The Effectiveness of CLIL Teaching Strategy in Enhancing Reading Skills among primary School Pupils

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Abstract

The current study explored the impact of CLIL teaching strategy in enhancing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef. Lists of these skills were directed through a pre- test, followed by implementing a program based on CLIL strategy for teaching these skills.They were grouped into a one experimental group which comprised 32 students. A pre-test was made for the experimental group. Data were collected during the first semester of the school year 2022-2023. After teaching the group using the program, a post-test was made for one group. The results showed a clear progress in the performance of the group. Thus, the program proved effective in enhancing these skills. Results were put in tables, analyzed and followed by the conclusion of the research, recommendations and suggestions for further researches.

Key words: CLIL Strategy - Reading Skills Second Graders of Abu-Bakr El-SiddeeqPrimary School

فاعلية استخدام استراتيجية (CLIL) في تطوير بعض مهارات القراءة في اللغة الإنجليزية لدى تلاميذ الصف الثانى بمدرسة أبو بكر الصديق الابتدائية

مستخلص الدراسة

هدفت الدراسة الحالية إلى إثبات فاعلية استخدام استراتيجية (CLIL) في تطوير بعض مهارات القراءة في اللغة الإنجليزية لدى تلاميذ الصف الثانى بمدرسة أبو بكر الصديق الابتدائية، وقد تم تصميم قوائم بهذه المهارات ثم بناء اختبار تمهيدي يغطى هذه المهارات، تلاه تنفيذ برنامج مبنى على استراتيجية (CLIL) لتعليم هذه المهارات وقد تم إجراء اختبار قبلى على أساس البرنامج، وتقديمه إلى لجنة التحكيم لإجراء التعديلات والتحقق من صدقه وثباته ثم تعليم المجموعة باستخدام البرنامج، كما تم إجراء اختبار بعدى للمجموعة. وقد أظهرت النتائج تقدما واضحا في أداء المجموعة بعد تلقى البرنامج، وهكذا أثبت البرنامج فاعليته في تعزيز هذه المهارات. ووضعت النتائج في جداول وتم تحليلها وتلاها الاستنتاجات النهائية للبحث والتوصيات والاقتراحات لما يستجد من البحوث فى هذا المجال.

الكلمات المفتاحية: استراتيجية (CLIL) - مهارات القراءة - تلاميذ الصف الثانى بمدرسة أبو بكر الصديق الابتدائية

Background of the Study

The universal aspect of globalization has made the world look like a small village or a little area and led to greater interaction between countries, especially in matters of a commercial nature. This means that it is rather vital not only to speak and write, but also to understand another language other than your mother tongue. Hence educators and language professionals must recognize that in order toremain competitive and provide an enhanced range of professional opportunities to the learners, continualimprovement in teaching and learning English is a key issue.In addition, as multilingualism is the norm ratherthan the exception in the world (Cenoz, 2013; Jessner, 2008), multilingual education is encouraged because it isbelieved to promote respect and interest towards the rest of the world's cultures and languages.This can be fulfilled throughintensive training onContent as well as linguistic drills which is the very material of this study.

What can be said here is how learning languages can be promoted in Content and Language Integrated Learning (CLIL) and (EFL) classrooms. Earlier research on language teaching methodology highlights a numberof different methods and approaches to teaching an FL (e.g., Howatt, 1984; Richards & Rodgers, 1986; Sánchez, 1997). However, nowadays, there is widespread agreement that there is no single method that guaranteessuccessful FL learning in any context as seen clear when we ourselves try to implement sundry strategies and techniques in teaching EFL at the Faculty of Education.There seems to be a general consensus that communicative language teaching (CLT) mayprovide learners with opportunities to engage in task performance, and therefore learn a language by using it. This experiment proved effective in my research on The Effect of Communicative Approach in the Achievement of second

Year English Majors at the Faculty of Education in 2022.Therefore, it was necessary to explore the impact of CLIL teaching strategy in enhancing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Examples of CLT teaching can be found in task-based language teaching (Ellis, 2009) and, relevant to the currentstudy, in CLIL (Mehisto et al., 2008). However, and in spite of the claimed benefits of CLT, classroom studiesare needed to explore how the principles of CLT are applied in intact FL and CLIL classrooms being the issue that thepresent study aimed to address.

Statement of the Problem

The second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef generally have deficiency in reading skills when they learn by the regular methods of teaching.Thus, the present study explored the impact ofimpact of CLIL teaching strategy in enhancing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Hypotheses of the Study

The present study mainly focused on verifying the following null hypotheses:

1. There is a statistically significant difference in reading mean scores between the pre-test and the post-test in favor of the posttest.

