Modernizing Educational Practice

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Perspectives in Content and Language Integrated Learning (CLIL)

Edited by

Katarzyna Papaja and Artur Świątek

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FOREWORD

Content and Language Integrated Learning (CLIL) is an innovative approach which refers to educational settings where a language different from the learners' mother tongue is used as a medium of instruction. The other language is found to be used from kindergarten to tertiary level, and the extent of its use may range from occasional foreign language texts in individual subjects to covering the whole curriculum.

The changes in political, technological, economic and social realities of the modern world have led and still lead to more frequent contact between people of different linguistic and cultural backgrounds. Globalization has made the world interconnected. The world is rapidly becoming a mixed global village where the role of languages is extremely important. In an integrated world, integrated learning is viewed as a modern form of educational delivery. Content and Language Integrated Learning (CLIL) which is often referred to as Content-based Instruction (CBI), Immersion Education, Bilingual Education has been a very popular approach to language teaching / language learning not only in Europe but also in other countries such as Japan, Malaysia, China, United Arab Emirates, etc. Even though CLIL is not of a uniform nature (lots of variations of CLIL exist all over the world), one of the main arguments for introducing it is that it creates conditions for naturalistic language learning (Snow et al. 1989, Snow and Brinton 1997).

According to Wolff (2003: 211), there are at least three important points which should be mentioned in the context of CLIL, namely:

a) CLIL should not be perceived as an approach to language teaching and learning; it is important to pay attention to both content and language,
b) In CLIL content and language are learnt in an integrated way. The two subjects are related to each other and dealt with as a whole,
c) In CLIL another language is used to teach and learn content subjects, i.e. it is the medium of instruction.

Maljers, Marsh, Coyle, Hartiala, Marsland, Pérez-Vidal & Wolff (2002) claim that there are 5 dimensions or reasons for introducing CLIL in schools and universities in order to strengthen the teaching and learning

at these institutions. The 5 dimensions of CLIL are based on issues related to culture, environment, language, content and learning. Each of these includes a number of focal points realised differently according to three major facts: age-range of learners, socio-linguistic environment and degree of exposure to CLIL (Maljers, Marsh, Coyle, Hartiala, Marsland, Pérez-Vidal & Wolff, 2002: 65):

a) The Culture Dimension – CULTIX
      -Build intercultural knowledge & understanding
      -Develop intercultural communication skills
      -Learn about specific neighbouring countries/regions and/or minority groups
      -Introduce the wider cultural context

b) The Environment Dimension – ENTIX
      -Prepare for internationalisation, specifically EU-integration
      -Access International Certification
      -Enhance school profile

c) The Language Dimension – LANTIX
      -Improve overall target language competence
      -Develop oral communication skills
      -Develop plurilingual interests and attitudes
      -Introduce a target language

d) The Content Dimension – CONTIX
      -Provide opportunities to study content through different perspectives
      -Access subject-specific target language terminology
      -Prepare for future studies and/or working life

e) The Learning Dimension – LEARNTIX
      -Complement individual learning strategies
      -Diversify methods & forms of classroom practice
      -Increase learner motivation

The above mentioned dimensions are good reasons for introducing CLIL into formal education as they are based on the assumption that building intercultural knowledge through content and language learning should be an indispensable part of our life.

This publication results from selected presentations given at the Ustroń CLIL 2013 conference. The main focus of this event was to reflect the internationality of CLIL by bringing the academicians, researchers, teachers and educational authorities from all over the world together and providing them with the opportunity to exchange an interdisciplinary dialogue on CLIL methodologies as well as purely practical consequences of implementing CLIL pedagogies in institutional educational practices at primary, secondary or tertiary level. This collection embraces original contributions in different areas of CLIL, namely:

- CLIL-focused theory and research: experiences and future perspectives,
- CLIL in SLA theories (productive and receptive skills, linguistic and communicative competences),
- psychological and psycholinguistic perspectives on CLIL (attitudinal patterns, motivations, individual learner differences, cognitive and hermeneutic strategies),
- sociolinguistic theories and discourses (bilingual and multilingual education, international language policies, institutional implementation of CLIL initiatives),
- CLIL classroom discourse and management (classroom discourse, classroom interaction analysis, curriculum design, qualitative/quantitative assessment and evaluation, code switching),
- socio-cultural considerations (intercultural competence development, multiculturalism in theory and practice, ethnic/language minority classrooms),
- socio-economic contexts of CLIL implementation initiatives (labour market modelling, human resources management).

