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Perceptions about CLIL on EFL Classrooms

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Resumen:

El siguiente trabajo de investigación tiene el fin de identificar los hilos comunes entre 15 estudios que exploran las perspectivas de estudiantes sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). El objetivo principal fue comparar y contrastar estas perspectivas mediante las variables de lenguaje, recurso y comportamiento. Para lograr esto, los estudios fueron recuperados de diferentes fuentes, especialmente bases de datos en línea, y divididos en tres categorías principales a analizar: estudios de acuerdo a variables de lenguaje, a recursos educativos y a comportamientos.

En general, la investigación demostró que los y las estudiantes perciben al AICLE como una metodología exitosa que fusiona el aprendizaje de contenido e idioma; tienen alta estima y expectativas sobre los recursos usados, y se sienten significativamente motivados, aunque inseguros de su competencia en el language, durante sus lecciones de AICLE.

Palabras clave: Aprendizaje Integrado de Contenidos y Lenguas Extranjeras. Percepciones. Estudiantes.

Abstract:

The present research synthesis aimed to identify the common threats among 15 studies that explore students' perspectives on the Content and Language Integrated Learning (CLIL) approach. Its main objective was to compare and contrast these perspectives through language, resource and behavioral variables. To achieve this, the studies were obtained from different sources, especially online databases, and divided into three main categories for analysis: studies according to language variables, to educational resources and to behaviors.

Altogether, the research displayed that students perceive CLIL as a successful methodology that fusions content and language learning; have high regards and expectations on the resources employed, and feel significantly motivated, although self-conscious about their language proficiency, during their CLIL lessons.

Keywords: Content and Language Integrated Learning. Perceptions. Students.

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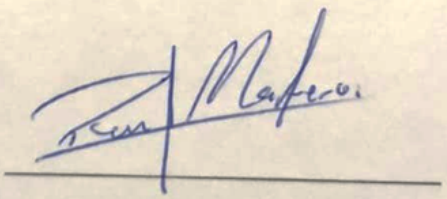

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To my siblings,

you are brilliant, you are important, you are beautiful

Introduction

The teaching process of foreign languages has lead into the research for more effective strategies that allow students to improve their language proficiency in an environment in which they barely have access to any authentic input in the target language. In this context, the Content and Language Integrative Learning approach, more commonly known as CLIL, was developed.

The idea of CLIL was first mentioned in 1994 by the European Commission (Attard Montalto, Chrysanthou, Theodorou, Walter, 2014) and it can be defined as an educational approach in which a foreign language is implemented as a medium to learn content, focusing on the improvement of the target language (Dalton-Puffer, 2011).

Ever since CLIL was first mentioned, many researchers have focused on its improvement and on the consequences the approach has had on the teaching-learning process of foreign languages. There is vast literature on this matter in regards to English (Anastasiadou & Iliopoulou, 2017; Campillo, Sánchez, Miralles, 2019; Milla Lara & Casas Pedrosa, 2018; Raéz-Padilla, 2017) however, there is still little research on the perceptions around CLIL, especially students' perceptions which is the main focus of study of the present literature review.

This research aims to analyze the perceptions of students on the Content and Language Integrated Learning approach on EFL classrooms by stating the following question as guide: what are students' perceptions about CLIL in their classrooms?

This literature is organized in six chapters. The first chapter comprehends the background, problem statement, rationale, and research questions. The second chapter consists of a theoretical framework in which main definitions in regards to CLIL and the research of perspectives are displayed. The third chapter sets forth the literature review that summarizes the results of essential studies from different educational contexts to answer the research question. The fourth chapter explains the methodology of the research. Following, the fifth chapter comprises the analysis of the chosen studies through common threads. Finally, chapter six states the conclusions and recommendations.

CHAPTER I

Description of the research

1.1. Background

Lesca (2012) defines the CLIL approach as a method that incorporates teaching content of a subject from the curriculum with teaching a foreign language, such as English. Through this methodology, students acquire thinking and learning skills at the same time, providing an environment in which they develop the ability to communicate knowledge regarding different areas such as art, science, and technology. The implementation of Content and Language Integrated Learning (CLIL) technique in the English as a Foreign Language classroom has had a bigger role in the debate of which techniques are the most efficient while learning a foreign language. (Lesca, 2012).

According to Karavas (2014), there are several problematics around the different techniques and methods in the foreign language teaching environment. Some methods are not based on language learning theories, others are open to interpretation, some are highly influenced by their value in the market rather than their efficiency… Like these, many problems have been found around which methods are the more efficient and appropriate for language teaching and learning. (Karavas, 2014)

In the case of CLIL, this approach was developed by the European Commission of 1994, focusing on the need of providing foreign language skills for a better integration among the youth of European countries, and for their preparation in a

more globalized world (Attard Montalto, Chrysanthou, Theodorou, Walter, 2014) (Dalton-Puffer, 2011). Since its beginnings, there has been broad research on the efficiency of CLIL in the EFL and ESL classrooms, including research on the perceptions about it. However, this research is mostly focused on teacher´s perceptions.

Perceptions are highly important in educational research. According to Konings et al. (2011), the study of students and teachers' perceptions and their congruency contribute to the improvement of teaching-learning processes and the achievement of positive learning results. Thus, in order for an approach to be successful in its objectives, the research carried must take into consideration the perceptions of not only teachers, but also students. (Konings et al., 2011)

1.2. Problem Statement

Ecuador is one of the ten countries – out of 100 – with lowest English proficiency in the world, according to the EF English Proficiency Index (2020). This fact highlights the need of a better EFL education and thorough research on the problems behind our current system and curriculum.

The current EFL curriculum proposed in 2016, strives for secondary students to graduate with enough proficiency to communicate in familiar situations, build long utterances, present understandable pronunciation and compensate for difficulties in communication. In order to achieve these goals, the Ministry states that the EFL curriculum is "based on a language-driven CLIL approach" (Ministerio de Educación del Ecuador, 2016, p.345). However, Palma's (2020) research states that public EFL

educators do not possess the instruction to implement CLIL as a methodology in their schools. Hence, even though the curriculum has CLIL as base, the proposed goals will not be met unless teachers actually apply the approach correctly. Moreover, most of the research around CLIL in Ecuador has been focused on its implementation and the results met. There is little to no research on the perceptions about CLIL, particularly the perceptions of students, which – as mentioned earlier – are of high relevance in educational research and the improvements of teaching-learning processes (Konings et al., 2011).

1.3. Rationale

The importance of the present literature review is based upon the lack of proper research on the students' perceptions on this methodology. There are studies on an undergraduate level from teachers at *Universidad de Cuenca* (Argudo, Abad, Fajardo-Dack & Cabrera, 2018). There are others focused on the positive outcomes of the implementation of the method in private and public schools (Aguilar Aguilera & Santacruz Fajardo, 2016; Benalcázar Bermeo, 2020; Calderón Dávila, 2019). Notwithstanding, there is little to no research on the perceptions of students in regards to the application of the CLIL approach in their different educational contexts.

Thus, the following literature review will shed a light on an aspect that has not been considered before, and that may help teachers and educational promoters to provide a high quality education in the TEFL classrooms of the country and meet the graduation goals proposed in the current Ecuadorian EFL curriculum.

1.4. Research Question

The following question was stated in order to guide the present research.

What are students' perceptions about CLIL in their classrooms?

1.5. Objectives

General

- To analyze the perceptions of students on the Content and Language Integrated Learning approach on EFL classrooms.

Specific

- To identify students' perceptions about CLIL.

- To contrast and compare students' perceptions on language, resources and behaviour in CLIL lessons.

CHAPTER II

Theoretical Framework

2.1. Content and Language Integrated Learning

What is the Content and Language Integrated Learning Technique?

The first time this theory was discussed was in 1994 by the European Commission through the Euro CLIC, a European network of professionals in plurilingual education (Attard Montalto, Chrysanthou, Theodorou, Walter, 2014). The methodology was proposed in a political and educational light. On one hand, the political aspect reckoned that mobility across the European Union required high proficiency in some specific language. On the other hand, the educational aspect strived towards the goal of providing language education with higher levels of competence to more students. (Attard Montalto et al., 2014)

How is CLIL defined? Through the many years it has been used and developed, several experts have stated definitions for the method. Dalton-Puffer (2011) states that CLIL is an educational approach in which a foreign language is implemented as a way to learn content from the current curriculum – especially for students who are part of a formal educational system. A common CLIL program usually presents these characteristics (Dalton-Puffer, 2011):

- CLIL teaches content through a foreign language – not a second language. Students should be seldom exposed in a naturalistic way to the language in which they receive classes.

