

## **English Language Teachers' Perception on the CLIL Program's Implementation in Lebanon**

<sup>1</sup>Gaby Khoury, <sup>2</sup>Narin Zakarian

<sup>1,2</sup>*Lebanese International University*  
gaby.khoury@liu.edu.lb,  
62030368@students.liu.edu.lb

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**Abstract:** - *This research seeks to explore the English language teachers' perception of the Content and Language Integrated Learning (CLIL) program's implementation in the Lebanese schools. This aims at providing perspectives on language and subject teaching in Lebanon which will enable us to determine the challenges and possibilities correlated to the application and implementation of this program in the Lebanese context. Because the problems and potential for enhancing CLIL teaching in Lebanon are not fully understood, the teachers' perspectives will aid researchers, teachers, principals, and university instructors in identifying and solve them.*

*To further proceed with this research, we conducted a qualitative study using the phenomenological methodology to gather data from interviews to understand the perceptions and experiences of Lebanese teachers while teaching CLIL concepts using the English language in their classrooms. The participants were chosen by purposeful sampling to provide in-depth and detailed information about the phenomenon. The emphasis was placed on both describing the Lebanese teachers' experiences and interpreting the commonalities of their experience. The results validated that the Lebanese teachers struggle to apply the CLIL program due to lack of knowledge about it, time constraints, insufficient resources, lack of collaboration between subject matter expertise, and lack of training.*

**Index Terms:** - *Content and Language Integrated Learning, Lebanese teachers' perceptions.*

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### **I. INTRODUCTION**

Foreign language skills are in high demand due to globalization and internationalization, leading to increased need for bilingual instruction. Thus, CLIL programs became popular to achieve this goal because it aims to teach both academic content and a foreign language in parallel. This approach proved its efficacy in multiple countries and various education systems as students achieved higher proficiency levels in both the academic content and target language. However, for the program to be successful, there are specific conditions and prerequisites. For instance, the teachers should be trained to implement the program, they should have enough resources to support and reinforce the content, language teachers must collaborate with content subject teachers to plan in parallel, and many more. Although CLIL has been expanding in numerous western countries, there is a lack of studies to discover the practicality, effectiveness and implementation of this language teaching method in the Lebanese context. It is unknown to what extent the Lebanese teachers are trained to deliver successful CLIL lessons. This has an impact on their methods of instruction, which has a direct impact on the comprehension and development of Lebanese students.

The latest Lebanese curricula were implemented in 1998 and since then it was not modified or updated. The English Language Curriculum presented a thematic, content-based curriculum emphasizing skill integration, collaborative learning, independent learning, cultural knowledge, and study skills. Learners were taught and encouraged to be fluent in two community languages in parallel to their native language.

#### *A. Aims and Objectives*

This qualitative study aims to explore and understand the beliefs of English as Foreign Language (EFL) teachers concerning the applicability of CLIL in Lebanon. Their perceptions will enable us to determine the challenges and possibilities correlated to the application and implementation of this program in the Lebanese

context. It will help curriculum designers modify and contextualize the material required for CLIL teaching in Lebanon, provide teachers with a platform to express their needs, highlight the importance of teacher training and professional development, and motivate other educators to experiment further and improve CLIL programs.

Teachers who participated in this research may be the main reason for other teachers, institutions, and researchers to experiment further and work on improving CLIL programs in Lebanon.

#### *B. Research Problem*

CLIL is an important language teaching method in the Lebanese context, but there is a lack of studies to discover its practicality, effectiveness and implementation. Lebanese teachers may not be trained to deliver successful CLIL lessons, which have a direct impact on the comprehension and development of Lebanese students. Practical limitations such as shortage of time, resources, and inadequate professional development training have been identified.

While the research problem will cover issues about the Lebanese education system, CLIL programs, and teachers' needs, the rationale of the study is to give voice to the teachers to share their experiences and point of view; thus, proposing solutions and recommendations for effective CLIL implementation. While this could be part of the rationale, it is better to label the problem, which this study wishes to resolve, and then discuss the ways to resolve it. Therefore, by understanding the Lebanese teachers' needs, researchers and educators can identify the gaps in the curriculum, give insights on ways to improve the curriculum and the materials, train teachers, and provide the support they need to teach the CLIL program effectively.