The article entitled *The perceptions of ELT Prospective Teachers on CLIL* by Hasan Bedir is an attempt of raising the awareness of ELT student teachers on CLIL, which will shed light on the current attempts to improve the quality of language education in Turkey. There has been a great amount of research indicating the usefulness of CLIL in different education levels, yet the role of it has generally received less attention in Turkey although it has made great strides in order to be a member of European Union. CLIL is not officially included in Language Teaching Programmes in Turkey although CLIL modules have been introduced in initial teacher training courses for language teachers. The main reason for this reluctance is due to the fact that teachers are not trained at Faculties to implement CLIL programmes.

The second article entitled *Arithmetic Facts and Language of Acquisition Effect in Primary School Children* by Maria Luisa Canavesio, Simone Sulpizio, Remo Job is devoted to the presence of interference and Language of Learning Arithmetic (LoLA) effects in mental arithmetic when the language of acquisition is not the native tongue but a foreign language. The sample under investigation are CLIL classes, in which children (9-10 years old) have been taught and trained in Mathematics with English as a medium of instruction since their first year of formal schooling.

The next article *Bilingual Education Project in Poland: A Summary* by Anna Czura and Katarzyna Papaja exposes four large-scale research studies exploring CLIL sections with English, German, Spanish and French as a medium of instruction and provides a comprehensive overview of practices as well as a number of operational features of this type of education in Poland.

Tertiary students' perceptions of CB/CLIL language courses. A case study in a psychological English course by Małgorzata Foryś is a presentation of a practical application of CLIL principles to teaching at the tertiary level in the form of a course in psychological English offered to a group of second-year psychology students. The main aim of the paper is to discuss some practical implications for designing content-embedded language courses in the context of tertiary education.

The fifth article entitled *Cultural Awareness: CLIL in a Japanese Medical University Context* by Chad L. Godfrey is an attempt to present better ways to promote learning outcomes in the CLIL classroom by creating an awareness of students' learning styles, and by attempting to merge the students' learning culture with one`s own teaching style. What is more, the implications for CLIL educators, teaching students that may have learning backgrounds different from their own are discussed.

The next article entitled *Elements of CLIL in course books for EFL for young learners - an overview* by Adrian Golis aims to present an overview of the ways course books for primary students approved by the Polish Ministry of Education deal with simple CLIL topics. Both a quantitative and a qualitative analysis will be provided, demonstrating how much CLIL is present, as well as what topics and methods are exploited by the course book authors. The examples of both successful and poor content and language integrated learning in EFL classroom will be described in detail.

Revisiting CLIL unreflective practice: CLIL consultancy as a tool towards a more effective CLIL initiative and a more efficient use of human resources. The case of a Catholic primary school in Rovereto, Italy by Sandra Lucietto is an illustration of the CLIL consultancy model applied

by a team of two consultants in a CLIL initiative where several subjects are taught through English in a Catholic primary school (Y1-5) in Rovereto (Provincia Autonoma di Trento, Northern Italy). The initiative started in school year 2009-10, in a Year 1 class, and will continue to the end of lower secondary education (Y8).

The article *Models of bilingual education programmes and their implementation in Europe* by Barbara Muszyńska is a description of bilingual programmes in private schools, particularly in Holland, Spain, and Sweden and a presentation how these schools have implemented the dual-focused programmes and whether they find them effective. Recent overviews indicate relative success in the evaluations of the efficiency of bilingual schools' programmes so therefore the author of the article makes an attempt to present the possibilities of implementing these programmes in schools in Poland.

