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Examining a French program in Saudi Arabia for evidence of CLIL practices

by

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Abstract

This study is an examination of existing practices of integrating the teaching of content and language in the Saudi Arabian context. It is an exploratory study into the French program offered at King Abdul Aziz University (KAU) in Saudi Arabia. This program does not call itself a content and language integrated program. The aim was, therefore, to observe existing practices to see if they contain content and language integration similar to what can be observed in the *Content and Language Integrated Learning* (CLIL) approach. There was also a focus on discovering professors' attitudes towards the possible adaptation of this specific approach, and their openness to employ more strategies that attend to a continuing language development in the content-oriented courses. The findings of this study suggest that although professors of the courses in question were not already following the CLIL approach *per se*, there was some evidence of their integration of content and language. Similarities in the objectives and instructional teaching practices between CLIL and the observed courses also suggest that CLIL can be applicable in this KAU French program. Recommendations are offered for further adaptation of effective teaching strategies, and the implementation of elements of CLIL that would be applicable to this specific program, taking into account the professors' views and opinions.

Key words: Content and language integrated learning, CLIL, Saudi Arabia, French instruction, Instructional strategies.

Résumé

Cette étude est un examen des pratiques existantes de l'enseignement d'une discipline dans une langue étrangère dans le contexte saoudien. Il s'agit d'une étude exploratoire du programme français proposé à l'Université King Abdul Aziz (KAU) en Arabie saoudite. Ce programme ne s'appelle pas un programme intégré de contenu et de langue. L'objectif était donc d'observer les pratiques existantes pour voir si elles représentent réellement l'intégration du

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contenu et de la langue, et qui ressemblent ce qu'on observe dans l'approche *l'enseignement d'une matière par l'intégration d'une langue étrangère* (EMILE). L'accent a également été mis sur la découverte des attitudes des professeurs concernant l'adaptation possible de cette approche spécifique, et sur leur ouverture à utiliser davantage de stratégies qui contribuent à un développement langagier continu dans des cours axés sur le contenu. Les résultats de cette étude suggèrent que même si les professeurs des cours en question ne suivaient pas déjà l'approche EMILE, il y avait des preuves de leur intégration du contenu et de la langue. La ressemblance entre les objectifs et les pratiques d'enseignement pédagogique EMILE et les cours observés suggèrent également que EMILE peut être applicable dans ce programme de français à KAU. Des recommandations sont proposées pour poursuivre l'adaptation de stratégies pédagogiques efficaces et la mise en œuvre d'éléments EMILE applicables à ce programme spécifique, en tenant compte des points de vue et des opinions des professeurs.

Mots clés: L'enseignement d'une matière par l'intégration d'une langue étrangère, EMILE, Arabie saoudite, enseignement du français, stratégies pédagogiques.

Dedication

This thesis is dedicated to the people in my life who encouraged me the most to pursue my academic studies, to my beloved parents.

First, to my mother, Sadiah Badhuraïs, for all the love and support she has given me, you will always be for me a continual source of encouragement. Second, to my father, Mohammad Alsomali, for his tremendous support to fulfill the requirements of this Master degree, and for his sacrifice to accompany me during my studies here in Canada.

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ماما، بابا،

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List of acronyms

KAU	King Abdulaziz University
CLIL	Content and Language Integrated Learning
EMILE	L'enseignement d'une matière par l'intégration d'une langue étrangère
L1	First language (mother tongue)
L2	Second language (foreign language)
F	French language
A	Arabic language
CLT	Communicative Language Teaching
SLA	Second Language Acquisition
CBI	Content-based Instruction
LEP	Low-English-Proficiency students
FLE	Français langue étrangère
AP	Text Analysis professor
LP	Linguistics professor
TP	Translation professor

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CHAPTER 1: Introduction

1.1. Overview

Programs that offer a dual focus on content and language learning have become a feature of many educational institutions. The reasons behind this phenomenon differ across the world; some programs were generally initiated to promote multi- and bilingualism. These programs may also have been launched for academic purposes, for instance, opening doors for further extended studies. However, the objective in all these educational settings is shared: the development of academic content alongside the development of second or foreign language skills. Instructors and educators take the responsibility to adopt instructional strategies that help students achieve their disciplinary goals while improving their level of proficiency in the target language. One well-known approach to integrating the teaching of content and language is *content and language integrated learning* (CLIL). This term will be explicitly discussed in this academic paper, and its emergence and its pedagogical practices will be the focus of the current study. Since this study was conducted at King Abdulaziz University in Saudi Arabia, the aim was to examine the possible use of CLIL in this specific context. The following section provides further details about the context of the study (The French program) where it took place.

1.2. Study background

The Department of European Languages at King Abdulaziz University (KAU) has two language sections: English and French. The French language program attempts to foster an interest in French language studies and literature among students. It was not until 1983 that this program was launched as an independent section in the department, rather than teaching French only as isolated courses offered within an English language program. The planning of this program went through many phases. The current program aims to develop both language proficiency skills and disciplinary academic content related to French studies, French literature and civilization, linguistics, and translation. Some courses offered in this program are more language-oriented, and others are more content-oriented, where the development of the language

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receives less attention. There is no defined approach in this program for the integration of content and language in a single course.

The French language presence in Saudi Arabia is limited to two sectors: in the domain of foreign affairs and in private and international schools in the educational sector. However, the program does not name these career options as objectives for the program. The objectives in the Department of European languages are shared for both French and English streams and are presented in Table 1 below (The Department of European Languages, 2011).

Table 1: Objectives of the Department of European Languages.

The Department of European Languages Objectives
• Teaching English and French by focusing on the skills of listening and speaking, reading and writing. • Familiarizing learners with different branches of Western literature and cultivating analytical and critical abilities. • Presenting the theories and hypotheses of linguistics and furthering the abilities of analysis, comparison, and application. • Teaching translation and how to master its different fields. • Teaching learners to develop themselves, to influence their social environment, and to communicate with individuals of other cultures and civilizations while keeping a sense of personal pride and trust in themselves, in their cultural principles, and in their ethnic identities.

Translation, Civilization, Literature, and Linguistics are main courses offered in both the English stream and the French stream. The language-oriented courses are prerequisites for these courses, and they are considered as base courses in the French stream, where most students are introduced to French for the first time. Table 2 provides more details on course objectives retrieved from the King Abdulaziz University website (Faculty of Arts and Humanities, n.d.). The column Course Orientation was added after a detailed review of the course descriptions. Some courses have language acquisition as the main objective, where students are only evaluated on their level of language proficiency. Other courses are more inclined towards content and

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students are assessed on their understanding of key concepts introduced in the curricular input and their ability to articulate their understanding in French (although some language competencies may also be included depending on the instructor).

Table 2: Courses offered in the KAU French program

Course name	Description	Course Orientation
LANE 211: Oral Expression 1	The main objective of this course is to develop students' speaking skills via practical exercises and training in class and laboratory.	Language
LANE 212: Oral Expression 2	This course is the second step of the series of courses that aim to develop speaking and listening skills via oral exercises in class and laboratory.	Language
LANE 221: Reading Comprehension 1	This course aims to train students to pronounce and read accurately and to comprehend vocabulary and discourse by presenting a variety of texts for reading and discussion.	Language
LANE 222: Reading Comprehension 2	This course aims to train students to read and comprehend more complicated texts and to acquire vocabulary via the analytical study of text.	Language
LANE 231: Written Expression 1	This course aims to train students to write syntactically and morphologically sound sentences.	Language
LANE 232: Written Expression 2	This course complements Writing Expression 1 in terms of objectives, but it focuses on more complicated structures and topics.	Language
LANE 241: Applied Grammar 1	This course aims to develop students' cognitive abilities through focusing on the perfection of linguistic constructions in conversation, writing, and pronunciation.	Language
LANE 242: Applied Grammar 2	This course complements Applied Grammar 1, where the focus is on exploring and using simple and complicated syntactic units via the usage of either simple or complicated tenses to form complex sentences.	Language
LANE 313: Oral Language Acquisition 1	This course is an introduction to oral language. New concepts and fields, such as French linguistics, are introduced.	Language
LANE 314: Oral Language Acquisition 2	This course is an advanced course in oral language. New and vital issues that concern oral expression in French are introduced.	Language
LANE 315: Professional French	This course provides students with the opportunity to discuss their professional careers and future directions, whether teaching, journalism, or research. It also provides	Content

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	students with the knowledge and skills that are suited to each profession.	
LANE 323: Supervised Reading	This course aims to acquaint students with the study, analysis, and summary of literary texts. Students are given the opportunity to express their personal viewpoints of the texts under discussion whether orally or in written form.	Language
LANE 324: Summarization	This course aims at training students in some writing skills, such as summarization via analyzing and classifying the constituent units of texts, as well as shedding light on the role and importance of each deletion, addition, modification, or re-coinage of units while maintaining the general meaning of text.	Language
LANE 333: Writing Workshop	This course aims to train students in the skills of writing about different topics. A study of text structure, sentences, main vocabulary, support sentences, and sentence examples. Students learn how to make a compositional plan that includes a general introduction, an exact framework that includes all the topics mentioned in the introduction and a conclusion that summarizes what has already been written.	Language
LANE 343: Advanced Grammar	This course focuses on complicated syntactic constructions. Students learn to identify the functions of all constituent words of a sentence or phrase as well as the identification of the syntactic and morphological structure of the text.	Language
LANE 351: Introduction to Linguistics	This course is an introduction to linguistics with a focus on theoretical concepts and terminology.	Content
LANE 353: Research Methods	This course aims to provide students with the basics and mechanisms of academic research in general with particular focus on the literary and linguistic fields. Questions include how to choose the topic of research, make a research plan, marshal facts, deal with facts, and reach academic authenticated findings.	Content
LANE 452: Text Analysis	This course aims to enhance students' knowledge of general linguistic concepts, especially those that concern discourse analysis and its application to different textual patterns, such as literary, political, and media texts. A discourse of tools is highlighted in terms of terminology, syntactic, and morphology.	Content
LANE 461: Introduction to French Literature	This course focuses on giving a bird's-eye view of the movements of French and francophone literature with all its constituents (genres), such as drama, prose, and poetry. The most important literary schools and writers are investigated.	Content

LANE 462: Arabic and French Civilization	This course is an introduction to the French civilization and its characteristics in comparison to Arabic Islamic culture.	Content
LANE 463: French and Francophonie Literature	This course aims to introduce comprehensive notes about French and francophones literature with all its genres, patterns, characters, and schools.	Content
LANE 471: Introduction to Translation	The main objective of this course is to introduce students to translation theories, the usage of French and Arabic terminology databases, and the technology of translating short texts. It also draws students' attention to differences between the two languages in terms of structure and style for the sake of avoiding literal translation and semantic distortion.	Content
LANE 472: Modern Text Translation	This course aims at introducing students to the use of modern translation technologies used in translating texts and to the French and Arabic lexicons specialized in humanities and applied sciences.	Content
LANE 473: Computer- Assisted Translation	This course aims to train students to 1. Translate different texts (political, legal, administrative, and literary) 2. Use computers in translation in a way that enhances their vocabulary stock. 3. Acquire practical terminology.	Language and content
LANE 481: Practicum	The main objective of this training course is to provide graduating students with an opportunity to practice the skills they have acquired in a real work environment. Students are formally evaluated by the assigned place of coop training.	--

1.3. Problem Statement

Before presenting the challenges in this program, I would like to share some of my first-hand observation being a graduate of this program. When I was a student at the Department of European Languages at KAU, I noticed that some students did well in language-oriented courses, but they failed in the content-oriented courses. Most of the students were struggling with French; they almost used Arabic in all their interactions whether with the professor or with each other. In language-oriented courses they got the support needed to develop their linguistic skills, but when they got registered in the content-oriented courses, it was always assumed that they would have developed a proficiency level allowing them to receive and understand complex content in French. However, students needed translations in content-oriented courses to perform

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academically well enough to succeed these courses. I noticed that there was a gap between the language level required in both types of courses (language-oriented and content-oriented courses), and that there was a need for a continuing language development in the content-oriented courses, for the students to keep building on their acquired linguistic skills. I also noticed that students were not allocated the necessary time and the opportunity to interact in the classroom using French, unlike the language classrooms where students get to practice the target language. When I became a student at the Official Languages and Bilingualism Institute (OLBI), I learned more about different approaches in language education that offer a dual focus on content and language. Such approaches allow learners to develop their skills in the target language by employing certain teaching strategies in the classroom. I then became interested in exploring the relationship between language development and content learning in KAU French courses.

It seems important to highlight certain aspects of language teaching in the Saudi context. Saudi researchers have primarily been studying English classrooms. However, findings of these studies have insights into the teaching of other languages in Saudi Arabia like French. According to this research, the approach to teaching languages in Saudi Arabia is for the most part described as teacher-centered (Alkubaidi, 2014; Al-Nasser, 2015; Alrabai, 2014; Alrashidi & Phan, 2015; Fareh, 2010; Jawhar, 2012). Many Saudi researchers have discussed the teaching modality of language classrooms in this context. Alrashidi and Phan (2015), for example, explained that teachers are the main source of knowledge in their classrooms. In language classrooms, most of the time the teacher initiates the talk while presenting the lesson. Students are not given the opportunity to talk or ask questions, and they take in most cases a passive role (Fareh, 2010). There exists also a reliance on L1 amongst the teachers and their students in these language classrooms; teachers use Arabic to teach the language (Alrashidi & Phan, 2015; Fareh, 2010). This means students experience limited exposure to the target language, even though they generally have no other access to the target language outside of the classroom.

This teacher-centered modality finds its roots in the early beginning of education in Saudi Arabia. From traditional, moral and cultural perspectives, teachers have traditionally held an important place in the learning process, where students as receptors of knowledge must respectfully listen while teachers speak (Elyas & Picard, 2010). Alrashidi and Phan (2015)

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discussed that this traditional approach constitutes one of the major challenges in language education in Saudi Arabia. Alharbi (2015) affirmed that in the absence of contemporary communicative approaches, language learning outcomes have not been satisfactory.

It is understood here that the challenges in the KAU French Program can be summarised as follows: there exists a dominance of L1 over L2 in classrooms, and students' ultimate French attainment is limited by the academic context, where less attention is given to meaningful interaction, and fewer opportunities are allocated for practice.

Moreover, Fatta (2014) discusses how students enrolled in a similar program in another Saudi Arabian university are shy to interact in the target language, which can indicate that these students did not receive the necessary support to be able to express themselves in French, and were not provided with the opportunity to practice French sufficiently to reach a level whereby they can discuss content matter with the professor. Fatta (2014) also mentioned that it is required from the students not only to master the French language but also to learn how to succeed in a new type of educational system:

Cependant, habitués à recevoir passivement du savoir transmis, les apprenants saoudiens éprouvent des réticences à prendre la parole en cours. De plus, étant sollicités constamment pour donner leur avis et parler d'eux-mêmes dans une langue qu'ils maîtrisent mal, ils doivent, non seulement apprendre cette nouvelle langue, mais aussi évoluer rapidement dans un système d'apprentissage nouveau pour eux. (p.56)

According to Fatta (2014), much work is required to modernize pedagogical practices at the university level in Saudi Arabia, especially in language programs:

Malgré une légère avancée, l'enseignement des langues étrangères, et, par conséquent l'apprentissage se font encore sur ces anciennes techniques de transmission des connaissances par des méthodes pédagogiques qui accordent la priorité à l'écrit : la pratique orale, la communication ne sont que banalement prises en considération. Par conséquent, ce phénomène se fait ressentir aujourd'hui de plus en plus fortement par le poids d'une certaine « inefficacité » de l'enseignement de ces langues étrangères. (p. 55)

As previously discussed, students seem to rely more on their L1, even with some individual efforts deployed by professors to deliver as much information as possible in the target

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language (French), but side-talk and students' responses are generally in the L1 (Arabic). Lyster (2007) presented evidence suggesting that in a bilingual setting, a kind of subordination takes place in terms of how the language of instruction is used in classroom discourse. The second language often becomes subordinated to the student's mother tongue, which can be observed in these classrooms, where the Arabic language is more dominant and French, even though it is ostensibly the medium of instruction, is employed less than Arabic.

The development of the language in the KAU French Program is limited to academic use. The students in a French program tend to acquire a formal academic register of the language, while they interact in their L1 for all informal purposes. Formal interactions and activities happen in a high register of French, while informal interactions (*e.g.* turn taking, feedback and classroom management) are in Arabic. Therefore, students lack what Lyster (2007) described as the "cultural relevance and social utility" (p. 17) of the target language. In other words, these students never need to use French for any interaction in authentic settings or for any social interaction within the classroom.