#### *C. Research Questions*

While this study seeks to undergo an action-research, the current paper will be using the phenomenological methodology to answer the research questions.

The primary purpose of phenomenology is to study actual human experiences and it is based on description. In this research, we are studying the Lebanese teachers' teaching experiences, perceptions about CLIL programs, and needs. Thus, by using the phenomenological theory, emphasis was placed on both describing the Lebanese teachers' experiences and interpreting the commonalities of their experiences.

This study answers questions related to the teachers' opinions and observations of the English language use in the Lebanese context and their needs to implement CLIL effectively.

#### *D. Study Context*

The current study has taken place in Lebanon specifically Mount Lebanon and Beirut regions. The participants were drawn from a population of English Language teachers in the private sector. They were chosen by purposeful sampling to provide in-depth and detailed information about the phenomenon. The teachers had at least five years of experience in teaching without age limitations. Participants were selected from elementary, intermediate, and secondary cycles. The target participants were professional teachers with a university degree in English Language or any related degree in education who continued their careers in a related profession.

## **II. LITERATURE REVIEW**

This section presents both the theoretical framework and the conceptual framework for the study and develops the topic by discussing the history and importance of bilingual education in the CLIL programs' development. This section will also provide an overview of the Lebanese education system; the curricula and its implementation.

#### *A. Bilingual Education*

Interest in bilingual instruction has astonishingly increased because of globalization and internationalization. The high demand for foreign language skills in the job market and the benefits they provide for language users' social integration has led to a tremendous increase in their need.

Effective bilingual education initiatives take into account and expand upon the information and abilities that students already have. They are created to meet the pupils' language, cultural, and developmental needs. Programs for bilingual education must have distinctive characteristics. The program should, first and foremost, have clear program objectives and high expectations for students. Second, the curriculum should include a section on English-language development, which is the students' target language for learning, and be equivalent to the subject taught in English-only classrooms. Instruction should also be multicultural to acknowledge and

consider the children's home culture. The program needs the assistance of the community, administrative staff, and teachers. Additionally, teachers should have the proper training, resources, and materials that are linguistically, culturally, and developmentally appropriate

In terms of their linguistic objectives, bilingual education programs can be classified as either additive or subtractive, depending on whether or not they encourage pupils to expand their linguistic repertoire or replace their native tongue in favor of the dominant language. The objective for students in additive bilingual education programs is the development of literacy and communication in two languages, and both languages are given the same importance and recognition, and are methodically taught and learned during the years of schooling. Whereas, in subtractive or transitional bilingual education programs, one language, typically the learner's mother tongue or first language is used to facilitate the acquisition of the other language, typically the second language, to help students develop literacy and communication in the second language.

It is clear that the majority of people around the world communicate with individuals in other regions using only one internationally recognized language, specifically English. When a client and a multinational company communicate, English is nearly always the language of choice. It is the most widely used language in the world for international trade, diplomacy, mass entertainment, international telecommunications, scientific publications, as well as publishing newspapers and other books. It is considered to be the first global lingua franca due to its status as the first world language. English is growing alongside technology. It started with the use of televisions and computers. Currently, electronic devices are essential and inseparable part of our lives. As social media is gaining more and more importance, the English language is being used by social media activists to be known worldwide. Social media has a great affect on the new generations. People, especially kids, are being influenced by the social media's public figures. Not only social media has a great impact on the students, video games play an important role, too.

According to Rao (2019), English is widely recognized as having a dominant place in the world's educational system. Learning English has become mandatory because the majority of courses for higher education are in the English language. The English language is used in nearly every industry throughout the world, including science, engineering and technology, medical, business and commerce, science and research, education, tourism, the internet, banking, business, and advertising (Rao, 2019).

Since foreign languages in general and English in specific have become mandatory in many educational systems (Nunan, 2003), different bilingual education programs have been designed and implemented such as Immersion Bilingual Education, English as a Second Language, Developmental Bilingual Education, CLIL, etc.

### *B. CLIL Program*

Since foreign languages have become essential in many educational systems (Nunan, 2003), the CLIL program has become popular and has been used to achieve this goal (ELDaou & Abdallah, 2019). According to Marsh (2000), the CLIL program is an excellent approach to cultivating a positive attitude in foreign language learners because it results high proficiency and linguistic competency.