The next article *Longitudinal Study of Two CLIL Classrooms in Spain: Results from Written and Spoken Data* by Anne McCabe and Tom Morton is a report on the UAM-CLIL project. The attempt was to answer the following questions: 1) what is the nature of the language that children produce in secondary CLIL classrooms? 2) how does that language change/develop over time? The researchers analysed the data (classroom discussions, interviews and written texts) gathered from two schools over a four-year-period using tools from Systemic Functional Linguistics to focus on the language children use in expressing content knowledge in English. Drawing on the results of the research, implications for teachers including suggestions for activities to scaffold learners into age-appropriate ways of talking/writing about history are discussed in details.

The article entitled *Integrating content and language in higher education within the field of Public Health* by Maja Nowak-Bończa is a description of the methodological implications that arise from the implementation of EMI as well as the attempt to show the great potential of CLIL methods in the curriculum of Public Health Studies. Public Health is an interdisciplinary field that encompasses numerous areas of study, linking professionals from various health related areas through the means of establishing a common language. Academic trends in higher education in the field of Public Health demonstrate that specific initiatives have to be put into place in order to meet the requirements of the global academic environment. Knowledge and language acquisition, curriculum with international content, English-medium programs and degrees, increased mobility of students and scholars are integral to the European educational process in which English language proficiency is crucial in professional and specialized public health communication.

The eleventh article entitled *An insight into CLIL motivation: A questionnaire study in Austria, Poland, Turkey and the Netherlands* by Katarzyna Papaja, Cem Can and Arkadiusz Rojczyk discusses the role of the CLIL Austrian, Polish, Turkish and Dutch learner in understanding the motivation to learn subjects through a foreign language. Motivation is an important affective variable to consider in the CLIL classroom, especially when pupils originate from different historical and economic backgrounds. In order to determine motivation of Austrian, Polish, Turkish and Dutch CLIL learners from the perspective of specific requirements imposed by a CLIL curriculum in these countries the research was conducted among young CLIL learners coming from these countries. Unlike regular English courses, CLIL provides additional learning challenges resulting from the fact that language is not a sole concern, but it is a tool whereby CLIL learners study content subjects. This fact is predicted to shape learners' motivation that will differ from the one measured for regular English learners.

The article entitled *In search of CLIL... a review of 'CLIL' coursebooks used in Polish Secondary Schools* by Katarzyna Papaja and Artur Świątek aims at presenting and examining two books used in Polish secondary CLIL education during geography and history classes. The books are evaluated according to the standardised criteria used by Crystal Springs Books as well as the 4Cs dimensions of CLIL (Coyle 2006). The authors of the article strongly believe that content, cognition, communication and culture must be an inseparable part of each CLIL lesson and therefore of each CLIL course book.

The article *Code-switching and translanguaging in CLIL – are we challenging our learners sufficiently? Scholar and learner perceptions and the implications for classroom practice* by Janet Streeter aims at exploring the relationship between the L1 and the L2 in the CLIL classroom and the implications of this for CLIL teachers and teacher educators. It draws upon some of the existing research and literature on code-switching and also includes the views and observations of Primary and Secondary CLIL teachers and students in two different national contexts.

In the next article entitled *Practise what you preach* by Zarina Subhan-Brewer it is outlined why CLIL is useful in order to bring about the behavioural and attitudinal change in teachers through intercultural competence, classroom interaction in the target language, improvement in language teachers' personal productive and receptive skills. Consequently, promoting the updating of English language educational practices, that is sought by so many education ministries around the world, rather than

simply offering language improvement courses for language teachers. For most of the world, the need to enter the global economy is well recognised. Thus successful English language education is seen as a prerequisite to socio-economic success. – Not only for an individual, but also for a country. If the teacher is at the heart of educational practice, then it is also given that the teacher is at the heart of its modernisation. The author supports the view that CLIL is the best way to assist teacher development for English language teachers and, therefore it is beneficial to focus on aspects of English that may not have been tackled in initial teacher training.

The subsequent article *Can Language Inhibit Learning? The reflections of Polish trainee teachers on CLIL* by Tatiana Szczygłowska is a report on the attitudes and beliefs of 160 students concerning the use of CLIL in their future teaching career. By analysing the respondents' views on numerous CLIL-related issues, an answer is being sought to the question whether they are well-equipped to do the job adequately.

