elbeh Mohamed Lakhdar Secondary School –
Khenchela**

**Dissertation submitted in partial fulfillment of the requirements for degree of
master in language and culture**

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Dedication

I dedicate this thesis to my family and my freinds. To my elder sister

A special feeling of gratitude goes to the Doctor, the lawyer .Mr Badr

Eddine khallef for his help and his spirit of encouragement .

Acknowledgement

This work would not have been achieved without the expert guidance of my esteemed supervisor Dr. Salim ounis. His oral and written instructions were extremely valuable. His insightful remarks and constructive comments at different stages of my research were very helpful. I am deeply thankful to him. I am also grateful to the board of examiners for their willingness to evaluate my work and to provide important comments and remarks.

Abstract

This study was carried out in Khenchela secondary schools to determine teachers' perceptions towards content and language integrated learning (CLIL) in Khenchela secondary schools. A qualitative data from teachers' interviews were collected and analysed using SWOT analysis. Results revealed that all interviewed teachers were eager to improve in the specific areas to teach using the CLIL methodology since they all acknowledged the importance of English language. Nevertheless, teachers and students' insufficient level of language preparedness could be a threat to implementing the CLIL methodology, which could eventually prevent them from attaining the required level.

Keywords: CLIL; SWOT; English language; perception

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Introduction

1. Background of the Study

The term Content and Language Integrated Learning (CLIL) was launched in the 1990s by a group of experts from different backgrounds including educational administrators, researchers and practitioners (Marsh 2002), since then, the European commission and the Council of Europe have funded many initiatives in support of CLIL, because it responded to a need in Europe for enhancing second language (L2) education and bilingualism that was well received.

Over the past several years, foreign language educators, (Grandall, 1993; Short, 1997; Snow 1998, Stoller, 2004) have promoted the benefits of CLIL, stating that such instruction fosters academic growth while also developing language proficiency. According to Curton and Pesola (1994), ".....in content-related instruction the foreign language teacher uses concepts from the regular curriculum to enrich the

program with academic content.....the curriculum content is chosen to provide a vehicle for language learning and reinforce the academic skills needed by the student” (p.35).

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Most research studies (see Snow, 1998, Krueger and Ryan, 1993; Snow and Brinton, 1997) have proved that the content based approach works effectively when learners have specific functional needs in the target language. The key of success lies in the relevant contents and tasks that are provided, since the students are primarily focused on the meaning rather than on the language. But the approach combines the experiential and the integral techniques with other teaching and learning strategies which are more explicit, analytic and formal, as Brinton, Snow and Wesche suggest(1989:2-10):”....theories have suggested as a starting point the use of authentic texts which are relevant to the learners second language needs....

Therefore, CLIL is intended to foster the integration of language and content, viewing” language as a medium for learning and improving language” (Stoller,2002) In addition, CLIL is beneficial because classroom

tasks provide a context for language learning, are more cognitively demanding, and robust the existing school curriculum.

Although CLIL has been put into practice throughout the last decades in a variety of language learning educational contexts and levels around the world, CLIL has received no attention from the Algerian educational

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authorities in teaching English language, in different levels of education ranging from primary school, to secondary school, and to university levels. With the development of the current situation and the state's endeavour to apply the English language in primary school, it is important to implement CLIL at the Algerian secondary schools in order to develop both the pupils' language and their content knowledge by providing them with authentic, meaningful academic contexts. In addition to the benefits of CLIL that fosters academic growth and develops the language proficiency by selecting a curriculum content to provide a vehicle for language learning and to reinforce the academic skills needed for pupils to pave them the way to pursue their studies at the university.