The phrase was first used in the mid 1990's in Europe, where it obtained political backing from the European Union as a crucial component of its multilingualism policy: CLIL was considered as a crucial way for mainstream schools to promote their students' bilingual and multilingual abilities.

Even though CLIL is still a relatively new field of study, research on language acquisition has grown swiftly, perhaps due to concerns about the effectiveness and applicability of this approach to teaching and learning foreign languages. Language acquisition in CLIL is covered in several research overviews (e.g., Dalton-Puffer, 2011, Nikula and Mård-Miettinen, 2014, Ruizde Zarobe, 2011). To assist teachers in their new endeavor of teaching subjects through a foreign language, it was necessary to outline the CLIL methodology. CLIL offered a whole new educational method in many domains where the native language had classically been used.

In line with Coyle, Hood & Marsh (2010), CLIL teaching can be effective when the 4C's for CLIL framework is adopted. The requirement of connecting content learning to communication (language), cognition (thinking), and culture (awareness of oneself and others) are emphasized, along with the significance of content as the foundation of CLIL. This paradigm and its subsequent developments (Coyle, 2007) also clarify the function of language in acquisition as the method and goal of learning as well as the prerequisite for engaging in higher order thinking skills. This role is articulated as a separation between language of instruction, for learning, and via learning. According to Coyle (2007), this illustrates a perspective on language that integrates learning the language and utilizing the language to learn. In short, CLIL is a teaching method involving psychology, sociology, and innovation in its application (Awan & Sipra, 2018).

Since CLIL depends mainly on two theories, constructivism and social constructivism, it fosters collaboration and critical thinking abilities. Language instruction won't be spoon-fed to students; instead, they will need to pay attention, observe, and acquire the language by studying other topics in that language. First, the theory of constructivism is inspired by the cognitive theory of learning. Cognitivism considers that students grasp ideas and build knowledge based on their beliefs, viewpoints, interests, and surroundings. Skeet introduced the three main principles of constructivism: active learning, progression in task complexity, and creating a pleasant learning experience. The second theory that CLIL is based on is the theory of social constructivism by Vygotsky. He believes that learning happens initially by the individual's interactions with their surroundings (Vygotsky, 1978). Additionally, Vygotsky related learning with the zone of proximal development (ZPD), which is the distinction between the learner's capability without any interference and their capabilities with assistance. Vygotsky stressed scaffolding which is a fundamental technique in CLIL programs. Both theories serve as a ground for teachers to build their lesson plans. Thus, teachers need to embrace and utilize their knowledge of these theories for effective CLIL teaching.

According to Hattie (2009), a variety of teaching techniques is used in the CLIL methodology and can have a significant impact on student learning. One of the main techniques in CLIL is comprehensible input to guarantee that the students comprehend all the keywords and ideas covered in class. According to Krashen (1985), younger learners do better in the long term due to their lower affective filters, while older learners grow more swiftly in the early phases because they receive more understandable data, which is comprehensible input. Another crucial component of the CLIL approach is scaffolding. Scaffolding is one of the most often used techniques that teachers employ to promote understanding and learning. It is a tutoring activity where students receive specialized assistance from a teacher or a peer to complete a task or find a solution to a problem that they are unable to do on their own (Bruner, 1986). Cooperative learning has been utilized frequently in CLIL experiments because of its potential for use in education. This strategy aims to help each student, and the class as a whole, reach their full potential in terms of socio-emotional and cognitive development. Learning environments give people the chance to develop their skills, think critically, and use tools and resources to finish a task (Lazar, 2017).

### *C. Lebanese Education System*

The Lebanese educational system is divided into three: higher education, professional and technical education, and general education. In general education, there are four cycles: Kindergarten classes from ages 3 to 5 in cycle 1, primary education from ages 6 to 11 in cycle 2, intermediate education from ages 12 to 14 in cycle 3, and secondary education from ages 15 to 17 in cycle 4. (Nahas, 2009). Additionally, Lebanon's educational system is branched between public and private schools. Although private and public schools are equally distributed in Lebanon, the vast majority of students there attend private schools and universities, where primary education is required until the age of twelve (Yaacoub & Badre, 2012).