- CLIL methodologies are implemented hand in hand with classical English as a Foreign Language classes.
- Teachers are not supposed to be native speakers of the target language. The main concern is for students to learn content, and so they are supposed to be experts on that field.
- CLIL programs are usually applied to less than 50% of the entire curriculum.
- Students are exposed to the CLIL methodology once they have acquired literacy skills in their first language – meaning that this method is not common at a primary level of education.

CLIL Dimensions

David Marsh and Aini-Kristiina Hartiala (2001) state 5 dimensions of the Content and Language integrated learning.

1. Culture: this dimension is related to the need of intercultural education in our current globalized world. The purpose is to prepare confident students for international collaboration, through the understanding and respect of cultures and races different to their own.
2. Environment: this feature is related directly to globalization. The environment in which students will develop their skills is constantly changing and their education must take this into consideration.
3. Language: this aspect is focused on the improvement of language competence.

4. Content: language is not merely a medium to learn content. Language displays an inherent cultural factor. By studying content in a foreign language, students are being exposed to different perspectives and approaches that may expand and deepen their understanding of the subject matter.
5. Learning: the final dimension focuses on the varied methods and practices that can be applied in a CLIL classroom. By applying assorted methods, every student has the opportunity to develop their language skills, away from the bias found in more traditional approaches.

Conceptual framework of CLIL

As Content and Language Integrated Learning in the EFL classrooms has the main purpose of reinforcing the acquisition of a foreign language while learning curriculum content (Ravelo, 2014), authors propose different components for the effectiveness of this methodology. In this context, in order to precisely frame the theories used in this literature review, it was considered proper to establish and define the following basic framework, commonly called the '4Cs' (Coyle, 1999):Por

Content. Objectives of the subject.

Communication. The display of content by students through production skills – writing and speaking.

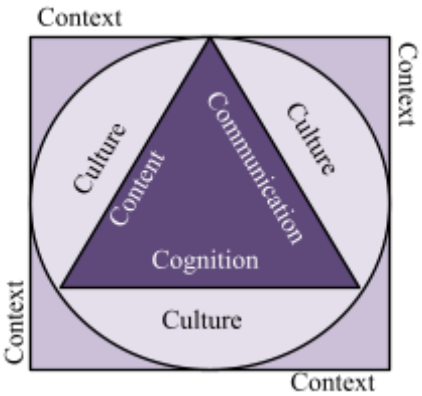
Cognition. The encouragement of cognitive or thinking skills to challenge students.

Culture. Students' understanding of their culture and others', which will help in the communication with foreign people.

As shown in figure 1, these components are not present individually, they are linked in a conceptual framework for language learning in which content is the starting point and its main focus is the relation among content (the subject), communication (language), cognition (thinking) and culture (awareness of the self and the otherness). In a more modern version of the framework, context is considered a relevant factor for this interaction: culture influences the content, communication and cognition used in the CLIL classrooms while this interaction happens in the same context (Coyle, Hood, and Marsh, 2010).

Figure 1

4Cs Conceptual Framework (Coyle, Hood, and Marsh, 2010)



Core Features of the CLIL Methodology

This methodology also presents some features of high relevance that, according to Lesca (2012), are the most effective in achieving the goals of CLIL.

- Multiple focus approach
- Safe and enriching learning environment
- Authenticity

- Active learning
- Scaffolding
- Cooperation

CLIL classes work the best when all their elements are highly integrated, from the content and language to the different subjects. Additionally, this author mentions that students should feel safe to experiment with language and content through properly guided classes. Moreover, as any other class, while applying the CLIL methodology, the material, content and the language used should be as authentic as possible, so students can relate their new knowledge with aspects of their everyday life. Other important features involve scaffolding, as in the process of 'going back' in a topic to support students as they may need; active learning, meaning that students help set the objectives of the class and the class activities are based on peero work, and cooperation, which stated that all members of the community should be involved in the lesson planning process. (Lesca, 2012)

Implementation of CLIL

Beyond the core features (Lesca, 2012), CLIL demands some more specific criteria to be met in order for it to be effective in the proper development of students. Unfortunately, the research in Ecuador is seldom and researchers have not focused on CLIL characteristics specific to the Ecuadorian context. Notwithstanding, neighboring countries have further research on this aspect. The areas to be described are part of the research of CLIL in Colombia.

Rodriguez-Bonces (2011) found 4 areas for the CLIL approach to suit its respective context.

The first area is language learning. This author emphasizes that, in order to successfully implement CLIL in schools and benefit from this methodology, schools must refine their language teaching programs. CLIL, as mentioned before, has communication as part of its conceptual framework and “communication goes beyond merely using grammatical concepts; communication implies meaningful learning including learning by doing.” (Rodriguez-Bonces, 2011, p.85).

Another area mentioned is teacher training. In accordance with Rodriguez-Bonces (2011), CLIL teachers must have training on both language and content. Schools need to train or allow the training of their teachers on content subjects, and university programs should focus on developing bilingual programs for teachers to develop their language skills. If the CLIL teacher is not properly trained, the class will be unbalanced in matters of language and content learning.

Rodriguez-Bonces (2011) also mentions materials’ development. In general, material must be adapted to the pace and contents of the national curriculum; in addition, it must answer to the language proficiency of the students.

The final area is cultural and intercultural competence. According to Rodriguez-Bonces (2011), students will benefit more from a bilingual education, meaning that their first language should not be left aside. By understanding their own culture, it will be easier to relate new concepts in the foreign language. This will also

allow students to comprehend better how different cultures view the same content they are studying.

Benefits of CLIL

The CLIL approach has been assumed to be highly effective by different theories regarding the learning process of foreign languages (Dallinger, Jonkmann, Hollm, Fiege, 2016). Dallinger et al. (2016) consider that students may find higher benefits from this methodology in their "receptive skills" – listening and reading – since students are mostly encouraged, not forced, to use the foreign language as output. However, it is relevant to emphasize that these authors also state that L1 and target language are used within the same lesson, so content and language can be learned (Dallinger et al, 2016). Moreover, experts claim that CLIL accomplishes other goals, beside language and content goals, that are important in the development of students such as cultural awareness, internationalization, pluriliteracy, and many others (Coyle, Hood & Marsh as cited in Dalton-Puffer, 2011).

Besides, CLIL helps expand students' conceptual mapping resources, allowing them to associate different concepts at a more complex level (Marsh, 2000).

The benefits do not only apply to students – by potentiating their motivation and skills, but it has also proved that CLIL teachers report greater enthusiasm for teaching than non-CLIL teachers (Dallinger et al., 2016).

Even though CLIL advantages in the acquisition of a foreign language are clear, studies are not conclusive on how students acquire content through the approach (Hughes & Madrid, 2019; Xanthou, 2011). Dallinger et al (2016) claims that content

learning takes more time through a CLIL methodology than in a conventional class in the students' native language.

Motivation and confidence during CLIL

Motivation and confidence are highly relevant factors in a learning process, especially in language learning. In order to frame these theories in the most asserted way, two theories will be considered: the Affective Filter Hypothesis (Krashen, 1986) and the motivation theory developed by Gardner and Lambert (1972).

Krashen (1986) states that each learner's affective filter will determine how students acquire a foreign language: if the affective filter is low enough, students will receive and internalize input more successfully. In this light, Krashen (1986) states there four main factors that constitute the affective filter of a language learner: motivation, attitude, anxiety and self-confidence - the last one being the most important since it determines the student's exposure and practice of the language.

Regarding motivation in EFL contexts, Gardner and Lambert (1972) divide it in two types: instrumental and integrative motivation. According to these authors, an instrumental motivation is present when students' motivation is based on external factors. For instance, when students want to learn a language because they plan to study abroad. On the other hand, an integrative motivation is when the student's motivation is based on internal factors. For example, when students want to learn a language for the sake of enjoying the learning process and the acquisition of said language. These authors (Gardner & Lambert, 1972) also remark that integrative

motivation is more effective than instrumental motivation because it is not rooted in anything else but the student.