The Cognitive Classroom: Improving learning outcomes through an understanding of how the brain works by Alex Thorp explores how outcomes in the CLIL classroom, or indeed any learning environment, can be considerably enhanced through a greater understanding of how learning happens. Calling on the findings of current cognitive neuroscience, language acquisition research and Evidence-based Teaching, the vital role of cognition in the classroom is considered. The ultimate objective is to consider a functional approach detailing practical steps to creating a 'cognitive classroom', albeit with language or content.

The article entitled *Polylingual Geography – Theorizing Polylingual CLIL for a Geographical Perspective* by Astrid Weißenburg focuses on the description of a plurilingual CLIL approach to Spatial Orientation, as only one dimension of the complex field of Geography Education. The theoretical basis of this approach is viewed, discussed and linked through numerous concepts of multi- and plurilingualism and Content and Language Integrated Learning (CLIL) as well as Spatial Orientation. In conjunction with these findings, hypotheses as well as a theoretical concept of skills being acquired through a plurilingual CLIL approach are stated and briefly described.

The last but not least, *Focus on CLIL Teacher Training* by Aleksandra Zaparucha is a presentation of the mini history lesson which includes the following parts: whole-class brainstorming, group matching pictures with the vocabulary items and arranging them chronologically, listening for confirmation and for extra information, constructing a time line and, finally, group production – guided speaking and writing supported by

visual aids. The aim of this article is to help the reader reflect on the necessity of the specific CLIL teacher training, indispensable irrespectively of the high level of the target language on the part of the teacher.

The articles included in the present collection were reviewed by specialists in the field. We are grateful to Prof. Mirosław Pawlak and Prof. Olivier Mentz for their suggestions and comments on earlier drafts of the papers.

Katarzyna Papaja and Artur Świątek

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Anne McCabe is Associate Dean for Arts & Sciences and Coordinator of the English Department at Saint Louis University's Madrid Campus, where she teaches linguistics, ESL and writing pedagogy. She has published articles on writing in history, CLIL, and media discourse, as well as on the teaching/learning of writing in university first-year composition programs. Her book publications include *Language and Literacy* and *Advances in Language and Education*, co-authored with Rachel Whittaker and Mick O'Donnell and published by Continuum, and *An Introduction to Linguistics and Language Studies*, with Equinox Publishers.

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Arkadiusz Rojczyk works in the Institute of English at the University of Silesia. He received his PhD degree in Applied Linguistics. He is the author of more than 30 articles and recently has published a book entitled *Temporal and Spectral parameters in perception of the voicing contrast in English and Polish.* He has taken part in many conferences in Poland and abroad. He specialises in phonetics, acoustics, psycholinguistics and neurolinguistics. He is the member of The International Phonetic Association, the Acoustical Society of America, Polish Phonetic Society and PAN. At the moment he is involved in a project on the role of motivation in CLIL.

Janet Streeter has taught in many different educational settings over the past 30 years. Trained as a Modern Languages (German & French) and EFL teacher, she has worked in schools, adult education, vocational education and universities in the UK and abroad. Janet also has a research degree in Modern French History. Her previous employment was in the Faculty of Education at the University of Cumbria (formerly St Martin's College) where she worked as International Coordinator and teacher trainer in Modern Foreign Languages and CLIL for 13 years. During this time Janet coordinated the TEL2L EU project and was UK coordinator of the MOBIDIC – a Comenius project that produced training materials for CLIL teachers. Janet now runs her own independent organisation: Cumbria CLIL, working with a group of associates to deliver residential and in-house CLIL training in the UK and abroad. She is particularly interested in teaching methods for the CLIL classroom and a key part of her work involves coaching CLIL teachers – particularly subject specialists, but also linguists - in school.

Zarina Subhan-Brewer teaches at the University of Chichester, in the UK, on teacher development courses and is a freelance teacher trainer and materials writer. The lack of useful resources led her to developing and writing materials for a number of uses from health in rural communities for literacy purposes, to improving English language usage in good governance in conflict affected areas. Through such organic methods, her interest and awareness of CLIL have led her to putting it to effective use in her work in both development and teacher education in over 10 countries.