In the content courses offered in this program, students are expected to perform using the target language regardless of their level of proficiency, which seems to be a challenge. In the literature, such courses have never been subject to research to examine how teachers incorporate the teaching of content and language, and how they attend to a continuous language growth. As previously explained, there is no defined approach to teaching through the medium of a foreign language in these courses. Even though most Saudi institutions offer teaching that integrates content and language, these programs are not called CLIL (Jawhar, 2012). The CLIL approach has been viewed as an approach that

“(1) creates conditions for naturalistic language learning; (2) provides a purpose for language use in the classroom; (3) has a positive effect on language learning by putting the emphasis on meaning rather than form; and (4) drastically increases the amount of exposure to the target language that learners have.” (Naves, 2009, p.25).

The CLIL approach, therefore, has a potential in helping the students develop L2 linguistic competences, and research has shown evidence of improved outcomes of the target language,

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and positive attitudes towards it (Chostelidou & Griva, 2014; Doiz, Lasagabaster & Sierra, 2014; Xanthou, 2011)

In this study, I aim at exploring this educational setting to see what exactly stands behind the lack of social utility of the target language. First, it seems important to examine professors' behavioral instructional practices since these have an impact on students' French attainment. Fatta (2014) suggests that pedagogical practices employed by professors in these similar programs are outdated and more traditional, indicating a need to rethink actual teaching practices and reconsider the adoption of more effective pedagogical practices. These practices will need to integrate the teaching of content and language, because there seems to be a necessity for students enrolled in these language programs to develop a certain level of proficiency quickly to be able to perform well in content-oriented courses. Second, it seems primary also to understand professors' views and attitudes towards their actual practice of integrating the teaching of language and content in their content-oriented courses, and to examine their interest in the implementation of CLIL teaching strategies to possibly eventually improve their students' French attainment.

In the next chapters, I will first provide a brief literature review about CLIL, starting with theoretical bases in language and content teaching, and historical context, ending this chapter with an overall view of instructional practices of CLIL pedagogy. The third chapter will be dedicated to the study design, its methodology and procedures as well as details of the data collection and analysis. The results will then be separately presented in the fourth chapter, which will be followed by a discussion of some of the study's findings including the actual practices observed in the visited educational setting as well as a reflection on the professors' views and beliefs about the application of CLIL pedagogy in content-oriented courses. I will then conclude with some recommendations to adopt more effective teaching strategies borrowed from CLIL, as well as to make changes to the actual program that may in return help improve students' French attainment.

CHAPTER 2: Literature Review

2.1. Introduction to the literature review

Education in a language that is not the mother tongue of a learner has been around for several centuries (Coyle, Hood, & Marsh, 2010). Pedagogical practices have long been examined for their effectiveness, and many have been rejected as language teaching has evolved from one decade to another. In this chapter, I intend to first discuss some theoretical bases that have influenced language and content instruction over the years. Then, I will present some historical background behind the emergence of CLIL as a foreign language teaching approach. I conclude this chapter by defining the term CLIL, describing its approach and its models, then finally providing an overall of the instructional practices employed in CLIL classrooms.

2.2. Theoretical bases of language and content instruction

Researchers in language teaching generate theoretical hypotheses and forge opinions about the process of teaching in search for good practices that meet the needs of specific educational environments. To better situate CLIL as an innovative approach of teaching languages, a theoretical lens into language teaching and language education can direct us back to the early beginning of communicative language teaching (CLT). CLT is an approach by which effective language learning is defined by the successful acquisition of communicative skills (Al Asmari, 2015). This approach was inspired by the sociolinguist Dell Hymes in the 1970s, when language practitioners started to question the difference between knowledge about a language and the ability to functionally and interactively communicate in the language (Brown, 2014). Spada (2007) expanded on this, noting that Hymes' theory of communicative competence indicates that successful language learning is not only about learning its rules of grammar, it is also about learning the rules of language use. CLT emphasizes the need to switch the language teaching process from its exclusive focus on accuracy and mastery of grammatical forms in the

L2, to meaning-based instruction with relatively less focus on the language forms and a greater emphasis on communicative competence.

This idea of switching the focus from form-based teaching first became popular with Krashen's comprehensible input theory (or the input hypothesis) in second language acquisition (Krashen, 1982). The theory criticized previous assumptions in second and foreign language teaching and stressed the importance of teaching the language structures deductively, suggesting that second language acquisition (SLA) can happen by meaningful exposure to the L2. In this manner learners, it is suggested, can acquire language structures as they are exposed to comprehensible input in the classroom. However, some studies that have addressed meaning-based instruction have showed that an approach that focuses only on meaning without also focusing on form may not always result in successful language learning. Rather this approach can result in students with high communicative skills but low linguistic accuracy (Lyster, 2015). This led scholars like Long (1991), in the 1990s, to urge teachers to take an approach that focuses on both form and meaning. Lyster (2015) has argued for a balanced focus on meaning and language, whether implicitly or explicitly, allowing for the acquisition of L2 forms and functions through exposure to a rich L2 input.

In second language acquisition, there is a link between meaningful interactions and the learning process. Some studies suggest that interactions allow learners to negotiate meaning (Gass, Mackey & Pica, 1998), which will ultimately lead to successful language acquisition. Long's interaction hypothesis (1983) suggests ways of incorporating the teaching of language in content-oriented lessons, by explaining how native speakers adjust their speech to the level of their interlocutor. Conversational modifications (Spada, 2007) and other forms of interactional exchange (*e.g.*, clarification requests) can help in the acquisition of L2 with little or no explicit extensive instruction of grammatical structures. Learners can benefit from these interactional exchanges in developing their linguistic skills, because they attend to situations where they are obliged to process and produce morphosyntactic aspects of the target language needed to encode their intended meanings (Dalton-Puffer, 2007). Meaningful interactions in the target language can hence promote language acquisition and should be built into the design of activities or classroom discussions.

It is undeniable that advancements in the field of SLA, more precisely communicative language teaching, have fueled different forms of language teaching approaches, namely content-based instruction (CBI), immersion and CLIL. CLIL is in fact considered “an innovative or alternative approach to communicative language teaching CLT” (Banegas, 2012, p. 47). CLIL practices are informed by sociocultural theories of language learning, just like CLT, whereby interactions and negotiation of meaning are of prime importance (Pinner, 2013). Teaching practices therefore have a high level of authenticity of purpose (Coyle, et al., 2010), because “the content is expected to give the use of the foreign language” (Bruton, 2013, p. 588). In other words, in respect to its methodology and practices, CLIL provides learners with realistic goals to achieve in the target language while also providing opportunities to acquire new disciplinary knowledge. The authenticity of purpose becomes the rationale for adopting an integrative approach to teaching the language along with the content. Coyle et al. (2010) write that teaching languages alongside content creates a learning zone in which the acquisition of the target language is more engaging and meaningful; they refer to the different forms of strategies and activities employed in CLIL classroom (discussed below) which give the students the opportunity to develop linguistic skills while being fully engaged in CLIL lessons.

2.3. Dual focused programs

Across the world, interest has grown in dual-focused programs that can integrate both content and language. Many researchers also refer to dual-focused programs as bilingual education, a term which refers to a vast variety of different programs and approaches (Wilkinson & Walsh, 2015). The best-known dual-focused programs are immersion, content-based instruction (CBI), and content and language integrated learning (CLIL). They share similar features, but the different terms reflect unique historical and contextual factors (Dalton-Puffer, 2007). Some researchers use some of these terms synonymously, while other researchers make a distinction between them. It is, however, important to point out that these terms (or approaches) overlap in terms of practice (Cenoz, Genesee & Gorter, 2013). In the next sections I will focus specifically on the literature in CLIL.

2.4. CLIL approach

CLIL is described in the literature as an alternative bilingual program, an integrative approach combining the subject matter and the language in the teaching process. The widespread application of CLIL in higher education internationally is a relatively new phenomenon (Wilkinson, et al., 2015). As discussed above, definitions vary according to researchers in this field (see Cenoz, Genesee & Gorter 2013; Coyle, Hood, & Marsh, 2010). These definitions describe the approach as dual-focused approach in which both content and language can receive an equal amount of focalization in the teaching process; the objective is to deliver the content in L2 in a way that develops linguistic skills and that enhances academic achievement through the acquisition of disciplinary knowledge. The language in CLIL classrooms can be considered a product to be learned as well as an instrument by which students learn the content (Merino, 2016). All definitions of CLIL describe what Coyle et al. (2010) call systematic progress in content learning and language learning. Situating CLIL in bilingual education makes it clear that second language development or acquisition can occur away from the typical language classroom. Coyle et al. (2010) consider that the language acquisition in a CLIL classroom is triangulated in three levels called *the language triptych*: language of learning, language for learning, and language through learning. The *language of learning* is the language related to content, while the *language for learning* is the functional language related to the environment and interaction, and *the language through learning* is all emerging language from other levels. In CLIL classrooms we usually see a form of *linguistic progression* happening at these three levels, where meaningful and natural acquisition occurs (Coyle, Hood, & Marsh, 2010).

2.4.1. Differentiating CLIL from other terms

It seems important to distinguish CLIL from other similar bilingual approaches already presented here, such as immersion and CBI. For some European researchers (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2007) CLIL is an inclusive term covering lots of other forms of bilingual education. Some American researchers (Crandall, 1992; Met, 1999) also agree to some extent, yet they believe that CBI and CLIL are synonyms, and immersion is one form covered by both of these terms. The term chosen is determined somewhat by the location in which they are applied; with immersion and CBI used in North American contexts, while in Europe the term

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CLIL is used. Some researchers do differentiate between them, in terms of the relative focus on language and content in particular (Cenoz, 2015; Somers & Surmont, 2012), while others use these terms interchangeably.

Although the three terms (CLIL, CBI, Immersion) share a common objective, there seems to be some differences in terms of their theoretical and practical orientations that relates to their historical context (Wilkinson, et al., 2015). CBI and CLIL for example share a common feature—teaching a foreign language through the medium of a content course—but they are not following the same approach in terms of the kind of language to be taught to students. The CBI literature focuses on teaching academic language to support low-English-proficiency (LEP) students in their academic achievement, which means CBI has a goal to assimilate LEP learners into the academic program. While in CLIL it seems that the goal is to promote multilingualism across Europe, which means it thrives in contexts where students have to learn an additional European Union member language (Brown & Bradford, 2017).

According to some scholars (Lasagabaster & Sierra, 2010), CLIL differs also from Immersion because the language being used as medium of instruction is claimed to be a foreign language, unlike in Immersion settings where the language of instruction is a second language to the learners or a language that students have often contact with out of the school context. There are also differences related to the amount of exposure to the language of instruction. Immersion programs typically encourage the exposure to the language of instruction at an early age, the development of L1 and L2 is also simultaneous, unlike in CLIL programs where students have already usually developed their L1 literacy skills (Lasagabaster & Sierra, 2010). Thus, the language objective in immersion programs is in most scenarios to develop native-like proficiency level or advanced levels of functional proficiency, whereas for CLIL students the objective is to obtain higher education academic language (Cenoz, Genesee & Gorter 2013; Lasagabaster & Sierra, 2010).

Currently, in Europe, CLIL is the preferred term for programs that integrate content and language, especially in higher education. It is important to highlight that CLIL is usually implemented after students have developed their L1 literacy skills (which is the case for foreign language learning in Saudi Arabia). CLIL has also emerged in foreign language teaching contexts such Saudi Arabia. Finally, since much of the academic work in Saudi Arabian

institutions is influenced by European scholars, the European term CLIL (rather than CBI or immersion) seems more suitable for this context. For these reasons, the term and concepts from the CLIL literature will be used in this study.

2.4.2. CLIL Models and programs

Most CLIL programs are offered by focusing on two dimensions: content-oriented and language-oriented. Teaching can be focussed either on the content to be learned or the language taught through the content, but also in the middle of these two extremes. It is a question of priorities that are interwoven in the process of teaching: “CLIL is an approach which is neither language learning nor subject learning, but an amalgam of both and is linked to the processes of convergence” (Coyle, Hood, & Marsh 2010, p. 4). Some researchers agree on the ideas of convergence and interwovenness of the language and the content in the teaching process. American researchers such as Crandall (1992) and Met (1999) believe that the more the language is reviewed and taught, the less the program is content-oriented and vice versa.

For postsecondary education, content and language are integrated through sheltered, adjunct, and theme-based models (Crandall, 1992; Met, 1999). These three models are categorized in terms of their focus. Sheltered models or courses keep learners apart in separate classes (Met, 1999). Crandall (1992) added that this form of instruction is normally offered for students with limited proficiency. It is used at most educational levels, including tertiary (Crandall, 1992). In the adjunct model, the process of teaching is divided between two instructors, one for the subject matter, and the other for language skills. The responsibilities are shared between both instructors, yet the language instructor has to put forth some effort to learn about the subject being taught (Crandall, 1992; Met, 1999). The theme-based model, in contrast, relies on topics drawn from some specific functional domains primarily to teach the language (Met, 1999). Crandall (1992) described it as a model in which “a language curriculum is developed around selected topics drawn from one content area (*e.g.*, marketing) or from across the curriculum (*e.g.*, pollution and the environment)” (p. 115). The language ability in this model is evaluated more highly than content, and the instructor is generally a language teaching

specialist. At the far extreme are the language courses that have language proficiency as the primary goal (Met, 1999).

More recently, Coyle, Hood, and Marsh (2010) discussed CLIL models in different educational levels. They concluded that the types and models are defined by the extent to which the language acquisition is a basic competency or an additional competency. In addition, the use of language in CLIL settings can be categorized in terms of how much students are exposed to the target language, and whether this exposure is extensive or partial. Extensive exposure is characterized by the exclusive use of the target language to deliver the content, whereas partial exposure where only specific content is presented in the L2.

2.4.3. Instructional strategies in CLIL classrooms

In the CLIL approach, many strategies are applied in classrooms to make the content and the language effectively accessible for learners. Crandall (1992) classified four main categories of instructional strategies that include techniques and methods to deliver the content through L2 “target language”: 1) cooperative learning and other grouping strategies, 2) task-based strategies, 3) whole language strategies, and 4) the graphic organizer strategy. Grabe and Stoller (1997) agreed on the importance of using some of these strategies, such as cooperative learning, in addition to other instructional strategies such as metacognitive learning and extensive reading. Marsh, Mehisto, Wolff & Frigols-Martín (2012) pointed out that cooperative learning is integral to instructional practices in CLIL classrooms. They provided guidelines for teachers on the strategies that need to be employed more often in CLIL classrooms to support continuous language growth.

Cooperative and grouping strategies are applied in pairs, small groups, or large groups and are useful in creating a real information gap that emphasizes the authenticity of oral and writing development; they also aim to promote the idea of peer review and peer support (Crandall, 1992; Grabe & Stoller, 1997; Marsh et al., 2012). Grabe and Stoller (1997) reported some studies showing that group work and activities in CLIL classrooms improve the general achievement of students, which will eventually develop their metalinguistic skills in return. Cooperative learning techniques in particular were pointed out in the European Framework for

CLIL Teacher Education, allowing for the co-construction of knowledge among learners (Marsh, Mehisto, Wolff & Frigols-Martín, 2012)

The task-based strategy is related to the previous strategy of cooperative learning; its objective, however, is to design an activity in which language learners can build their academic knowledge along with the acquisition of language skills to accomplish a task or solve a problem (Crandall, 1992). Tasks and activities can be cognitively demanding (Met, 1994) if they require the learners to demonstrate an understanding of the content and the language used, and some activities may also require more in-depth analysis that helps in building the students' metalinguistic awareness (Grade & Stoller, 1997).

The whole language strategy refers to a strategic teaching approach emphasizing interactive activities that put into practice an authentic experience or an experiment. These activities include dialogue journals, reading journals, and process-based writing (Crandall, 1992; Fortune, 2000).

The last category, graphic organizers, refers to the use of visual displays to scaffold language and content acquisition and help the learner acquire and remember the language in context (Crandall, 1992). Met (1994) has argued that some abstract concepts need to be more context-embedded for the students to be able to receive the input in a comprehensible manner. For this purpose, graphic organizers can support the process of learning in a way that simplifies the input whether it is at a conceptual or a linguistic level. The use of graphic organizers and some concrete and visual materials, as well as realia, can make the process of teaching more meaningful.