The curriculum's implementation in 1998 since then neither the Ministry of Education nor NCERD has conducted an evaluation or revision. The Center for Educational Research and Development (NCERD) was given the task of creating a new curriculum for all subject areas since it was believed that this would be the most effective approach to bring the nation's educational system to date and enable it to reintegrate into the developed world (NCERD, 1994). While the World Bank supported the plan, the Lebanese Association for Educational Studies was responsible for examining the gaps. Since the World Bank was the donor who encouraged the Ministry of Education and Higher Education (MEHE) to create a long-term education strategy, the 2010 strategy document made an effort to highlight any research shortages. The 2010 education strategy was founded on delivering quality education, an equal opportunity education that will mold a person's culture, and an education that promotes social integration (Council of Development and Reconstruction, 2011). Some issues were addressed by the 2010 education reform, including the lack of a plan for education, consideration for students with special needs, attention to dropouts, and inclusion of vocational education. However, the 1997 curriculum has not yet been updated, evaluated, or altered. Many of the goals and objectives recommended for the new curriculum was not applied effectively.

One of the aims of the new curriculum was having a thematic, content-based curriculum. According to the Lebanese Association for Educational Studies (LAES) report from 2002, there are excessive themes in certain grades and insufficient topics in others, which note that there are 2 to 6 themes in elementary grades, 13 themes in some intermediate courses, and 19 themes in grade 10. It was suggested that the less themes there are, the easier it is to create thematic units that make sense as a whole and to establish both horizontal (across themes) and vertical (across grade levels) linkages that will enhance learning. Moreover, the new curriculum

recommended collaborative learning to implement CLIL program in Lebanon. After only a brief training period, it was discovered that collaborative learning as a systematic method of supervising student group projects was challenging to put into practice.

Similar to collaborative learning in class, cooperative organization is necessary between English teachers and subject area teachers. A cooperative organizational structure is compulsory for a successful CLIL program at the institutional level. This means that there must be a way for the language teacher and the subject teacher to collaborate, such as a regular location and time to meet and plan lessons. Shaaban (2013) discussed the topic of subject area teachers and English teachers working together in Lebanon. According to Shaaban & Ghaith (1999), the teachers had to deal with the curriculum's discrepancy with the NCERD texts on a daily basis. Because there is a lack of coordination between textbook writing committees working on various cycles and among those working on the same cycle, there is actually a lack of scope and sequencing between textbooks and within the same textbook.

### **III. Methodology**

Since the selected approach for this study is the interpretive phenomenological approach, interviewing the participants is a key to data collection. According to Moran (2000), anything that appears to a person in their conscious experience is referred to as a phenomenon. Above all, the phenomenological method is descriptive. Descriptions are produced in basic writing and present reflective results (Wertz, 2005). The 16 participants were chosen by purposeful sampling to provide in-depth and detailed information about the phenomenon.

The interviews began with open-ended questions to learn about the English teachers' opinions and observations of the correct usage of the English language in classes. More definite questions ensued to discover the participants' perceptions of CLIL, its effectiveness, and its implementation in the Lebanese context. The interviews concluded with more questions to explore the teachers' needs and willingness to implement CLIL effectively.

To analyze the data, codes were created during the research process. Coding was used to help the researcher in understanding the participants' perspectives and in analyzing their similar experiences.

### **IV. FINDINGS**

This section is dedicated to the findings of the research. All results represented reality, as the sample population on which the study is based already reflected the views of the Lebanese English language teachers on the CLIL program, its effectiveness, implementation, and the teachers' needs for effective CLIL teaching. The section is divided into three main parts: Interview results from collected data, coding data and analysis, and interpretation of results.

#### **1. Interview Results from Collected Data**

The purpose of this qualitative phenomenological study was to explore the Lebanese teachers' perspectives of CLIL teaching, the limitations and challenges they face, and their needs to successfully implement CLIL in Lebanon. This section includes a discussion of the English teachers' interview results from the collected data.