2. CLIL Strategyis effective in improving the reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Questions of the Study

1. What are the reading skills in which there is deficiencyamong second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?

2. Which form of CLIL Strategy can develop reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?

3. IsCLIL Strategyeffective in developing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?

4. To what extentisCLIL Strategyable to develop reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?

Aims of the Study

This study aimed to:

1. Improve reading skills in which there are dificiencies among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

2. Determine the experimental group's achievements in the English reading posttest.

3. Design a proposed CLIL Strategy intended to develop reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

4. Verify the statistically significant differences in both groups' achievements in the reading posttest.

5. Ascertain the effectiveness of a teaching-learning program based CLIL Strategyin developing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Significance of the Study

The significance of the current study is based on:

1. Contribution to the improvement of teaching English in Abu-Bakr El-Siddeeq Primary School in Beni-Suefin general.

2. Highlighting the challenges of using based CLIL Strategyin developing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

3. Verification of the effectiveness of using CLIL Strategy in developing reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

4. Attempting to realize the goals of Ministry of Education and developing the mastery of reading skills among second graders in primary schools.

Variables of the Study

1. The independent variable which is CLIL Strategy.

2. The dependent variable which is improving reading skills among second graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Delimitations of the Study

The current research was delimited to the following:

1. One class for teaching the selected group from second graders ofAbu-Bakr El-SiddeeqPrimary School in Beni-Suef.

2. Two months for implementing the program in face-to-face lessons.

3. Thirty-five pupils inAbu-Bakr El-SiddeeqPrimary School in Beni-Suef.

4. AbuBakrElSideekPrimarySchool.

5. Beni-Suef Governorate.

Literature Review

Although the term "CLIL" is modern, the technique is as old as learning itself. Any time someone learned about something else engineering, art, cooking — while they learned and practiced a foreign language, they were using CLIL, even if they didn't realize it!   The term CLIL was created in 1994 by David Marsh as a methodology which resembles and at the same time seems rather distinct from language immersion and content-based instruction. The notion of its proponents was to create an "umbrella term". This methodology has been applied in a business environment in many countries and became widely received, accepted and adopted as an effective approach. In Italy, for example, it is being used as an accelerated method to teach management concepts in English to business people. Among CLIL's proponents and practitioners there was Dr Maurizio Morselli, a Human Resources professional and Executive Coach, who believed that "this hybrid immersion approach produces a lot more immediate results and it appeals to self-motivated adult audiences who possess a basic knowledge and understanding of the target language".

CLIL objectives are varied, but among the most relevant ones the following can be pointed out (Coyle et al., 2010) as follows. To improve the educational system ,toestablish the necessary conditions that will allow students to achieve the appropriate level of academic performance in CLIL subjects ,toimprove students' proficiency in both their mother tongue and the target language, attaching the same importance to each ,to develop the intercultural understanding and to develop social and thinking skills.

CLIL advocates claim that this educational approach (Lorenzo et al., 2011): Improves L1 and L2 development,prepares students for the globalized world. Increases students' motivation to learn foreign languages, promotes the learning of a more extensive and varied vocabulary,enhances students' confidence in the target language,improves language competence in the target language, being more beneficial than traditional foreign language teaching courses andhelps develop intercultural competence.

The integration of content and language learning in English as an international language (EIL) is found in approaches to bilingual education. These approaches include immersion, content-based instruction (CBI), content-based language teaching (CBLT), and the movement towards English medium instruction (EMI). All of these approaches raise a number of questions that a view of English as an international language has for content-integrated approaches (Thompson & McKinley, 2018).

A language teacher who, apart from your job, is extremely passionate about something else, like cooking, hiking, biology, or spreading positivity around him will find his aims in these lines. In this blog post, we will discuss what the very effective Content and Language Integrated Learning (CLIL) approach is and how it can be integrated into your language teaching. Through CLIL you will boost your students' excitement and teach them important life skills. Here is one more teaching method that will bring the learning results you want out of everyone. (Sanako Blog: 2021). Here it seems clear that Sanakochimes with the high aims we try to fulfill at the Faculty of Education in coordination with the other faculties in Ben-Suef University.

Sanako goes further to promote the status and procedures of CLIL practices in his blog with a kind of micro-teaching or virtual classeswhen

he addresses the teacher saying:Think of yourself in a class, learning painting through Italian. Keep in mind you are familiar neither with painting techniques nor with the Italian language. During the first classes, you will hear the teacher mentioning the word *dipinto* quite often. In the beginning, you are dependent on the instructor's body language and gestures in order to understand the tasks you need to perform. Observing their body language and the items the teacher is showing, you will soon realize that *dipinto* stands for *painting*. In other words, what you will work on during these classes is paintings!