2. Statement of the problem

English teaching in the Algerian schools is still mainly based on traditional education with textbook as a main resource. The textbooks

especially in the secondary school are often form focused, and texts are not selected to provide content knowledge or deeper insights but rather focus on grammatical constructions, in addition to that, the teaching materials often reproduce a limited and stereotyped cultural views, this way of teaching pose a great demotivation on learners even though they score well

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and like English more than French. Furthermore, in the World of globalisation the English language is a phenomenon which lies at the heart of it. the massive increase of people who learn it will certainly be increased. So, Algeria is one of the countries that start the spread of Learning English language in its schools and would respond positively to the demands of globalisation by implementing CLiL this latter Can be a convenient response to the challenges posed by rapid globalisation. Because CLIL approach is not just an educational project but also a political and economic one.

3.Objectives and Research questions of the study

The main objectives of this study are:

- a.To determine the strengths, weaknesses, opportunities, and threats of CLIL in Khenchela secondary schools

b.To describe teachers and students' perceptions towards the implementation of CLIL in Khenchela secondary schools

In order to reach our objectives we set the following research questions:

Research Question one: What are the strengths, weaknesses, opportunities, and threats of CLIL in Khenchela university according to

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teachers' perceptions ?

Research Question two: What are teachers' perceptions towards the implementation of CLIL in Khenchela University?

4.Research Methodology and Design

4.1 Choice of the method

Considering the nature of this exploratory research, the authors agreed to establish the study based on a qualitative design (Patton, 2003). The main purpose of conducting a qualitative study is to examine in detail the opinions and experiences of the participants in order to make sense of and/or interpret the phenomena according to the meaning that the participants attach to them (Denzin, & Lincoln, 2018, p. 3).

For this study, therefore, we adopt a case study in order to find out four categories of strengths, weaknesses, opportunities, and non-CLIL teachers.

4.2. Population and sampling

The sample of the study consisted of six(06) teachers chosen conveniently due to their availability . Three teachers of English in a Secondary School and other three teachers as follow: a teacher of science, a teacher of physics

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and a teacher of history and geography.

4.3 Data gathering tools

To answer the research questions, qualitative data are collected from the interview organized with the teachers. This interview was used for two main reasons. First, it is administered individually to members and the information is completed by the researcher himself, thus ensuring that all the questions are answered by the informants. Second, the interview allows for personal explanations of questions, in case any point needs clarification, the interviewer can paraphrase or put the question otherwise or provide more explanation regarding the requested information. For all the above reasons, the interview may be regarded as a more reliable data gathering tool, especially when dealing with a small sample. Gall, Borg, & Gall,

(1996) also hold that “an interview permits open-ended explorations of topics and elicits responses that are couched in the unique words of the respondents”.

4.4 Method of data analysis

The SWOT analysis technique, which involves identifying your key *strengths* and *weaknesses*, and the *opportunities* and *threats* in the

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external environment was used as method of data analysis. As stated by Brender (2006) ‘Weaknesses’ are characteristics of the object of the study, usually ongoing and internal, and which will hinder development in the desired direction. ‘Threats’ are risks that lurk but do not necessarily happen and over which you do not have any control; there should be a certain probability that they may happen before you choose to include them. They are usually to be found in the internal or external interfaces of the organization. ‘Strengths’ are to be interpreted similarly as having the same characteristics as internal assets, while ‘Opportunities’ are assumptions of possibilities or options, which might alleviate some of the problems arising during implementation of the actual model solution.

5. Significance of the Study

This study is important to be carried out because it informs stakeholders about the principles of CLIL and makes them ready to evaluate its pedagogical benefits/risks which can occur in foreign language classrooms before implementation. Moreover, this study provides some additional information to anyone who is interested in investigating the same area of study.

6. Definition of terms

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a. CLIL:Content and Language Integrated Learning(CLIL) is a dual-focused educational approach in which an additional language is used for the Learning and teaching of both content and language.

b. Perception: From Latin Perceptio ('gathering, receiving') is the organisation, identification and interpretation of sensory information in order to represent and understand the presented information or environment.

c.SWOT: Strategic planning and strategic management technique used to help a person or organisation to identify

strengths, weaknesses, opportunities and threats related to business competition or project planning.