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Alex Thorp is the Head of Teacher Training at the English Language Centre, Brighton, UK and has worked on the development and delivery of CLIL Teacher Training courses for the last 8 years. Working with CLIL teachers from around the world and also running courses in countries including Italy, Spain and Thailand, he is particularly interested in the relationship between modern cognitive neuroscience and the practical

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Astrid Weissenburg, M.A. has studied at the University of Education Karlsruhe, Germany where she majored in European Bilingual Education for primary and lower secondary schools. After finishing off her studies with the exam thesis on the ability to work with maps in a bilingual CLIL classroom, she now works as a research assistant in the Geography department of the University of Education Karlsruhe. Her research interests focus on Geography Education and its didactics, Content and Language Integrated Learning as well as plurilingual education.

Rachel Whittaker is a lecturer in the English Philology Department of the Madrid Universidad Autónoma. She works in the areas of reading and writing in Content and Language Integrated Learning (CLIL) and EFL, and in discourse analysis. She has co-written -with Ana Llinares and Tom Morton, colleagues at the UAM- a book on language use and development in CLIL classes, to come out in CUP in March 2012: The Roles of Language in CLIL. With Anne McCabe and Mick O'Donnell she edited two collections on literacy published by Continuum: Language and Literacy: Functional Approaches, (R. Whittaker, M. O'Donnell and A. McCabe eds. 2006 and Advances in Language and Education, (A. McCabe, M. O'Donnell and R. Whittaker eds. 2007). A number of studies on writing in EFL in Spanish secondary schools on which she has worked with Ana Martín Úriz based on the UAM Corpus of Written Interlanguage have been collected in La composición como comunicación: una experiencia en las aulas de bachillerato (A. Martín Úriz and R. Whittaker eds 2005). She has published a number of different studies on Content and Language Integrated Learning (CLIL) with Ana Llinares in the framework of the UAM-CLIL Project, of which
    she is co-founder. She coordinates the Masters Programme in English Applied Linguistics at the UAM, and previously was in charge of the UAM Doctoral Programme in Applied Linguistics (which received the Mención de Calidad), for many years. She is on the editorial board of the Journal of Second Language Writing, and reviews for a number of other journals.

Aleksandra Zaparucha has an MSc in Geography and MA in English from the Nicolas Copernicus University, Toruń, Poland. For 25 years she has been engaged in Geography and ELT teaching, teacher training, translating and materials writing, including 10 years of CLIL. She has co-

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CHAPTER ONE

THE PERCEPTIONS OF ELT PROSPECTIVE TEACHERS ON CLIL

HASAN BEDIR

1. Introduction

Reviewing the past experiences and requirements of language learning and teaching alongside the constraints, researchers have introduced Content and Language Integrated Learning (CLIL) based on integrating subject and language learning in the same content. The literature research carried out for this study revealed the terms used for CLIL were language immersion, content based teaching, and bilingualism. According to Marsh et al (2005:5), CLIL is a generic term referring to "diverse methodologies which lead to dual-focussed education where attention is given both to topic and language of instruction".

CLIL promoted by the EU to develop multilingual citizenship has spread rapidly throughout Europe since its implementation and led to multilingualism in many countries. Coyle (2002:27), studying the relations between CLIL and European Commission (EU) Language Learning objectives, states that, "CLIL is central to this diversity whilst remaining constant in its drive to integrate both subject and language learning. Integration is a powerful pedagogic tool which aims to 'safeguard' the subject and language learning".

CLIL is considered an educational approach beneficial for both content and language subjects (Coyle et al., 2010). It is widely accepted that CLIL provides a more integrated approach to both teaching and learning in that teachers are expected to devote special thought not just to how languages should be taught, but to the educational process in general. According to CLIL, successful content learning can be achieved through language learning, which can be supported by content learning. Mehisto et al. (2008:11) state that the "CLIL strategy involves using a language that is

not a student's native language as medium of instruction and learning for primary, secondary and/or vocational-level subjects such as math, science, art or business."