This is a simple example of the CLIL approach. In order to learn what *dipinto, paesaggio* (landscape) and *ritratto* (portrait) mean you will only need to attend the painting lessons, observe and listen to the teacher. (Sanako Blog, 2021) This kind of thinking a head or anticipation really gives the educational process its due concern and deep effect making positive leaning outcomes in the near future. Here you can notice that Sanako uses the Indo-European languages which will best help in that kind of integration.

Based on 4Cs curriculum (Coyle 1999)the elements of successful CLIL lesson are:

- **Content** – progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

- **Communication** – using language to learn whilst learning to use language.

- **Cognition** – developing thinking skills which link concept formation (abstract and concrete), understanding and language.

- **Culture** – exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

CLIL stands for Content and Language Integrated Learning. This means studying another subject (for example, science, history, or literature) and learning a language, such as English, at the same time - integrating the two subjects. The definition is broad because the integration can happen in many ways. Professor Do Coyle, who together with education researcher and author Dr. David Marsh coined the term CLIL, explains, "[T]here isn't just one model. … It can be a theme. It can be principles. You can spend a lot of time on this or a short time on this. But the fundamental principle of CLIL is that there is integration between using language to learn and learning to use language through the development of content." In this article, we'll explore what exactly that means and how it's used in English language teaching. These kinds of blending language with content are moderately applied at the faculties of Education in Beni-Suef though not in ideal way and that is the objective of so many researches that try to call for that standard of integration.

The European Commission (2022) identifiedCLIL as very important as it is fundamentally based on methodological principles established by research on immersion. Furthermore"It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for later use. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings." This approach involves learning subjects such as history, geography, managerial skills/concepts or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and helping children develop a positive attitude towards

themselves as language learners. The European Commission has therefore decided to promote the training of teachers to "...enhancing the language competences in general, in order to promote the teaching of non-linguistic subjects in foreign languages".

Method

As for the research design, the mixed method of quantitative and qualitative approach was adopted in the present study (Larsen-Freeman and Anderson, 2011, Thompson and Millington, 2012, Qin and Lee, 2022; Qin and Zhang, 2022). The quantitative analysis described the participants' achievements in reading.pre-and posttests. It verified the existence of statistical significant differences between the two groups' achievements in reading pre-and posttests. As for the qualitative analysis, it described the group's errors in reading.

Participants of the Study

The studywas applied onthirty-five pupils inAbu-Bakr El-SiddeeqPrimary School in Beni-Suef.They were grouped into an experimental group comprised 35 students. Data were collected during the first semester of the school year 2022-2023.

Procedures of the Study

The English reading pre-and posttests were administered at the first semester of the school year 2022-2023. The experiment group performed EFL reading by using CLIL strategy learning instruction. The employment of CLIL strategy learning instruction to the experimental group was divided into stages, where the language instructor tried to integrate the content with language with theparticipants throughidentifying words and phrases in the light of content and language. For example, if the lesson is about food, bringing the ingredients and

demonstrating how to slice, dice and toss it will be much better than showing pictures, much less trying to gesture about the ingredients and actions that is what the cooks themselves do in their televised cooking programs. (How can you gesture "carrots," or express the difference between "cabbage" and "luggage"?). Throughout these stages, the experimental participants were taught to perform the English reading tasks in this way. The language instructor selected content tasks from teacher's book. For the purposes of validity and reliability, the English reading test was piloted by using 32 participants. The pilot study ascertains that the English reading test measures the participants' achievement in English reading.

Data Collection Instruments

Data were collected through the instruments of the English reading pre-and posttests which consisted of a number of reading drills givena total markdivided to marks allocated for the correct answer of each drill. The test comprises partswhich includeda number of questions adopted from teacher's book for second language learners.

Data Analysis

There was a statistically significant difference in reading mean scores between the Pre-Test and the Post-Test after the treatment in favor of the Post-Testand that verifies themain hypothesis of the study. That was achieved through the progress which happened in students' performance as appears in their scores in the post test. It also appears through the indication of T test, Std. Deviation and significance of differences as appears in this table of data analysis:

Table (1)The Statistic Interpretation of the group in the Prepost Reading Test

Paired Samples Test

skill	Mean	N	Std. Deviation	Std. Error Mean
Reading Pretest	4.85	35	2.363	.405
Reading Posttest	8.06	35	1.687	.289

This was evident as the posttest p value was < 0.05. As such, the current study rejects the third null hypothesis that there is no statistically significant difference between the two groups' achievements in the English collocations posttest. The findings are consistent with those reported by Hwang, et al. (2017), Alfiandita; Ardi (2020); Nagy (2020), and Ding (2022).

