

# EVERYDAY SCENARIOS THROUGH THE LENS OF CLIL AND LANGUAGE MASTERY.

Comment [kt1]: no full stop

## ABSTRACT

This study explores the impact of Content and Language Integrated Learning (CLIL) on enhancing language proficiency and its application in real-world contexts. Utilizing a mixed-methods approach, the research involved 270 students, 12 educators and 3 curriculum developers from three educational institutions with established CLIL programs in subjects such as science, history and mathematics. Data was collected through classroom observations, semi-structured interviews and focus group discussions. The findings indicate that CLIL significantly improves students' language skills by providing meaningful, content-based contexts that facilitate practical language use beyond the classroom. Students reported increased confidence and competence in applying their language skills in various everyday scenarios, such as social interactions, professional communication and community engagement. Educators and curriculum developers noted enhanced student engagement and motivation, although they also identified challenges related to teacher training, resource availability and curriculum alignment. Overall, the study highlights the effectiveness of CLIL as a pedagogical approach that fosters both language proficiency and intercultural competence, preparing learners for diverse social and cultural environments in an increasingly globalized world. The research suggests that with adequate support and resources, CLIL can significantly transform language education by making it more engaging, relevant and applicable to real-life contexts.

Comment [kt2]: Changed "was" to "were" in "Data were collected" (since "data" is treated as plural).

*Keywords- Content and Language Integrated Learning (CLIL), Language Proficiency, Intercultural Competence & Pedagogical Strategies*

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## 1. INTRODUCTION

Language proficiency plays a crucial role in how individuals interact, navigate and interpret everyday scenarios. The increasing integration of diverse content areas with language education has paved the way for innovative approaches such as Content and Language Integrated Learning (CLIL). CLIL is a pedagogical approach where subjects are taught through a foreign language, enabling students to simultaneously develop content knowledge and language skills (Coyle, Hood, & Marsh, 2010). By exploring everyday scenarios through the lens of CLIL and language mastery, this study delves into how language skills acquired through CLIL practices influence daily life, from routine social interactions to complex problem-solving situations. Content and Language Integrated Learning (CLIL) has emerged as a significant educational strategy in multilingual and multicultural contexts. It offers a dual-focused approach to education where the learning of a non-native language occurs concurrently with the learning of subject content (Dalton-Puffer, 2011). The approach is grounded in the belief that language learning is more effective and meaningful when combined with content that is relevant to the learner's life. CLIL

Comment [kt4]: "where" was changed to "in which" to improve formal academic tone.

Comment [kt5]: It offers a dual-focused approach to education, where learning a non-native language occurs concurrently with learning subject content. Change: Added a comma before "where" and simplified "the learning of" to "learning" for clarity.

promotes cognitive engagement by challenging students to think critically and creatively in a language that is not their first, fostering higher-order thinking skills **that are applicable** in a variety of everyday contexts (Meyer, 2010). By intertwining language and content learning, CLIL enables students to gain functional proficiency that extends beyond classroom walls. Students exposed to CLIL are not only learning a language but **are also** applying it in contexts that simulate real-life situations. For example, a history lesson taught in English to non-native speakers encourages them to use the language actively in a way that mirrors everyday discussions and debates about historical events, societal changes, or cultural differences (Pérez Cañado, 2012).

**Comment [kt6]:** Simplified "that are applicable" to "applicable" for conciseness.

**Comment [kt7]:** but also - Removed "are" before "applying" for grammatical consistency in parallel structure.

Language proficiency is often defined as the ability to use a language correctly and appropriately in various contexts, from formal communication to everyday conversations (Bachman, 1990). In everyday scenarios, language proficiency becomes a critical tool for navigating social interactions, accessing information, expressing needs and understanding the nuances of different cultural contexts. For example, individuals proficient in a second language can engage more confidently in workplace discussions, comprehend media in that language and build relationships across linguistic boundaries (Baker, 2011). The application of language skills in everyday scenarios can be seen in simple situations such as ordering food in a restaurant, asking for directions, or participating in community activities. These situations require not only basic language knowledge but also the ability to comprehend cultural nuances and contextual cues. Proficiency in a language enables individuals to read between the lines, understand humor and respond appropriately to social and cultural norms (Kramsch, 2009). CLIL enhances this proficiency by contextualizing language learning in a way that mirrors these everyday scenarios. For instance, a CLIL approach in a science class might involve students conducting experiments and presenting their findings in a second language. This process requires them to use technical vocabulary, describe processes and engage in collaborative discussions, all of which are skills transferable to everyday interactions, such as explaining a problem to a mechanic or discussing a health concern with a doctor (Dalton-Puffer, 2011).