7. Structure of the Work

This study is divided into two chapters. Chapter one is devoted to previous Studies on CLIL through a detailed systematic review including a swot analysis. Chapter two deals with data analysis and interpretation.

Chapter One : Previous Studies on CLIL

Introduction

The aim of this chapter is to survey the historical development of CLIL. At first it lists various concepts used for the idea of integrated teaching of content and languages and the theories upon which CLIL was built. Then it presents information about the earliest developments in CLIL, showing examples of how some initiative teachers started to teach content directly in

a foreign language (bilingual/immersion programmes) and, later on, how the current form of CLIL developed. The recent history of CLIL is presented via brief data on some countries as well as via activities on European level.

I.I Systematic Review

The acronym CLIL was coined by David Marsh, a member of a team working in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä in 1994 (Kovács, 2014, p. 48; Marsh, Maljers & Hartiala, 2001). Marsh himself had extensive life experience in multilingual regions, being born in Australia, educated in the UK and working in Finland. He based the concept of CLIL on the experience of

Canadian immersion and British LAC programs. The original concept of CLIL was used to designate teaching subjects to students through a foreign language. According to Marsh (2012, p. 1), “the European launch of CLIL during 1994 was both political and educational. The political driver was based on a vision that mobility across the EU required higher levels of language competence in designated languages than was found to be the case at that time. The educational driver, influenced by other major bilingual initiatives such as in Canada, was to design and otherwise adapt

existing language teaching approaches so as to provide a wide range of students with higher levels of competence. There is an increased demand for English language in many countries, which may lead to greater adoption of this language as a medium of instruction (Graddol, 2010).

During the 1990s, the acronym CLIL became the most widely used term for the integrated content and language education in Europe. According to Perez-Canado (2012) the concept of content and language integrated learning (CLIL) emerged in the 1990s, and since then and its usage has soared and it appears to continue accelerating as a ‘growth industry’ (315). From 2003 a truly international research scene focusing on CLIL has started to evolve (315).

In 2005, Marsh suggested CLIL to be “a general ‘umbrella’ term to refer to diverse methodologies which lead to dual focussed education where attention is given to both topic and language of instruction” (Kovács, 2014, p. 48-49). Coyle, Holmes and King (2009) indicated that CLIL involves learning environments which have the potential for multi-variant teaching and learning objectives, and experiences. They added that CLIL is a synthesis of good practice based on appropriate content (meaningful, new, relevant); incorporation of intercultural understanding (where culture

applies to a wide spectrum of forms of diverse interpretation); processing (personalized, peer-driven, and supported); and progression (sequences of learning scaffolded in relation to content and language, and the thinking demands required for progression in each(14).

In 2006, the Eurydice reported that CLIL was available in the majority of European member states. The way how CLIL worked in 2007 in 20 European countries was presented in *Windows on CLIL* (Maljers, Marsh & Wolff, D., 2007). Most of the approaches discussed in *Windows* had been implemented in secondary schools, with only a few countries running “early education programmes – Austria, Finland, Hungary, and Spain” (Kovács 2014, p. 51). The last decade has witnessed a boom of research in CLIL,

although it has focused more on the linguistic than the non-linguistic elements of CLIL (Marsh, 2012, p. V.). Thanks to multidisciplinary research done by linguists, educators, psychologists, neurologists, etc., the model of dual language and content aims has been gradually supplemented by a third strong research focus and CLIL pillar – emphasis on student’s learning strategies and thinking skills (Coyle et al, 2010; Mehisto et al., 2008).

The exploitation of the foreign language as a tool for mediating the learning content is the key contribution of the CLIL; it thus can enhance to improve the instruction, both from the point of professional content and foreign language competence. These dual objectives (i.e. relating to the professional field and language) should be balanced, both focusing on the development of learning strategies and skills (Mehisto, Marsh, Frigols, 2008). Within planning and preparation for CLIL lessons, four 'C's are required which represent Content, Communication, Cognition and Culture. They form a framework determining in what way the knowledge, skills and content comprehension will be provided to learners, how the foreign language will be exploited, what cognitive processes will run and what cultural aspects will learners be exposed to.