2.2. Perception in educational research

The word perception comes from the Latin root *perceptio* which derives from the verb *percipere,* meaning “to perceive” (The American Heritage Dictionary, 2020). The Merriam Webster Dictionary (n.d.) defines the word as a “result of perceiving”. Ou (2017) explains that our individual perception completes the process of physically sensing the world that surrounds us. Through our perception, we recognize and identify stimuli, as we evaluate and give them meaning. Perception is formed through three stages: selection, organization and interpretation. (Ou, 2017)

People’s perception is affected by numerous socio-cultural factors, e.g. gender, class and race (McDonald, 2011). What role does perception have in educational research? According to Schat (2014), perceptual theories have been a forgotten element in this field. Schat (2014) also emphasizes that students’ perceptions are highly relevant in educational decision making.

CHAPTER III

Literature Review

The following analyzed literature shows varied results from the implementation of the CLIL methodology in EFL classrooms through different subjects and educational contexts, due to the nature of each school and the curriculum used in the countries where the studies were developed. The analysis is focused on the perceptions about CLIL on EFL classrooms.

Lasagabaster (2017) researched the perceptions of primary and secondary students in the Basque region of Spain through the use of focus groups. Most of the participants presented an instrumental motivation: they expect English to open job opportunities and/or to impress their parents. Furthermore, students claimed they felt comfortable during the CLIL lessons; although, they also felt they were not demanding enough. The participants claimed too that they had learned as much content as through the classes that are imparted in Basque – their native language. Moreover, students perceived that the development of their skills was related to the subject taught, since some subjects required more the use of some specific skills. (Lasagabaster, 2017)

Similarly, Oxbrow (2018) developed her study around the perceptions of secondary and primary students from varied socio-economical contexts in Gran Canaria, Spain. The subjects explained on the questionnaires provided that the bilingual program had helped them in the development of their content knowledge and language proficiency. Moreover, the students expressed high regards for their

CLIL teachers, as well as high satisfaction with the material and methodology implemented. Correspondingly, the participants remarked that they felt confident through their lessons and feel more motivation to keep learning English. (Oxbrow, 2018)

In a more sectioned group of only a private high school in Guatemala, Ocana Peinado (2019) found mostly positive perceptions from students about their CLIL lessons. According to the participants' answers on their questionnaires and semi-structured interviews, and the direct observation of some of their classes, their language and content skills had improved through the lessons. Further, students stated that the teachers, methodology and material used were adequate, satisfactory and motivational. Finally, in regards to their behavior, participants claimed that throughout the program the felt confident, and after the CLIL lessons they felt more motivated to study English. (Ocana Peinado, 2019)

Salvador-Garcia, Chiva-Bartoll and Vergaz Gallego (2018), in a parallel setting, researched the perceptions of students from a Spanish high school that imparted Touch-Rugby through the CLIL approach. The authors collected the data implementing focus groups, reflective journals and observation registers. The results present that students were fearful to use English in their Physical Education lessons; however, the same students reported that their oral proficiency had improved significantly from the CLIL classes. Furthermore, students emphasized newfound motivation on their Physical Education lessons: they learned content-related

knowledge and practiced a language they considered relevant for their future. (Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego, 2018)

Belles-Calvera (2018) focused her study on secondary students' development in a CLIL Music class. From it, it was possible to analyze how these Spanish students learned content and their confidence along the course. Through the analysis of questionnaires taken by the students and other assessment tools and techniques, the analysis states that most of the students enrolled in the class successfully learned the content presented and the same amount of students declared that they enjoyed learning English. When asked about how much they had enjoyed learning music in English, more than 90% of the participants answered positively to the question. Students emphasized they enjoyed it the most when audio-visual aids were incorporated in the lesson Notwithstanding, students showed a level of concern about formal assessment, rooted in an uncertainty on their English proficiency. (Bellés-Calvera, 2018).

Anklewicz and Czura (2018) studied the perspectives of Polish teachers and pupils on the CLIL methodology in a Mathematics class. On average, all the students were 12 years old and in sixth grade. In regards to the pupils, through semi-structured interviews and open-ended written surveys, it was found that before enrolling in the CLIL lessons they liked English but disliked Math. It is remarked that students perceived they had improved their communicative skills and lexicon in general, especially in their oral proficiency. On another note, learners found specific fondness for activities that required peer collaboration and physical movement.

However, they had not perceived any influence of the methodology on their content learning. (Anklewicz & Czura, 2018)

Syzdykbayeva (2017), closely to the previous research, analyzed the perspectives of secondary students from a Physics CLIL class in Kazakhstan. On the interviews and questionnaires applied, the students declared that the lessons were enjoyable, beneficial in the improvement of their English proficiency and the acquisition of content knowledge. Further on, they displayed that their classes would be valuable for their future and that they would like to receive less “cognitively-demanding” (Syzdykbayeva, 2017, p. 46) content through the methodology. In regards to confidence, the participants highlighted that they felt high regards towards their CLIL program and that, even though negative feelings were present at the beginning of the lessons, these feelings faded as the planning advanced.

In a similar context, Nguyen (2019) developed a study on three schools that offered CLIL lessons of Mathematics, Chemistry and Physics in three Vietnamese schools. The research instruments implemented were questionnaires and interviews on secondary students ranging from ages 16 to 17. Though there is relevant contrast among the schools due to differences on the proposals of the programs, the study reports high levels of dissatisfaction from students in regards to their CLIL lessons, how much they had improved their English proficiency and developed specific content skills. The subjects also agreed that their teachers influenced their performance on the classes, and that the material used was accurate. Concerning motivation, students mentioned the importance of the future job opportunities that

CLIL would open for them. Nguyen (2019) remarked negative perceptions of high significance for the improvement of CLIL programs. (Nguyen, 2019)

Through the research on the perspectives of Spanish university students from bilingual programs, Fernandez-Costales (2017) found that they enjoyed the CLIL lessons provided at their school programs and hoped that the methodology would improve their language skills. Another remarkable perception collected from the surveys was that it would impact their future by broadening the academic and job opportunities they would find once they had graduated. The study also emphasized that as the students advanced in their programs, the level of satisfaction decreased. It concludes that “there is still room for improvement” (Fernandez-Costales, 2017, p.56).

In a research akin to the previously mentioned though using semi-structured interviews, Nunez-Asomoza (2015) explored students’ opinions on the CLIL lessons in a foreign language Business Administration program in Mexico. The participants explained that they had improved some English subskills (e.g. vocabulary). Concerning resources, students perceived the material used in their lessons as “appropriate” (Nunez-Asomoza, 2015, p.118); moreover, they had high expectations of their teachers’ English proficiency. In matters of behavior, students were motivated during their CLIL lessons because they felt it made them better students. In this same light, students explained that the program would influence on the opportunities they would face on the future. Nunez-Asomoza (2015) also deepened on students’ confidence during the CLIL lessons: they described that they were not confident

enough to communicate in English and this interfered with their performance in the classes. (Nunez-Asomoza, 2015)

Likewise, Fernandez and Johnson (2015) focused their study on the perceptions of education students in a university in Madrid. A vast majority of the participants declared on the questionnaires provided that they had improved their English skills through the CLIL methodology. The students also stated that these classes required more participation and attention from them. Some important findings related to methodology present that students perceived that the CLIL lessons were highly focused on autonomous learning. Altogether, students displayed positive perceptions regarding CLIL and the methodology used in the lessons (Fernandez and Johnson, 2015).