Lyster (2007) also emphasized the importance of identifying content-obligatory language, which Coyle et al. (2010) referred to as subject-specific vehicular language terminology, a strategy by which subject teachers can incorporate the teaching of language with the content of the subject; this language includes "vocabulary and other domain specific expressions" (p. 28). Concentration on content-obligatory language can support the development of language learning in a content-oriented classroom where the language is not explicitly taught, but rather the language teaching process is "incidental" (Lyster, 2007).

2.4.4. How is language development supported at a classroom level in CLIL?

Two general approaches can be identified which promote the continuity of language development in a CLIL classroom. One approach involves creating more opportunities to practice the target language (Haneda & Wells, 2008; Llinares, Morton & Whittaker, 2012). The second approach involves providing learners with appropriate feedback and corrections on language whenever they are required (Dalton-Puffer, 2007; Lyster & Ranta, 2013; Lyster, Saito & Sato, 2013; Spratt, 2017).

Since CLIL is seen as a continuation of CLT, much of the work in the classroom is seen as dedicated to building a communication system that supports both students' language development as well as their ability to engage in authentic meaning making/authentic forms of communication. Instructors in CLIL settings are encouraged to turn their classroom into a rich environment where communication is a key component of their instructional activities in the target language. Communicative strategies such as dialogic talk have been found to be effective (Haneda & Wells, 2008) because of the rich nature of student-teacher interactive discussions. Dialogic teaching creates more opportunities for student participation in the target language:

“In a CLIL classroom in which there is dialogic teaching, students will be using the L2 to do learning tasks together, to share ideas, help each other to common understandings without fears of making mistakes (of content or language), and build on each other's ideas” (Llinares, Morton & Whittaker, 2012, p.65).

Coyle et al. (2010) also agree on the importance of enabling student interaction and knowledge exchange in CLIL classroom settings. Student-teacher interaction can take different forms; in the European context, researchers examined different aspects of these interactions, such as negotiating meaning, leading discussions, and using varied question types that ensure students' involvement, as well as using various forms of corrective feedback (Spratt, 2017) to support the language learning process. Corrective feedback has been the subject of studies by some scholars in this content-based language teaching. Lyster and Ranta (1997), in a study about corrective feedback and learner uptake, discuss six forms of corrective feedback that can be identified in such contexts (explicit correction, recasts, elicitation, metalinguistic clues,

clarification requests, and repetition) (see also Dalton-Puffer, 2007; Lyster & Ranta, 2013; Lyster, Saito & Sato, 2013).

All these instructional strategies respond to the need to structure lectures and classroom activities to satisfy the dual language and content objectives of CLIL setting. The content-oriented courses should be organized in a way that includes activities encouraging students' participation in the target language, allowing room for collaborative learning that involve negotiation of meaning. Instructional strategies in CLIL courses should be aimed at facilitating dialogic talk between the instructor and the students, decentralizing the instructor role from being less authoritarian to embodying the role of a counsellor or an advisor in the learning process (Spratt, 2017). Group work is also found to be beneficial with clear guidance and well-planned materials (Sierra, 2016), as in any formal language classroom. In sum, the practices of integrating the teaching of content and language lead to an increase in students' motivation in learning the target language by building a more positive attitude towards the language (Chostelidou & Griva, 2014).

2.5. Impetus for the current study

Despite the increased interest in teaching languages or teaching through foreign languages in educational institutions, CLIL as a teaching approach is not currently very prevalent in Saudi Arabia. Although some educational institutions in Saudi Arabia do offer bilingual programs (mostly in English and some in French, in private colleges and private or international schools), CLIL is not widely known as a pedagogical approach to support the process of teaching in bilingual educational settings, bilingual programs, or language programs. In addition, most existing research in CLIL around the world is focused on different level of education including post secondary settings (see for selected papers Wilkinson & Walsh, 2015), but some researchers believe the post secondary education receives less attention (Lasagabaster & Doiz, 2016). Moreover, in Saudi Arabia, there is very little academic work documenting content and language integration in classrooms, or consulting with teachers on their practices in classrooms. More studies are needed to fill in these gaps to examine the potential of implementing the CLIL approach in a variety of programs in which the content and the foreign language learning are combined. Some CLIL instructional strategies are likely already in practice, even if they are not

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called CLIL, because teachers in the programs offered in other languages are faced with finding ways to integrate the teaching of content and language. Other strategies will need to be systematically introduced more often in the teaching process. Some challenges may arise from professors' attitudes towards CLIL use, and their openness to change their practice. Therefore, the focus of this study is to examine existing practices, which can lead us to comparing similarities in practice to CLIL, which allows for exploring the potential of adopting the CLIL approach in the KAU French program where this study took place.

CHAPTER 3: Method

3.1. Introduction to the method of this study

In this chapter, I will present details related to the research study, starting first with my purpose, objectives and research questions. Second, I will discuss my methodology in examining the research setting in question. Third, I will share information related to the research context and the participants. Then, I will explain the procedures of data collection and data analysis.

3.2. Purpose of the study and objectives

My choice to investigate the development of French in some courses offered in this KAU French program comes from my previous experience as a student in this school. I noticed that in language-oriented courses, my classmates were doing better than in content-oriented courses. The focus in content-oriented courses is no longer on the acquisition of linguistic skills; it requires students to be able to communicate in French while acquiring new knowledge about different disciplines. There seems to be a gap in the developmental linguistic level between the language-oriented courses and the content-oriented courses. The content-oriented courses appeared to be similar in terms of practice and objectives as CLIL pedagogy, which made me think of the potential of applying a CLIL approach to this specific program, and whether it can help in a continuing language development. With this study, I seek to discover how professors in the content-oriented courses incorporate the teaching of content and language, and how they provide students with language support in their teaching. I, therefore, wanted to examine this educational setting and see whether there are CLIL-related techniques that are currently being used, even if they are not recognised as such. Portraying a clear picture of instructional practices in this environment can help in understanding why some students are falling behind in content-oriented courses. This research is an opportunity to explore how the teaching of content and language is being integrated in some specific courses offered in this specific program. Some CLIL techniques may not actually be practiced because professors may not be aware of them or see the potential of employing such techniques. This is a reason why I also wish to examine how

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CLIL is viewed by local teachers, and their views as experts on whether it has potential to improve the outcomes of the KAU French language program specifically.

3.3. Research questions

My research questions are the following:

1. How is language development supported in content-oriented courses offered in the KAU French program?
2. To what extent (if any) can the content-oriented courses offered in the KAU French program be categorized as an environment that aligns itself with CLIL objectives and practices?
3. What are teachers' attitudes toward the potential application of CLIL teaching strategies in the KAU French program?

3.4. Methodological Framework: Observational Case Study

To answer the research questions, this study was designed as an observational case study of the French Program offered by the Department of European Languages at King Abdulaziz University. Case study research is a methodological approach by which one case is extensively studied: phenomena, people, issues, or even a program can be considered as a case in an educational setting (Hays, 2004). Hays (2004) states that "case studies ... seek to answer focused questions by producing in-depth descriptions and interpretations over a relatively short period of time, a few weeks to a year" (p. 218). This methodological approach gained popularity in the 1970s and reflects a shift from a focus on quantitative approaches as a means of gaining valid and valuable insights (Hamilton & Corbett-Whittier, 2013). According to Yin (2014), case study research can serve as an exploratory stage for more extended studies, and helps in deeply investigating a contemporary phenomenon within the real world.

My case study is the specific KAU French program where some of the offered courses (content-oriented courses) are extensively observed to answer the research questions. The study consists of the documentation of pedagogical practices over one semester with follow-up

interviews. The collected data is intended to allow for a profile of the KAU French program as an actual or potential CLIL environment. More precisely, this observational case study aims to profile the KAU French program as a dual-focused program in which the development of the French language can continue during the program even in content-oriented courses, such as literature and other French studies-related disciplines.

3.4.1. Observation

Observation is a qualitative method often used in case study research, and can be described as the human ability to understand the world. It can be more precisely defined as “the act of noting a phenomenon, often with instruments, and recording it for scientific purposes” (Angrosino, 2007, p.54). Observation is needed to study subjects in the natural environment (Baker, 2006), and involves all senses to be alerted to the environment depending on what is observed. Observation, as Malderez (2003) defined it, is “the act of perceiving, interpreting, assessing and reacting” (p. 179). It is similar to how we unconsciously react to our daily life in an observational manner, but with an interest in recording it to be later interpreted. Observation work is favored in different fields of study for several reasons. First, it allows us to understand a phenomenon, a behavior, a situation or a research setting naturally. Second, its procedures that allow direct or semi-direct contact with the research participants, humans or things, give a clear image of the setting (Angrosino, 2007).

One element which distinguishes everyday observation from observation for research purposes is the consistency in recording and collecting data that will be interpreted to reach a conclusion. Therefore, it can be defined according to Gorman and Clayton as “...studies...that involve the systematic recording of observable phenomena or behaviour in natural setting.” (2005, p.40). In this particular study, observational checklists and seating maps were used for several sessions to ensure the systematic recording of events in its natural environment, the educational setting.

3.4.2. Classroom Observation

The process of teaching is a complex interactive and dynamic activity—attending to one aspect of it inevitably means missing out on others (Wragg, 2012). Its complexity comes from the fact that classrooms are always affected by four main characteristics: rapidity, immediacy, interruptions, and social dynamics (Borich & Martin, 2003). A classroom observation is a purposeful close-up investigation into the teaching and learning process. The observation objective generally is to bridge the performance gap. In other words, there is often a difference between a teacher's publicly declared teaching philosophy and their behaviors and practices in real-time classrooms, as well as between their declared objectives and goals and the actual reached outcomes (Hopkins, 2008).

Most academic work done on teaching practices has been dedicated to finding the best way to maximize learning outcomes. The observation tools and instruments to measure these practices have evolved over the years. Most of researchers in this field make use of observation as a means by which instructor's teaching practices in addition to student's actions in response can be examined and analyzed. Observation is a very important and common form of data collection to investigate teachers' practices in particular (Essays, 2013). Challenges in classroom observation vary according to what exactly is observed and where the focus is shifted during an observation session (Richards & Farrell, 2011; Wragg, 2012). In this sense, many aspects of classroom observation intersect, starting first from observing teachers' delivery of content, their setup of activities, how they give instructions, etc., then devoting more attention to a variety of responses from students that arise at the same time. The focus of the observation can be shifted towards lesson structure, classroom management, types of teaching activities, teaching strategies, teacher's use of materials, teacher's use of language, students' use of language, and student interaction. In this study, the focus is primarily on instructional strategies, with some focus allocated to materials and language use, and also to teacher-student interactions.

Some aspects of the lesson can be easily observed, while the aspect related to students' engagement might be harder to capture and record (Richards & Farrell, 2011). One more observable aspect is the role carried out by the teacher and the students. During an observational session, teachers and students may adopt a variety of roles; some teachers interchangeably

embody the roles of transmitter of knowledge, counsellor, assessor or manager, while students differentiate in responding to teacher's instructions, being sometimes learners, sometimes jokers, or investigators, or collaborators (Wragg, 2012). These different roles embodied by the students are a reflection of their different learning behaviours; in a classroom it can be easily identifiable that some students are more or less social, dependent, independent, isolated, or task-oriented (Richards & Lockhart, 2007). All these roles employed by teachers and students are not only influenced by teaching practices and the classroom environment, but also by the backgrounds and interpersonal skills/traits of each participant in the observation setting (Richards & Lockhart, 2007).

3.4.3. Classroom observation approach in this study

Allwright (1988) has discussed the idea of observing the frequencies of independent behaviours as variables influencing the what can be defined as good teaching practice. The approach to classroom observation is to attend to a highly detailed and specific set of instructions and classroom interactions taking place over a relatively short period of time with an attempt to analyze certain behaviours and reach some predictable expectations of the teaching practice. In this case, observation tools will be tailored in such a way that direct my observations to pre-defined categories aligned with specific objectives (Stuhlman, Hamre, Downer & Pianta, 2016). To maximize the defensibility of the interpretation of events recorded during an observational session, some researchers/observers attempt to do follow-up interviews or use a stimulated recall technique, by which they enable the presentation of various interpretations of an actual teaching pedagogy; this would give the observed instructor the opportunity to comment on her/his own practices and instructional strategies (Richards & Farrell, 2011). I therefore intend to follow this practice.

More specifically for the purposes of this study, my approach was to attend to pedagogical practices and teacher-student interactions with predefined observation instruments that helped me in noting elements related to the actual practice, to reach predictable expectations about these teaching practices. I also intend examine the approach to integrating the teaching of content and language and the extent to which this integration relates to CLIL practices. I then will conduct follow-up interviews with each teacher participating in this study, allowing them the

opportunity to comment on their teaching approaches, which in return help to develop an understanding of their perceptions towards the application of CLIL as a teaching approach supporting the development of linguistic competences.

3.4.4. The observer role adapted in this study

Many researchers in this method tend to classify the roles of observers into four main categories: complete observer, observer-as-participant, participant-as-observer, and complete participant (Angrosino, 2007; Baker, 2006). These roles are categorized according to participatory involvement or membership in the research setting. The extent to which the researcher is close to the environment and engaged with the setting decides which role to be adopted (Baker, 2006), taking into consideration the research objective and the questions.

I want to discuss the first role introduced by Baker (2006)—the *complete observer*—because it is the role I adopted in this study. In this role the observer is a complete stranger from outside the research setting and is only concerned with data collection. The observer is present in the research environment, but only to listen and collect the data. Baker (2006) argued that in this role the observer is largely detached from the research environment. The fact that the observer has no direct interaction with the research subjects allows him or her to put their full attention on the observed setting.

For the purposes of this study, I have approached the educational setting as being a complete observer, with a nonparticipant membership (Angrosino, 2007) in each classroom observed. I was identified as a researcher/observer for both the professors and their students. I did not engage in any classroom activities but was only there for the research purpose of gathering data related to my research. This role of nonparticipation in the setting allowed me to be more focused, because according to Baker (2006), getting in direct contact with the participants in the study may result in distracting the observer. As will be discussed further, I was unable to audio or video record the observations, which is already a challenge. In the observed classes there is so much going on at the same time, and interacting with the participants would have an impact on the amount of data collected by reducing my focus as an observer. Other challenges in observation relate to the fact that interfering in the setting may result in changing the behaviours of the professors and their students; for example, one aim of the study was to

estimate whether there is a reliance on Arabic more than French, and interacting with the professors and their students may lead to the students using their languages in ways that they might not otherwise have done.

3.4.5. Classroom observation validity

A question of classroom observation validity arises from the need for a rigorous and systematic collection of the data, as well as collecting a sufficient amount of data. Justified and well-evidenced data will enhance the validity in an observation and will increase the confidence of interpretations later in the process of analysis (Pham Viet Ha, 2004). A key consideration in observation validity is the tool/instrument used in collecting these data. I therefore had to ask the following few questions when constructing these tools: How appropriate is the research tool to respond to the intended purpose, to enable valid interpretations? Is the tool aligned with the research questions I want to answer? How is this tool able to allow for collection of patterns of teaching practices and classroom interactions? Will it allow me to collect enough data to address my research questions in a satisfactory manner? I also questioned the necessary time for each observational session. One more point to consider while preparing a classroom observational study is the timing: how much time can be allocated to each observation, and is it feasible or not? (Stuhlman, Hamre, Downer & Pianta, 2016).

In reporting the gathered data, triangulation of the results helps a great deal in authenticating and fleshing out the observer's own perception about the observed environment (Hopkins, 2008; Wragg, 2012). This process comes in the step of data analysis and has its control over the preliminary findings. Therefore, the plan for data collection involved gathering information from direct observation, from the teachers and from document related to the lesson or the course (Hopkins, 2008; Wragg, 2012).

3.5. Method

3.5.1. Study context and participants

This study was conducted in the female section of King Abdulaziz University, one of the leading universities in Saudi Arabia. This university is one of the only universities in Saudi Arabia that offers a French program. This program was developed to first teach the language in language-oriented courses, then to teach other disciplines related to French language studies through the medium of French. In the program in question, as presented earlier, the focus was on content-oriented courses where CLIL pedagogy might be most applicable. These courses are in most cases introductory courses to other disciplines related to French Studies, such as literature, linguistics, translation, and French civilisation. Out of eight such courses in the program, three were observed: *Introduction to Linguistics*, *Text Analysis*, and *Introduction to Translation*, because only three professors agreed to participate. The study sample, therefore, includes the three professors of these courses with their 42 students.