##### *A. The Use of the English Language in Subject Classes*

The main objective of the CLIL program is to reinforce English language learning by learning different scientific and non-scientific subjects in English. Teachers are expected to speak and instruct in English all the time, students are expected to learn the language and the content in parallel. Each teacher has a different approach and method of teaching.

English teachers were asked about their observation of subject classes and the use of English in class. 18.75% of participants reported that subject teachers were not fluent and proficient in the language, with grammatical mistakes such as subject-verb agreement and incorrect pronunciation. 25% of participants praised the teachers' fluency and accuracy, believing they were well-prepared and had clear instructions. 12.50% of the participants reported that subject teachers were average in language, with a few mispronounced words and indefinite use of words. The majority of the participants, with 43.75% of the teachers, preferred not to generalize and agreed that their observations varied depending on the teacher. They all agreed that some teachers are well-trained, experienced, and fluent while others commit many language errors.

*B. The Effect of the Teacher's Language Proficiency on Students*

Teachers have a great influence on students in so many ways. Students recognize the words, phrases, and expressions that each teacher uses since language is the primary way of communication.

English teachers were questioned about the effect of the subject teachers' language practices on the students. 12.5 % of the English teachers claimed that it does not affect the students' language learning especially if they are natives. However, 87.5% of the English teachers believed that subject teachers have a great influence on their students' language skills. They agreed that although students benefit from the English classes, they spend more time with subject area teachers. They mentioned that students tend to imitate their teachers. If the teacher commits language errors, they will learn the errors and use them in their speech.

*C. Benefits of Learning Different Subjects in English*

All the participants agreed that teaching different subjects in English is very beneficial for students since it has many positive outcomes. However, they mentioned that teachers should be using proper English for the students to improve. The participants mentioned that students will improve and expand their vocabulary repertoire. English teachers integrate different domains and give various examples from different subjects; thus, the students will be able to use the new vocabulary words in different contexts. Consequently, students gain confidence in the foreign language and value language classes more.

*D. The Effect of Culture on Language Learning and Students' Motivation*

As documented in the 4Cs of the CLIL teaching program, culture is crucial for language learning. Culture and language have a dynamic relationship 18.75% of participants believe culture does not affect students' motivation to learn a foreign language. They believe they should be intrinsically motivated to learn a language, especially if it is a language they do not use outside the classroom. 81.25% of participants believed that cultural factors affect students' motivation to learn a language, with family and parents encouraging them to use the language with them.

*E. Teachers' Knowledge about the CLIL Program*

Teachers must be competent in the CLIL program to ensure its success, as they must be knowledgeable of its objectives, techniques, and implementation. Without this knowledge, students will not achieve the expected success. The Lebanese teachers' familiarity with the CLIL program was studied. The participants were questioned about their knowledge of the program. 31.25% of the English teachers had an idea about the program, yet 68.75% were not familiar with it.

*F. Efficacy of the CLIL Program and Implementation in Lebanon*

The participants agreed that the CLIL program is effective if implemented, planned, and followed properly. Teachers agreed that it helps students develop and improve their language skills. Although it is effective for students, CLIL is a challenging program for teachers, as it requires dedication, time, and effort to coordinate with each other and plan for the lessons. English teachers believe that subject teachers are more concerned about the program's practicality, as it requires dedication, time, and effort from them to coordinate with the language teachers and plan for the lessons.

All the participants agreed that the CLIL program is not utilized in public schools. They held the opinion that the public schools sector needs to undergo radical change in the curriculum, school amenities, resources, and teacher training. However, 34% of the participants reported that the CLIL program is implemented in several reputable private schools, and institutions with international accreditations use it. They believe that some private schools work on developing updated programs and new curricula. They offer teacher trainings and workshops extensively. Additionally, private school administrators strive to provide students with the finest instruction and education possible. Thus, they spent money on providing teachers with supplies, equipment, and support needed to conduct experiments, do activities, and go on educational excursions. The remaining 66% of participants were certain that the CLIL program is not utilized in Lebanon. They explained that neither public nor private schools implement CLIL appropriately. However, some teachers supposed that it may be partly applied by a few teachers in a few settings. They assume that the teachers who have background knowledge of CLIL, passion to discovering new methods, and dedication to teaching, use it in their classrooms. Yet, school administrators neither demand it from the teachers nor follow it up. They continued to add that CLIL would not be implemented completely if the school administration did not follow it up and facilitated coordination among all teachers.