Yufrizal, Huzairin and Hasan (2017) also had participants from the third level of education enrolled in the Mathematics study program from the Faculty of Teaching and Education of the University of Lampung, Indonesia. Students answered a questionnaire and claimed they found CLIL motivating, active in the learning-teaching process and useful in the improvement of their English proficiency. All participants had highly positive opinions on the CLIL program they were exposed to, which corresponds with the results of the field research carried on these same subjects – e.g. students oral English proficiency was improved after the semester they studied English through CLIL. (Yufrizal, Huzairin and Hasan, 2017)

As the previous research, Simbolon (2020) inquired university students, but in this case, who had enrolled on a Maritime English CLIL class in Indonesia. The students

took a test before and after their CLIL lessons to be assessed on their knowledge of the class content; besides, they completed a survey on the last day of class. The participants claimed they had learned important aspects of Maritime English and it showed on their tests that they had expanded their knowledge on this subject, they also mentioned that learning was “fun” and “easy” (Simbolon, 2020, p. 268). Moreover, students also claimed that the materials used during class were helpful in their learning process. (Simbolon, 2020)

In a similar context, Martyn (2018) focused her study on first semester university students of a CLIL course of Business at Guandong University of Foreign Studies in China. Martyn (2018) specifically explores the motivation of students along the course through the implementation of questionnaires and observation notes. In accordance to previous research mentioned, students state that their main motivation to enroll in a CLIL class is the work opportunities they will have on the future (especially at international companies). Further on, the participants stated that they enjoy their lesson and believe it helps them understand the “business world”, meaning that the content taught was perceived as helpful. (Martyn, 2018)

Morikoshi, Tanaka and Yoshida (2018) research CLIL students’ perceptions on the material used in a Hospitality and Tourism class at Hokusei Gakuen University Junior College in Japan. The material analyzed was originally written for this class in specific by two professors who taught the subject. From the survey questionnaire completed by the students, it is made clear that the material used was perceived in a

positive light in matters of language and content presented. (Morikoshi, Tanaka and Yoshida, 2018)

Like these, other studies and academic literature (Lundin & Persson, 2015; Mcdougald, 2018; Nieto, 2016) state the advantages that the CLIL methodology has inflicted on the learning process of language and content of students.

Chapter IV

Methodology

Research synthesis is the systematic secondary review of accumulated primary research studies (Norris & Ortega, 2006). To obtain the proper sources for the following research synthesis, a complete search was developed. Data will be collected from the following online databases: Google Scholar, Research Gate, Academia and universities' databases (i.e. Universidad de Cuenca). The key terms of this research synthesis were 1. CLIL, 2. ESL/EFL, 3. EFL students, and 4. EFL classroom. For our research synthesis, qualitative, quantitative, or mixed methods studies were considered, and there were not any restriction related to the design of these studies. Also, the sources remained digital due to the difficulty to find physical studies in the area within our context.

The criteria for selecting the articles were as follows. First, the articles focused on CLIL. Second, the articles developed students' perceptions on the CLIL approach. Third, conference presentations, dissertations, and unpublished research papers were excluded to make this research synthesis more reliable. Fourth, articles related to CLIL applied to EFL classes in non-English speaking countries were used. Finally, the articles were published since 2015 to get an idea on the challenges and effects that this methodology has had in modern times

Some journals that were considered important, reliable, and that contributed positively to this research synthesis are the following: Latin American Journal of

Content and Language Integrated Learning, Colombian Applied Linguistics Journal, Research Gate, and Learning and Instruction, among others.

CHAPTER V

Analysis

The following data analysis consists of a thorough analysis of 15 studies which consider students' perceptions of CLIL as the main focus of their research subject or as part of their research.

5.1. Publication Year of the Studies

Table 1

Studies by year of publication

Studies	Year of publication
Nunez-Asomoza Fernandez and Johnson	2015 - 2016
Fernández-Costales Lasagabaster Syzdykbayeva Yufrizal, Huzairin and Hasan	2017
Bellés-Calvera Oxbrow Anklewicz and Czura Martyn Morikoshi, Tanaka and Yoshida Salvador-Garcia, Chiva-Bartoll, Vergaz-Gallego	2018
Nguyen Ocana-Peinado Simbolon	2019 - 2020

Note. N =15

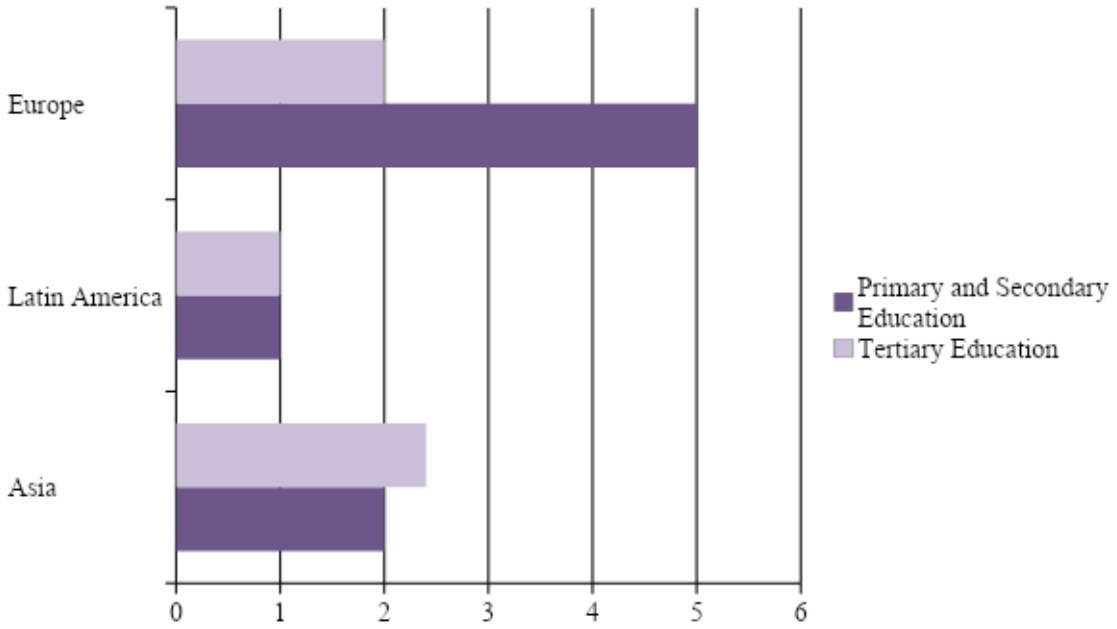
Table 1 displays the total studies used in the present literature review by year of publication. All of them present results on the perceptions of students that experienced the Content and Language Integrated Learning approach. Overall, the

studies show mixed results from the questionnaires, interviews and other surveys used to collect the data. As it can be read in Table 1, all the studies have been published from 2015 to 2020, denoting that they are quiet actual and still relevant in our current contexts

5.2. Studies by region and level of educational context

Figure 2

Studies by region and level of educational context



Note. N = 15

Figure 2 displays the number of studies by region and level of educational context. Region refers to the geographical location where the studies were developed, regardless of the nationality of the participants. For the research, studies that were developed in the primary and secondary level of education were prioritized.

There is a remarkable gap in the number of studies that take place in Europe, Asia and Latin America, the last one being the region where the least number of studies were found. In this same light, Europe presents the highest number of studies,

From the Latin American region, only 2 studies were taken into consideration. One that took place in the tertiary level and other in the primary and secondary level of education. The number of studies found were higher in Asia, with a total of 4 studies: 1 in the primary and secondary level and 3 in tertiary education. In Europe, a total of 9 studies were found. One of the studies' participants belonged to the educational community of the tertiary level. The rest of the studies from Europe (N=7) had participants from the primary and secondary educational level.

5.3. Students' perceptions according to language variable

Table 2

Number of studies by language variable

Language variable	N. studies*	Authors
content learned through a foreign language	11	Anklewicz & Czura (2018) Belles-Calvera (2018) Fernandez-Costales (2017) Nguyen (2019) Lasagabaster (2017) Nguyen (2019) Ocana-Peinado (2019) Oxbrow (2018) Syzdykbayeva (2017) Simbolon (2020) Yufrizal, Huzairin and Hasan (2017)

		Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018)
language enjoyment	5	Anklewicz & Czura (2018) Belles-Calvera (2018) Nguyen (2019) Nunez-Asomoza (2015) Syzdykbayeva (2017)
language proficiency improvement	8	Anklewicz & Czura (2018) Lasagabaster (2017) Nguyen (2019) Nunez-Asomoza (2015) Oacana-Peinado (2019) Oxbrow (2018) Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018) Syzdykbayeva (2017)

*some studies fit in more than one language variable
N = 15

Table 2 shows the studies that explore students' perceptions on language related variables. The studies report the perceptions of students before, during and/or after students' experience with CLIL. All the studies research on language variables, although students' perceptions about language is not the main concern in all of them. English as a vehicle for content learning is the most reported variable. In the following sections, each language variable will be independently analyzed.

