DIFFERENTIATION IN CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AT SECONDARY LEVEL EDUCATION IN PAKISTAN: PERCEPTIONS, PRACTICES AND CHALLENGES

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Abstract - The present paper aims at investigating perceptions, practices and challenges concerning the implementation of content and language integrated learning (CLIL) at secondary level education in Punjab, Pakistan. The study further explores the modes and extent of differentiation in content and language based instruction in language classroom. The population of the study comprised of male and female students (studying in class 9th and 10th) from 4 government schools from Bahawalpur (a region in southern Punjab). The English text books of 9th and 10th classes served as the sample for the present research. Questionnaires, observation and evaluation check list functioned to collect data for the problem under investigation. SPSS-Version 20 was used to carry out statistical analysis of the collected data. The findings revealed that students get motivated and interested through CLIL practices. However, the lecture time is not equally distributed to language and content based instruction. The teachers' practices revealed a very low concern for content based instruction while language accuracy on the format of Grammar Translation method of teaching was seen as the most focused end. Furthermore, the content of text books was found to emphasizing content and language integrated learning.

Index Terms - Content and language integrated learning, content based instruction, differentiation, language based instruction.

I. INTRODUCTION

Content based Language Learning is a new educational form of second language instruction but this approach has not been appreciated and perhaps not implemented in Pakistani schools. In 2014 the government reported that it would return its choice [which was taken in March 2009] to execute English as an instruction medium in Govt. schools from Grade 1. Due to the pressure by instructors, the Punjab government declared that subsequent to evaluating the choice and learning results, it has chosen to switch the instruction medium back to Urdu for educating till Grade 3. Teachers appreciated this decision but with few reservations, they acclaimed that if English would be implemented from 4th class onward it would be having "detrimental effect" on students' learning.

In a report of 2013 which was conducted by 'the Society for the Advancement of Higher Education (SAHE) and the Campaign for Quality Education (CQE) titled Policy and practice: teaching and learning in English in Punjab schools', it was found that 70% of instructors felt difficulty in teaching science and mathematics to the grade one by using English. The survey results indicated that English should be considered as a compulsory subject instead of an instruction medium till 5th grade.

The prevalence of CLIL instruction in European countries has diminished significantly in 2005. Nonetheless, the most recent report on this matter shows that again there is a developing enthusiasm for CLIL instruction in numerous regions (Kangasvieri, 2011).The main aim of this study is to concentrate on the current practices of implementing CLIL in Pakistan. In this way to provide contextualized reasons for the change in Medium of Instruction Policy from English back to Urdu in 2014 and vice versa. The present study, therefore, ventures to explore the perceptions, practices and challenges faced by teachers and students at secondary level schools of Bahawalpur.

Research Questions

The study aims to answer the following research questions:

- What are the students' perceptions about the use of CLIL in teaching English and content subjects at secondary level?
- What are the content and language teachers' perceptions about pedagogical implications of CLIL at secondary level?
- What are the classroom practices of language and Content teachers in terms of Content and Language integrated Learning when teaching English and content subjects to secondary level students?
- What challenges do the teachers and students face in the implementation of CLIL at secondary level?

II. LITERATURE REVIEW

According to recent studies, content based language integration is considered an umbrella word that covers all distinctive diversities of teaching main courses

through second language (Marsh, 2002). Studies on CLIL training which concentrated on its effect on learners' second language achievement have reported a great degree of positive outcomes (e.g. Lorenzo, 2009; Admiraal, 2006 & Pihko, 2010).

However, the output of the impacts of CLIL training on content learning has been marginally less predictable. In any case, a few studies demonstrate that CLIL training has a genuinely beneficial outcome additionally on students' substance learning and general school education (Seikkula-Leino, 2005).

A study by Seikkula-Leino (2005) concluded that underachieving learners could take more interest in CLIL training. Meriläinen (2008) explored the approaches to bolster diverse sorts of learners in one English speaking submersion instruction category in Finland. She concluded that the utilization of mother languge and adaptable gathering were basic and successful techniques to bolster the learning of underachieving students. She recommended that schools ought to pay consideration on different issues in CLIL instruction, for example, central subject and substance, the part of L1 (mother tongue) and L2 (target language) and teaching methodologies.

Insersion/incorporation: Incorporation has been broadly considered. Peterson (2003) reviewed the outcome of different incorporation studies and the impact of insertion on learners' scholastic accomplishment and societal prosperity. With couple of special cases, the outcomes were very positive. Kalambouka (2007), in his abridged 26 research studies that inspected the effect of incorporation on the scholarly execution and social improvement of understudies without exceptional needs. The outcomes were certain or unbiased in 80% of the research studies, which shows that coordinating understudies with exceptional requirements into specific instruction classes do not affect other students' school execution or social improvement.