According to Harrop (2012) effective CLIL takes place through 5 dimensions: progression in knowledge, skills and understanding of content, engagement in higher order cognitive processing, interaction in the communicative context, development of appropriate communication skills, and acquisition of a deepening intercultural awareness. (p.56).

In a recent study, Gabillon (2020) found that CLIL aims to build and reinforce learners' knowledge of other disciplines while using the language

to solve problems and develop critical thinking. The approach was conceived to enable learners to improve their communicative (i.e. person-to-person and intercultural) and cognitive skills while they are building knowledge of norms and conventions specific to both the language and content they are studying (89)

He added, CLIL aims to (a) respect plurilingual teaching philosophies, (b) consider language, content, communication, context and cognition as an inseparable unified entity, (c) create naturalistic learning environments, (d) provide tasks that promote cognitive engagement and creativity, (e) allow collaborative knowledge building, (f) promote dialogical interaction, and, (g) develop awareness of self and others. However, it should be noted that the CLIL approach is an evolving educational approach and its practice is

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not without problems and controversies (106-107). In a review of CLIL research carried out in Europe, studies indicate that learners display improvement in terms of language development and academic content (Banegas 2022, p.386).

1.2 The strengths of CLIL according to teachers and students' perspectives.

If we speak about CLIL we can speak about students' perception, it can fit all the types of students with different ages and abilities. A student can be proficient in two languages by gaining social and cognitive advantages. With CLIL students can improve their motivation, increase knowledge of specific terminology, strengthen the international communicative competence, meaning-centered and communicative-centered learning. In addition, it promotes teacher-student and student-student interactions. Moreover, students will benefit in terms of self-awareness and confidence. Student progress in the additional language, they become more confident about communication skills, they are able to develop, as they gain confidence, feelings of inhabitation and inferiority disappear , here, students gain self-awareness of their own capabilities in both the classroom setting and in terms of their future professional development.

1.3 The opportunities of CLIL.

By the implementation of CLIL students do not only learn the foreign language for the sake of language learning but rather for attaining content purposes. The implementation of content language integrated learning enables students to overcome any language barriers and gain more content knowledge. Thus, students start to perform higher level of thinking so they

become able to analyze, criticize and evaluate the content under study, in other words, CLIL develop students cognitive abilities, it involves them in tasks that require problem solving, critical and creative thinking and decision making. Concerning the language aspects CLIL encourages students to fluently communicate in foreign language by engaging them in cooperative work, it also employs differentiated instruction, incorporates technology and creates stress-free learning environment, this is what makes students develop a self-confidence and motivates them to contribute positively in the learning process. CLIL promotes learners' acquisition skills and leads them to be autonomous learners, in another hand, the teachers could improve their pedagogy and better motivate their learners externally. Language tests can be invented to assess students individual language learning situation, the course orientation can be adjusted for better language instructions.

1.4 The weaknesses of CLIL

Although the practical reasons for implementing CLIL seem to be obvious, some obstacle emerge to pose some problems thus, it weakens CLIL as a new method of teaching one of the main problems is that language teachers lack knowledge on the subjects while subject teachers

have a poor knowledge of foreign languages. AS a result, students become demotivated because they cannot complete the tasks successfully due to the lack of adequate language instruction and support. On the other hand, teachers are dissatisfied with their choice of materials and activities when the results fall short of the expected learning outcomes. Consequently, content specialists, for whom language awareness is usually an unfamiliar concept, ideally need either the support from language specialists, if available in their institutions or the advice of CLIL instructors when they plan their CLIL lessons

Another main concern is the lack of materials to teach CLIL, therefore, it is the mission of teachers to create their own materials, it will be a time-consuming that overload them, they would need to adapt new methods or rely on books or materials to suit their learners' needs so as to enable them to develop until they work on high levels of cognitive and linguistic challenge.