5.3.1. Students' perceptions regarding learning content through a foreign language

Table 3

Number of studies by specific variables on content learned through a foreign language

Specific variable	N. of studies	Author
Difficulty	2	Belles-Calvera (2018) Syzdykbayeva (2017)
Language proficiency and content learning	3	Lasagabaster (2017) Nguyen (2019) Syzdykbayeva (2017)
Effectiveness of CLIL in content learning	7	Anklewicz & Czura (2018) Belles Calvera (2018) Fernandez-Costales (2017) Nguyen (2019) Syzdykbayeva (2017) Yufrizal, Huzairin and Hasan (2017) Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018)
Improvement of subject skills	7	Anklewicz & Czura (2018) Lasagabaster (2017) Nguyen (2019) Ocana-Peinado (2019) Oxbrow (2018) Syzdykbayeva (2017) Simbolon (2020)

N=11

Table 3 displays the number of studies and authors by specific variables on learning content through a foreign language.

Difficulty (Belles-Calvera, 2018; Syzdykbayeva, 2017) is a variable mentioned in this category, as some students remark that they perceived learning content through

English as very demanding. Syzdykbayeva (2017) found that for 25% of all the students, English was not the best mean to learn content since they could not always understand the terminology used. This perception meets the findings of Belles-Calvera (2018) on students' perceptions on CLIL previous to the implementation of the methodology. Conversely, after experiencing CLIL, students from the same study reported that learning content through language was not harder than their common classes.

Out of the eleven studies, in five of them (Lasagabaster, 2017; Ocana-Peinado, 2019; Oxbrow, 2018; Syzdykbayeva, 2017; Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego, 2018) students state that their content skills had improved during the CLIL lessons. Most of the studies explore this variable in general terms: a majority of students reported that their content knowledge had improved due to their exposure to CLIL (Oxbrow, 2018; Ocana-Peinado, 2019; Lasagabaster, 2017; Simbolon, 2020). Few studies develop a deeper insight on how students had improved their content knowledge. Syzdykbayeva (2017) emphasizes that students found that their learning of terminology had been specially improved thanks to CLIL. In the same light, in Lasagabaster's (2017) study, pupils stated that they had learned as much as if they had taken the class in their native language; two of the subjects even claimed that they had learned more. Finally, Salvador-Garcia, Chiva-Bartoll and Vergaz Gallego (2018) state that students were satisfied with the development of their strategic spectrum and tactics, and that English did not represent a setback in this.

In contrast, two studies (Anklewicz & Czura, 2018; Nguyen, 2019) establish negative answers on content learning through English. On Anklewicz and Czura (2018), most of the interviewees reported that the CLIL lessons had not improved their content knowledge or their abilities. Likewise, Nguyen (2019) remarks that 40% of all the students considered they had learned “a little” and “not a lot at all” content by the end of their CLIL year (p. 158). However, 60% of the students from this study agreed that they understood in general the content taught through English, diverging from students’ previous perception. It is relevant to mention that this perception was highly connected to how necessary students considered language proficiency in order to learn content (Nguyen, 2019).

On this matter, three studies (Lasagabaster, 2017; Nguyen, 2019; Syzdykbayeva, 2017) report students’ perceptions on proficiency in order to successfully learn content through English. Syzdykbayeva (2017) stated that, as aforementioned, even though some students found it difficult to understand some terminology, other students reported that language proficiency did not play a significant role in the understanding of content. On the contrary, 58% of the student subjects in Nguyen’s (2019) study claimed that CLIL lessons require a high level of English. Similarly, Lasagabaster (2017) reports that some students perceived that their least proficient classmates set back the development of their CLIL lessons.

Furthermore, another worth-mentioning variable on the learning of content through a foreign language is how positively students view the implementation of CLIL. This issue is explored in 6 studies of the 8 that have been grouped in this category

(Anklewicz & Czura, 2018; Belles Calvera, 2018; Fernandez-Costales, 2017; Nguyen, 2019; Syzdykbayeva, 2017; Yufrizal, Huzairin and Hasan, 2017). In most of the studies, students report that CLIL was a positive experience or simply that they liked their CLIL lessons. (Belles-Calvera, 2018; Fernandez-Costales, 2017; Syzdykbayeva, 2017; Yufrizal, Huzairin and Hasan, 2017). Other studies state positive adjectives given by students in regards of how much they enjoyed CLIL. Students used words like “practical”, “useful” (Anklewicz and Czura, 2018, p. 55), “interesting” and “necessary” (Syzdykbayeva, 2017, p. 40). On Nguyen’s (2019) study, perceptions are not as positive: 41% of students expressed they would not like to learn through CLIL, and 37% claimed that they did not like learning content in English. Even though the former study findings are remarkable, students generally seemed to regard in a positive light the learning of content through a foreign language.

5.3.2. Students’ perceptions regarding language proficiency improvement

Table 4

Number of studies by specific variables on language proficiency improvement

Specific variable	N. of studies	Author
Positive perceptions on macro-language skills improvement	6	Anklewicz & Czura (2018) Lasagabaster (2017) Oacana-Peinado (2019) Oxbrow (2018) Syzdykbayeva (2017) Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018)

Positive perceptions on language sub-skills improvement	4	Anklewicz & Czura (2018) Lasagabaster (2017) Nunez-Asomoza (2015) Syzdykbayeva (2017)
Negative perceptions on language improvement	1	Nguyen (2019)

N=8

Table 4 displays the number of studies and authors by specific variables on language proficiency improvement. The studies report the perceptions of students before, during and/or after students' experience with CLIL. The positive perceptions on the improvement of language skills was divided into skills and sub-skills since most of the studies analyzed either considered reading, writing, listening and speaking in general terms, or deepened students' perceptions on very specific sub-skills - e.g. vocabulary acquisition and grammar awareness.

From the studies in which students alleged there had been an improvement of their language skills, five studies (Anklewicz & Czura, 2018; Oacana-Peinado, 2019; Oxbrow, 2018; Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego, 2018; Syzdykbayeva, 2017) report improvement on language skills in general, and one or several language skills. In Ocana-Peinado's (2019) research, students were asked to measure in a rank from 1 to 4, how much they thought they had improved their language proficiency. Altogether, students marked a 3.48 when asked about the improvement of their language proficiency. Specifically, the subjects marked 3.23 in the improvement of their written comprehension and expression, and 3.07 on their oral comprehension and expression. Oxbrow (2018) supports these findings: in her

study, all the items related to the use and learning of English marked between 3/4 and 4/4 (p.145). Students agreed that the following skills were adequate: speaking and listening, marked 3.29, and reading and writing, marked 3.19 (Oxbrow, 2018). Correspondingly, though displayed in porcentages, Anklewicz and Czura (2018) found that in general 80% of the students believed they had improved their "communication skills" (p.55). In a similar light, Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018) reported that students had found improvement in their oral skills due to the CLIL program they were enrolled in.

The same studies also reported perceived development on some sub-skills as are: vocabulary acquisition (Anklewicz & Czura, 2018; Lasagabaster, 2017; Nunez-Asomoza, 2015; Syzdykbayeva, 2017) grammar awareness (Lasagabaster, 2017) and academic language (Nunez-Asomoza, 2015). One of these reported that, even though students perceived an improvement in their language proficiency, it mostly depended on the content they were taught through the language (Lasagabaster, 2017).

Conversely, the only researcher that reports a negative answer is Nguyen (2019). From the study, 38% of the students enrolled in the CLIL program claimed that their language skills had not improved at all during their CLIL lessons (Nguyen, 2019).

5.3.3. Students' perceptions regarding language enjoyment

Table 5

Number and author of studies by specific variables on language enjoyment

Specific variable	N. of studies	Author
Enjoyment of EFL class	4	Anklewicz & Czura (2018) Belles-Calvera (2018) Nguyen (2019) Syzdykbayeva (2017)
English as motivation for CLIL	2	Nunez-Asomoza (2015) Syzdykbayeva (2017)
Difficulty of English	2	Nguyen (2019) Syzdykbayeva (2017)

N=9

Table 5 displays the number of studies and authors by specific variables on language enjoyment.

Finally, the last variable analyzed in matters of students' perception on language is related to students' enjoyment of English. Of the nine studies, four develop students' language pleasure. It is necessary to explain that for this category, English enjoyment was not considered as an enjoyable vehicle to learn content, but rather as an enjoyable language.

From all of the studies that report a perception on language enjoyment, 4 (Anklewicz & Czura, 2018; Belles-Calvera, 2018; Nguyen, 2019; Syzdykbayeva, 2017) report that students enjoyed their English as a Foreign Language class or found delight on the learning and practice of English. Nunez-Asomoza (2015) and Syzdykbayeva (2017) describe that students' positive feelings towards English

played a motivational factor on their predisposition to study content through CLIL. However, Nguyen (2019) and Syzdykbayeva (2017) report that students found English difficult. Interestingly enough, regardless of the perceived difficulty about the language, students still expressed that they liked English.