1.1. The current status of language teaching in Turkey

World War II had a great impact on the popularity of English as a foreign language (EFL) teaching in Turkey. It replaced the French language, which had been dominant since the late 18th century. Globalisation is the main reason for the rapid spread of English language teaching and learning. The need to keep up with the innovations in education, technology, social life, etc. has made English the most preferred foreign language course taught in most of the primary and secondary schools and the higher education institutions.

Turkey has been restructuring its educational system in order to improve its ability to fulfil the needs of the country and comply with the decisions, developments and practices in the international context, in particular in the European Union (EU). The effects of the reforming have especially been felt in language education. Language teaching programmes have been integrated into the world and especially EU standards. According to Kırkgöz (2009), the Turkish Ministry of National Education (MoNE) has reconstructed foreign language curricula, provided new course books and employed foreign language teachers in order to meet the demand for language learning. However, the effects of restructuring and innovations have not been felt in language classrooms, and the constraints of foreign language teaching and learning have taken the interest of researchers (Demircan, 1988; Gomleksiz, 1993; Harman, 1999; Demirel, 2003; Soner, 2007; Isık, 2008). Işık (2008:15) states the main reasons for unqualified language education being "the ever-existing traditional method, language teaching/learning habits and the defects in language planning."

MoNE has realised that the traditional approaches and materials used in English language classrooms were the main problems for English language learners, meaning they could not reach a satisfactory proficiency level accepted by the EU, even after 10 years of formal education. Thus, Turkey has recently enacted changes in the law to bring about a sustainable educational system in line with the European Union (EU) language policy as part of the ongoing attempts to join the EU. MoNE has shifted language education to the second year of elementary schools within the new education system, termed "4+4+4" (4 years of primary education,

first level, 4 years of primary education, second level, and 4 years of secondary education).

These attempts cause inevitable changes in language teaching/learning habits, the materials/method used and language planning. The new curriculum is especially aimed at improving the quality of English language education in schools in such a way that students with high school educations would be able to improve their communicative competence. Thus, CLIL as an alternative approach may respond to the questions Turkey has been facing for many years, since it is "widely seen as a kind of language bath which encourages naturalistic language learning and enhances the development of communicative competence" (Dalton-Puffer, 2007:3).

1.2. The current status of CLIL in Turkey

There has been a great amount of research indicating the usefulness of CLIL at different education levels, yet its role has generally received less attention in Turkey. CLIL is not officially included in Language Teaching Programmes in Turkey, although CLIL modules might be introduced in methodology courses of initial teacher training programmes for language teachers. The Ministry of National Education, on the other hand, does not regularly conduct in-service teacher training programmes in which teachers can become aware of CLIL and develop their methodological knowledge and skills on how to use it. Thus, it becomes difficult to find teachers who can teach both language and content. Currently, such issues as who a CLIL teacher will be and what model can be implemented are not certain. The educational system based on examination seems to be an important constraint ahead of CLIL implementation. In addition, many teachers and parents believe that CLIL cannot promote pedagogical innovation to improve the students' knowledge required in the examinations they have to give or take.

Turkey has not been involved in any of the projects aiming to use CLIL in language classrooms. Teacher training institutions, mainly Faculties of Education, do not yet systematically prepare teachers for CLIL. However, foreign language teachers play a major role in the integration of language and content via authentic materials in order to make learning a language meaningful. By doing so, they can provide the content yet they do not exactly teach it, instead teaching the language. It seems that CLIL elements have been practised in language classrooms unrecognizably. According to Darn (2006), while there is no exact formula for CLIL, the concept of a simultaneous dual focus on language and

content may be a realistic way forward for English-medium institutions in Turkey, as it is proving to be in a number of other countries. What is required, however, is both awareness raising and training for teachers from both the language and content fronts, and the development of materials appropriate for this approach.

In the present study, the concept of perception was used to refer to whether ELT prospective teachers favour or disfavour CLIL and its principles. In this sense, it is accepted that human beliefs influence perceptions; hence, teachers' beliefs influence their perceptions on teaching practices (Johnson, 1994; Pajares, 1992). The mainstream studies have revealed that there is a close relation between beliefs and perceptions, which in turn is passed on to classroom implications. Johnson (1994:439) argues that the consensus on teacher beliefs is on three assumptions:

(1) teachers' beliefs influence perception and judgment;

(2) teachers' beliefs play a role in how information on teaching is translated into classroom practices;

(3) understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.