Another issue that may raise when implementing CLIL is the creation and the planning of the CLIL lessons, they should be properly selected in order that students can master both content and target language. In addition, students in CLIL curriculum should be actively engaged not only in

Learning facts but also in explanation, description, prediction, induction and deduction. Thus, only if textbooks and other didactic material include all these mental processes, lessons will be successful and students will be satisfied with the outcome. However, these books should be provided only if the ministry of education gives a high interest to teaching CLIL and the teachers should be involved in this selection, not only that teachers must improve their teaching strategies such as demonstrating, outlining, using visual aids, rephrasing, scaffolding, linking new information to learner's previous knowledge. CLIL teachers should be aware that equally important strategies are clearly giving instructions, accurately describing tasks, maintaining learners' engagement in instructional tasks by maintaining task focus...etc , teacher who uses these strategies and who constantly improve his teaching abilities must be a successful teacher.

1.5 Threats of CLIL

In the world of globalization the English language is a phenomenon which lies at the heart of it. If CLIL would be implemented in the Algerian schools, it would be a massive increase in number of students who learn English. Therefore, the number of people who learn French as a first foreign language would decline. Not just that, CLIL is not often just an educational project but also a political and economic one. A remarkable interest of the Algerian government has an ambition to make English as the first foreign language instead of the French language. On the other hand, the study of English in the primary school will reinforce the mastery of language and when learners reach the secondary school they will be able to study CLIL easily what creates a threat on the mother language, and on their own culture, they will deepen the foreign culture at the expense of his own culture.

Despite strong advantages, several limitations and weaknesses can be also discovered. To eliminate the risks and limits, an in-depth investigation needs to be carried out to find the strengths, weaknesses, opportunities, and threats of CLIL prior to implementation.

2.Chapter Two Data Analysis and Interpretation

Introduction

We have chosen conveniently three teachers of English in a Secondary School and other three teachers as follow: a teacher of science, a teacher of physics and a teacher of history and geography. After explaining **the approach CLIL** by giving them a small translation to the approach and let them read it, in order to have an idea and be involved in the topic.

2.1 Teachers' interview

Q1: as teachers of English in the secondary school, how do you evaluate the level of students in English as a FL2?

A1: Speaking a language that it is not their mother tongue is something they are used to, students prefer learning English and find themselves grasp quickly, they even rely on English to study the French language.

Q2: what is your opinion about the CBA (competence basic approach) that is applied until now in the Algerian school, does it achieve its role?

A2: we cannot teach as we used to teach fifteen years ago because the world is completely different, this methodology becomes obsolete, so I think we should apply this new method CLIL in our schools because it could reach all types of students.

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Q3: this question for the teachers of English .In your experiences,

What are the main principles of effective teaching and learning English as FL2?

A3: The same as with other learning processes, motivation, learning by doing, asking questions, paying attention to communication, the class should be student-centered and the role of the teacher is limited to be a coach and a companion.

Q5: In your opinion, what are the characteristics that a CLIL English teacher should have to be successful ?

A5: In my opinion, a CLIL language teacher should be enthusiastic, a risk-taking above all, he has to be a good communicator, he has to think of language apart from content.

Q6: The following questions are for both the teachers of language and the content teachers.

What are the strengths of CLIL in your perspective?

A6: For students is that, because it is a language, they are not proficient in, they pay more attention to the oral language also they will improve their motivation, increase knowledge of specific terminology and strengthen the international communicative competence. For this cognitive effort they learn more proficiently. Socially, they can benefit in gaining self-awareness

and confidence not just in the classroom setting but in their future professional development as well.

For teachers, it is a change in their classes, this change motivates them and makes them active and alive. We cannot take CLIL as an international package that should be applied as it is, it always needs to be adapted to the situation at hand, and this is another strength of CLIL.

Q7: What are the opportunities of implementing CLIL in your perspective?