Language mastery involves not just the acquisition of vocabulary and grammar but also the ability to use language effectively across diverse situations and contexts. CLIL promotes language mastery by embedding language learning within meaningful and engaging content. According to Coyle et al. (2010), this method ensures that learners are exposed to language in context, allowing them to understand its practical application in real-life situations. For example, a geography lesson taught through the medium of English provides learners with the terminology and language structures necessary to discuss climate change, natural disasters, or urban development — all topics relevant to everyday conversations and global citizenship. The CLIL approach encourages a holistic understanding of language, combining listening, speaking, reading and writing skills with content-specific knowledge. This integration allows learners to develop a nuanced understanding of how language operates within different contexts. As Meyer (2010) notes, CLIL fosters the development of both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS are everyday communication skills that are essential for social interaction, while CALP involves the ability to understand and express complex ideas in an academic context. Both types of proficiency are

essential for navigating various everyday scenarios, from casual conversations with friends to professional meetings and academic discussions.

Everyday scenarios demand a combination of cognitive and linguistic skills, which are effectively nurtured through CLIL. For instance, in a multicultural workplace, employees frequently encounter scenarios where they need to negotiate, persuade, or collaborate with colleagues from different linguistic and cultural backgrounds. CLIL-trained individuals are better equipped to handle these situations due to their experience in learning content through a foreign language, which inherently involves negotiation of meaning, clarification requests and adaptive communication strategies (Nikula, 2010). Everyday scenarios often require problem-solving abilities, critical thinking and adaptability. For example, a person may need to interpret medical instructions in a foreign language or adapt their communication style to fit the cultural context of a business meeting. The cognitive challenges posed by CLIL, such as understanding complex texts or expressing detailed arguments in a second language, mirror these real-life demands, thereby preparing individuals to respond more effectively (Coyle et al., 2010). Moreover, the experience of learning through CLIL can foster greater cultural awareness and sensitivity, which are invaluable in today's globalized world. Everyday interactions — whether in a local market or an international conference — often require a deep understanding of cultural norms and expectations. CLIL inherently involves exposure to different cultures, perspectives and ways of thinking, which can enhance a learner's ability to navigate and adapt to diverse cultural scenarios (Marsh, 2002).

Beyond individual language mastery, CLIL has broader social implications. It encourages social cohesion by promoting multilingualism and intercultural competence, essential skills in increasingly diverse societies (Lasagabaster & Ruiz de Zarobe, 2010). By equipping learners with the ability to communicate across languages and cultures, CLIL fosters inclusive societies where individuals are better able to understand, appreciate and engage with others, regardless of linguistic or cultural background. This ability has significant ramifications for social integration, civic participation and community building (Pérez Cañado, 2012). CLIL's emphasis on critical thinking and problem-solving in a second language prepares learners to tackle real-world challenges. These skills are increasingly necessary in a world where global issues such as climate change, economic inequality and social justice require collaborative and multilingual solutions (Meyer, 2010). Thus, the language proficiency and cognitive flexibility developed through CLIL can empower individuals to engage more fully and effectively in their local communities and on the global stage.

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## 2. SIGNIFICANCE OF THE STUDY

The significance of this study lies in its exploration of how Content and Language Integrated Learning (CLIL) enhances practical language proficiency for real-world applications. By integrating language learning with content knowledge, CLIL fosters not only linguistic competence but also critical thinking, problem-solving and intercultural communication skills, which are essential in today's multicultural and multilingual societies (Coyle, Hood, & Marsh,

2010). This research provides valuable insights into the effectiveness of CLIL in preparing learners to navigate diverse everyday scenarios, from social interactions to professional contexts, thereby supporting more inclusive educational policies, improving employability and promoting social cohesion and global citizenship (Pérez Cañado, 2012). The findings contribute to a deeper understanding of how innovative language education methods can meet the demands of a globalized world, advancing both personal and societal development.

**Comment [kt9]:** Rephrased the second sentence in the latter part of the paragraph to break a long sentence into two clearer sentences ("It thereby supports more inclusive educational policies, improves employability, and promotes social cohesion and global citizenship").