3.5.1.1. Professors participating

Of the three professors who agreed to participate, two of them have Arabic as a mother tongue, while one professor has French. All three professors have teaching experience in either teaching *français langue étrangère* (FLE) or in the Department of European Languages at KAU. This means that they are experienced in teaching FLE, even though they do not necessarily have qualifications in language teaching *per se*. They all have degrees/qualifications in French-related studies (literature, linguistics or translation), which make them language and content specialists at the same time. Their well-developed level of proficiency allows them to teach language-oriented courses, as well as other content-oriented courses. Further information will be withheld to protect the professors' identities. However, assuring complete confidentiality was challenging in this research setting given the small number of French programs in the country. This limitation was explained to the professors fully at the time of informed consent for participation in the study.

3.5.1.2. Students participating

The 42 participating students were an average of 18 years old. All of them had finished their secondary education and were enrolled in the KAU French program to obtain a bachelor's degree. They were most likely coming in contact with the French language for the first time in this program, because the French language is never taught in public schools in Saudi Arabia. Only in some private and international schools is French taught as either an optional subject or used as a medium of instruction. All the students have Arabic as the mother tongue and French comes as a third language after English. The students' contact with English is limited to foreign language classes offered in the public schooling system. While all individuals vary to a certain extent, this student sample can be viewed as very homogenous. Firstly, classrooms are gender-segregated: all the participating students are females, and students have closely interconnected ethnic backgrounds, as well as the same cultural and religious upbringing. As previously mentioned, these students are almost the exact same age, have the same L1, and with very few exceptions have the same educational histories. In addition, while there is a high population of international workers living in Saudi Arabia, they are not among the population attending state-run higher education institutions, like the one where this study took place (for additional information of the homogeneity of students in these settings, see Alghamdi, 2014 and Alrashidi & Phan, 2015). Regarding their level of proficiency in French, before the students registered for the observed courses in this study, all were absolute beginners in the language. They took some language-oriented courses where the focus is on developing linguistic skills. This means that they have had the opportunity to develop an elementary to intermediate proficiency level in French through previous courses, and are assumed to be able to communicate in French during content-oriented courses. Table 3 below summarises the courses in question, with the number of participants:

Table 3: The courses observed, indicating the number of participants.

Course name	Professors' code	Class size (students)
Text Analysis (<i>Analyse de textes</i>)	AP	21
Linguistics (<i>Introduction à la linguistique</i>)	LP	12
Translation (<i>Introduction à la traduction</i>)	TP	9

3.5.2. Data collection instruments

The observation tools I used in this study were checklists and seating maps. Predefined tools such as checklists in particular provide a clear focus for observation, and they can be used for examining certain aspects of a lesson (see Richards & Farrell, 2011). I relied on a checklist, which made it the more effective way to examine the instructional practices employed by professors, with predefined categories that shifted my focus towards certain aspects of the teaching process.

3.5.2.1. Checklist

A structured checklist was necessary for the purpose of this study. The main goal of this checklist was to attend to behavioral instructional practices employed by teachers in this environment in particular. For practicality purposes and for allowing comparison with other observational studies in the field. It seemed necessary to search for a pre-made checklist that had been already used or developed, and adapt it for my needs. CLIL current research does not have many observation checklists that specifically look into instructional practices during lesson presentation. Rather, we can find only general checklists of necessary points to consider as a CLIL teacher (see Dale & Tanner, 2012). I proceeded to run a search on other checklists that were developed for similar purposes from the immersion and CBI literature; that is, for the examination of behavioural instructional practices while integrating content and language. In my search for an appropriate observational checklist, I found one developed by Tara W. Fortune (2000), called the *Immersion Teaching Strategies Observation Checklist*. The objective of this observational checklist is to attend to specific practices in observing teachers' behaviours while delivering the content. It provides statements of different strategies also explicitly mentioned in the CLIL literature.

The original *Immersion Teaching Strategies Observation Checklist* (Fortune, 2000) was studied and adapted to the current study objectives in the following way: some of the original checklist categories were transformed into the new adapted checklist, while other points were regrouped together or put into different categories. For example, the first category of the original checklist was focusing on "Integrating content, culture, language and literacy". This category

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was removed because elements in this category were mainly about teachers' objectives and visions, which cannot be observed easily while doing an observational session. Teachers need to be interviewed to answer these elements, which was the next phase of my study. A new category was set up instead drawn from CLIL literature, which is "Building on group work and cooperative learning strategies." This was included because it is an important teaching strategy that seems necessary to employ in a successful CLIL classroom, and it can be readily observed. Some elements under this category were derived from the original checklist, such as: "Include a range of learning abilities in students' groups," and "Promote learning from and with peers." One more element was added to this category, "Make use of a variety of grouping techniques," because it appeared as a necessary strategy in the CLIL literature (Crandall, 1992; Grabe & Stoller, 1997). The second category in the original checklist was "Creating an L2-rich learning environment," which in the adapted checklist was applied to observations regarding the promotion and encouragement of use of L2 (French). Two additional elements were moved into this category: "Communicate and consistently reinforce clear expectations about language use," and "Create a non-threatening environment." The third category in the adapted checklist is a combination of two categories in the original checklist, which are "Use teacher talk effectively" and "Promote extended student output." These two categories with some of their elements were gathered into one category called "Eliciting discussion and promoting dialogic talk.", The fourth category was added to cover types of corrective feedback, also an important instructional strategy in CLIL classrooms. This category was not included in the original checklist; it was rather identified from CLIL literature as an essential strategy of successful CLIL instruction (Dalton-Puffer, 2007; Lyster & Ranta, 2013; Lyster, Saito & Sato, 2013). The category also includes some elements borrowed from the original checklist. The fifth category in the adapted checklist was implemented to cover one point: "Identifying content-obligatory language", an important strategy discussed by other scholars in the field when talking about integrating the teaching of content and language (Coyle et al. 2010; Lyster, 2007). The sixth category was kept as it was in the original checklist and the last one is a combination of two categories in the original checklist, related to making input comprehensible (see a copy of the final adapted checklist in Appendix A).

3.5.2.2. Seating maps

Classroom seating charts were also created to enable the documentation of the direction and amount of teacher-student interaction and turn taking. I made use of maps and seating charts to help document these classroom interactions, because they are known as tools that help in tracking verbal patterns, interactions, and questioning patterns (Richards & Farrell, 2011). While some researchers would photograph the location of the observational sessions (Baker, 2006), I chose to only have a visual map, because it was sufficient to capture the interactions I was interested in, and because I would likely have not gotten permission for photography on the campus. In all cases, these classrooms were the form of traditional rows, where the professor position is always in front of the students. The documentation of interactions was done through the use of colored arrows and with F for French and A for Arabic to indicate the language being used by professors and their students. These charts provided me with relevant information on how students respond and in which language. They also illustrated the professors' role, which can be determined by analysing these completed seating charts: through subsequent analysis (details below) they suggested whether the professor is authoritarian, a facilitator or a councillor in the teaching process (see Appendix B).

At this point, it seems primary to explain why these observations were done in real time, and could not be video or audio-recorded. Saudi Arabia is a conservative society. This study is conducted in the female section at a Saudi university, and most girls are head covered, but during their classes they are non-covered, because they are all females. It would be difficult to either ask the students to attend the observed classes with their head covered or to ask them to consent to be videotaped (whether covered or not). Being a researcher coming from this environment, I have a better understanding of what can be accepted from the majority of the participants (professors and students). Asking for permission to record in the classroom would have made it very difficult for me to gain access, and to get institutional permission to conduct the research activities. It was seen as preferable to have access without recording than to be denied access completely; therefore, the observation sessions were not electronically audio- or video-recorded. However, the follow-up interviews were audio-recorded, since this only required individual consent from the participating professors, not from the institution itself.

3.5.2.3. Interview questions

To triangulate my results regarding the first two research questions, and to respond to the third research question, I decided on conducting a follow up interview with each professor. Semi-structured interviews were seen as the most useful option to give more flexibility and keep me directed during the conversations. This form of questions ensures that the area of interest to the research questions are covered (Morgan & Guevara, 2008). Questions were constructed first to learn about the teachers' educational background, to get a sense of what type of training they received and what kind of expertise they have. Then further questions were added related to the teachers' reports of their beliefs and practices regarding integration in the teaching of content and language. Finally, some questions addressed the teachers' perceptions towards CLIL pedagogy (see Appendix C for the full interview questionnaire).

3.5.3. Participant recruitment

On April 1, 2018, I contacted the department in which the French Language Program is offered at King Abdulaziz University in Saudi Arabia. The Director of the department was cooperative and indicated agreement in principle to conduct the research activities, following ethical approval from the University of Ottawa. This ethical approval was obtained in July 2018. Gaining access to the research site can be the most difficult step to go through, because in most cases approval upon visits will be required (see Angrosino, 2007). My research work was planned to be conducted in the fall 2018 term. Once I arrived, I again contacted the Director of the department, who informed me that in order to be able to start conducting observations and collecting data in classrooms, the agreement in principle was not enough. I had to apply for an additional permission to conduct research activities on campus with an application to the Research Unit in the Deanship of Graduate Studies. This additional step meant that data collection was consequently delayed to the following term, Winter 2019. Once the permission was guaranteed, I returned to the Department of European Languages and re-contacted the Director to follow up with next steps. She then told me that a faculty member was assigned to supervise me during my data collection in the French program. This member helped me in

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further gaining access, serving as the coordinator between me and all the professors of the eight content courses.

The following step consists of *sampling*; it is about the five Ws (who, what, where, when and how). The faculty member assigned to supervise me took the initiative and contacted all the professors of the eight content courses in the French section. She briefly explained the research project to the professors. Once she had some of them agree in principle to participate in this study, she then provided me with their names. The sampling, therefore, was first based on the courses where CLIL pedagogy was deemed to be more applicable, then based on the availability of the professors and their willingness to participate.

A *pre-conference* phase then took place, concerned with what Pham (2004) calls *initiation* and *preparation* steps for any actual observation. It is in general a meeting to set up with the instructor in order to establish the observation objectives, the timeline, and the feasibility of the research activities. It also includes communication with the concerned people, e.g. the professor and the students. At the beginning of the Winter 2019 term, I first contacted those professors individually by sending them e-mails to set a date for a meeting to further discuss information related to the study itself and its procedures. Each professor received a formal recruitment e-mail (see Appendix D). I met with five professors, three of whom agreed to participate. During the meeting, I ensured that they completely understood the project and I provided them with all necessary documents (e.g., ethics certificate, research tools and interview questions). Their agreement was indicated in a written format by signing the consent form (see Appendix E). After the professors signed the form, I explained the study and its objectives to the students in each first class of each course in a form of a brief presentation (see Appendix F). Professors and their students understood that students' participation was limited to samples of language produced by them in class—samples that would not be attributed to any student by any identifying information. Students were asked to sign a consent form (see Appendix G) by which they agreed to let me use their words during classroom observational sessions. The students were informed that they had the right to refuse to participate, meaning their words would not be documented. They were made aware that they were under no obligation to consent to participate. It was explained to them that their refusal would not reflect negatively on their grades. Luckily, all students enrolled in the observed courses agreed to participate in the study.

3.5.4. Data collection

After negotiating access to classrooms of the selected courses, and receiving consent from professors and students, the data collection took place in two phases: observational sessions followed by interviews. The classroom observational data were collected through the predefined checklist and the seating map presented earlier. In addition, I noted samples of language produced by professors and students as time permitted, in order to provide illustrative examples of the activities observed in the checklist. For this observation phase, I was present in each course in the back of the classroom filling in observational templates. The term lasted for about 3 months and I observed 2 classroom sessions each month for each course, for a total of 6 observed classes of one hour each for each of the three courses. For each course, three observations were conducted with the seating map and three were with the checklist (18 observed classes in all). This number of classroom observations was done to ensure that "... the generic features of new findings consistently replicate earlier ones" (Angrosino, 2007, p. 7). Six observations for each course was judged to be a sufficient amount of observation time to enable a clear image of the setting, and allowed me to reach a saturation point (where observations generally started to repeat with no real additional information being supplied near the end). It was clear from the fourth observation that the same patterns in teaching practices as well as teacher-student interactions had started to repeat, so I felt confident in reporting typically occurring patterns in the classrooms.

The data collection began in January 2019 with the piloting of the tools. It is important to ensure the validity of an observation tool by piloting it to make sure that the tool is functioning as intended and the points addressed in this tool are associated with the outcomes of the research questions (Stuhlman, Hamre, Downer & Pianta, 2016). In other words, "Selecting instruments with demonstrated validity is critical to making good use of observational methodology because this information allows users to have confidence that the information they are gathering is relevant to the outcomes they are interested in, and that the types of behaviors outlined in the observation system can be held up as goals for high-quality teacher practice" (Stuhlman, Hamre, Downer & Pianta, 2016, p. 3). I, therefore conducted three observational sessions with one of the participating professors to ensure that the research tools were refined and ready to collect the

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specific information needed for the purpose of this study. There were some minor adjustments made to the tools. For example, I had to regroup two elements in the checklist under the first category because they were almost the same. I also had to add elements to last category (e.g., articulate, speak slowly, and change intonation to better deliver messages/meaning, clarify understanding), because I saw evidence of it in the classroom while piloting the tools. I made some modifications as well to the seating maps to mark the position and direction of each professor.

The position of the observer has a great influence on the collected data, as well as on the classroom workflow; it can be disruptive in some cases for the students or the professor. A certain etiquette can be followed to ensure that in the observation phase no invasion or interruption is caused by the presence of the observer (Borich & Martin, 2003; Richards & Farrell, 2011). I had first to timetable the observation visits with the professor, and familiarize myself with the classroom setting and environment (see Borich & Martin, 2003). Then I had to choose a vantage point where as an observer I had a clear angle of the observed setting (see Richards & Farrell, 2011). It is recommended that the observer sits outside the center of action in the classroom setting (Borich & Martin, 2003). I positioned myself in the right seating angle which allowed me to document interactional events on the seating maps, also to gather information for the checklist. My seat was chosen carefully so as not to disturb the process of teaching, and particularly not to disturb the students' attention. It was also an opportunity for me as an observer to train myself to document as much as possible of what was happening in the classroom setting. There was so much going on at the same time, and piloting my research tools gave me an insight into the load of information I could reasonably capture in my actual observations.

The actual data collection started mid-January 2019 just after piloting the research instruments, and ended by late March 2019, a period by which I was able to be assimilated into each classroom without disturbing the process of teaching. The professors and their students got used to my presence given the time I spent with them. I was able to mitigate the "experimenter's effect" (Sideridis, 1998), which is the influence of the observer on the observee that may alter or affect the responses in the research setting. This is also called the Hawthorne effect: professors and students would feel like being watched and their behaviour might be affected. For this

purpose, observational sessions took place over a relatively long-term plan over the whole semester. I would sit in the back seat at the corner of each classroom, the perfect spot enabling me to capture most of the needed information. I did not engage in the classroom activities at all, giving myself the opportunity to focus on gathering as much data as possible.

3.5.4.1. Follow-up interviews

A post-observation discussion (Zaare, 2013) consists, in most cases, of a follow-up conversation, a recorded interview, or written feedback, depending on the purpose of the observation (Pham, 2004). By the end of the six observational sessions, an appointment was scheduled with the professor of each course to conduct a follow up interview. At the beginning of each interview, some clarifications and explanation were provided to each professor about CLIL pedagogy, a short discussion to familiarize each professor with the term. The professors were also informed that the interview would be recorded for research purposes and then transcribed and sent back to them to make any suggestions or changes. Each interview started with 10 minutes for project relevant information and interview protocol, followed by an open discussion of 20 to 30 minutes. The interview protocol followed a semi-structured interview approach, allowing participants to express themselves in more detail in describing their practices and stating their opinions; at the same time I had my list of questions to help to guide the conversation. The discussion was divided into 3 main parts. The first part was dedicated to general information related to educational background and years of expertise. In the second part, I discussed elements related to the teacher's actual practices of integrating the content and language teaching, I concluded the interview by asking each professor about their opinion towards CLIL and its implementation into this specific program (see Appendix C).

3.5.5. Data Analysis

This section is dedicated to the process of data analysis and to all the steps and decisions that were made during the analysis phase, which took place over the summer of 2019. This process of analysis was the step by which I was able to generate some findings in response to my research questions and gain insights into specific teaching practices to be reinforced in the

teaching process (see Pham, 2004, for a discussion of this phase of the research process). As previously presented, in this study I made use of research data that were analyzed both qualitatively and quantitatively with the aim of being able to triangulate findings and provide rich answers to the research questions (see Mertens & McLaughlin, 2004). The seating map data were quantitative. The checklist data were primarily quantitative with some notes and examples. Frequency counts were made of all these observed behaviours. The interview responses were qualitative, which were analyzed through thematic analyses (see more below for information about the steps taken to conduct this analysis).