T1: The implementation of CLIL enables students not just to learn a foreign language but rather for attaining content purposes.

T2: it also enables students to overcome any language barriers and gain more content knowledge.

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T3: students will be able to develop their cognitive abilities such as analyzing, criticizing and evaluating the content under study.

T4: CLIL encourages students to communicate fluently and be engaged in a cooperative work.

T5: teachers could improve their pedagogy and better motivate their learners.

T6: language tests can be invented to assess students' individual language leaning situation.

Q8: according to you what are the weaknesses of implementing CLIL?

A8:

T1: One of the main problems that face the implementation of CLIL, is that the language teachers lack knowledge on the subjects while subject teachers have a poor knowledge of foreign languages.

T2: I think the weaknesses of CLIL implementation is the lack of planning, if there is no lesson planning, students will fail to master both language and content.

T3: Another important consideration is the term CLIL, it makes us think

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of what kind of teachers we usually refer to, as you know CLIL is a content-driven, it is the same curricular subjects such as history, physics and geography are taught in L1, what means that the content teachers have not been educated to have double qualifications as both content and language teachers.

T4: in my point of view, the prominent problem that may weaken CLIL implementation is the lack of materials, no one wants to learn English in a

boring way, students use English to do things they like or to talk about things they are interested in, here the language is not that important, the important thing is what you do with it, in this case, teachers are obliged to create their own materials, thus, it will be a time consuming that overload them. They would need to adapt new methods that fit their learners' needs, this requires the use of all sorts of ICTs and all sorts of online applications such as Slides hares, Paddles, Google drive, Wiki and webpages of all sorts. It is not just the mission of the teachers, educational authorities should provide a sophisticated program to make the project successful.

Q8: talking about the educational system in Algeria .could the implementation of CLIL be a threat?

A8: I think yes it could be a threat for the FL1,I mean the French language

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and even for the mother language, students in Algeria will study English from the primary school when they reach the secondary school they will face any problem of language besides the content they will lose their mother tongue. Also, being familiar with foreign cultures make them lose interest in their own culture.

2. 2 Results:

The findings indicated that the participants expressed positive attitude towards the use of CLIL approach and have confirmed that it would enable them to acquire content terminology and expressions, they clarified that reading references in English pertaining to their course motivate them to learn New vocabulary items and structures. Some participants stated that CLIL would help them to understand and learn the course content despite the fact that their linguistic competence is below the average. Not just that, the use of digital resources as youtube videos, websites dictionaries and blogs related to the course allowed each one of them to learn according to his/her pace. Such resources, also, make them more exposed to the foreign language and consequently this enhances their lexical and syntactic competence. Moreover, the collaborative activities would provide

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an opportunity to communicate with each other in English, explain intricate concepts and terms and provide linguistic and content support to each other.

Language teachers highly valued CLIL approach and welcomed its implications as it is addressed them as high achievers, they felt cognitively satisfied because they would be asked to think critically and express opinions using English as a vehicle while tackling a content subject. almost all the participants pinpointed the role of CLIL interactive and collaborative activities in creating unperturbed and enjoyable learning environment.

2.3 Discussion

The qualitative data and SWOT analyses have suggested that the implementation of CLIL approach would enhance the academic performance of the Algerian teachers and would lead them to a deeper content comprehension because of the profound information procession. as Loannou_Georgiou Ramirez Verdugo(2011) conclude that the fact that those lessons combine foreign language and content are more challenging

for the learners which increase their level of motivation. loannou_Georgiou and Pavlou (2011) also talk about a visual support during CLIL lessons which increases pupils' motivation as well.

The findings related to the recent study along with some previous studies indicate that teachers' positive attitudes towards the implementation of CLIL offers authentic and interactive tasks accomplished by collaborative efforts among peers and language assistance from instructors and digital resources in a relatively anxiety-free environment.

