



RESEARCH PAPER

Applied Linguistics :CLIL and Language Learning Outcome in ESL Learners

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ABSTRACT

The motive of this research is to dig deep down into CLIL and different techniques to incorporate in it. The term was first coined in 1994 ,yet there is still a lack of its implementation in Asian Educational Context .CLIL is a teaching prospective that unites teaching of Language and Content. A mixed method approach was followed and a sample size of 36 students was selected through stratified random sampling and data was analyzed through paired sample T-tests and classroom observation through thematic analysis. The result approved that CLIL is a contemporary way of teaching English Language. It is recommended that for effective incorporation of CLIL teacher's training is a must and the use of resource materials which integrate Content and Language for better learning outcome. Different levels of competence (Reading, Writing, Speaking, Listening) must also be explored with regards to CLIL.

KEYWORDS Language Learning , Content , Quantitative Analysis, ESL, Foreign Language Proficiency

Introduction

Comprehension of foreign language became more effective for the students if it is used to teach subject matter under CLIL (Genesee & Lindholm-Leary, 2014). CLIL was introduced in 1994. CLIL means teaching of various subjects For instance, Science, History, English literature , Craft, Music and Geography to students with language assistance. CLIL means teaching subject through foreign language. CLIL can be instruct by both a subject teacher or a tutor of language. In Marsh's point of view, CLIL provides a natural setting for language development and it boosts the confidence of the learners. Sometimes CLIL is taught through two teachers which is ideal scheme. Even though it is resource heavy but is the ideal way of teaching CLIL. But it is not common. There are number of advantages of CLIL. According to some expert's claim CLIL his helpful in getting foreign language ability more effectively as compared to conventional language teaching. Definitely, It helps the language users to operate English in Practical use. Academic or curricular content subjects should be instruct in foreign language. To enforce CLIL, proper strategy development, efforts that involves all governance, and bottom -up initiatives are required. According to Dalton-Puffer, Nikula & Smit (2010), CLIL must also involve the assistance from teachers and parents. CLIL is a prime motivation to the European Union's language milestone which involves 24 formal languages showing the diverseness of its representatives who integrate intellectual development, upgradation of universal language, teaching language acquisition and creating a communication-friendly environment. English Language has gained wide popularity worldwide with the start of

21st century particularly, in those world's part where English is not a mother tongue. CLIL combines teaching subject with language and its aspect, grant an elevating alternative. (Coyle, Hood and Marsh, 2010). It is a language learning program that has dual focus i.e on subject and language acquisition features. CLIL program give its learners with insight of specific subjects which as a result enhances linguistic abilities of students. CLIL is helpful in upgrading language outcomes. It is also helpful in encouraging learning and reasoning development and theoretical knowledge. (Dalton-Puffer, Nikula, T., & Smit, 2010) CLIL program has gained population world wide due to its captivating and combined learning in Education structure. The main objective of CLIL program is Content Learning (geography, biology) and Language Learning (English, French).

The benefits of CLIL are as follows

1. Engagement along with motivation
2. The language integration with the subject, develops the language acquisition and make it more adaptable and pleasing and uplifts the student's confidence.
3. Improves cognitive abilities

The exigent and productive nature of CLIL give boost to critical thinking, reasoning, problem-solving ability and logical learning among peers. a) Improvement in language outcome The language use in purposeful background enables the learners to achieve increased levels of language learning. An extra benefit of CLIL is that students achieve great awareness about a particular subject when they associate it with the syllabus of some International language. To plan CLIL effectively and to implement it successfully, it is essential to have encouragement and compassion from both teachers and parents. It is obligatory to have teacher's training which requires such approaches and teaching terminologies and styles which helps in the assembling of content & Language purposes, evaluates student's learning ability and manages two way immersion classrooms and provides a constructive environment for language learning and acquisition. It is also helpful in developing resources and subject matter to support CLIL and its instruction, with the surety that the language and content both may progress. CLIL is essential for the students in learning essential language skills and knowledge, also preparing them to face difficult modern age challenges with the improvement in their language skills. CLIL has gained much development and its attention is increasing, but it still lacks observational research in its implementation and level of productivity in various educational levels. In European countries, there's still some work has been done but in Asian countries, the research in CLIL is very less. In Nikula's view, CLIL is more established in European countries. According to Ting (2010), Lack of research exists in term of CLIL programs and there is need to do more investigation of these teaching methods and can be modified and also joined with English Language acquisition in Asian Education System and students requirement vary considerably (Ting, 2010). The inadequate investigation must be filled and a brief research must be carried in order to meet up with modern challenges and execution of CLIL should be done in different aspects such as cultural and educational areas. This research is very relevant and pressing as it shows the enhanced need for English acquisition ability which is the top priority to deal with worldwide economic demands and conversation requirements. There is a fight between countries for the upgradation of the educational standards and they want their students to represent them at global job Market. This is why there is a need of intensive and successful teaching methodologies like CLIL. (Lasagabaster & Sierra, 2010). One important factor about the successful implementation of CLIL, to get a clarity for policy in-charges and teachers in order to purpose for better level learning and outcomes (Mehisto, Marsh, & Frigols,