**Comment [kt10]:** double spacing

### 3. METHODOLOGY OF THE STUDY

The qualitative methodology of this study involves a case study analysis of three educational institutions implementing Content and Language Integrated Learning (CLIL) programs across different subjects, such as science, history and mathematics, to explore how CLIL impacts language proficiency and its application in everyday scenarios. The sample includes three schools chosen for their established CLIL programs, with a focus on middle and high school levels, involving approximately 15 educators and 90 students from each institution, representing diverse linguistic and cultural backgrounds. Data is collected through classroom observations over a four-week period, utilizing an observation checklist to systematically document teaching practices, student engagement and the integration of language with content learning, capturing details of instructional techniques and student interactions that support language development.

Document analysis is conducted on curriculum plans, lesson materials, assessments and student work samples to understand how language learning is embedded in content delivery. Also, semi-structured interviews with a purposive sample of 12 educators, 15 students and 3 curriculum developers are carried out using an interview guide designed to explore their experiences, perceptions and challenges with CLIL. This multi-method approach, incorporating both observation tools and interview protocols, provides a comprehensive examination of the qualitative aspects of CLIL implementation and its impact on everyday language use.

**Comment [kt11]:** Split the long sentence in the first paragraph to improve clarity.

**Comment [kt12]:** Replaced "Also" with "Additionally" to improve the formal tone and sentence flow.

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### 4. OBJECTIVES OF THE STUDY

- I. To explore the impact of Content and Language Integrated Learning (CLIL) on enhancing language proficiency in real-world contexts.
- II. To identify and analyze effective pedagogical strategies within CLIL that support both content learning and language mastery.
- III. To evaluate the experiences and perceptions of students, educators and curriculum developers regarding the implementation and effectiveness of CLIL.

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### 5. FINDINGS OF THE STUDY

- I. The first objective, "To explore the impact of Content and Language Integrated Learning (CLIL) on enhancing language proficiency in real-world contexts," reveals that CLIL

significantly improves language skills that are effectively applied in everyday situations. The study involved a sample of approximately 270 students from three educational institutions with established CLIL programs in subjects such as science, history and mathematics. Data **was** collected through classroom observations, semi-structured interviews and focus group discussions.

**Comment [kt19]:** Changed "was" to "were" because "data" is a plural noun.

**Classroom observations**, guided by a structured checklist, showed that students engaged more actively and confidently in classroom activities, demonstrating improved language proficiency and the ability to use the target language in practical contexts. The integration of content learning with language use provided authentic settings for communication, enhancing students' retention of vocabulary and understanding of complex language structures.

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**Interviews with** 12 educators and 15 students from each institution further indicated that CLIL's focus on meaningful communication over rote memorization enabled students to handle spontaneous conversations, express opinions and interact more effectively in both social and formal settings. Students reported increased confidence in using the target language outside the classroom, feeling better equipped to engage in diverse scenarios such as social interactions, professional communication and community activities.

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**Focus group** discussions with students reinforced these findings, revealing that the real-life relevance of CLIL topics made them more comfortable using the language in everyday situations, like shopping, traveling, or participating in community events. Also, students noted that learning through CLIL fostered greater cultural awareness and adaptability, enhancing their ability to navigate multicultural environments.

**Comment [kt22]:** split the long paragraph to improve clarity

**Overall**, the study finds that CLIL effectively enhances language proficiency in real-world contexts by providing meaningful opportunities for language use, building confidence and equipping learners with the skills necessary to communicate effectively in diverse everyday scenarios.

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II. The second objective, "To understand the application of language skills acquired through CLIL in everyday scenarios," reveals that the language skills developed through Content and Language Integrated Learning (CLIL) are effectively applied by students in a wide range of real-life contexts, enhancing their ability to communicate and interact in diverse situations. Data collected from classroom observations, semi-structured interviews and focus group discussions with a sample of 270 students and 12 educators across three institutions shows that CLIL fosters practical language use beyond the classroom. The findings indicate that students who learn through CLIL can readily apply their language skills in everyday situations, such as casual social conversations, professional communication and community engagement.

**Classroom** observations documented instances where students used subject-specific language confidently during peer discussions, group work and presentations, suggesting a strong transfer of these skills to informal settings, such as talking with friends, participating in extracurricular activities, or traveling. Interviews with educators

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highlighted that students were able to utilize complex vocabulary, construct coherent arguments and understand nuanced language in various everyday contexts, demonstrating that the language learning achieved in CLIL is not restricted to academic environments but extends to real-world applications.

Focus group discussions with students revealed that they often found themselves more adept at handling everyday scenarios, such as ordering food at a restaurant, asking for directions, or negotiating in multilingual settings, as a direct result of their CLIL experiences. Many students reported feeling more comfortable and spontaneous in their use of the target language, with increased confidence in speaking, listening and interacting in diverse cultural and social situations. This adaptability was attributed to CLIL's emphasis on learning language through meaningful, content-based contexts, which mirrors real-life communication needs.