2.4 Recommendations

Implementing CLIL programmes in the Algerian schools would be successful if they overcome some threats, teachers and students will be well prepared to adopt this programme for example language and content instructors should be enrolled in workshops that train them or devising interesting materials and practicing interactive methods for CLIL implementation in order to boost their foreign language skills.

The national authorities, the Ministry of Education, the Ministry of Higher Education should give an intensive support to the students, teachers and stakeholders alike. More structured processes at the institutional

level(eg:intensive,long-training programmes)are necessary to avoid experiences of frustration and demotivation that negatively affect students' and teachers' performance.

It is also advisable that CLIL approach be implemented in many content courses so that students could augment their knowledge in various content areas and develop their language proficiency levels.

Conclusion

This study shows that teachers have a great eagerness to adopt this new approach. In their perceptions, by the implementation of the approach ,they will be able to perform well and will respond positively to the global demands of teaching English. In spite of the fact, they are aware of the challenges they will face, especially on the first phase of its implementation as a new method to be applied in the Algerian schools,it would raise a radical change in the field of teaching-learning English as L2 , they believe and have an absolute confidence that they have to receive adequate training on how to apply it properly and the way they will motivate their classes.

General Conclusion

This study was carried out in Khenchela secondary schools to determine teachers' perceptions towards content and language integrated learning (CLIL) in Khenchela secondary schools. A qualitative data from teachers' interviews were collected and analysed using SWOT analysis. Results revealed that all interviewed teachers were eager to improve in the specific areas to teach using the CLIL methodology since they all acknowledged the importance of English language. Nevertheless, teachers and students' insufficient level of language preparedness could be a threat to implementing the CLIL methodology, which could eventually prevent them from attaining the required level. We admit realizing some significant limitations, including sample size, which was strictly small and the chosen tools for obtaining the results. The latter was based mainly on interview which, to some extent, lack objectively measurable scales ; however, this choice was determined by the research objectives. Therefore, the researcher hopes that future researchers could investigate this issue with bigger samples.

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Appendix

Teachers' interview

Dear teachers,

We are conducting an interview about the perception of Secondary School teachers towards the implementation of Content and Language and Integrated Learning (CLIL), would you please answer these questions.

Q1:As teachers of English Language in the secondary school, how do you evaluate the level of the students in English as a FL2?

A1:

Q2:what IS your opinion about CBA(Competence Basic Approach) that is applied until now in the Algerian school,does it achieve its role?

A2:

Q3:This question is directed to the teachers of English ,in your experiences ,what are the main principles of effective teaching and learning eEnglish as a FL2?

A3:

Q4: In your opinion,what are the characteristics that a CLIL teacher should have to be successful ?

A4:

Q5: For both the teachers of English Language and Content, what are strengths of CLIL in your perception?

A5:.....

Q6:what are the opportunities of implementing CLIL?

A6

T1:.....

T2:

T3:

T4:

T5:

T6:

Q7:According to you,What are the weaknesses of CLIL?

T1:

T2:

T3:

T4:

Q8:Takling about the educational system in Algeria,could the implementation of CLIL be a threat ?

A8:

Thank you for your collaboration.

ملخص

اجريت هذه الدراسة في ثانوية من ثانويات ولاية خنشلة بغرض تحديد وجهة نظرة الاساتذة نحو تطبيق منهجية تم جمع وتحليل البيانات النوعية من خلال تدخلات الاساتذة باستخدام تحليل سوات. محتوى لغة التعلم المتكامل

اظهرت النتائج أن جميع الاساتذة الذين تمت مقابلتهم كانوا حريصين على التحسين في مجالات محددة للتدريس باستخدام منهجية محتوى لغة التعلم المتكامل نظرا لأنهم جميعا اقرروا باهمية اللغة الإنجليزية مع ذلك يمكن أن يمثل المستوى غير الكاف من الاستعداد اللغوي للاساتذة والطلاب تهديدا لتطبيق هذه المنهجية والتي تمنعهم في النهاية من الوصول للمستوى المطلوب