2008). According to Cenoz, Genesee, & Gorter (2014), CLIL provides a meaning enriched and comprehensive language acquisition by providing learners with cognitive collaboration and sustainment. In Cenoz, Genesee and Gorter's point of view CLIL is helpful in a more consequential and intelligible language use, and consequently, it provides learners with intellectual ability and grip. However, these researches are restricted to Europe only and productiveness of such researches is rare in other localities, particularly in Asia (Ting, 2010)

Literature Review

CLIL is a teaching technique in which students acquire the knowledge of language and subject simultaneously. It is a unique prospect as it differs from traditional language teaching method, where instruction is mainly focused and language learning is acquired. CLIL presents a double focus. It helps in developing both the content related knowledge and language abilities, which are beneficial to comprehend that particular content. CLIL is getting wide popularity in Europe and in many other countries. The research in CLIL is insufficient because of its novelty. CLIL is an appealing approach these days. It is also quite famous in applied linguistics. A large amount of administrators, teachers and policy makers are embracing CLIL, they are considering it a solution for all educational levels. CLIL is effective teaching technique for all levels of Education starting from elementary level to higher education. Researches suggest that there are many benefits of CLIL. Students who learn through CLIL possess higher mastery level as compared to those who are non CLIL. In the view of Lasagabaster (2008) CLIL students score more than non CLIL, even if they are one, two or three years above in age to them. In Mehisto, Marsh and Frigols point of view, CLIL creates same condition in which infants are given exposure to, when they are learning their mother tongue. This is the reason that they provide exposure to foreign language along with providing a naturalistic learning experience than traditional EFL Learners. In this context, the focus on content becomes helpful in learning language. (Dalton-Puffer, 2007). Initially, it was claimed that CLIL has harmful effect on the learning of content, But later studies explained that teaching subject with the collaboration of a foreign language does not interfere in the subject of learning. According to Van de Craen, et. al., (2007a). Some findings suggest, When content is taught integrated in a foreign language, It takes double cognitive efforts, which makes CLIL students more effective learners. (Ruiz de Zarobe, & Lasagabaster, 2010). has done research on CLIL. According to him, CLIL is really favorable for some language skills which includes listening, reading, receptive vocabulary, writing fluency speaking fluency and morphological phenomenon. Further research on listening is still continued. Researches suggest that CLIL has benefits which are beyond academic level. The students who are engaged in CLIL have more interest in the subjects matter that they are being taught, which creates a more invested learning experience for them. It gives them a motivation and becomes helpful in deeper learning and provides a firm grip on both language and content knowledge. CLIL methodology is helpful in effective learning and student's engagement. According to Garcia, R., & Chen (2023), CLIL is quite helpful in student's participation and motivation because it has an interactive nature. It has many cognitive benefits, particularly for language processing and criticism thinking. According to several studies, Engagement with CLIL helps in promoting a deeper process of language and improvement on grip. According to Coyle, & Marsh (2010) opinion, CLIL students are more advanced than the traditional ESL students and they have more ability in terms of critical thinking, content information and they have more problem solving skills. Because they do not only master the language but also able to use it in meaningful contexts. CLIL promotes the Academic language learning which is beyond daily routine conversation and is vital to be successful in different academic contexts. In CLIL, students learn vocabulary, discourse patterns and grammatical structures of different subjects which becomes helpful for ESL Learners to