Generally analyzing, students have more positive perceptions on the three language variables considered. There are some important parallels on students' learning of content and improvement of language proficiency, with students who considered they had quaintly learned content and/or improved language; and others that stated they had learned and/or improved enough. The enjoyment of English does not appear as a great setback or difficulty since a vast majority of students expressed they liked the language.

5.4. Students' perceptions according to educational resource

Table 6

Number of studies by educational resource

Resources	N. of studies*	Authors
Teachers	5	Lasagabaster (2017) Nguyen (2019) Nunez-Asomoza (2015) Ocana-Peinado (2019) Oxbrow (2018)
Material	6	Belles-Calvera (2018) Nunez-Asomoza (2015) Ocana-Peinado (2018) Oxbrow (2018) Morikoshi, Tanaka and Yoshida (2018)

Methodology	4	Anklewicz and Czura (2018) Nguyen (2019) Ocana-Peinado (2018) Oxbrow (2018)

*some studies fit in more than one resource
N = 7

Table 6 shows the studies that explore students' perceptions on resources used in their CLIL lessons. Human and material resources were taken into consideration since they are the most reported in all the studies. All the studies report students' perception on resources; however, none of these focus solely on this aspect. In the following sections, each educational material will be individually analyzed.

5.4.1. Students' perceptions regarding teachers

Table 7

Number and authors of studies by specific variables of students' perceptions on teachers

Specific variable	N. of studies	Author
motivation	4	Lasagabaster (2017) Nguyen (2019) Ocana-Peinado (2019) Oxbrow (2018)
teachers' skills	3	Nunez-Asomoza (2015) Ocana-Peinado (2019) Oxbrow (2018)
teacher collaboration	2	Ocana-Peinado (2019) Oxbrow (2018)
others	3	Lasagabaster (2017) Nguyen (2019) Oxbrow (2018)

N=5

Table 7 displays the number and author of studies by specific variables of students' perceptions on teachers. The studies report the perceptions of students before, during and/or after students' experience with CLIL.

Regarding students' perceptions on teachers, five studies develop their views on this human resource. It is relevant to state that for analysis purposes, language and content teachers and language assistants were all grouped in the 'teachers' category.

A common variable developed in the studies is "motivation", with four of them (Lasagabaster, 2017; Nguyen, 2019; Ocana-Peinado, 2019; Oxbrow, 2018) taking it into account. Nguyen (2019) remarks how teachers' formation affected students' motivation during their CLIL lessons. When students from the CBS3 environment - just one of the schools from the three analyzed - were asked about their performance and motivation, 68% answered that they did best on CLIL motivated by their teachers' knowledge (Nguyen, 2019). Ocana-Peinado (2019) states that students' perceived their teachers as "successful" and "motivational" (p.36). Notwithstanding, on Oxbrow's (2018) findings, subjects did not report high values on teachers as "motivators" (p.150).

Moreover, Lasagabaster (2017) discusses a different perception related to motivation. In the study, students were asked how they perceived their teachers' motivation. Most of the subjects on this study reported that to them, it depended on the teachers' personality and their preference for the content to be taught (Lasagabaster, 2017).

Another distinctive variable is students' perception on teachers' language and content proficiency. Nunez-Asomoza (2015), Ocana- Peinado (2018) and Oxbrow (2018) focus a section of their studies on this matter. Nunez-Asomoza (2015) reported that some students had expectations regarding their teachers' proficiency in language (specially, their pronunciation and accent). These expectations changed as the lessons advanced: students explained that accent is not important for their class (Nunez-Asomoza, 2015). Ocana-Peinado (2018) and Oxbrow (2018) stated that students had positive perceptions on their teachers' language proficiency. Students claimed that their CLIL teachers presented high skills on language, oral and written comprehension and expression, as high socio-cultural knowledge and awareness (Oxbrow, 2018; Ocana-Peinado, 2018).

The final variable on this perception displays views of students on teachers' collaboration between content and language teachers. In the two studies (Ocana-Peinado, 2018; Oxbrow, 2018) that develop this perception, students did notice a collaboration between their content and language teachers for the planning of their classes. However, the studies do not deepen on the reasons behind this perception.

There are other variables reported regarding students' perceptions on teachers. Lasagabaster (2017) reports students' perceptions on teachers' experience, and the influence of teachers on classroom environment and students' improvement of language proficiency. In addition, Nguyen (2019) provides an in-depth analysis on how teachers affect students' performance in their CLIL lessons.

5.4.2. Students' perceptions regarding material

Table 8

Number and author of studies by specific variables of students' perceptions on material

Specific variable	N. of studies	Author
Material positive appreciation	3	Belles-Calvera (2018) Ocana-Peinado (2018) Oxbrow (2018)
Appropriateness	6	Belles-Calvera (2018) Nunez-Asomoza (2015) Ocana-Peinado (2018) Oxbrow (2018) Morikoshi, Tanaka and Yoshida (2018)
Use of ICT materials	3	Belles-Calvera (2018) Ocana-Peinado (2018) Oxbrow (2018)
Others	2	Belles-Calvera (2018) Nguyen (2019)

N=6

Another resource that is constantly mentioned in the literature analyzed is material. On this, 6 studies develop students' perceptions on a general scale, appropriateness, use of ICT materials and other variables.

One common variable analyzed in 4 studies (Belles-Calvera, 2018; Nunez-Asomoza, 2015; Ocana-Peinado, 2018; Oxbrow, 2018) regarding material is appropriateness. In Belles-Calvera's (2018, p.126) and Ocana-Peinado's (2018,

p.35) studies, students state that they perceive material as “appropriate” and “reasonably adapted”, respectively. Another perception is that material is appropriate in matters of language and content (Nunez-Asomoza, 2015; Morikoshi, Tanaka and Yoshida, 2018). Besides, students report high satisfaction with the material that they perceived as “adapted and authentic” (Oxbrow, 2018, p.148).

Another variable that the studies have in common regarding material is the use and perceptions of ICTs in the classroom (Belles-Calvera, 2018; Ocana-Peinado, 2018; Oxbrow, 2018). Through the research developed by Belles-Calvera (2018), students reported that their teachers used several ICTs in their CLIL lessons, as YouTube and other online resources. The activities in which the lesson plans included these resources were reported as the most liked activities from the program (Belles-Calvera, 2018). However, Ocana-Peinado’s (2018) findings state that students experienced moderate satisfaction with the ICT material employed in class. Considering the use of this type of material, Oxbrow (2018) found that in general, students did not notice a lack in the use of information and communication technologies as material during CLIL since they reported values over 3 - the highest being 4 - about the frequency they used ICTs.

Some studies explore in a broader manner the perceptions regarding ICTs. Overall, students seem to be between highly and moderately satisfied with the application of these technologies in their CLIL classrooms. (Belles-Calvera, 2018; Ocana-Peinado, 2018; Oxbrow, 2018)

Other variables were also mentioned in some studies, as are the usefulness (Nguyen, 2019) of materials or how these were used during assessment (Belles-Calvera).

5.4.3. Students' perceptions regarding methodology

Table 9

Number and author of studies by specific variables of students' perceptions on methodology

Specific variable	N. of studies	Author
methodology positive perception	3	Nguyen (2019) Ocana-Peinado (2018) Oxbrow (2018)
activities and teaching methodology	3	Anklewicz and Czura (2018) Ocana-Peinado (2018) Oxbrow (2018)
assessment	2	Ocana-Peinado (2018) Oxbrow (2018)

N=4

The final aspect considered in the resources group is methodology, researched on a total of 4 studies in a general perception, activities and assessment.

Altogether, studies emphasize that students reported being satisfied or highly satisfied, understanding it as how pleased students feel about their classes, with the methodology used during their CLIL lessons (Ocana-Peinado, 2018; Oxbrow, 2018). Further, one study also remarks the importance that pupils give to methodology in the development of the CLIL program implemented at their school, meaning how

relevant they conceived methodology in their learning process in bilingual lessons (Nguyen, 2019).