*G. Teachers' Needs for Effective CLIL Teaching in Lebanon*

The participants were asked to discuss the obstacles and requirements for successful CLIL teaching in Lebanon. All of the participants had demands and concerns that were similar and related.

The curriculum was listed as the first limitation since it had not been revised. The English teachers, shared different concerns about the existing curriculum mainly that most of the English textbooks utilized are either American or British, so students face difficulty relating to the events, recognizing many settings, and understanding the Lebanese culture.

## **2. Coding Data and Analysis**

The data analysis in this qualitative study employed thematic coding as a methodological approach. Following the framework proposed by Braun and Clarke (2006), thematic coding was conducted in six distinct phases. Initially, all interviews were transcribed manually, and the researcher engaged in repeated readings of the responses to become acquainted with the data. Subsequently, the process of generating initial codes commenced by collating them into relevant categories. Further, the relevant data were gathered to identify overarching themes, which were subsequently scrutinized to ascertain their applicability to the coded extracts and the entire dataset. A continuous analysis was carried out to refine the specificities of each theme, leading to the development of precise definitions and names for each identified theme. Lastly, the final analysis of the selected themes and corresponding extracts was conducted in light of the research questions, objectives, and the existing literature. The motivating factor themes that resulted from the thematic coding are: (a) the use of the English language in scientific classes, (b) benefits and challenges of learning scientific subjects in English, (c) the effect of culture on language learning and students' motivation, (d) teachers' knowledge about the CLIL program, (e) efficacy of CLIL program and its implementation in Lebanon, (f) teachers' needs for effective CLIL teaching in Lebanon, and (g) the scientific subject teachers' readiness to implement CLIL in their classrooms.

*D. The use of the English language in scientific classes*

A significant proportion of the English teachers who observed lessons in both scientific and non-scientific subjects refrained from making broad generalizations about the language proficiency of subject teachers in the classroom. They acknowledged that language proficiency is contingent upon the teacher's individual experiences, training, and background. Put differently, if teachers have undergone adequate training and possess fluency in the language, they would be capable of effectively communicating with students and explaining lesson content without significant language errors. Conversely, if teachers are ill-prepared and lack professional training, they would be more prone to making linguistic mistakes.

*E. Benefits and challenges of learning scientific subjects in English*

Consensus was reached among all participants regarding the effectiveness of the CLIL program, with the teachers highlighting numerous advantages associated with its implementation in Lebanon. Notably, the program contributes to the enhancement of students' English language proficiency, which has become the primary means of communication. Additionally, a majority of teachers identified three key positive outcomes. Firstly, students acquire an extensive vocabulary repertoire across various contexts, enabling them to actively participate in social discussions or gatherings spanning diverse subjects. Secondly, students develop self-assurance as a result of their language proficiency, enabling them to engage in independent and uninhibited communication with others. This heightened confidence stems from their proficiency in the language. Furthermore, a significant number of students aspire to pursue higher education abroad or seek employment opportunities in multinational corporations, making proficiency in the English language a valuable asset for their future endeavors.

*F. The effect of culture on language learning and students' motivation*

Culture plays a crucial role in language learning, helping students understand and relate to different language contexts. The participants in the study emphasized the impact of culture, background, family, and friends on students' motivation to learn a language. They highlighted the need for intrinsic or extrinsic motivation, with some students driven by a love for the language and its culture, while others are motivated by factors like international communication, study/work opportunities abroad, or social media influence.

*G. Teachers' knowledge about the CLIL program*

A significant number of teachers lack familiarity with the CLIL program, as indicated by the study findings. Specifically, 72% of the participants expressed a lack of knowledge regarding the program's techniques, objectives, and implementation strategies. These results suggest that a considerable portion of teachers may not be effectively implementing the CLIL program, potentially deviating from the intended techniques and objectives. It implies that there is room for improvement in ensuring that teachers receive proper training and support to correctly and accurately implement the CLIL program in their classrooms. This will enhance the effectiveness and outcomes of the program for the students.