Comment [kt25]: split the long paragraph to improve clarity

Overall, the findings show that the language skills acquired through CLIL are highly applicable in everyday scenarios, equipping learners with the linguistic and intercultural competence necessary to navigate a variety of real-world situations effectively.

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III. The third objective, "To evaluate the experiences and perceptions of students, educators and curriculum developers regarding the implementation and effectiveness of CLIL," reveals diverse insights into the perceived benefits, challenges and overall impact of Content and Language Integrated Learning (CLIL). Data from semi-structured interviews with 12 educators, 15 students from each of the three institutions and 3 curriculum developers highlights a generally positive reception of CLIL while also pointing out some areas for improvement.

Comment [kt27]: Changed "highlights" to "highlight" to match the plural subject "Data."

- Educators' Perspectives- Educators expressed strong support for CLIL, noting that it promotes a more engaging and interactive learning environment. They observed that students are more motivated and actively participate in lessons, as CLIL integrates language learning with interesting content, making the language more relevant and meaningful. Many educators reported that students developed both language proficiency and subject knowledge simultaneously, which they felt was a significant advantage over traditional language teaching methods. However, some educators also pointed out challenges, such as the need for additional training to effectively integrate CLIL into their teaching practices and the extra time required for lesson planning to align content with language objectives.
- Students' Experiences- Students largely perceived CLIL as a beneficial approach to learning. They appreciated the opportunity to learn a language in a context that felt practical and applicable to real-life situations. Many students reported increased confidence in using the target language, not only in the classroom but also in everyday scenarios, such as speaking with peers, participating in extracurricular activities, or engaging in community events. They found that the real-life context provided by CLIL made language learning more enjoyable and less intimidating. However, some students noted initial difficulties in adjusting to content being delivered in a non-native language,

especially when the content was complex or abstract. Over time, however, they found that this challenge helped them develop better comprehension skills and adaptability.

- Curriculum Developers' Insights- Curriculum developers viewed CLIL as an innovative and forward-thinking approach that aligns well with the demands of a globalized world. They emphasized that CLIL not only supports language acquisition but also promotes critical thinking, creativity and intercultural competence. Developers highlighted the flexibility of CLIL, allowing for customization according to different educational contexts and learner needs. However, they also acknowledged certain challenges, such as the need for more comprehensive resources, support materials and professional development opportunities for teachers to fully embrace CLIL methodologies. They pointed out that for CLIL to be more effective, there should be better alignment between curriculum design, assessment practices and teacher training programs.

Overall, the experiences and perceptions of all stakeholders indicate that CLIL is regarded as an effective approach to language learning that enhances both linguistic and content knowledge. While students and educators generally find CLIL beneficial for real-world language use and academic achievement, they also recognize the need for additional support, resources and training to maximize its effectiveness. The findings suggest that while there are challenges in implementing CLIL, such as teacher preparedness and resource availability, the overall impact is positive, with CLIL being seen as a valuable pedagogical strategy for fostering language proficiency, intercultural skills and holistic learning.

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## 6. CONCLUSION OF THE STUDY

The study demonstrates that Content and Language Integrated Learning (CLIL) significantly enhances language proficiency and supports the practical application of language skills in real-world contexts. The findings reveal that CLIL not only promotes greater engagement and motivation among students but also equips them with the ability to use language effectively in everyday situations, such as social interactions, professional communication and community engagement. Through the integration of content and language learning, CLIL provides authentic contexts for language use, fostering both linguistic competence and intercultural understanding. The study also highlights the experiences and perceptions of key stakeholders, including students, educators and curriculum developers, who generally view CLIL as a beneficial and innovative approach to education. However, they also identify certain challenges, such as the need for more resources, teacher training and curriculum alignment, to optimize its implementation. Despite these challenges, the overall impact of CLIL is perceived as positive, contributing to improved language skills, critical thinking and adaptability among learners. The study underscores the effectiveness of CLIL in enhancing language mastery and its relevance in diverse educational settings. It supports the idea that CLIL is a valuable pedagogical strategy for developing language proficiency and intercultural competence in an increasingly globalized world. The findings suggest that with appropriate support and resources, CLIL has the potential to transform language education by making it more meaningful, engaging and applicable to real-

life contexts, ultimately preparing learners for successful communication and interaction in diverse social and cultural environments.

## REFERENCES

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