Teachers' beliefs play a great role in teacher training and development programmes since a change in instructional practices can result from changes in the beliefs (Richards, 1998). As Calderhead (1996:719) emphasises, "such terms as beliefs, values, attitudes, judgments, opinions, ideologies, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, personal theories, and perspectives have been used almost interchangeably". Thus, ELT teacher education programs in Turkey should provide opportunities for prospective teachers to revise and change their beliefs as well as have more experience in CLIL.

The related literature on CLIL has presented satisfactory findings both for and against CLIL, yet only a modest amount of research relevant to (especially pre-service) teachers' perceptions on teaching language and content can be found in the literature. As for Turkey, it seems that no study has investigated ELT prospective teachers' perceptions on CLIL, which are central to the successful implementation of any educational reform. However, CLIL practice depends on teachers who can "embrace a new paradigm of teaching and learning" in order to understand how to put the innovative approach into practice in their classrooms (Meyer, 2010). Marsh et al. (2010) state that CLIL teachers must accomplish the following qualifications involving the cognitive, social and affective dimensions of teaching:

1. To explore and to articulate their own understanding of and attitudes towards, the principles of teaching and learning;
2. To explore and to articulate their perception of and attitudes towards content and language learning, as well as learning skills development in CLIL;
3. To define their own pedagogical and content competences;
4. To set their level of language competence according to the Common European Framework of Reference;
5. To explore and to articulate ways of working with learners to identify, in cooperation with the students, socio-cultural, personal and vocational learning needs;
6. To cooperate with colleagues and other CLIL partners, and to describe mechanisms for cooperation;
7. To expand and to renovate their own professional development plan;
8. To investigate and to deal with the multiple roles and identities of a CLIL teacher;
9. To explore and to manage the impact of their own attitudes and behaviour during the learning process.

Thus, it is vitally important that ELT prospective teachers develop their awareness and understand the purpose of CLIL in order to enhance their motivation and positive attitudes towards CLIL, which will become beliefs and reflect on their instructional approaches (Mattheoudakis, 2007; Borg, 2011). In the words of Van Lier (1996:69), "such awareness-raising work, which turns the classroom from a field of activity into a subject of enquiry, can promote deep and lasting changes in educational practices." This study, therefore, aims at investigating the ELT teacher candidates' perceptions on CLIL. The research questions of the study were the following:

1. What is CLIL?
2. What does CLIL provide?
3. What does CLIL require?
4. Who should implement CLIL?
5. Where should CLIL teachers be trained?

2. Method

The study employed mixed methods research techniques, which involved both collecting and analysing quantitative and qualitative data.

Quantitative data included a questionnaire administered after the introduction sessions. Qualitative data consisted of the responses to the open-ended questions and the semi-formal interviews conducted after the administration of the questionnaire. "Mixed methods research is defined as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry" (Tashakkori & Creswell, 2007b:4).

2.1. Participants

The participants of this study were prospective teachers attending the English Language Teaching Department. They were among those who responded to the questionnaire from a larger population of teachers. In all, 244 participants responded to the open-ended questions, and 233 to the structured questions. Eleven were excluded since they did not participate in the introduction session. The ages of the participants ranged between 22–24 and the majority were female (78.2 % female and 21.8 % male).

They had already taken the methodology courses, such as approaches and methods to language teaching, skills teaching, teaching English to young learners and materials evaluation and adaptation. They were also provided with the opportunity of teaching experiences in almost all methodology courses given at the university to blend theory and practice. When the questionnaires were administered they were attending primary and secondary schools for teaching practice in which they had the chance to practise what they learnt at the university. They also had the opportunity to experiment and see what was working best in different classes.