This mix of data helped in portraying a fuller picture of the existing teaching practices. By the end of the analysis, I was able to “use multiple lenses simultaneously to achieve alternative perspectives that are not reduced to a single understanding” (Mertens & McLaughlin, 2004, p.112). In analysing and then in combining all three sources of data, I was following the three main stages Hopkins (2008) described for the data analysis: data reduction, display data, and conclusion drawing. The first stage includes the compiling and decoding of information, writing summaries, teasing out themes, and clustering common and repeated ideas and behaviours. The second stage is dedicated to visualizing results, and making use of displays. Finally, a synthesis is made of all findings (Hopkins, 2008). The following paragraphs provide greater information about the analysis of each source of data.

First, I started with the seating maps, where all student-student and student-teacher interactions were tallied. The count was distinguished with different types of arrows: I separated the professors’ arrows from the students’ arrows and made distinctions for French talk or Arabic talk. All these data were then tabulated and presented in a table that summarizes the turns of professors and their students. After visualizing the data, I started writing the summary of findings (see the following chapter).

Second, checklist data were first organized by counting the frequency of each strategy for each course, and then combining all the counts into one table of frequencies for all three observed courses. I then wrote short paragraphs that summarized the instructional strategies that were observed being in practice, with examples that were documented in real time. The table and the paragraphs were set together to form an overall summary that reports on the observed existing CLIL practices.

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Third, the interviews, as I was able to record them, they were transcribed in their original language (French). The transcripts were then analyzed by thematic analysis (Ayres, 2008). I started the analysis by highlighting some important ideas and labeling these ideas with codes. Similar ideas and their relevant codes were then clustered together into themes. These included, for instance, a theme that brought together professors' self-report of their actual practices of integrating the teaching of the content and language and a theme related to professors' opinions and perceptions about CLIL. Main ideas were sorted out in a table that helped refine themes and sub-themes. All emerging themes were revised a couple of times to focus on the most revealing ideas that could be considered a description of professors' practices and their attitudes towards CLIL. I was able finally to write a summary of both practices and beliefs shared by all three professors participating in this study.

CHAPTER 4: Results

4.1. Introduction

In the previous chapter, I introduced the research instruments by which the data of this current study were collected. As discussed, I employed two different tools for the observations (seating map, adapted checklist), and a list of questions for the follow-up interviews. In this chapter I will present the findings of these collected data separately, which means I will divide this chapter in three parts. The first part is a summary of what was observed using the seating maps, the second part then summarizes observed practices using the developed checklist, while the last part of this chapter is dedicated to findings related to teacher's interviews discussing their self-reported practices and their perceptions towards CLIL pedagogy. In the following chapter, a synthesized discussion of the findings of all three sources will be presented.

4.2. Seating maps findings

The seating maps documented, with the aid of marked arrows, teacher–student interactions: talk turns and oral exchanges occurring in this setting. This includes professors presenting lessons and initiating classroom talk, and whether these talks were in Arabic or French. It also includes students' participation and engagement in classroom talk and noted whether each participation was in Arabic or French (for examples, see Appendix H). Throughout the observation sessions, I was only able to document direct talk of students without making a distinction between questions and answers, because there was so much happening at the same time. As part of the data analysis process, the frequencies of each type of teacher-student interaction were then organised in Table 4 below. Each type of turn-talk was coded as follows:

- F: Teacher talk in French
- A: Teacher talk in Arabic
- QF: Teacher questions student in French
- QA: Teacher questions student in Arabic
- TSF: Teacher directly addresses students in French
- TSA: Teacher directly addresses students in Arabic
- STF: Student directly address teacher in French
- STA: Student directly address teacher in Arabic
- SSF: Student-to-student talk in French
- SSA: Student-to-student talk in Arabic

Table 4: Summary of all teacher–student classroom interactions, turn-talks.

Courses										
Observation sessions	F	A	QF	QA	TSF	TSA	STF	STA	SSF	SSA
Text Analysis – <i>L'analyse de textes</i>										
First session	35	8	5		1		21	5	1	2
Second session	41	5	13				24	2		6
Third session	46	6	8		1		32	2		
Total	122	19	45		2		77	9	1	8
Linguistics – <i>La linguistique</i>										
First session	28	23	6		3	2	6	16		5
Second session	57	30	8		4	6	4	18		2
Third session	33	37	1	2	1	4	2	12		2
Total	118	90	15	2	8	12	12	46		9
Translation – <i>La traduction</i>										
First session	17	45	1		2	11	6	26		1
Second session	46	19	5		22	4	23	12		1
Third session	28	25	2		2	2	13	9		
Total	91	89	8		26	17	42	47		2
Summary for all three classes										
	331	198	49	2	36	29	131	102	1	19

After doing the tabulations, the results can be summarized as follows: French was employed as the primary medium of instruction, with a percentage estimated at 63%, whereas Arabic was used for 37% of teacher talk in all three courses. Therefore, the target language was not used as an exclusive medium of instruction in these three courses. The proportions of French and Arabic varied by course. Only one course had an extensive use of French. Professors employed French differently from each other, with two professors relying on Arabic more often to facilitate the process of teaching. In sum, in all three courses, while the use of French is prioritized, there is still a distinct reliance on Arabic by two professors. Figure 1 indicates in percentages of professors' talk in both languages for each course observed:

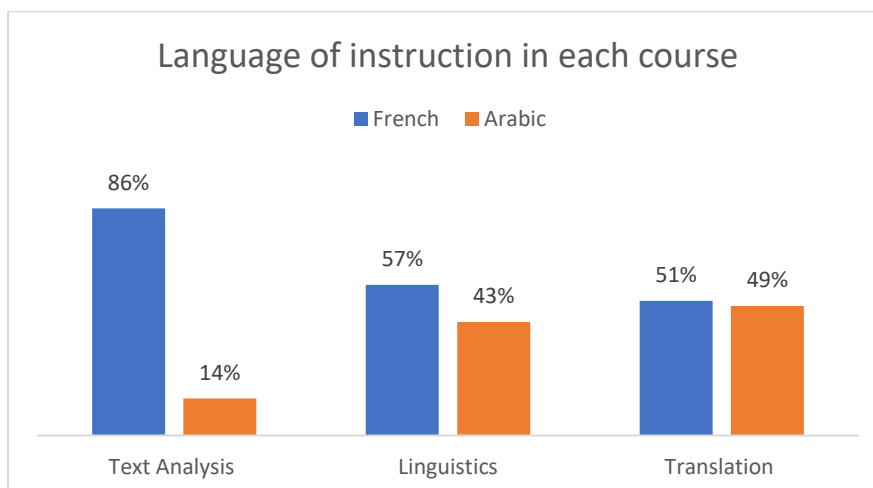


Figure 1: Relative percentages of language use in professor talk

During observational sessions I was not systematically looking at language functions, but anecdotally I was able to note some examples of specific functions of each language by professors. For example, speech was repeated in Arabic after being said first in French (e.g., TP said: *Qui veut reprendre cette phrase en français autrement?* = مين حابه تعيد ترجمة الجملة بالفرنسي؟ = [who wants to retranslate this sentence in French?]). In the Translation course for instance, French was used by the teacher for relatively the same amount of time as Arabic. However, in the Text Analysis course, Arabic was used less, and mainly for transitions before switching to French (e.g., على نفس هذا السياق [in the same context]). Arabic in this course was limited to 19 out of 141 utterances.

Reliance on Arabic amongst the students is also present. Students used Arabic 102 times, while using French 131 times in all 18 classes, an indication that students use their L1 almost as much as their L2, in an environment where target language use is promoted. Regarding student to student talk more specifically, they used their mother tongue 19 times out of a total of only 20 utterances in all 18 courses combined.

The total talk by professors and their students varied distinctly. Professors spoke 72% of all utterances and students spoke 28%. In this setting, classroom interactions were teacher-centred, with fewer opportunities given to students to practice and express themselves in the target language. While students talk to professors in both languages, students used Arabic almost exclusively as a means of communication in student-to-student talk classroom side talk and informal exchange. Figure 2 provides details on students' talk.

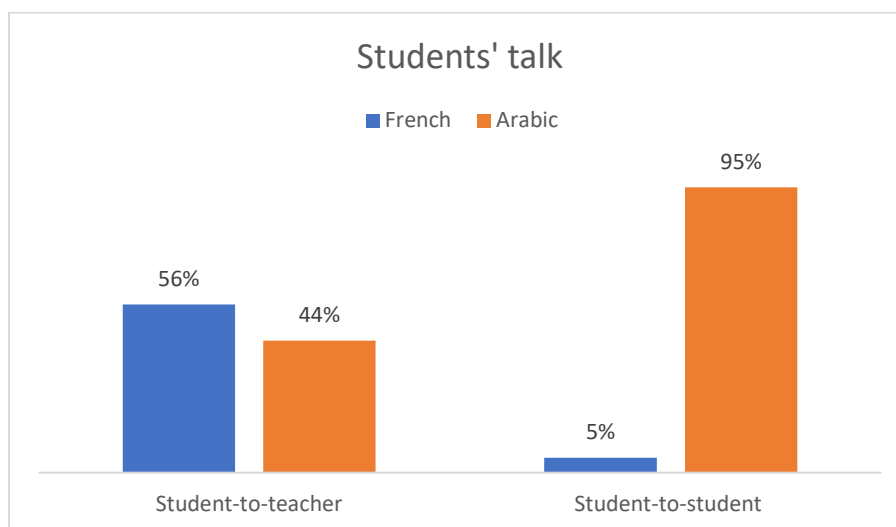


Figure 2: Relative percentages of student talk by language

There is also an indication that professors do not often engage students in classroom talk. They did not initiate any activities where students needed to talk to each other. The numbers in table 4 indicate that professors asked questions only 51 times out of 580 utterances, and responses were always directed back to the professors.

4.3. Checklist findings

Observational sessions documenting instructional strategies of the professors provided insight into the types of CLIL pedagogical strategies in practice. One limitation of these results must be highlighted again: since these sessions were not audio- or video-recorded, the practices were documented only through real time observations using checklists. It seems important to note that there are undeniable limitations to recording pedagogical events occurring within a research setting without video or audio-recording, in that it may result in an incomplete picture of pedagogical practices. Efforts were therefore deployed to capture the maximum data required to understand this setting and to be able to give a clear portrayal of actual practices. For the purpose of this study, I was selective in capturing relevant information that helped in summarizing existing practices. The predefined checklists I used for this purpose reduced my objects of measure to a reasonable amount, and the elements to observe were those that were

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most indicative of CLIL settings. All checklists from all observations were combined together and the results are tabulated in Table 5, below.

Table 5: Frequencies of pedagogical practices observed in all three courses over 18 class meetings.

Elements of CLIL Classroom Practices	Times observed
1. Building on group work and cooperative learning strategies	
Use cooperative group learning (Make use of a variety of grouping techniques)	1
Include a range of language abilities in student groups	0
Promote learning from and with peers	0
2. Promoting and encouraging L2 use	
Communicate and consistently reinforce clear expectations about language use	3
Create a non-threatening and encouraging environment	5
3. Eliciting discussions and dialogic talk	
Use output-oriented activities such as role-play, simulations, drama, debates, presentations, etc.	1
Structure and facilitate student-centred activities	1
Negotiate meaning	0
Decentralize the teacher role	1
Encourage students' participation and interactions	3
Solicit dialogic talk (ongoing classroom discussions)	2
Employ questioning techniques that encourage extended discourse and foster higher-order thinking	0
4. Employing a variety of effective feedback techniques	
Use elicitation	0
Provide metalinguistic clues	6
Make clarification requests	0
Use repetitions	8
Make recasts	4
Provide explicit correction	5
Make non-verbal cues	0
Attend to errors in written language	5
Differentiate between feedback on form versus meaning	0
5. Identifying content-obligatory language	
Highlight the subject-specific vocabulary the learners need to know and understand	7
Present new words in topic-related word banks	2

6. Attending to continuous language growth and improving accuracy	
Extend students' language repertoires by teaching synonyms and antonyms	6
Display a variety of words, phrases, and written text throughout the classroom	0
Make available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.	3
Surround learners with extensive oral and written language input	1
Revise some grammatical points focusing on meaning and form	7
Recycle past, present, future vocabulary and language structures	4
7. Making input comprehensible	
Select and adapt instructional material for learners' developmental level	3
Make use of authentic materials, e.g. songs, poems, literature, etc.	
Use body language, visuals, realia, manipulatives and non-verbal clues to communicate meaning	4
Solicit and draw upon prior knowledge	3
Break complex information and processes into component parts	6
Use of a variety of pre-reading and pre-writing activities to make language and content more accessible.	2
Articulate, speak slowly, and change intonation to better deliver messages/ meaning.	5
Clarify understanding.	5

In the following paragraphs I will provide greater detail of the observed behaviours, organized by each of the seven elements of CLIL as presented in the checklist.

4.3.1. Building on group work and cooperative learning strategies

Pedagogical practices that involve students' engagement, like grouping techniques, were not observed to have been employed often. Only in one course, Text Analysis, was the use of grouping strategies observed. The teacher assigned a small group discussion that allowed students to exchange ideas (students were asked to gather in small groups of two to three to brainstorm ideas on a given text and then share their ideas and opinions with the whole class). No measures were taken to include a range of language abilities in the various student groups and neither was there any evidence of instruction given to students to promote learning from and with peers.

4.3.2. Promoting and encouraging L2 use

All three professors were supportive and encouraged students to practice L2 in this environment. They tended to push students to use French (the target language) from time to time as they progressed through their lessons. This was seen in different forms, including direct instructions, stating it clearly in a direct comment, e.g. “*Vous pouvez le dire **en français** ! Allez-y ! Essayez !*” or asking students to repeat sentences in French, e.g., “*Reprends ta phrase **en français**.*” There was also the polite demand, e.g., “*Vous le dites **en français** s’il vous plait*”, and the condition where the professor would ask students to only answer the questions in French, e.g., “*Qui peut m’expliquer **en français** c’est quoi l’esclavage ?*”

Expectations about language use in the classroom were set out clearly in two courses (Text Analysis and Linguistics) at the beginning of the semester. Students were instructed to use French, but they were not pressured to employ it often as a consideration of their language level, acknowledging that some of them were not fluent enough in the target language to express themselves easily. For instance, the Text Analysis professor (AP) assured students that it is not expected of them to understand every single word, but rather a general idea of each text: “*Essayez de comprendre le sens général, n’essayez pas de tout comprendre.*”

It was noted that professors tried to encourage students to use their French by creating a friendly environment, joking with students to put them at ease. In an attempt to encourage students’ participation, students were encouraged to make an effort to use the target language. In one instance, AP said, “*Vous pouvez vous débrouiller **en français** bien, essayez !*” Depending on the teacher’s teaching style, expectations of language use varied; AP restricted participation to the target language, while the Linguistics professor (LP) was flexible, allowing students to use either language, but favoring and encouraging the use of French over the mother tongue. Translation professor (TP) was also open to the use of both languages, given the nature of her course (Translation), where both students and the teacher were obliged to use both languages. It seems important to note that in the Translation course the working language of each lesson depends on the text to be translated, which means if the translation was from Arabic to French,

the working language was Arabic, but if the translation was from French to Arabic the working language was French.

4.3.3. Eliciting discussion and dialogic talk

Discussions and dialogic talk were the least employed techniques by the professors in this environment. Output-oriented activities were not always observed to have been developed in all the 18 observed classes. In fact, the organization and framework of the lessons did not support student-centred activities. The classroom talk was mainly teacher-centred and students were mostly passive. On a single occasion, during an attempt to engage students, AP used group work to get students to exchange ideas and practice their French. As part of their final course work, the same students were asked to give a presentation on a text of their choice. This demonstrated a singular example of output-oriented work in one course alone, which was not necessarily performed in the target language. In the other two courses, the teachers did not employ any of this type of activities.

Also, meaning was rarely negotiated—either between students or between the teacher and the students. None of the professors attended to small talk where a specific word was deliberately negotiated and discussed. As professors progressed throughout their lessons, they tended to explain new terms by giving examples and discussing their use in different contexts. Nevertheless, the students did not engage in discussion with the teacher to transform the explanation into a small dialogic talk to negotiate meaning.