It is clear from the previous table that there are statistically significant differences between the pre and post average scores of the experimental group in the reading skill in favor of the post measurement, where the value of T was significant at the level of 0.01, and the post average was greater than the pretest average, as shown in the following table:

Paired Samples Test

		Paired Differences					Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean	t	df	
The Group	Reading Pretest Score Reading Posttest Score	3.206	1.175	.202	15.910	33	.01

Therefore, the present study rejects the fourth null hypothesis that CLIL learning strategy is ineffective in improving EFL reading among the

experimental participants.   This finding is compatible with those reported by Nawaz (2019); Nhem (2020); Safitri, Rafli; Dewanti (2020), Shehadeh (2021) and Parcon (2022).

Conclusion, Discussion and Teaching Implications

The pretest findings showed that the experimental group had high achievements in EFL perfect reading. Their error widely covered different patterns of English reading drills before using CLIL learning strategy with them. In other words, the experimental group made fewer errors in dealing with the process of reading after the experiment as appeared in their way of reading. The experimental group showed better ability to read appropriately and use their tongue to transfer the written material to an uttered one in an eloquent way.As the experimental group's achievement significantly exceed that of the control group, the present study rejects the third null hypothesis that there is no statistically significant difference between the groups' achievements in EFL perfect reading before and after the experiment or between their scores in the pre and posttest in EFL perfect reading. The findings are consistent with those reported by Hwang, et al. (2017), Alfiandita and Ardi (2020) and Nagy (2020), and Ding, et al. (2022). Subsequently, the present study concluded the effectiveness of using CLIL Strategy in teaching English reading to second graders of Abu Bakr el Siddeeq Primary school. It rejects the fourth null hypothesis that CLIL Strategy has no effect on teaching English reading. This finding is compatible with those reported by Nawaz (2019) and Nhem (2020), Safitri, Rafli, and Dewanti (2020), Shehadeh (2021), Parcon (2022). Language teachers, in Abu Bakr El-Siddeeq Primary school should pay attention to the teaching of English reading to second graders. Knowledge of EFL reading is vital for developing the participants' proficiency levels and enables them to employ the process of reading in performing other

language skills. Knowledge of EFL readingenhances the participants' mastery of FL vocabulary, and their ability of self-expression, receiving, interpreting and replying to communicative messages, producing well-formed written sentences, and understanding various English-written texts. It is also necessary for language teachers in the same school to employ CLIL Strategy for teaching not only EFL reading, but also other different EFL skills. Thus, it is necessary for those in charge of EFL curriculum planning to observe the distribution of different EFL readingpatterns throughout the English syllabi taught in Abu Bakr El-Siddeeq Primary school. Curriculum planners for English syllabi in the Primary schools should also observe devising activities based on CLIL Strategy which covers wide range of English language skills being taught to the primary EFL pupils.

Recommendations

In the light of the previous results and the review of literature, the researcher provided the following recommendations:

1. EFL instructors should examine effectiveness of CLIL Strategy in developing English spelling skills.

2. English language instructors should adopt CLIL Strategy in developing English writing skills.

3. Teachers should redesign their reading and writing courses by using CLIL Strategy.

4. Instructors should use class time for application of content to increase interaction.

5. CLIL Strategy should be used with undergraduate stage for a greater interaction and engagement.

6. Teachers should take into consideration the training on communication and contact between students both online and off-line.

7. Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.

Suggestions for Further Studies

At the end of that treatment the following suggestions can be provided for further research:

1. Implementing the proposed program based on CLIL Strategy in developing otherEFL skills.

2. Implementing the proposed program based on CLIL Strategy in developing different science skills

3. Implementing the proposed program based on CLIL Strategy in developing different Math facts and skills

4. Implementing the proposed program based on CLIL Strategy in developing different skills of Arabic Language.

5. Implementing the proposed program based on CLIL Strategy in developing different Geographic skills like recognizing the world capitals.

6. Implementing the proposed program based on CLIL Strategy in fields other than Education like Engineering, marketing, policy and economy.

7. Exploring other factors that affect students'reading skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.

8. Implementing all the principles, fundamentals, fields and strategies of CLIL Strategy during the training sessions.

9. Blending CLIL Strategy with other branches like speech therapy in dealing with learners with learning disabilities.

10. Implementing the co-researcher work in further CLIL Strategy researches.

11. Implementing CLIL Strategy on-line and off-line.

12. Implementing CLIL Strategy Philosophy in all the fields of life as a moral lesson which can be represented in integrating of the behavior's content with the behavior's language.

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