2.2. Data Collection

An open-ended questionnaire, consisting of six questions that did not require too much effort to answer, was administered, comprising the first questions on the topic. The participants were expected to express their general attitudes and opinions about CLIL. The responses helped the researcher to develop the structured (Likert Scale) questions. The Likert scale questionnaire consisted of 30 statements scored from 5 to 1, representing: "strongly agree, agree, no idea, disagree and strongly disagree." The statements were based upon the Underpinning CLIL features given in the CLIL Teacher's Competence Grid by P. Bertaux, C. M. Coonan, M. J. Frigols-Martín, and P. Mehisto (2010). The Likert scale questionnaire was completed soon after an introductory session on CLIL.

It was presented in the form of a 90-minute session, twice a week. It was based on theoretical and methodological aspects of what CLIL is, CLIL methodology and materials, and a CLIL lesson plan.

A semi-formal interview session, which allowed the researcher and the respondents to lead the questioning, was conducted one day after the ELT prospective teachers completed the questionnaire. The researcher formulated several key questions to define areas to be explored. This was done to confirm the indications obtained from the questionnaire data. We aimed to pursue a line of thought developed during the conversation that may not have come to light from the questionnaire.

2.3. Data Analysis

For open-ended questions, a content analysis method was used. It was thought that the answers to open-ended questions could provide a systematic analysis of textual data, which could shed light on detailed data. The data obtained from the structured questionnaire were analyzed for Mean and Standard deviation through SPSS version 13.

The analysed data were grouped under four themes and presented in the tables. The first set of 15 statements sought to investigate the perceptions on the benefits of CLIL (Table 2.3-1), the second set of 10 statements was on the requirements of CLIL (Table 2.3-2), the third set consisted of three statements on who should implement CLIL (Table 2.3-3), and the last two statement responses were on where CLIL teachers should be trained.

The content analysis of open-ended questions revealed that almost all of the teacher candidates were not aware of CLIL. The overall responses to teaching English through subject and subject content in English revealed that almost no participant had any ideas on these issues. Very few participants attributed CLIL to *teaching* and learning *subject* courses *through* the *medium* of *English*. Two of them, who had studied in European countries within the framework of the Erasmus student exchange programme, reported that they experienced the CLIL lessons, and one even said that he taught Geography in English. The following statements were identified as the common ones associated with the aim of the open-ended questions:

It is an approach for learning content through a second language.

I remembered the content-based approach that I have learned.

CLIL means both the subject and the language are taught together.

		Mean	Std. Dev.
1	CLIL helps students develop only their language skills.	2,12	1,113
2	CLIL helps students develop only their subject knowledge.	2,04	,941
3	CLIL helps students develop both their language skills and subject knowledge.	4,52	,941
4	CLIL can increase students' motivation to learn.	4,03	,947
5	CLIL can make a significant contribution to learners' personal and cultural development as well as promoting progress in language learning and use.	4,35	,673
6	CLIL enables students to gain a healthy appreciation of four skills (reading, writing, listening, speaking).	4,16	,849
7	CLIL provides learning contexts relevant to the needs and interests of learners.	4,07	,779
8	CLIL offers direct opportunities to learn through language and to make meanings that matter.	4,06	,866
9	CLIL supports the integration of language into the broader curriculum.	4,04	,913
10	CLIL helps to focus on the interconnections between cognition and communication, and between language development and thinking skills.	4,32	,728
11	CLIL offers genuine opportunities to interact face-to-face and through the use of new technologies, e.g. the Internet, video-conferencing, international projects.	4,09	,815
12	CLIL is an appropriate vehicle for exploring the links between language and cultural identity, examining behaviours, attitudes and values.	4,04	,930
13	CLIL involves contexts and content that enrich the learners' understanding of their own culture and those of others.	4,24	7,66
14	CLIL strengthens intercultural understanding and promotes global citizenship.	3,93	,875
15	CLIL can erode the quality of English language education.	2,79	1,223

Table 2.3-1. The perceptions on what CLIL provides

The overall examination of Table 2.3-1demonstrates that the prospective teachers' responses to almost all the items were either agree or strongly agree, suggesting they favour the objectives that CLIL can provide. For example, the low mean of items 1 and 2 supported by the high mean of almost all of the items reveal that they seemed to be aware of the advantages of CLIL. However, item 15 shows that they were worried