Even though professors motivated students to participate as much as possible to answer their questions, students were reluctant to do so. A minimum participation from the students was appreciated by professors and sometimes praised. There was an observable effort by professors to push students to engage in teacher-student talk, yet students did not always actively participate.

4.3.4. Employing a variety of effective feedback techniques

Professors were observed employing different forms of corrective feedback during the sessions, similar in nature to those reported as being used in CLIL classrooms. The types of corrective feedback were the following: metalinguistic clues, clarification requests, repetitions, recasts, and explicit corrections. It was challenging to capture non-verbal clues that could be

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understood as corrective feedback, especially because the observations were live and not recorded. Given the difficulty to capture everything at once, some examples were noted, yet, not every example of corrective feedback was documented, giving that it was not easy to capture all the examples without recording.

Metalinguistic clues were used to correct syntactic errors such as subject-verb agreement, adjective concordance, incorrect use of the feminine and masculine articles, and pronouns. Such clues were used to correct simple, reoccurring language errors that do not necessary require an explicit explanation and which students would most likely be able to recognize and self-correct. I managed to note some of these corrective attempts by professors in all three courses. AP, for example, corrected a student's language mistake saying "*Romain c'est masculin n'est-ce pas ?*" She also said, "*On n'utilise pas l'adjectif ici, quel est le nom de 'triste' ?*" and "[the student's name]! *Ce n'est pas une phrase, c'est pas correct en français !*" In addition, LP commented, "*Comment peut-on trouver le sujet, on cherche qui fait l'action de notre verbe.*" The third professor TP was also spotted employing metalinguistic clues, but in both languages. She once said, "*Si le sujet est masculin, l'adjectif le suit.*" She also used Arabic to draw the student's attention to a grammatical rule, saying, "*لازم أحط أداة تعريف*" = [you have to use an article].

Repetition was similarly used as a technique to correct ill-formed utterances. Professors in two courses (Text Analysis and Translation) used repetition mainly for pronunciation and phonological errors. They also used it whenever they encountered word type errors and word ending errors. Here, a couple of examples of repetition were captured from the observed classes. AP was spotted correcting a word type like *des esclaves*, a family word of *l'esclavage*. TP stressed word endings like *saint(e)*, and corrected masculine and feminine articles with changing intonation: *la séance* instead of *le séance*. She also highlighted some phonetic errors when the student mispronounced a word such as *berson* (*personne*) and *the. ain* in *certain*.

Recasts were a common technique used amongst all professors participating in this study. Professors used this technique to attend to errors in whole sentences instead of giving explicit corrections for each of the occurring errors. TP used this technique numerous times, while the professors in the two other courses employed it as a complementary technique to occasionally pinpoint errors in whole sentences or to provide students with other options of how to formulate sentences.

Explicit corrections appeared to be the professors' first resort when there was an obvious error. Professors would indicate that the students' utterance was wrong and then provided explicit correction. It was hard to capture examples for this technique, because the observations were not recorded. This technique was occasionally accompanied by metalinguistic clues to give the student a full explanation as to what type of error was made. Again, in Translation, we saw this form of corrective feedback being given to students often, while in other courses, this technique was used only from time to time.

In an attempt to give students effective corrective feedback, professors would also attend to errors in the written language as part of their lessons. It was observed that professors would give students small writing tasks, correct their sentences and benefit from these small activities to promote language growth. One activity in the Text Analysis course included writing a summary of a given text. The professor circulated through the classroom while students were working on their summary and provided individual corrective feedback on their texts. In the Translation course, TP noted written language errors on the board and corrected them.

4.3.5. Identifying content-obligatory language

Explaining language necessary to understanding the content is a common instructional strategy in the integrated teaching of content and language. In this particular setting, this strategy was used to help students better understand the content of each lesson. Professors were observed presenting, explaining or discussing new relevant language. Specifically, they highlighted the subject-specific vocabulary the learners needed to know as they are presenting the lesson. AP, for example, attempted to create a list of related terms on the board, and re-grouped topic-related words, such as literary terms : *le récit, le roman, le théâtre, la poésie, la nouvelle, la fable, l'histoire, le conte, un recueil de poèmes, une strophe, un quatrain, un vers*, etc. When presenting a lesson about the theater, she highlighted some terms such as *une pièce de théâtre, des didascalies, des répliques*. In another lesson, AP listed some words related to the topic of colonization and slavery from the text (e.g., *le maître, l'esclave, des marchands, l'esclavage, la colonisation*). To help her students to be more descriptive in analyzing the texts, she wrote on board a list of adjectives that are used to describe the texts, like *narratif, descriptif, informatif/explicatif, dialogal, poétique, argumentatif, injonctif*. LP also drew students' attention to some specific words related to the content, such as *l'énonciation, l'énonciateur*,

l'énoncé. In another class she explained *le signifié et le signifiant*. TP also pointed out new words, writing on the board some very specific terms that would be used in the translation of a given text, and asking the students to write them down. She sometimes attempted to revise some words regarding a specific theme or the topic to be discussed in class, which means she would test her students in all the given terms they were asked to note down. Nevertheless, sharing expressions in these courses tended to happen rarely; it was observed in two courses that professors explained expressions.

4.3.6. Attending to continuous language growth and accuracy

Professors in the observed courses were more focused on delivering the content than teaching the language, yet they would occasionally teach the language simultaneously by employing certain practices that are also identified in the CLIL literature. In CLIL environments we see teachers devote time to build on linguistic competencies, enrich linguistic repertoires, immerse students in a teaching environment where they are exposed to the target language, and even attempt to give a short instructional sequence to teach the grammar, such as revising grammatical rules and verb tenses when necessary. Some of these strategies were observed here even though professors in this program do not explicitly follow CLIL. The strategy employed most often amongst all three professors was teaching synonyms, antonyms and homonyms, and occasionally they taught collocations and connotations. In their attempt to extend students' linguistic repertoire, professors would provide synonyms or antonyms.

Given the academic framework and context (these courses were conducted in the form of university-level lectures) it was improbable that a display of various words, phrases or texts would be placed throughout the classroom like in primary schooling. Indeed, professors in this setting did not use the surroundings to display language input. Language input was limited to what the professors would say and the distributed materials, including instructional documents, books and other classroom materials. Professors were rarely observed using projectors or similar display machines to help visualize the lessons. On a single occasion AP used a projector and also played an audio soundtrack to surround learners with language input to facilitate the learning process. Professors in two courses not only encouraged students to develop the language on their own, but also brought linguistic aids like dictionaries for students to use during class.

Dictionaries were the main linguistic resource offered in this environment. No other forms of reading resources were presented to the students.

Since the language of instruction in these observed courses was typically the target language, there was a necessity to highlight grammatical points and revise sentence structures to ensure that the target language was accessible to all students. All three professors were seen revising language rules, including the use of relative pronouns, punctuation, sentence structures, transitive and intransitive verbs, and agreements, often during lessons. These forms of revisions were intensively seen in the Translation course, while in the other two courses, the two teachers were observed teaching language rules occasionally. In the Translation course, for example, the professor was consciously revising verb tenses. She went over conjugations and the use of verbs in the past, present and future, emphasising the difference between the use of *le passé composé* and *le passé simple*. Language structures were similarly revised to instruct on transforming sentences from the active voice (*la voix active*) to the passive voice (*la voix passive*).

4.3.7. Making input comprehensible

In this research setting, as in many other similar educational settings that can be identified as CLIL, professors were observed using classroom materials effectively. From observing the materials, it seemed clear that effort had been taken to select and adapt instructional materials appropriately to the students' developmental level. There was a combination of authentic and adapted materials used in these courses. When choosing to expose students to authentic materials such as extracts from texts, like the case in the Text Analysis course, the professor would explain the language used in those extracts in simple and accessible language. Professors were also witnessed using body language and gestures to represent the meaning of certain words, usually relating to emotions. Even though the university is well equipped with teaching supports, visual aids were rarely used in this environment and no realia or manipulatives were brought to any of the observed courses.

A form of soliciting prior knowledge was observed in two courses where professors attempted to trigger related information that had been discussed in other courses that students should have some memories of. For instance, AP asked her students about the Age of Enlightenment – *le siècle des lumières* (e.g. "*Qu'est-ce que vous avez appris du siècle des*

lumières ?”) The professor wanted to get students familiarized with classroom materials that were previously taught and encouraged students to form mental connections by relating old information to the lesson at hand.

Professors in this setting were also observed trying to simplify the input by breaking down complex information to the level of the language being used for instruction. LP, for example, simplified information related to the theoretical part of her subject. It was observed also that professors made use of pre-reading activities. In two courses, namely Linguistics and Text Analysis, professors asked students to read classroom materials prior to the lesson to help them be more prepared for the upcoming class.

In addition to these strategies, it was observed that professors would manage their talk in an attempt to make content more comprehensible. All three professors were sure to articulate and enunciate clearly, slow down and simplify language when necessary, rephrase and repeat messages in a variety of ways when called for, and vary intonation to emphasize certain information. Clarifying students’ understanding of the target language is also a strategy used by all three professors. This method was noted as being used while questioning the students on their understanding, asking, for example, “*Vous comprenez ce que je vous dis?*”, “*Est-ce que vous avez compris ?*” or “*Vous avez compris ? C’est clair!*” This was asked specifically after longer periods of speech in the target language apparently to ensure that the students were following and progressing accordingly.

4.4. Interview findings

Interviews were conducted to allow for professors to discuss their practices in their own words and as well as their attitudes towards the application of CLIL instructional practices in their content-oriented courses. During the interviews, the professors mainly talked about their course objectives and the importance of achieving them, and the actual practices that show the extent to which they use teaching strategies that help integrate the teaching of certain subjects while supporting language development. They also expressed their impressions, concerns, and reservations about CLIL and its application in the KAU French program.

4.4.1. Professors' self-reported practices in integrating the teaching of content and language:

The professors' self-reports indicated that their integration of content and language was similar in some ways to the practice of CLIL in other environments. They reported the use of certain pedagogical practices that relate to CLIL teaching. Most of what the professors reported that they did in their classrooms was aimed at developing students' linguistic competencies. It was noted that all the professors agreed that teaching the language occasionally occurs in terms of working on grammatical points and vocabulary. Indeed, it would appear to be perceived as somewhat obligatory to teach the language. The instructional practices they reported employing were centered on making the language of instruction more accessible and thus to ensure the content is more comprehensible.

To help summarise the instructional practices reported by the professors, I categorized these practices into the following areas, below. Later, I will discuss how these categories can relate to elements of pedagogy in the CLIL literature.

1. Adapting content and classroom materials
2. Choosing language of instruction and language use
3. Attending to language growth, routines and revisions
4. Specifying content-obligatory language
5. Employing effective corrective feedback
6. Encouraging students' participation
7. Making input comprehensible
8. Making use of cooperative learning strategies

4.4.1.1. *Adapting content and classroom materials:*

There were two types of content choice mentioned by the professors during their interviews. The first was adapted content designed to meet the students' language level, while the second was the use of authentic texts regarded as easily absorbed by the students. This form

of adaptation is normally seen in CLIL classrooms and referred to as making input more comprehensible and accessible to the students.

LP stated that when she creates her lessons and classroom materials, she simplifies the content to increase the level of the students' assimilation. She did not want to burden the students with a complex language level: *"Le contenu, je le construis moi-même. C'est-à-dire que j'ai dû simplifier...je fais un choix de sujet qui puisse être abordable; pas trop difficile, pas trop compliqué."*

TP reported that while her classroom materials are largely the originals, she does attempt to modify them to ensure the content is more accessible. Overall, her choice of text depends on the level of the students. For the most part, she considers the level of difficulty of each text presented and makes sure that it matches the level of her students, saying *"Je choisis un texte adapté à leur niveau...Parfois je modifie plein de choses parce que parfois la structure est difficile."*

However, AP was against adaptation and modification, preferring instead to add comments and notes to her original and authentic materials:

"Je fais aucune adaptation sur les textes. Aucune! Je prends le texte tel qu'il est, tel que l'a écrit l'auteur, et si je dois ajouter des notes parfois pour la compréhension, j'en ajoute. Mais, je ne fais pas d'adaptation, je ne propose pas d'adaptation de textes."

She stated that her objective is to expose the students to authentic materials that will help them develop their linguistic competencies, specifically in terms of learning new vocabulary and becoming familiar with new expressions. She explained this by saying *"... l'exposition des étudiantes à ce type de textes bien sûr fait partie ... enfin à pour conséquence [de] développer leurs compétences langagières."* In short, she makes choices in terms of what classroom materials to use that ensure the students must regularly confront the target language.

4.4.1.2. Choosing language of instruction and language use:

Choosing the language of instruction was specifically discussed by the professors, who reported making conscious decisions to sometimes alternate between both French and Arabic, or English, but this form of alternation varies in terms of how much each professor chooses to use

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French. In a CLIL environment, this is referred to as partial exposure to the target language. It can also be considered as making input (lectures) more accessible. In fact, the professors' use of both languages matches the relative amount of Arabic and French use in the classrooms as observed using the seating maps. LP and TP reported using both languages and letting their students use either, while AP reported using French almost exclusively as the only medium of instruction and restricting the use of Arabic overall. In short, she said that her students were asked to use French only, while their participation was not discouraged if they used their mother tongue. When asked about how to encourage students' participation in French only, she said the following:

“D’abord je fais comme une police qu’on n’a le droit de parler qu’en français dans le cours ... Parfois quand elles n’arrivent pas à le dire [en français], je leur demande qu’est-ce que vous voulez dire, et après on essaie même de le reformuler après en français.”

Professors stated that they attempt to switch between the two languages whenever necessary to ensure that the students are following. TP, for example, stated that she finds herself repeating her speech in Arabic after initially stating it in French because she said her students do not always understand the first time, saying, *“Parfois elles ne saisissent pas ce que je dis en français, je suis obligée de traduire en arabe.”*

While all the three professors confirmed that they encourage the students to use the target language frequently in class, many students were often reluctant to use it. Two professors, LP and TP, stated that the students followed their professors in switching between the two languages while participating. For example, LP stated that since she uses the mother tongue in her lessons, the students believe that they also have the right to employ either language. She explained, *“... et déjà comme j’utilise l’arabe pour expliquer les notions, donc elles se sentent aussi ... qu’elles ont aussi le droit comme moi de parler en arabe, de s’exprimer en arabe.”* Therefore, she reminds them from time to time that they need to use French as a means of communication in the classroom. She reports, *“... Je me sens obligée par moments de les rappeler au fait que ... elles devraient s’exprimer en français, de prendre le temps de s’exprimer en français le plus fréquemment possible.”* While TP mentioned that her students use both languages given that the

course is already bilingual, she said, *“Ça dépend; c’est une traduction bilingue. Donc dans tous les cas elles doivent parler français et arabe ... elles utilisent les deux langues.”*

4.4.1.3. Attending to language growth/routines and revisions:

The professors reported using some instructional practices to address language growth. Their reported practices resemble a CLIL category as seen in the checklist called “Attending to language growth.” For example, LP reported giving the students language exercises to do at home, correct individually, then discuss any language errors. Meanwhile, the other two professors addressed the notion of language growth by revising certain aspects that they felt needed going over, including grammatical rules, verb tenses and certain structures. Apart from vocabulary tests (discussed below), they did not report on any practices that specifically evaluate language.

AP pointed out that her course content obliges her to do some work on the language level, mentioning, *“La matière veut qu’on fasse des répétitions sur les règles grammaticales concernant les temps verbaux en particulier.”* She also talked about her practices attending to language growth, noting that she revises grammatical points as well as some vocabulary. However, when asking about her strategies she said, *“Je peux revenir sur des points de grammaire, je peux revenir sur des points d’expression orale, je peux faire des rappels de cours.”* She also mentioned that she builds routines to create familiarity by attending to language errors. She explained that when facing the same difficulty she stops to make a point about a certain language rule, saying, *“La routine elle s’installe d’elle-même ; ... quand je croise la même difficulté ...[quand] j’ai plusieurs étudiantes et plusieurs reprises je m’arrête ; je fais un point là-dessus s’il le faut.”* In her interview, she also reported working on verb tenses in order to analyze her texts; she attempts to revise different verb tenses, more precisely the use of these verb tenses in context. She reported the following :

“Donc on est obligé de parler de ça, et de répéter aussi quelles sont les utilisations de ces temps, c’est-à-dire à quoi sert l’imparfait, à quoi sert le présent. Elles sont obligées de voir que l’imparfait est pour la description, le présent est pour la narration.”