*H. Efficacy of CLIL program and its implementation in Lebanon*

All participants unanimously agreed on the substantial benefits of the CLIL program when it is thoughtfully designed, implemented, and adhered to. According to the teachers, the curriculum effectively facilitates students' language development and enhancement.

Interestingly, 66% of the participants expressed the belief that none of the schools in Lebanon currently implement the CLIL program. However, the remaining 34% acknowledged that certain reputable private schools are making efforts to introduce it. Nevertheless, it is worth noting that even among the teachers working in these reputable schools, some admitted to not fully implementing the CLIL program in accordance with the appropriate techniques and objectives.

*I. Teachers' needs for effective CLIL teaching in Lebanon*

The participants in the study emphasized the necessity for effective CLIL instruction in Lebanon, highlighting their primary need for a revised curriculum. English teachers pointed out that the current English textbooks predominantly originate from either American or British contexts, resulting in literature and stories that primarily reflect those cultures. This lack of representation of Lebanese culture poses challenges for students in terms of relating to the events, comprehending various settings, and understanding the cultural nuances presented. As a solution, teachers strongly recommended the development of a new curriculum that aligns with the specific needs, interests, and cultural background of Lebanese students.

*J. The scientific subject teachers' readiness to implement CLIL in their classrooms*

Approximately 43.75% of subject teachers expressed enthusiasm for the CLIL program, recognizing its benefits for students and their own professional growth. They emphasized the need for proper instruction and materials, but were eager to implement CLIL if provided with formal training. Conversely, the remaining 37.5% of teachers expressed reluctance due to concerns about the program's demands on their time and busy schedules during school hours. The rest 18.75% declared that they will not implement it even if they were guided and trained

### **3. Interpretation of Results**

Multiple research studies provide evidence of the benefits associated with the CLIL methodology, particularly in terms of enhancing students' proficiency in both language and content. English teachers believe in the efficacy of the CLIL program if applied correctly in Lebanon. Marsh (2000) highlights CLIL as a valuable approach for fostering a positive attitude among foreign language learners, ultimately resulting in increased levels of competence and proficiency in both content and language domains.

Similar to other programs, teachers face many challenges implementing CLIL. According to Pistorio (2009), teachers confront complex limitations and challenges in CLIL approaches. In a study by Hashmi (2019), the Saudi Arabian participants think that CLIL, like any other western idea adopted, may completely fail. The participants highlighted the cultural differences as the main factor. Although the literature on CLIL is full with pleasant experiences, some authors claimed that one disadvantage was the lack of context-responsive CLIL resources available (Maley, 2011). Foreign textbooks are not advised to use because they are highly dissimilar to the other countries' setting. A lot of content is written for native speakers. The disadvantage of this kind of real content, according to Smit (2007), is that it lacks contextualization because the majority of examples may be American or British-based and so may not be relevant to the learners' curriculum. Similarly, the Lebanese teachers believe that the cultural difference does not benefit the students especially that the private sector uses either American or British textbooks.



## V. CONCLUSION

CLIL is when learning a non-linguistic subject in a foreign language. This is utilized as a language teaching tool and both the language and the subject play a part in the learning process.

The CLIL methodology employs a number of instructional methods that can significantly affect students' learning such as comprehensible input, scaffolding, cooperative learning, etc. The use of CLIL encourages teamwork and analytical skills. Students won't be traditionally taught a language; instead, they will need to pay attention, observe, and study other topics in that language in order to pick up the language. Collaborative learning is critical in this program. Students can rely on one another to help each other through this process.

### A. Responses to Research Questions

The authors respond to the research questions and present a summary of the findings. It was found that English language teachers believe that the language is not always used properly in the classrooms as many subject area teachers are not fluent. Many subject teachers come from a French background, yet they teach in English schools. On the other hand, many subject area teachers are either natives or fluent in English. The teachers' language proficiency affects those of the students since they spend most of their days together. In addition, since students are very receptive to new information, teachers are one of the main sources of knowledge and learning to them; if the teacher is not fluent and competent enough, the students will acquire false concepts.

While teachers admit the importance and benefits of CLIL teaching, they do not believe that it is applied properly in the Lebanese context. A few teachers mentioned that some reputable and accredited schools apply it, but the rest refrain from applying the program.