In spite of the empowering research results related to the impacts of incorporation on understudies' fulfillment and societal prosperity, individuals' states of mind towards consideration have not been extremely positive. In a substantial study for class educators, subject instructors and principals (n = 1,824), Moberg (2011) found that just 5% of the members upheld consideration to incorporation. Most by far of the educators protested the incorporation as they dreaded not having the capacity to give quality instruction to both students, with and without extraordinary needs.

As a teaching method, CLIL gives an extensive system that perceives the complex yet important interrelationship in the middle of language and content for certified language advancement. It does this together with a hypothetically rich and vigorous arrangement of standards to guide educators on how this can really be accomplished practically, over a scope of instructive settings.

Four guiding principles of CLIL

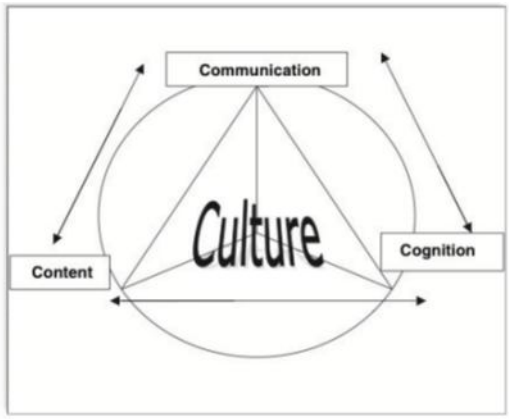
Coyle (2006) proposed four key principles of CLIL called 4Cs:

Content: content is the main theme and subject matter which forms the basis of the program and is defined by sphere or field according to comprehension, dexterity and concepts.

Cognition: Cognition is the way through which we think and try to comprehend in the light of experience. For example, recalling, understanding, estimating, critiquing and creating).

Communication: The language to make and convey the information, ideas, and abilities being found out. For example, expressing truths about the sun, giving directions on utilizing programming, portraying feelings in light of music.

Culture: The ways that we communicate and draw in with learning, background, and our general surroundings; socially (for example, social traditions for conveying everything that needs to be conveyed in the objective language), instructively (for example, classroom collaboration), and/or as per order (for example, experimental traditions for planning reports to spread knowledge).



4Cs Framework of CLIL (Coyle, 2006)

"The 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and 'otherness', that effective CLIL takes place. From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively." (Coyle, 2006, p. 9).

Differentiation

Differentiation is viewed as a blend of a few distinct speculations. For example, differentiation has clues of Gardner's Theory of Multiple Intelligences and it can be measured as a pedagogical approach (Gardner,

2008; Tomlinson, 2000). Gardner's hypothesis perceives that students are diverse as far as their intelligences and gifts and therefore infers that instructing ought to be adjusted to best match every understudy's individual capacities and necessities.

Another hypothetical idea that is vital to differentiation is Vygotsky's (1982) Zone of Proximal Development (ZPD). The point of differentiation is to find the understudy's real improvement stage and tailor instructing with the goal that it compares to the student's ZPD. Accordingly, in a perfect circumstance of differentiation every understudy would be working in his or her very own ZPD.

Practically, differentiation can be executed on three measurements: the degree, the profundity and increasing rate of learning. Educators can in this way separate the objectives, content, showing strategies, materials and undertakings, learning situations and appraisal as indicated by students' availability, premiums, capacities, inspiration and self-regard (Moberg, 2011).

III. RESEARCH METRHODOLOGY

The present research adopted quantitative-cum-qualitative research design. The basic rationale of the study rooted itself in the exploratory type of research as it focused to identify and explore perceptions and practices of the stakeholders (i.e. students and teachers) of education in terms of Content integrated Language Learning approach. The study also aimed to identify the challenges faced by students and teachers in the implementation of this approach.

Research Site

The study was conducted in four Govt. Secondary schools of Bahawalpur. The choice of secondary schools was reckoned as suitable because in these schools students have options to opt either English or Urdu medium of instruction in learning Non-Language subjects for example general science, mathematics, computer, biology, chemistry and physics etc. at secondary level. Hence, it could give a better sample to elicit responses regarding their experiences and perceptions of learning content subjects in English as well as about learning English through content subjects. Moreover, since the present study employs and relates with the education policy making at government level in Pakistan, the selection of Govt. schools instead of private ones was also considered appropriate.