TP stated that she knows through experience at which point to stop, and which point requires further explanation. She said that she tends to plan in advance which grammatical point(s) needs revising in the coming lesson: *“C’est planifié...D’après l’expérience...donc je vois très bien quelles sont les lacunes que peuvent avoir les étudiantes.”* She further explained this practice by giving an example of the type of revisions she makes. She stated that there is one grammar rule that she always corrects whenever she needs to. She said, *“Je vous donne un exemple de la règle de la concordance des temps, ça c’est quelque chose que je répète chaque cours ... c’est une règle qu’on doit respecter impérativement dans la traduction.”* She reported revising some grammatical points by writing on board rules and language structures for the students to follow in their translation. She also gave examples of what type of grammatical rules she teaches in her translation course, saying, *“...toujours je leur fais en général les pronoms relatifs ... Les temps par exemple, le plus que parfait en français...”*

4.4.1.4. Specifying Content-obligatory language:

In the interviews, all three professors reported explicit teaching of language related to their content, a strategy that was identified as a practice in CLIL classrooms, and was set as a category in the adapted checklist. The attendant practices, however, differed from one instructor to another. LP stated that she did not expect her students to learn the required language on their own without her help. She further explained that she did not ask her students to look up new terms and expressions, she rather did this in class and took full responsibility of teaching content-obligatory language. She justified this by explaining that her course content was specific and it is impossible to look up content related terms in the dictionary, saying, *“Il y a trop de notions, si je leur dis allez faire ça à l’avance, allez préparer à l’avance c’est impossible. Ça serait impossible, parce qu’elles vont aller chercher dans le dictionnaire, il n’y a pas de dictionnaire de la linguistique.”*

In contrast, AP stated that she asked her students to read the texts in advance, which means that the students will presumably research new vocabulary and new related terms that may appear important to understanding the content of her lessons. She said she expected her students to learn all the emerging language from a given text, which will ultimately allow them to understand the general idea of the text on their own. She explained, *“Je leur demande de*

préparer le texte; ça veut dire qu'elles doivent faire la recherche de vocabulaire, elles doivent essayer de comprendre le niveau, enfin le premier niveau du texte."

Meanwhile, TP mentioned that she always highlights new vocabulary and attempts to test the students on that which must be acquired. Here, she notes new words on the board and identifies any topic-related terms: *"Je marque plein de mots nouveaux au tableau, elles doivent les retenir, et elles passent un petit test en vocabulaire."*

Professors also reported the practice of enriching the linguistic repertoire, specifically with the teaching of synonyms and antonyms. Two professors reported using this strategy with their students. AP said, *"Je leur donne un synonyme de ce mot par exemple, ou j'essaie de l'expliquer même en français, ou alors si je ne trouve pas le sens, je leur donne le contraire pour qu'elles devinent."* LP said, *"J'ai essayé de plus ou moins d'intégrer certaines notions vraiment abordables à ce niveau-là, par exemple pour dire les synonymes..."*

In addition, exposing the students to various authentic materials is a strategy that was reported as useful to enrich students' linguistic repertoire. In the course Text Analysis, the professor reported choosing materials that allowed the students to access a variety of new vocabulary: *"...mais sont des textes qui leur permettent d'acquérir un grand nombre de vocabulaire très important, et qu'elles ne connaissent pas forcément..."*

4.4.1.5. Employing effective corrective feedback:

All the three professors confirmed that they employed different forms of corrective feedback in their classrooms, forms also found in the adapted checklist. However, professors were in agreement that making corrections systematically could discourage the students and lower their motivation to participate actively in classroom discussions. The reported feedback strategies tended to vary here, with one professor defining three types of corrective feedback: explicit correction, clarification requests and recasting. The other teachers did not specify any particular types of corrective feedback.

Two teachers, AP and LP, said that they took care to not affect the student negatively, ensuring that the strategy was used appropriately when it was unavoidable. They also reported being concerned not to correct every single mistake committed by their students. AP, for example, described her usual approach to correcting the students' errors as involving

highlighting the most important errors, those that are repeated many times, not only by one student, but by most. She reports, *“Je vais m’arrêter sur l’erreur qui est plus importante, et qui se répète le plus souvent. Et sinon je vais en laisser passer d’autres, parce qu’elle n’aura plus d’envie à continuer à lire...”*

Elsewhere, in describing her approach, LP pointed out that she generally cares more about the comprehension than the language used by the student. Therefore, she did not report correcting language errors frequently, saying *“Je mets... l’accent sur sa compréhension plus que le langage qu’elle a employé...”*

Furthermore, depending on the course type and its focus, such as is the case with the Translation course, the professor reported frequently using corrective feedback. She explained that her students are asked to translate sentences from Arabic to French and vice versa. With this type of course, the professor reported focusing on the use of the target language more than with any other course. She also reported using numerous forms of corrective feedback, to address the students’ poor choices during translation, mostly explicit corrections. She stated that she works with the language the students employ and that there is a necessity to show the students what is right and what is wrong.

4.4.1.6. Encouraging students’ participation:

In order to engage all students in the classroom discourse, professors reported employing some strategies to encourage students’ participation, similar to those strategies that were set to be part of the adapted checklist. AP, for example, reported encouraging student participation and managing the classroom discussions by giving equal opportunity to all the students, regardless of their level of proficiency. She reports, *“Mais on essaie de faire en sorte que tout le monde puisse participer.”* The second professor LP said that sometimes she asks her strong students, who have a higher level of proficiency, to give other, potentially weaker students in the class, the opportunity to participate to encourage participation from all. She stated, *“j’essaie de demander aux étudiantes une ou deux étudiantes qui sont vraiment très fortes ... de leur demander de ne pas répondre directement, de ne pas répondre sans lever la main pour donner l’occasion aux autres de s’exprimer.”*

4.4.1.7. Making input comprehensible:

This category is also found in the checklist and forms part of using teacher talk effectively. In order to make content more comprehensible, professors reported employing at least one of the following approaches: articulating and enunciating clearly, slowing down and simplifying the language when developmentally appropriate, rephrasing and repeating the messages in a variety of ways when necessary, varying the intonations to help with conveying the meaning, or using gestures and body language.

For example, AP explained how she uses her talk effectively to make the language of instruction more accessible to the students, and the content more comprehensible, saying “*Je suis obligée d’articuler, de parler lentement, parfois de répéter la même chose, ou de répéter la même idée de façon différente, très souvent moi j’ai recours aux gestes et aux mimes, et je fais un peu de cinéma, et un peu de comédie.*” While TP reported only articulating and well enunciating in order to deliver messages clearly, she also mentioned that she has to write on the board to help the students better understand her speech: “*... Oui je dois articuler je dois marquer sur le tableau, sinon elles ne saisissent pas le mot que je dis.*”

4.4.1.8. Making use of cooperative learning strategies:

While not all the professors reported employing cooperative learning strategies, they all agreed on the benefit of adapting such strategies. LP stated that the content itself is already complex and that the lack of time hinders her in using grouping techniques and activities. She did not report employing group work as a strategy; she however said, “*Si j’avais le temps, je l’aurais fait. Mais malheureusement par manque de temps et vu la difficulté de cette matière...non...je peux dire que ça n’a pas été bien appliqué.*” Meanwhile, the other two professors expanded on their practice of employing these cooperative techniques by stating that they build upon certain group activities. However, their examples of grouping techniques appeared to be somewhat unclear in terms of whether they relate to the final academic work presented by the students as a group but not necessarily in the target language, and the classroom work where the students communicate with each other in the target language if instructed to do so. AP, for example, reported asking her students to work in groups of two to three students on a text that they had to analyse and present at the end of the academic term. She emphasized the

following. “*Déjà dans cette matière elles doivent à la fin de ce semestre faire en groupe... faire une présentation dans laquelle elles vont analyser elles-mêmes un texte.*” The professor of Translation stated that she asks her students to work in groups in class on a text *non-vu*, she further explained, “*... elles le font en classe, là elles se mettent en groupes de deux ou trois ... je leur laisse assez de temps pour traduire par paragraphe. On fait ça ensemble et après on [le] corrige.*”

4.4.2. Reported practices versus observed ones:

It seems important to note that while all the interviewed professors reported using these strategies to target a continuous language growth, not every reported strategy was observed in the actual observations. There are certain reported strategies that can be considered to be very relevant to the practice of CLIL, and some others are partially relevant. Table 6 allows for a visual comparison of the professors’ reported practices and their observed practices throughout the course. This table will report on whether these pedagogical practices are considered to be CLIL practices, at least on the surface. Later, I will discuss the extent to which these practices can be considered to be fully realized instances of CLIL.

Table 6: Self-reported practices versus observed ones.

Strategy	Reported practice	Evidence in classroom observation?	Relation to CLIL practice
Adapting content and classroom materials	Using adapted and authentic materials	Observed	Relevant
Choosing language of instruction and communication	Alternating the use both L1 and L2 Code-switching Extensive use of French in one course	Observed	Partially relevant
Attending to language growth / routine and revisions	Teaching grammatical points and structures occasionally	Observed	Relevant
Reading support	Asking students to read classroom materials	Observed	Partially relevant
Specifying content-obligatory language	Identifying content-obligatory language in class.	Observed	Relevant
Employing effective corrective feedback	Employing corrective feedback techniques	Observed	Very relevant

Encouraging students' participation	Encouraging all students to participate	Not observed	Not observed
Making input comprehensible	Using teacher talk effectively to make input accessible	Observed	Relevant
Making use of cooperative learning strategies	Employing grouping techniques	Rarely observed	Not relevant

4.4.3. Perceptions and attitudes towards the application of CLIL:

The professors' views regarding the application of CLIL were varied, with all three being an opponent and a supporter at the same time. In short, while the professors support the application of CLIL in general and often discuss it in such terms, they tend to be against the application of CLIL in this specific program, as a result of having some reservations and concerns. In expressing their opinions about the application of CLIL, professors shared beliefs related to their actual practice of integrating the teaching of content and language. They also seemed to be questioning whether CLIL can be an adequate approach to attend to language growth while delivering the content.

4.4.3.1. Beliefs about course objectives and language teaching

Professors seemed directed by certain assumptions and beliefs about their teaching, some of which were related to the focus of their courses and their job as content teachers. All instructors affirmed that teaching the language is incidental and sometimes unavoidable. However, two professors (LP and AP) shared the belief that it is no longer their job to explicitly focus on the language in these content-oriented courses. In short, language learning is the primary objective of the language-oriented courses of this program. They stated that language teaching is afforded more time and effort in other, more language-oriented courses. LP, for example, stated this clearly : *“Ce n’est pas du tout dans l’objectif de ce cours car cela est déjà beaucoup couvert par d’autres matières.”* Similarly, AP said. *“...le but n’est pas vraiment d’enseigner le français, parce qu’il y a beaucoup d’autres matières qui le font ici; qui couvrent vraiment les quatre compétences.”*

LP stated that her main concern is to ensure that students learn the subject matter and understand the concepts introduced in this course so that they can relate them to the content, mentioning, “... *l’objectif premier, c’est de sensibiliser les apprenantes aux notions de la linguistique.* ” Meanwhile, AP stated that it is important that students learn the content and use analytical tools that enable them to analyze the texts: “... *l’étudiante doit bien sûr avoir comme objectif...de maîtriser les outils de l’analyse littéraire.* ”

While these two professors were convinced of the importance of achieving certain goals related to the content they are teaching, they appeared to be aware that although certain subject-related objectives were defined, there are several hidden objectives related to teaching the language that must be achieved but which are not clearly stated in the syllabus. AP, for example, explained, “... *donc d’une manière ou d’autre il y a des compétences de langue à acquérir...* ” LP, in this regard, believes that the students on this program are still at the FLE (*français langue étrangère*) level and that it would thus be particularly difficult for them to understand what she calls the “*métalangage*” of her course. Therefore, she attempts to teach the language in her course, mentioning, “*C’est plutôt la complexité de la matière qui m’empêche d’aborder ça en avance, parce qu’il y a beaucoup de métalangage, il y a beaucoup de notions qui sont nouvelles, et qui seraient impossible à l’étudiante de pouvoir les acquérir en avance.* ”

It was clear also from the comments that all three professors find themselves addressing the language by pointing out certain aspects of it, and find that the teaching of the language is both incidental and unavoidable in these courses, even if they are content-driven. As LP commented, “*C’est vrai qu’à l’intérieur on se trouve quand même à faire des corrections, ou bien à introduire des notions de grammaire et de vocabulaire, mais vraiment à un niveau très très bas!* ” Echoing LP, AP stated, “*Quand on enseigne n’importe quelle matière, on travaille avec la langue de toute façon. Donc malgré soi, on est obligé!* ” She mentioned that the practice of integrating the teaching of content and language somehow occurs naturally, even without any attendant intention, saying “*Je pense qu’on l’utilise mais sans l’apercevoir.* ” She also noted that her goal in this course in particular was to work on sensitizing the students to continuing to learn the target language on their own, to build on their linguistic competencies, and to carry out research related to language whenever necessary. When asked about whether she teaches the

necessary language to students explicitly, she said, *“Elles [les étudiantes] sont déjà censées à faire une recherche à ce niveau-là.”*

The Translation professor stressed the importance of teaching the language and stated that she generally addresses any language errors in order to help the students learn the language and understand its importance. In short, while her course objectives are not entirely related to language teaching, she does report teaching the language as part of her lessons. She moreover was convinced that attending to language errors would improve students' proficiency level, which can be considered as a language objective but cannot be considered as defined objectives that emphasize the development of French abilities. She said in her interview, *“... à travers la correction que je fais après leur correction des traductions faites à la maison, je crois que oui, ça peut améliorer leur niveau langagier.”*

4.4.3.2. Beliefs about limitations to integrating the teaching of language and content

In fact, the professors reported somehow not favoring the application of CLIL in this program for reasons related to the limitations of time and the academic framework, in addition to students' motivation. The first limitation they mentioned is the time allocated for each lesson. LP, for example, explained that a lack of time results in limiting the teacher's teaching style and hindering her in employing CLIL teaching strategies, stating, *“S'il y a un peu plus de temps j'aurais pu m'exprimer qu'en français, et prendre le temps d'expliquer les notions, de donner beaucoup d'exemples, comme on le fait pour le FLE.”* It is also considered to be time consuming to look at different language aspects and to attempt to correct the students' language. AP mentioned also that there is a lack of time and there are objectives to attain by the end of the semester. She says, *“...on a des objectifs et un programme à finir. Donc c'est vrai que le temps n'est pas suffisant.”*

The second limitation is interwoven with the previous limitation, and is related to the academic framework and the schedule for each course, which are pre-defined and the professors have to follow this timeline accordingly. LP, for example, discussed certain points related to her content, including complexity and comprehension. In this regard, she stated that it is of prime importance that students understand the content, and that the language must often come second:

“Je mets plus l’accent sur sa compréhension plus que [sur] le langage qu’elle a employé.” She thinks that focusing on language can often disrupt the process of teaching and learning in terms of hindering the process of addressing the content.

There is also a third limitation related to students’ motivation that all three professors shared some beliefs about. Professors report that students’ motivation has its impact on the teaching process, and professors tend to adapt their teaching style accordingly. LP, for example, described her students as “shy,” which means she cannot always focus on the language since this may result in lowering the motivation of these students, who seem to require a great deal of encouragement. In fact, she noted that systematically pointing out any language errors can result in a language barrier that may have negative consequences on the student, especially given that most of her students are shy by nature: *“C’est décourageant, oui voilà! Ça peut être une barrière à l’expression; vu aussi que la plupart de nos étudiantes sont très très timides, très timides à l’oral aussi. Je préfère encourager leur participation...”* Similarly, AP also mentioned that attending to language errors may discourage students’ participation, and thus lower their motivation, saying, *“Je n’aime pas corriger tout le temps chaque faute, parce que c’est décourageant pour l’étudiante de l’arrêter à chaque faute.”* While TP expressed some concerns about her students’ motivation, she argued that not all the students in this program are willing to learn the language, and some of them want only to acquire the degree: *“Wallahy ! il y a ici des étudiantes vraiment très douées. Et il y en a d’autres ... qui veulent seulement passer l’examen, et obtenir le diplôme.”* All three professors seemed apparently concerned about their students’ motivation.