speak in target language in a more active way in order to enhance their language proficiency. CLIL helps in different language skills such as writing, listening, reading, speaking. In Dalton-Puffer, (2007) view, CLIL students develop better listening and speaking skills as they are more subjected to natural and contextual use of language. The student comprehend language about their core subject which helps in providing elaborated language information as compared to conventional ESL teaching programs, Where language is tutored in a totally isolated way from the real world setting. Learners are benefited from the production of language outcome as it enables them to progress and develop language and knowledge skills and leads them to great level of fluency and accuracy in the intended language to learn. In classrooms implementing CLIL, the peers should cooperate and communicate with each other to resolve problems and complete assignments. This outcome is a main source of language acquisition. Content and language integration increases the motivation level among Learners, because they learn practical application of language learning, get motivated which is critical for maintenance of language progress in academics, as peers are more consistent in language acquisition when they comprehend the practicality and reliability of the language to their daily lives. (Masgoret & Gardner, 2003) Different researches have been executed in various parts of the world, such as Spain and Finland. These studies also support this idea that The students who learn from CLIL have more language proficiency level than their fellows from Non-CLIL group. (Lasagabaster & Sierra, 2010). The students from CLIL present strong vocabulary and grammar skills and improved listening and speaking abilities, because they are constantly exposed to authentic language. CLIL students produce complex and accurate written expressions, because they are expert in writing about subject-specific content with the use of appropriate academic expressions. A study by Nikula (2016) suggests that CLIL students showed improvement in writing skills and fluency and were able to produce more well-structured expressions. CLIL refers to a modern learning approach in which a content is tutored in a particular language. (Lasagabaster & Sierra, 2010). CLIL has double focus. It is particularly useful in EFL classrooms such as Taiwan where English language is mostly spoken in the classrooms instead of the practical lives of learners, where EFL students are enthusiastically progressing in Language proficiency, elaborated by Strong socioeconomic globalization programs are increasing very rapidly since the last decade. That is why Content and Integrated Language Learning has become a conventional form of learning in many parts of Europe. For example, Authorities are encouraging the establishment of CLIL in order to achieve the goal of internalized higher education. (Yang & Gosling, 2014) There's lack of documented literature of CLIL, other than European contexts. (Pérez-Cañado, 2015). Increasing attention to CLIL is also due to European longing to provide a multilingual educational environment. (Van de Craen & Mondt, 2003). Despite of many benefits of CLIL, it is quite challenging in its implementation, specially in EFL context. The main challenge is the availability of resources and the second challenge is the lack of particular material which is adjusted for CLIL. Because these challenges can hinder effective teaching (Hu, H., & Zhang, 2024). These challenges also emphasized that there must be educational institutions to invest in the development of resources to facilitate the implementation of CLIL. There is a need for professional development of teachers to implement CLIL effectively. Teachers training must be done which can help enhance teachers confidence and increase their competence level as well, as it is narrated by (Mendez & Lopez, 2023). Workshops in this regard can be helpful in enhancing skills in CLIL educators to create an effective and engaging learning environment. There should be opportunities for professional development in this regard. Longitudinal studies have shown that students who studied through CLIL were more likely to pursue higher education and remain engaged in lifelong learning. It shows that CLIL not only affect academic performance but it also create interest in both content areas and language acquisition. These findings also reflect the significance

of CLIL and its integration in educational practices. The integration of technology into CLIL has significant advantage in enhancing learning practice and teaching outcome. Digital tools such as collaborative platforms and different interactive applications are really helpful in enhancing teaching as well learning experience. As research in this field is still evolving, collaboration among educators, policymakers and administrators is mandatory for creating an educational framework for successful implementation of CLIL. According to recent studies CLIL is not just a methodology but a complete strategy that prepares students for success in a global interconnected world.

Theoretical Framework supporting CLIL

The theory supporting CLIL is given below

Language Development theory

Another hypothesis which supports CLIL is the approach that people consist of two types of language learning abilities. Academic and Social language (Cummins, 1984). If it is social language, it demands less and is intellectually more informal because it is contextualized. On the other hand, Academic language is quite conventional and reasonably more challenging. CLIL instructions upgrades both sides of target languages. With the help of content texts and tasks, they provide a mean to enhance L2 skills and assist educators to develop both academic concepts as well as target language outcome. The main component which is highlighted by all four frameworks stated above shows that students need significant language input which is contextualized and a rich language environment. The students require increased exposure to L2 in a teaching environment which is content oriented and discourse-based such as CLIL. Learners are exposed to contextualized language learning in this framework. Researches in terms of CLIL are still in the process of execution, The researchers did not reach to a particular agreement on how a particular program is beneficial in terms of CLIL. To get the benefit of CLIL, more longitudinal studies need to be executed. The goal of the current research is to examine the outcome of experiments that involve L2 outcome through the medium of content. According to different researches, some intervening variables may not have been addressed in CLIL, such as amount of exposure and age. The research introduced here is an effort to control all these variables. CLIL comes with majority of objections. The basic one is to manage the load caused by acquiring both the content and a second language contemporaneously. This is quite problematic for young students who have less mastery and skillfulness in the target language. The instructors need to carefully balance demands of language and content to avoid this challenge. The successful execution of CLIL mainly rely on tutor's instruction and mindfulness. The tutors need to be efficient and trained enough in both language and content. They should also be expert in forming projects supporting both content learning and language ability. Without ample teacher's training, the outcome of CLIL can be threatened. (Dalton-Puffer, 2008). To conclude, CLIL provides a favourable approach in improving language learning outcome in ESL learners. With the integration of language and content, The educator can help the students in improving both language skills and content information. A major benefit of CLIL is that it improves cognitive development, academic achievement and motivation among learners. According to researchers, CLIL students exceed their peers in both content knowledge and Language proficiency. Successful implementation of CLIL needs careful planning and a focus on teacher's training and a focus on the cognitive burden dealt by learners. With these advisement, CLIL makes the student able to outstandingly complements their language acquisition and enables them to progress both in academic achievement and language use.