Research Sample

One of the most important factors partaking in the validity of any research is the selection of suitable sample. The sample finalized for the present study included 80 students (20 per school) undertaking non-language subjects in English in their 9th and 10th classes. Male to female ratio of the students was 1:1. Besides this, 8 English Language teachers and 20 content teachers teaching at secondary level were also included in the sample of the present study.

Category	Schools		Students		Teachers	
			9th	10th	English Teachers	Content Teachers
A	Girls	Govt. Girls High School Model Town A, Bahawalpur	10	10	2	5
		Govt. Comprehensive girls high school Bahawalpur	10	10	2	5
B	Boys	Govt. Boys High School Sadiq Dane Bahawalpur	10	10	2	5
		Govt. Boys Higher Secondary School Abbasia Bahawalpur	10	10	2	5
Total			40	40	8	20
Grand Total			80		28	

Research Instruments

Selecting and designing research tools is a direct path to getting answers to research questions posed at the preliminary stages of any research. The instruments adopted for the current study included questionnaire for students, semi-structured interviews with the teachers and a classroom observation check list. All of these instruments aimed at addressing the objectives of the study, i.e. to explore students' and teachers' perceptions about and practices regarding the implementation of CLIL in learning English and content subjects.

IV. DATA ANALYSIS

The data were analyzed by using statistical procedures. Frequency distributions were calculated to identify students' general perceptions about CLIL and teachers' practices regarding the implementation of CLIL in secondary level classrooms. The results are presented in the tables below:

Student Questionnaire

Sr. No.	Statements	Percent Responses				
		SD %	DA %	N %	A %	SA %
1	I can learn English in content subject lessons	4	15	8	11	62
2	My English has improved because studying content subjects through English increases my exposure to English.	8	12	3	7	70
3	I can learn many new and useful English words when studying content subjects through English.	1	5	9	29	56
4	My confidence in using English increases because I can follow instructions of what to do in content subject lessons.	63	24	10	2	1
5	Needing to study content subjects through English increases my motivation to improve my English.	9	18	34	20	19
6	I learn more English in content subject lessons than in English lessons.	11	46	16	12	9
7	I prefer learning English in content subject lessons than in English lessons.	39	36	5	13	7
8	Learning English in content subject lessons is more memorable than that in English lessons.	41	21	19	13	6
9	I find it more interesting to study English in content subjects than in the English subject.	54	19	6	17	4
10	When my English improves, I feel that I can learn the content subjects more easily.	0	0	0	21	79
11	No matter how good my English is, I still find it difficult to study the content subjects through English.	15	16	13	2	54
12	My English proficiency plays an important role in my performance in the content subjects.	11	3	14	23	49
13	I find it challenging to study content subjects through English.	7	10	3	12	68
14	I have difficulty understanding, memorizing and/or using the vocabulary of the content subjects.	23	17	5	34	21
15	I have difficulty understanding the technical words when studying content subjects through English.	12	37	11	23	17
16	I have plenty of opportunities to discuss subject matter with my classmates in content lessons in English.	48	35	6	6	5
17	When we don't understand some concepts, my teachers will explain them again using simpler English.	63	25	6	3	3
18	My content teachers' English is simple and easy to follow.	55	24	8	8	5
19	The English I learn in English lessons is sufficient for me to study content subjects.	23	45	13	8	11
20	I am able to meet the language demands of the content subjects I am studying.	20	23	24	27	6
21	I need language support when studying the content subjects through English.	12	19	14	39	23
22	My content teachers can always provide me with the language support I need in their teaching.	65	15	12	5	3
23	I am confident to use English to discuss content knowledge with my classmates.	68	23	2	3	4
24	I have difficulty reading the study materials (e.g., textbooks) of the content subjects in English.	20	11	7	19	43
25	I have difficulty completing my content subjects' homework in English (e.g., writing a short paragraph explaining a process).	56	13	7	9	15

26	I can learn many new and useful English words when studying content subjects through English.	3	19	18	29	31
27	I understand English grammar better after studying content subjects through English.	36	19	13	23	9
28	I think teaching language and content at the same time is an effective way to learn language.	34	3	14	33	16
29	I think teaching language and content at the same time is an effective way to learn content.	41	12	6	14	27