Studies also deepen on which activities are appreciated the most by the subjects. In the case of Anklewicz and Czura's (2018) research, where students received Mathematics through CLIL, students explained that they liked activities that involve physical activities and drawing - e.g. geometry. Ocana-Peinado (2018) surveyed students on four items regarding methodology: out of the four, three items obtained scores very close or higher than 3/4.

Moreover, in Oxford's (2018) research students found great satisfaction in the methodology implemented by their teachers, marking over 3.5/4 in statements about tasks, projects, vocabulary learning and group work. On this matter, Oxford (2018) describes that "a highly appropriate task-based and lexically-focused methodology exploiting projects and collaborative learning in groups has filtered into their classes" (p.147).

A less commonly mentioned variable is the methodology applied during assessment. Ocana-Peinado (2018) states that students perceived that assessment was "continuous" and "final" throughout the course (p.36). Besides, for students, assessment mostly focused on mastering content skills, and even though it was "adequate" (p.36), they did not think that oral skills were considered in it. Interestingly, Oxford (2018) analyzes similar items, but in this case, students believed that oral skills were appropriately considered during assessment. On the

contrary, they did not perceive that content was more imperative than language through the assessment process (Oxford, 2018)

5.5. Students' perceptions according to behaviour

Table 10

Number of studies by behaviour variable

Behaviour	N. of studies*	Authors
motivation	11	Anklewicz and Czura (2018) Belles-Calvera (2018) Fernandez-Costales (2017) Lasagabaster (2017) Martyn (2018) Nguyen (2019) Nunez-Asomoza (2015) Ocana-Peinado (2018) Oxbrow (2018) Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018) Syzdykbayeva (2017)
confidence	8	Anklewicz and Czura (2018) Belles-Calvera (2017) Nguyen (2019) Nunez-Asomoza (2015) Ocana-Peinado (2018) Oxbrow (2018) Syzdykbayeva (2017) Salvador-Garcia, Chiva-Bartoll, Vergaz-Gallego (2018)

*some studies fit in more than one behaviour variable
N=11

Table 10 shows the studies that consider students' perceptions on their behaviour during, before and after the CLIL lessons, grouped by perceptions on motivation and

confidence. This category, and its specific variables, has the biggest number of studies considered. Although behaviour variables are not the focus of the studies, all of them considered either motivation or confidence on their analysis. The 2 specific variables will be analysed in the upcoming sections.

5.5.1. Students' perceptions regarding motivation

Table 11

Number and author of studies by specific variables of students' perceptions on motivation

Specific variable	N. of studies	Author
Future outcomes to enjoy CLIL	8	Anklewicz and Czura (2018) Fernandez-Costales (2017) Lasagabaster (2017) Nguyen (2019) Nunez-Asomoza (2015) Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018) Syzdykbayeva (2017) Martyn (2018)
Amount of CLIL lessons	3	Ocana-Peinado (2018) Oxbrow (2018) Syzdykbayeva (2017)
Interest on language and/or content	3	Anklewicz and Czura (2018) Lasagabaster (2017) Syzdykbayeva (2017)
Willingness to enroll in future CLIL lessons	3	Belles-Calvera (2018) Oxbrow (2018) Syzdykbayeva (2017)

N=11

Table 11 shows the specific variables considered to analyze reports on motivation from a total of 11 articles, divided by reasons to enjoy CLIL, amount of CLIL lessons, interest in language and/or content and future interest in CLIL.

A considerable number of studies reports on students' motivation to enroll in a CLIL program. Anklewicz and Czura (2018) find that students' perceived CLIL as more "absorbing and fun" (p.53) than the classes that used more classical approaches. Furthermore, some studies (Fernandez-Costales, 2017; Nunez-Asomoza, 2015; Syzdykbayeva, 2017) display some interesting results on the belief that CLIL will be a positive influence in some of the students' academic aspects. From this studies, students perceive CLIL as an "advanced way to study" (Syzdykbayeva, 2017, p.40), a motivation to become better students (Nunez-Asomoza, 2015) and a way to improve their language skills (Fernandez-Costales, 2017).

Other studies find that students, in any level, are motivated because they believe that the approach will benefit them in their future (Fernandez-Costales, 2017; Lasagabaster, 2017; Martyn, 2018; Nguyen, 2019; Nunez-Asomoza, 2015; Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego, 2018; Syzdykbayeva, 2017).. Fernandez-Costales (2017), Syzdykbayeva (2017) and Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018) concur that an important factor for students to enroll in CLIL is the impact that it will have on their future. Lasagabaster (2017) specifies that students have some expectations on their future-selves and believe that the class will be useful because in their future they would like to travel abroad -

usually to study - or to widen their job opportunities. Work is a common thread in other studies as well. Nguyen (2019) surveyed students on this topic and 85% answered that their experience on CLIL would help them find better jobs.

Another remarkable variable is students' motivation regarding the amount of CLIL lessons they had received. In general, four studies (Ocana-Peinado, 2018; Oxford, 2018; Syzdykbayeva, 2017; Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego, 2018) report that students felt satisfied with the amount of CLIL classes they received. The subjects also agreed that it took more time than their classic lessons from their everyday lives (Oxford, 2018; Syzdykbayeva, 2017) but some said that the amount of time invested was not a problem since they felt satisfied with the classes (Oxford, 2018).

Studies also find that students' motivation to learn content and language was encouraged as they had enrolled in their CLIL classes. In Anklewicz and Czura' (2018) study, students explained that the different methodologies used in class increased their interest in language and content learning. Likewise, Syzdykbayeva (2017), in the analysis of interviews with students, states that they felt more motivated to continue their language learning process. Notwithstanding, students reported little satisfaction with the subject and declared that they "would like to take less congnitively-demanding subjects" (Syzdykbayeva, 2017, p. 46). On the contrary, Lasagabaster's (2017) research concluded that students did not find any positive or negative influence on their learning motivation: they had the same motivation to learn

language and content. No study reported negative influences on this aspect of motivation.

Finally, the last common thread to be analyzed on motivation is students' willingness to enroll in future CLIL lessons. Two of the studies (Belles-Calvera, 2017; Syzdykbayeva, 2017) asked students directly if they would be interested in taking more CLIL lessons; the answers were positive. In Syzdykbayeva's (2017) study, 65% of the students reported that in the future they would like to enroll in more CLIL lessons. Further, although not directly, Oxbrow (2018) also reports positive answers. Students stated that they felt a greater interest in the "bilingual class" (p.146), marked 3.41/4, and they would like to experience a "greater amount of English in their instructional sessions" (p.146), marked 2.9 (Oxbrow, 2018).

Motivation is mostly a positive variable regarding students' behaviour, composed of many diverse factors.

5.5.2. Students' perceptions regarding confidence

Table 12

Number and author of studies by specific variables of students' perceptions on confidence

Specific variable	N. of studies	Author
confidence in language proficiency	6	Belles-Calvera (2017) Nguyen (2019) Nunez-Asomoza (2015) Ocana-Peinado (2018) Syzdykbayeva (2017)

		Salvador-Garcia, Chiva-Bartoll, Vergaz Gallego (2018)
intimidation	3	Anklewicz and Czura (2018) Nguyen (2019) Syzdykbayeva (2017)
self-esteem	4	Nunez-Asomoza (2015) Ocana-Peinado (2018) Oxbrow (2018) Syzdykbayeva (2017)

N=8

Table 12 shows the specific variables considered to analyze reports on students' confidence from a total of 8 articles, divided by confidence in language proficiency, CLIL intimidation and self-esteem.

There are opposing perceptions regarding students' confidence in their language skills. Belles-Calvera (2018) states that even though most students report that they would like to enroll in further CLIL classes, there is a group of students who were not interested in future CLIL lessons. These students, who answered negatively, expressed that they would not enroll in more CLIL classes because they feared they would not understand the teacher, that the class would be more difficult, or that their English proficiency was not high enough (Belles-Calvera, 2018). These same perceptions were reported in Salvador-Garcia, Chiva-Bartoll, Vergaz-Gallego (2018), in which students claimed to fear communication due to their low English proficiency. Similarly, Nguyen (2019) reports that 70% of all the students did not feel nervous in their EFL class; however, 45% of students expressed they felt nervous when speaking English in CLIL class. Likewise, subjects in Nunez-Asomoza (2015)

claimed feeling nervous to orally communicate during lessons. In fact, they reported that if they could attend complementary lessons in Spanish, they would feel more comfortable in their CLIL classes. However, two studies (Ocana-Peinado, 2018; Syzdykbayeva, 2017) state different answers. Ocana-Peinado (2018) finds that students mostly participated in class, without any language insecurities reported. In addition, in Syzdykbayeva's (2017) questionnaires, students reported feeling "neutral" (p.46) or in disagreement when asked if their language level was insufficient for their lessons through English.