Material and Methods

The research followed a mixed approach. An experimental research consisting a pre test and post test was carried out to execute the data. An experimental pre test and post test was carried out to check the impact of CLIL on L2 Language outcome. The research focused on eighth grade high school students located in an urban area. To access the effectiveness of CLIL in learning Language, A sample size of 36 students was selected using random sampling to ensure representation across different proficiency levels. The data was collected from Eighth grade classroom which was formed for teaching purpose. The three science lessons of 90 minutes were delivered once a week which lasted for four weeks. The study employed an inductive approach. The quantitative tool i.e SPSS was used to calculate the data. A Pretest and Post test was done to check the efficiency of students in both language and content before and after the intervention of CLIL .A structured questionnaire was distributed among students to collect data to check the student's point of view about CLIL. Statistical methods were done to analyse the quantitative data. The hypothesis was expected that those pupils who acquire English language learning with the help of CLIL would gain adequate learning compared to the peers who learning through Non CLIL. The themes were extracted from teacher's observations through thematic analysis.

Results and Discussion

This section presents a detailed analysis of the data collected to access the impact of CLIL in ESL contexts. Quantitative Analysis includes statistical examinations of test scores. The objective of this research is to present a brief understanding of CLIL and its impact on ESL students language learning ability and content expertise and overall learning engagement.

Quantitative Analysis

Pre-Tests and Post-Tests

The impact of CLIL in ESL Learners was assessed through the pre-test and post-test scores, that aimed to measure students language learning proficiency and their content knowledge. The tests were designed to check specific learning outcomes of CLIL methodology.

Table 1
Pre -Test and Post-Test Score Evaluation

Test Type	Mean Score	Standard Deviation	N
Pre-Test	65.5	10.3	36
Post -Test	78.8	9.6	36

Table 1 presents the results of mean scores ,and standard deviation for both pre test and post test assessments .The pre test mean score of 65.5 indicates a basic level of proficiency among students .The standard deviation 10.3 explains some variability in scores which reflects different levels of prior knowledge. After the intervention of CLIL ,the post test mean score improved significantly to 78.1 with a comparatively lower standard deviation of 9.6 suggesting a uniform improvement across the sample. This considerable increase in scores suggest that CLIL methodology is helpful in enhancing both language skills and comprehension of content among students.

Table 2
Paired Sample T Tests Results

Test Pair	Mean Difference	t-value	df	P-value
Pre -Test vs Post -Test	-13.3	-12.2	35	<0.001

Above Table provides the sum total of paired sample t test, which assesses the significance of the dissimilarity among the pre -test and post test scores. The mean difference i.e -13.3 demonstrates a clear improvement in students performance .The t-value of -12.2 with 35 degree of freedom and a p-value of less than 0.001 shows that improvement appreciable on statistical level as well. This result stresses the effectiveness of CLIL approach in enhancing students learning outcomes. To further understand the impact of CLIL ,its demographic factors such as age ,gender and proficiency levels were analyzed by the teachers.

Table 3
Demographic Classification of Participants

Demographic Factor	Category	Frequency(N)	Percentage
Age	12-13 years	14	40
	4-15 years	22	60
Gender	Female	18	40
	Male	28	60
Proficiency Level	Beginner	8	20
	Intermediate	21	60
	Advance Level	7	20

The above table explains the demographic classification of the participants .The sample comprised of of 36 students with 60 % aged 14-15 years and there was distribution among genders .In terms of proficiency levels, 60% were categorized as intermediate ,Which could have influenced the overall performance and perceptions of CLIL effectiveness. This demographic diversity provided a well rounded perspective on the impact of CLIL across various student backgrounds.

Qualitative Analysis

The teachers did a keen observation of classrooms and the data was analyzed through envivo by doing thematic analysis.