Classroom Observation

	Classroom Events	EFL Class Response		Content Class Response	
	1 Integrate content and language				
i.	Specifies the planned content and language outcomes for the lesson	Content= 10%	Language 90%	Content 90%	Language 10%
ii.	Focuses corrective responses on pre-determined content and language outcomes based on the lesson, and the developmental level of the learners	Yes 5% content	Language 95%	Yes	---
	2 Create a rich L2 learning environment				
i.	Creates a friendly and safe learning environment	Yes 44%	No 56%	Yes 50%	No 50%
ii.	Surrounds learner with rich subject content, and extensive oral and written language input	Content	Language	Content	Language
iii.	Creates numerous opportunities for students to speak and write	Yes 45%	N0 55%	Yes 40%	No 60%
	3 Make input comprehensible				
i.	Uses body language, visuals and realia to communicate meaning	Yes 20%	No 80%	Yes 50%	No 50%
ii.	Elicits and draws upon prior knowledge, experiences and current attitudes	Yes 14%	No 86%	Yes 30%	No 70%
iii.	Uses a variety of pre-reading and pre-writing activities to make content and language more accessible	Yes 2%	No 98%	Yes 1%	No 99%
iv.	Breaks complex information and processes into component parts	Yes 35%	No 65%	Yes 70%	No 30%
V	Makes frequent use of comprehension checks that require learners to demonstrate their understanding	Yes 53%	No 47%	Yes 76%	No 24%
	4 Use "teacher-talk" effectively				
i.	Uses normal level of	Yes	No	Yes	No

	volume, articulates and enunciates clearly	60%	40%	65%	35%
ii.	Slows down and simplifies language when developmentally appropriate	77%	23%	88%	12%
iii.	Avoids "teacher-talk"	20%	80%	15%	85%
iv.	Models accurate use of language	98%	2%	90%	10%
	5 Promote extended student output				
i.	Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking.	40%	60%	35%	65%
ii.	Structures and facilitates high-interest, student-centred activities.	30%	70%	27%	73%
iii.	Provides all students with the opportunity to participate and speak.	60%	40%	50%	50%
iv.	Promotes learning from and with peers.	56%	44%	51%%	49%
v.	Communicates and consistently reinforces clear expectations about learning achievements related to content, language and learning skills.	25%	75%	20%	80%
	6 Attend to diverse learner needs				
i.	Takes into account different learning strategies and helps students develop learning skills	35%	65%	23%	77%
ii.	Makes use of a wide variety of activities through learning centres where students can work at a level that is appropriate for them	43%	57%	32%	68%
	7 Attend to continuous growth and improvement in accuracy				
i.	Uses a variety of effective feedback techniques	23%	77%	12%	88%
ii.	Attends to errors in both oral and written language	97%	3%	5%	95%
iii.	Differentiates between feedback on form versus meaning	14%	86%	2%	98%

Source: Checklist adapted from Mehisto et al. (2008, pp.232-237)

If you wish, you may write in the first person singular or plural and use the active voice ("I observed that ..." or "We observed that ..." instead of "It was observed that ..."). Remember to check spelling. If your native language is not English, please get a native English-speaking colleague to proofread your paper.

DISCUSSION AND CONCLUSION

The above findings suggest that students of Govt. Schools at Bahawalpur Pakistan do not have a considerably positive approach towards CLIL. The reason might be the challenges they have to face while learning content subjects in English language which is a second language to them. They do not possess

hand-on knowledge of English as well as their content teachers also do not focus much upon their language skills. Therefore, it becomes difficult for students to cope up with both the content and language at the same time.

The results of classroom observation are also quite disappointing as the language teachers are seen as least concerned with presenting informative content in their language classes. They do not engage their students in creative and critical thinking tasks. They have no planning to incorporate problem solving tasks in their classroom teaching. Besides dragging and pulling students up towards written language accuracy, they seem not to bother about their content and knowledge grooming.

On the other hand, the content subject teachers do not care about students' communication skills in English. Their only concern is to deliver the conceptual knowledge of the subject being taught. They do not encourage students to partake in speaking English language while performing content related activities.

With regard to the challenges faced by students, it can be inferred from the above data that students are facing hurdles in adapting themselves to the mode of CLIL because of the lack of training on the part of the teachers. Both language and content teachers should be trained about how to integrate content and language instruction so that students may be given the opportunity to gain information and learn and use their second language at the same time. This will lead to learning in a natural environment. The challenges which teachers have to face in the integration of language and content include the lack of knowledge and training. Moreover, large class size, Pakistani education system which is based upon rote learning and lack of awareness are also some of the hurdles faced by them in implementing CLIL in the classroom.

Instead of focusing solely upon the Medium of Instruction policies, the Government of Pakistan should take steps for the awareness of students and teachers about CLIL. At the initial stages, the government may include CLIL as a separate module in language curriculum. This will hopefully lead to a better situation in academia of Pakistan.

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