Another common variable in regards to behaviour is how intimidating students perceived CLIL. The 3 studies (Anklewicz and Czura, 2018; Nguyen, 2019; Syzdykbayeva, 2017) explain that students felt intimidated about CLIL at the beginning of the lesson; yet, as the lessons advanced, these feelings of uncertainty, fear and nervousness diminished. For instance, Nguyen (2019) reports that 61% of all the students that participated in the research claimed that they did not feel nervous about their CLIL lessons.

Self-esteem is the last variable considered in the analysis of students' behaviour. In Nunez-Asomoza (2015), students seemed more insecure to their English native-speaker classmates. According to these students, their classmates who were not English native speakers had a lower self-esteem because they were not performing as well as in their other classes (Nunez-Asomoza, 2015). In contrast, Oxford (2018) states students reported a moderately high level of self-confidence, marking 3.2/4; results that are parallel to Ocana-Peinado's (2018) findings.

Syzdykbayeva (2017) reports negative and positive perceptions regarding self-esteem. In her study, 75% of students reported positive feelings (happiness or excitement) during their first CLIL lessons. Moreover, 43% of students reported feeling “uncertain, confused or bored” in class (p.49). Although, by the end of the research, Syzdykbayeva (2017) concludes that students were confident enough to overcome the reported difficulties through diverse learner strategies.

All the variables considered in this analysis report students’ perceptions on their CLIL lessons. Most of these were viewed in a positive light: students enjoy the language and have developed their content and language skills; they have high expectations on the resources employed and/or believe they are authentic, and they show significant levels of motivation in regards to their CLIL classes. Notwithstanding, there are some negative perceptions: few studies stated that students have learned little to almost no content through the approach, and most of these studies remark that confidence on their language proficiency meant a struggle for students during their lessons.

CHAPTER VI

Conclusions and Recommendations

6.1. Conclusions

The purpose of the present literature review was to analyze the perceptions of ESL students on the Content and Language Integrated Learning approach. To accomplish this main objective, 15 studies were analyzed in matters of students' perceptions on language, educational resources and behaviour present in their CLIL lessons.

In regards to the language variable, three sub-categories were analyzed: content learned through a foreign language, language improvement and language enjoyment.

In most of the studies that focused on students' perceptions around their content learning, it was stated that students have acquired content knowledge through the CLIL methodology (Lasagabaster, 2017; Ocana-Peinado, 2019; Oxbrow, 2018; Simbolon, 2020; Syzdykbayeva, 2017). However, there are two studies in which students reported that they had learned little content to nothing through this methodology (Anklewicz & Czura, 2018; Nguyen, 2019). These findings are highly relevant since research on the acquisition of content knowledge through CLIL is not conclusive (Hughes & Madrid, 2019; Xanthou, 2011). Theories explain that for the CLIL approach to be a successful methodology, a balance and harmony among the factors related to content and language is needed (Hughes & Madrid, 2019). Thus, the minimal to zero acquisition of content knowledge may be related to deficiencies

in the lessons' development or in the establishment of the CLIL programs; though, further research should be conducted to properly establish a cause.

In regards to language proficiency improvement, all the studies analyzed (Anklewicz & Czura, 2018; Fernandez and Johnson, 2016; Lasagabaster, 2017; Nguyen, 2019; Ocana-Peinado, 2019; Oxbrow, 2018; Syzdykbayeva, 2017;) reported that students perceived important advancement in their language skills. One of CLIL's core features corresponds to what has been denominated active learning, which can be defined as the students' central role in the learning process, based on peer collaboration (Lesca, 2012).

Likewise, the studies that reported findings on language enjoyment (Anklewicz & Czura, 2018; Belles-Calvera, 2018; Nguyen, 2019; Nunez-Asomoza, 2015; Syzdykbayeva, 2017) stated that a vast majority of students enrolled in CLIL liked English. Enjoying the language seems to be a relevant precedent to enroll in CLIL lessons; perhaps, the language may function as an integrative or instrumental motivator (Gardner & Lambert, 1972). However, motivation will be explored in further conclusions.

The following category analized was resources. This category was divided into three subcategories: teachers, material and methodology.

The main discussion regarding students' perceptions about their teachers mostly revolves around the teachers' abilities. The studies report that students have high expectations of their CLIL teachers in matters of content knowledge and language proficiency (Lasagabaster, 2017; Nguyen, 2019; Nunez-Asomoza, 2015;

Ocana-Peinado, 2019; Oxbrow, 2018). This is directly related to one of the conditions mentioned by Rodriguez Bonces (2011) that need to be met in order for CLIL to work effectively: Teacher Training. This condition explains that teachers must be adequately trained in the target language and in the core subject to be taught. Besides, Rodriguez Bonces (2011) also remarks the importance of cooperation between teachers from different departments.

In respect to material, all the studies considered reported that students view the material used during lessons as appropriate and/or authentic (Belles-Calvera, 2018; Morikoshi, Tanaka and Yoshida, 2018; Nguye, 2019; Nunez-Asomoza, 2015; Ocana-Peinado, 2018; Oxbrow, 2018). To some authors (Nunan, 1992; Tomlinson, 1998), material plays one of the most important roles in the learning process. For instance, Moore and Lorenzo (2007) remark authenticity on two of their three possibilities to implement material in CLIL lessons.

Perceptions on methodology is the final subcategory concerning resources. The studies displayed that students presented high regards for the methodology implemented in their CLIL lessons (Anklewicz and Czura, 2018; Nguyen, 2019; Ocana-Peinado, 2018; Oxbrow, 2018). Some studies (Ocana-Peinado, 2018; Oxford, 2018) deepened students' positive perceptions on specific aspects of CLIL methodology as are communication, content and cognition. These three aspects are part of the main principles of CLIL denominated the 4Cs (Coyle, 1999).

The final category analyzed was behaviour, from which motivation and confidence derived as subcategories.

Concerning motivation, the studies in this category showed that students mostly perceive CLIL as an opportunity for their future selves in matters of job and academic opportunities. (Fernandez-Costales, 2017; Lasagabaster, 2017; Martyn, 2018; Nguyen, 2019; Nunez-Asomoza, 2015; Syzdykbayeva, 2017). Less researchers reported that students' main motivator was language learning and/or the development of their current skills (Fernandez-Costales, 2017; Nunez-Asomoza, 2015; Syzdykbayeva, 2017). In this light, according to Gardner and Lambert (1972), students present mainly an instrumental motivation rather than an integrative motivation.

Finally, in regards to confidence, the analysis found that there are divergent results. According to the Affective Filter hypothesis (Krashe, 1986), students' self-confidence is the most important factor of their personality; self-confidence will directly affect the opportunities that students will be exposed to. As a matter of fact, in few studies (Ocana-Peinado, 2018; Syzdykbayeva, 2017), students claimed that they felt confident to communicate in CLIL lessons. However, a larger number of studies (Belles-Calvera, 2018; Salvador-Garcia, Chiva-Bartoll & Vergaz-Gallego, 2018; Nguyen, 2019; Nunez-Asomoza, 2015) reported the converse and that this interfered with their participation in their classes.

6.2. Recommendations

After the analysis of the studies, common gaps were found that could be useful in the research of students' perspectives on CLIL or the CLIL approach in general.

In further studies, researchers should focus on the deficiencies perceived by students. Some studies mention how students did not feel they had learned much during their experience on CLIL. However, studies have not focused enough on the root of these negative perceptions. By analyzing the reasons behind a lack of learning, CLIL programs will be more effective.

In addition, many studies have focused on students' motivation. A vast majority of the studies considered reported that students present an instrumental motivation. As it is known, from the research by Gardner and Lambert (1973), this kind of motivation is not the most convenient for language learning and acquisition. Research should be carried on the development of integrative motivations during CLIL in order to potentialize the language learning process.

Finally, since it is the region with the smallest number of studies carried, further research in Latin America, especially in the primary and secondary level, is recommended to be carried out. For instance, research in Ecuadorian contexts would be valuable in the improvement of this approach in our country considering that CLIL was a fundamental methodology in the development of the current EFL curriculum.

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