Identification of Key themes

- The most striking theme was the prominent increase in students engagement due to CLIL approach.Teachers observed that students became more active when they studied through CLIL.
- Many teachers observed that CLIL made learning more interesting. According to a teachers, Even the quiet students also actively participated in the class and were raising their hands. They were more eager to attend the class.This participation was more evident during project based learning activities where students worked in collaboration and they discussed both the content and language.
- Many teachers observed that integration of content and language was quite helpful in language acquisition.According to them,it made the lesson more interesting. According to a teacher, When they taught the Environment in English .It made the lesson more effective for learners, as student's shared their experiences related to culture as well,which made them more invested in the lessons .The integration of

language into subject matter helped students understand the relevance of the study.

- Many teachers explained that When students learn vocabulary in the context of a science lesson or Geography lesson, they are more invested in the lessons. The contextualization of language within subject matter helps students understand the lesson in a more outstanding way. This approach allowed pupils to understand complex concepts in a more effectual manner.
- Teachers also noticed that CLIL methodology helped students understand diverse learning styles by enhancing their understanding. Visual learners took advantage from diagrams and videos while learners getting auditory knowledge were engaged through class discussions and presentations. According to a teachers, by incorporating different teaching methods ,we reach more students .They understand better because the material is presented in various ways.
- Many teachers expressed concerns over the lack of enough teaching materials tailored for CLIL.According to one teacher, we often have to create our own resources because we can't find suitable materials that integrate language and content effectively. This scarcity of resources can hinder the full implementation of CLIL strategies and limit the variety of activities that can be used in the classroom.
- According to teachers, existing curriculum did not well with CLIL approach, and made it difficult to incorporate language learning into content areas. According to one teacher, the existing curriculum is very rigid ,and there is very little room for flexibility. When a teacher is under pressure to cover specific content, this rigidity can suppress creativity and limit teachers ability to implement CLIL effectively.

Discussion

After analyzing the results,it was observed that the need for proceeding professional development related to CLIL methodologies. According to many teachers, they would benefit from additional training to enhance their skills and understanding of CLIL .According to teachers, there must be workshops that should focus on CLIL best practices. According to one teacher,CLIL workshops are extremely beneficial particularly in Pakistan .These workshops should not only help teachers refine their techniques but also allow them to share experiences and strategies. Some teachers also mentioned the need for support networks among educators for a progressive implementation of CLIL for ESL Learners. The result of quantitative data showed a prominent improvement in students language proficiency.The CLIL approach helped students to increase their motivation with learners actively participating in lessons and increasing their motivation. The contextualizing of learning within content resonated well with students and it made learning experience more enjoyable and relevant.According to teachers ,students showed enhanced content understanding, attributing this improvement by the combine learning of language and subject . This integration helped in comprehension also in creating a diverse learning styles, it also provided students with multiple avenues for grasping complex concepts.Despite this positive outcomes, teachers faced many challenges related to the availability of source and curriculum constraints. There was a lack of suitable materials and rigid curriculum which posed barriers to fully explaining and realizing the potential of CLIL in the classrooms.The teachers also emphasized the importance of professional development which focused on CLIL methodologies. Workshops and collaborative opportunities would helped learners to enhance teaching skills and to support their learning.

Conclusion

The comparison between CLIL and English Learning outcome provided significant insights into its impact on ESL students. The quantitative analysis demonstrated that CLIL enhanced students language proficiency as well as subject knowledge. The Pre-Test and Post-Test results suggested considerable increase in academic performance. The teachers observed high level of engagement and students motivation. Teachers noticed significant increase in student's participation and comprehension through integrated learning. However, the study also pointed out the challenges which included resource strategies and rigid curriculum, which can impede effective accomplishment. However, the need for ongoing professional development came out as a critical factor for educators gaining practices of CLIL .Overall ,this research emphasizes the likelihood of CLIL as an instructional approach that promotes language skills and also provides deeper conception of content and makes language a valuable method in modern language acquisition .

Recommendations

During the implementation of CLIL, teachers faced many challenges related to the availability of source and curriculum constraints. There was a lack of suitable materials and rigid curriculum which posed barriers to fully explaining and realizing the potential of CLIL in the classrooms. The teachers also emphasized the importance of professional development which focused on CLIL methodologies. Workshops and collaborative opportunities would helped learners to enhance teaching skills and to support their learning in regards of CLIL. For Future ,It is recommended that teachers should be given ample training and resource materials which strongly support CLIL. The challenges faced by teachers and students should also be addressed.

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