Moreover, the teachers shared the issues that inhibit them from implementing CLIL. Teachers struggle with issues like time constraints, insufficient resources, inadequately trained teachers, language barriers, and a lack of collaboration between subject matter experts.

### B. Recommendations

After conducting the research, seven main themes were observed: (1) The use of the English language in subject classes, (2) benefits and challenges of learning different subjects in English, (3) the effect of culture on language learning and students' motivation, (4) teachers' knowledge about the CLIL program, (5) efficacy of the CLIL program and implementation in Lebanon, (6) teachers' needs for effective CLIL teaching in Lebanon, and (7) the subject teachers' readiness to implement CLIL in their classrooms.

First, correct use of the English language by subject teachers is essential for language learning. Since students spend most of their time in class with different subject teachers, they learn and get influenced by their language practices, so all the teachers must be fluent in the target language.

Second, the CLIL program has many positive outcomes such as learning content-related vocabulary, practicing the language in different contexts and times, gaining self-confidence while communicating, opening opportunities to study abroad and work abroad, and much more. However, the students face difficulties when they are asked to express, explain, or retell something in non-scientific subjects.

Another important factor is the effect of culture on the student's motivation for language learning. Students need to learn about different cultures, especially the culture of the foreign language they are learning.

In this research, most participants showed a lack of familiarity with the CLIL program. Most teachers were not aware of the program's existence. Thus, the teachers did not have adequate knowledge of CLIL's objectives, techniques, and implementation.

There are many limitations to be resolved for the teachers to implement the CLIL program effectively. For instance, the Lebanese curriculum should be revised and updated. They need enough resources and materials to use while teaching. Teachers should be supported by the school administrators to organize educational activities and trips for the students. Also, teachers must be trained prior to teaching in the school and continue attending workshops for professional development. Moreover, there should be cooperation between the subject teacher and language teachers to align the themes and lessons taught. Lastly, subject teachers should be proficient in the target language before starting their teaching journey.

At the end of the study, subject teachers were asked about their readiness and willingness to implement the curriculum. They declared that they need the challenges mentioned earlier to be resolved to implement the program.

C. *Future studies*

Although qualitative research was the right start for this study, having quantitative research would give the study more credibility. For example, a survey designed for quantitative research, and subsequent statistical analysis, may offer more evidence to strengthen the data discovered using qualitative research tools.

Several areas for future research on targeted demographics could add to the findings of this study. A quantitative study coupled with this study's findings would be a study using a larger and more diverse population, potentially comparing the perspectives of the Lebanese teachers in various areas in Lebanon. This would help understand the influence of the teachers' and students' environment on language learning.

Another qualitative study that targets teachers in public schools will add value and reveal the concerns and needs of public sector teachers. Subsequently, the results of both studies can be compared to create a complete picture of the Lebanese teachers' perspectives, limitations, and needs for better CLIL teaching.

Furthermore, a study revealing the perspectives of private and public schools' language coordinators, subject area coordinators, and principals would help understand the stand of school administrators and the challenges they face.

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#### AUTHORS' PROFILE



**Dr. Gaby Khoury:** Dr. Khoury is currently the Academic Director of the Lebanese International University (Mount Lebanon campus). He holds a Ph.D. Degree in higher education administration, a Masters' degree in Mathematics, and a Masters' degree in Telecommunications Engineering. He was an assistant professor in the Avionics department at Saint Louis University, Missouri, USA. He conducted several research studies in the fields of engineering, Mathematics, and education. His current research interests are in the areas of Teaching/Learning Methodologies, Mathematical Modeling, and curriculum design. He founded the IEEE branch at Parks College of Saint Louis University and was the vice president of the Pi Mu Epsilon – Missouri Gamma Chapter Math honor society, and is a member of the Order of Engineers, Beirut, Lebanon.



**Ms. Narin Zakarian:** Ms. Zakarian is currently a student in the Lebanese International University, Mount Lebanon campus pursuing Master's Degree in Teaching English as a Foreign Language. She is a holder of a Teaching Diploma in English Language. She has experience in teaching elementary, intermediate, and secondary cycles. As well as coordinating both language and subject content for the upper elementary cycle. Her current aspirations are to join a Ph.D program and pursue a doctoral degree in Education.