4.4.3.3. Beliefs about the application of CLIL in this program

While the professors generally advocated for the application of CLIL, they had certain concerns over how to adequately implement this approach in this specific program. TP, for example, questioned what exactly would have to be done to make sure that CLIL practices were implemented in courses offered at the KAU French program.. When asked about the application of CLIL in this specific program, she said, *“Ça aide énormément à maîtriser le français, c’est sûr! Mais ici pour une section [dans ce programme] de français, je ne vois pas comment on peut l’appliquer.”* There was also a great deal of confusion over whether or not the courses presented in this language program (content-oriented courses) can be considered as CLIL. When asked

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about whether the Linguistics course would be useful as a CLIL course, LP mentioned that there are a couple of obstacles that hinder its application: *“Donc on pourrait dire que le métalangage et le manque de temps est vraiment un obstacle au fait de considérer que le cours de linguistique puisse être favorable au CLIL.”* In contrast, AP was open to the adaptation of more effective strategies that relate to CLIL practices. She said, *“... mais oui je peux bien sûr développer certaines stratégies pédagogiques.”* However, she seemed to prioritize developing the content of her course over the development of language learning strategies for students, which she thinks should be practiced naturally: *“ Mais peut-être on a envie de consacrer moins de temps à développer des stratégies, et faire en sorte que ça soit plus naturel !”*

In general, the professors appeared to be open to the application of CLIL in principle, but they have certain reservations in terms of applying this approach in the program in question. It is also clear from their comments that they may not understand CLIL in detail. Above all, they appeared to be unsure of how to apply this approach and lack training in terms of adopting similar approaches. While they were convinced that they cover the language sufficiently through other courses, at the same time they reported some interest in employing certain strategies to allow for the adoption of CLIL, which help in attending to continuing language development.

CHAPTER 5: Discussion

5.1. Introduction

In the previous chapter, each different form of data was presented separately to enable the reader to better visualize what was observed in addition to what was discussed in the interviews. This chapter is concerned with how the collected data can be interpreted all together to provide answers to the research questions, which allow me to be able to provide recommendations to the KAU French program in the end of this chapter. The research questions were focused on exploring how language development was supported in these courses, discovering the extent to which the courses that were observed aligned themselves with CLIL pedagogical approaches and strategies, and finally, investigating professors' attitudes towards CLIL in these courses.

Specifically, the three research questions were:

1. How is language development supported in content-oriented courses offered in the KAU French program?
2. To what extent (if any) can the content-oriented courses offered in the KAU French program be categorized as an environment that aligns itself with CLIL objectives and practices?
3. What are teachers' attitudes toward the potential application of CLIL teaching strategies in the KAU French program?

After providing an overall summary of the results, I will first focus this chapter on identifying existing practices which integrate the teaching of content and language documented through the observation checklists and the professors' self-reports. This will provide an opportunity to explore whether and how CLIL related strategies were put to use in the observed courses. Next, I will discuss the practices that were not or rarely observed in this setting. Secondly, I will shed light on some of the professors' reported behaviours as well as their perceptions of CLIL, discussing possible limitations associated with integrating the teaching of content and language in their context, as well as their attitudes towards adapting CLIL instructional strategies. I will conclude this chapter by providing some recommendations that can

help teachers to adopt the most useful aspects of a CLIL approach in this specific KAU French program.

5.2. Summary of results

One aim in the classroom observational analysis was to see if there was a reliance on Arabic over French in the classes observed. In fact, the professors were employing both languages, unlike what has been described in the literature (Alrashidi & Phan, 2015; Fareh, 2010), with one using the L2 more than the other two professors. An additional aim was to examine to what extent the students were involved in the classroom talk. The percentages resulting from analysis show minimum engagement from students and full control by the professors during all the observed lectures, which was not surprising since most Saudi researchers have discussed how students are usually passive in language classrooms in this context (Alkubaidi, 2014; Al-Nasser, 2015; Alrabai, 2014; Alrashidi & Phan, 2015; Fareh, 2010; Jawhar, 2012).

Regarding the instructional practices that were employed by professors, there was evidence of CLIL practices being employed by professors, even though they were not strictly following a CLIL approach in integrating the teaching of content and language. Professors were observed occasionally attending to language growth by using certain CLIL strategies that build on linguistic competencies (e.g. promoting and encouraging L2 use, employing a variety of corrective feedback, identifying content-obligatory language, attending to continuous language growth, and making input comprehensible). Yet, most of the observed practices show that the classroom discourse was teacher-centered. There was minimum evidence of students' engagement. Professors did not employ grouping and dialogic techniques that could have provided students with opportunities to practice French in class.

Regarding the reported practices that the professors declared they employed in their classrooms, the results of the interviews show that, even though they reported employing some CLIL instructional strategies, the professors were more concerned about delivering the content than teaching the language. Regarding beliefs about CLIL pedagogy and its application in the KAU French programme, in general, they shared some impressions, reservations, concerns, and

confusion about the application of CLIL in the programme. However, they expressed interest in making changes to their current practices of integrating the content and language teaching. The implications of these results are discussed below.

5.3. Identifying existing practices and their relevance to CLIL pedagogy

Identifying the main existing practices has been essential to answer the first research question: *How is language development supported in content-oriented courses offered in the KAU French program?* In the next paragraphs, only the existing practices that were identified as existing CLIL practices promoting continuous language development will be discussed. It seems important to mention that CLIL practices fall into two types, one is concerned with instructional strategies directed by the professor, while the other type of practices seems to be more student-centered (which means these practices involve students' engagement). Most of the observed practices in these courses related to CLIL were still teacher-centered, meaning that the observed instructional strategies were not aimed at actively engaging students.

5.3.1. Promoting and encouraging the use of L2

As presented in the results, the professors were witnessed to be reinforcing expectations about language use and encouraging participation in French. Such strategies were similar to elements of the Immersion observation checklist (Fortune, 2000). It is mostly the professor's decision to push students to use the target language as often as possible. This encouragement was limited to verbally drawing the students' attention to the need to use French more often. However, it is important to note that professors did not strategically create the opportunities where students were obliged to use French to complete tasks. Two professors announced at the beginning of the academic term that students must use the target language, but students were not pressured to use French during the term. They were only reminded that they needed to practice their French. Professors clearly understood the difficulties students may encounter trying to express themselves in a language that they had only had contact with in the language programme. One professor, LP, talked about her students' language abilities in her interview. She seemed convinced that they would not always be able to communicate effectively in the target language. Moreover, she implied that most of her students were shy, which suggests that

the students in her course might require a great deal of encouragement to participate but they should not be forced to use French all the time. Two of the professors (LP and AP) seemed to have a common preoccupation regarding not discouraging these students with too much pressure.

There was clear consideration of the developmental linguistic level of the students, which means that the professors believed that not all students had the same level of proficiency, nor did they have a similar level of fluency in speaking the target language. The fact that professors could understand their students' linguistic barrier did not hold them back from encouraging them to employ French. Different forms of encouragements were used to promote French that appeared to be shared by all the professors and is found in the literature as an instructional strategy to help promote students' extended discourse in the target language (Fortune, 2000). In all the captured examples, the professors said "*en français*" and they kept reminding students that they had to specifically produce utterances using their second language and not their mother tongue. Obviously, the professors were not always successful in getting students to speak in the target language. This struggle was manifested in the seating maps, where students used Arabic almost as often as French in student-to-teacher talk (56% French, 44% Arabic). This lack of success required professors to continuously emphasize the use of French. It is necessary to understand that reinforcing expectations about language use here was not only about stating this at the beginning of the course. It was a continuous pressure that had to be applied to students so that they would be constantly reminded that they needed to try to use the target language.

It is important to note that encouragement alone is insufficient, and must be combined with more opportunities to practice French. Llinares, Morton, and Whittaker (2012) conclude that in some integrative contexts, there is a need to plan for communicative tasks and activities that allow for the recycling of specific language features. In return, students must be forced to use the vehicular language at some point. These opportunities for meaningful interaction can be designed by the professors themselves, and students must be clearly instructed to use their L2 in order for the dual-focused objectives to be met.

5.3.2. Employing a variety of corrective feedback techniques

In the observed courses, there was evidence that the professors contributed to continuous language development by employing a variety of corrective feedback techniques similar to those

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seen in CLIL settings and in other similar contexts (Dalton-Puffer, 2007; Lyster & Ranta, 1997; Spratt, 2017). These were mainly focused on form rather than meaning, by shifting the students' attention to the more accurate reformulation of their original oral production. They prompted students to notice mistakes by not only pinpointing errors to the student that made the error but to all the students. AP mentioned in her interview that she tried on multiple occasions to stop reoccurring errors that were made by many students. As in all language learning settings, students did not necessarily learn immediately from their mistakes once they were corrected. According to Lyster (2007), providing students with necessary corrective feedback cannot be considered an example of successful language learning in and of itself. It does, however, contribute to language development over time (Lyster, 2007), because corrective feedback helps restructure existing linguistic knowledge, and guides learners to self-correction (Sato & Lyster, 2012).

In addition, professors appeared concerned about how often and when it was appropriate to correct students. There was no pattern detected in when exactly the professors attempted to correct students' mistakes. All three professors, however, agreed that it was a question of necessity. In addition, they all discussed providing students with corrective feedback with careful attention to not discouraging students. According to the professors, giving corrective feedback will negatively affect students' motivation. While students' motivation and engagement are of prime importance in the formal teaching process, it may be that the effect of correction on motivation is overestimated here. It is understandable that the professors should care about their students' motivation, but for the dual-focused objectives to be met, balancing the teaching of content and language is as important, and providing correction is part of teaching the language. The professors in this setting should perhaps consider addressing often the students' mistakes in the target language. Overestimating the negative impact of feedback on the students in the fear that they will stop producing utterances in the target language is in itself a barrier to students' language development if it prevents students from hearing/receiving the corrective feedback that will help raise their awareness of what changes must be made to their utterances in the target language.

Dalton-Puffer (2007) and Lyster (2007) discuss different forms of corrective feedback employed in environments where the focus is on teaching content through the medium of a

second or a foreign language. Both scholars defined a variety of feedback types that focus on correcting form and meaning, namely metalinguistic clues, repetitions, clarification requests, elicitation, recasts, and explicit correction. In the observed courses, there was evidence of metalinguistic clues, repetitions, recasts, and explicit corrections. The professors' use of these different forms of corrective feedback indicates that they have attempted to draw students' attention to the correct use of the vehicular language in much the same way as teachers in CLIL and Immersion classrooms.

Each of the feedback techniques was employed by at least one professor but repetitions were employed the most by all three professors, which contradicts what is normally observed in other similar settings where recasts constitute the type frequently used to correct students' language mistakes (Lyster, 2007; Lyster, Saito & Sato, 2013). Recasts is however regarded as a less effective form of corrective feedback according to Lyster and Ranta (2013) because students may not notice it. However, in contexts where the teaching of content and language is integrated, this form of feedback is regarded as important in facilitating the delivery of complex subject matter (Lyster, 2007), because it focusses students' attention on the lesson and indirectly corrects errors in students' utterances. It seems important to note that in the observed courses repetitions, being the most used form and which constitutes a form of prompts according to Lyster's classification (2007), were mainly used to attend to phonological errors and mispronunciation. In order for these forms of feedback to help in the continuing language development, Lyster and Ranta (2013) suggested that different forms of corrective feedback should in return push the students to correctly modify their utterances, not only draw the attention to the error made.

5.3.3. Identifying content-obligatory language

As previously discussed, in these courses, a form of partial exposure to the target language was observed similar to what was discussed by Coyle et al. (2010) when describing the types of exposure to the language that occurs in CLIL settings. This means that the professors attempted to explain some key concepts or terms to the students before using them when delivering the content. Coyle et al. (2010) mention that in classrooms where CLIL is adequately applied, language acquisition occurs on three levels: language of learning, language for learning, and language through learning. The language of learning is what is being observed here, the content-obligatory language, which has been well illustrated by Lyster (2007) as being the

technical and terminological vocabulary and expressions. It is, in other words, subject-specific vehicular language terminology (Coyle et al., 2010). In a context where students are urged to construct their own understanding of the content while it is presented in a language that is not their mother tongue, the content needs to be supported by a list of key words and concepts.

It can be useful to strategically introduce new terms and concepts to students before presenting content by discussing the related language and its specific use in the context of the presented lesson. In the observed courses, all three professors were observed explicitly teaching new content-related terms. Similar to what is recommended in content and language integrated environment, the teaching of subject specific language must form part of lesson objectives (Snow, Met & Genesee, 1989). This planning can be launched as a preliminary activity by which the professor can identify both content-obligatory language and compatible language to raise the students' awareness to the linguistic genre associated with the subject to be taught (Coyle et al., 2010).

In the interviews, the professors agreed that certain words should be learned so that the lesson could be understood, but they disagreed about whether the specific language should be taught by the professors themselves while in class or if it was the students' responsibility to look up new terms and concepts before attending class. This disagreement suggests that a strategy of identifying content obligatory language was not explicitly planned by all three professors. It was however observed in practice by all three professors. When developmentally necessary, professors were observed writing vocabulary on the board as it came up.

5.3.4. Attending to continuous language growth and improving accuracy

In content and language integrated settings, language must have the necessary amount of explicit focus; certain strategies (Fortune, 2000) need to be employed often to attend to language growth; however, a form of incidental teaching also occurs in these settings. Lyster (2007) argues that this type of incidental language teaching is not always sufficient to draw attention to the language. There must be an intentional focus on the language occasionally, which means that students need to be taught language components on a systematic basis.

A form of incidental focus on language was seen in the observed courses and it was reported by professors that they attended to language teaching whenever necessary. Although

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professors stated that they considered teaching French along with the content, it was observed happening spontaneously. Therefore, this teaching is best described as mostly unplanned and ad hoc rather than planned and systematic.

However, there were some planned grammar lessons, as professors reported being aware of and addressing the common language difficulties their students encountered. These difficulties include what Lyster (2007) defined as persistent problems for learners of French, which needed to be highlighted. Lyster made it clear that certain grammatical structures of French are difficult to acquire and learn. For example, it seems challenging for some students to distinguish between perfective and imperfective past tenses (*le passé composé et l'imparfait*). Professors in the observed courses similarly reported being concerned by some of these language difficulties and that they believed their students needed more support and revisions for these grammatical aspects. One of the professors stressed that she intentionally revised these two verb tenses (*le passé composé et l'imparfait*) and finds herself obliged to remind her students of the use and functionality of these two different forms occasionally. Also, the Translation professor reported some explicit teaching of some pre-defined grammatical rules.

The most commonly observed practice that were considered as attending to language growth was the mini language teaching lessons the professors occasionally presented in between their own teaching of content. It was noted that only when students made certain errors were these mini lessons triggered. These small side lessons served as a revision of a variety of language points separated from the content lesson. However, it is important to mention that attending to language growth and improving accuracy includes a range of strategies and involves more than merely teaching grammar (Fortune, 2000). For example, extending students' linguistic repertoire was evident and was demonstrated by the teaching of synonyms and antonyms, and students were provided with necessary linguistic resources such as dictionaries to help them build on their existing vocabulary.

5.3.5. Making input comprehensible

This category of instructional practices is diverse, but all the practices of making input comprehensible serve the same purpose of making the content and the language just above the

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learner's linguistic and cognitive level, which is supported by Krashen's (1982) comprehensible input hypothesis. This means that students should be confronted with new knowledge as well as existing language but only to a point where it is relatively easy to deduce meaning. A crucial first step in language learning is to make learners access the knowledge in the target language. Input therefore needs to be transformed to be easily absorbable for the learning process to occur. Predetermined adjustments can be made to the content material to be linguistically accessible while being cognitively demanding (Coyle et al., 2010), or to the professors' talk to be more effective (Fortune, 2000).

In the courses in question, there was evidence that adjustments were made to both the content itself, in a manner that is similar to what is recommended in CLIL literature (Coyle et al., 2010), and to the teacher's talk, as recommended in similar settings (Fortune, 2000). It was clear from their use of some adapted materials that the professors' main concern was making the language of instruction more accessible while focusing on content, as is recommended in the design of CLIL lessons (Coyle et al., 2010). Even when using authentic materials, they reported attempting to simplify the language in the original texts or make explanatory comments where necessary. They also reported, and were observed as well, being effective in their talk by employing certain strategies (Fortune, 2000) to make their language more accessible to their students.

5.4. Identifying missing practices

Earlier, five categories of instructional strategies, as classified in the observation checklist, that appeared to already be practiced by the professors in the courses in question were presented. There are two more categories that were rarely or never observed, and were not reported as being used by the professors either. These include building on group work and cooperative learning strategies, and eliciting discussion and dialogic talk. These categories are connected because they both relate to students' engagement. These two categories of strategies are recognized in the CLIL literature as useful ways of fostering opportunities for students to practice the target language (Dalton-Puffer, 2007; Grabe & Stoller, 1997; Haneda & Wells,

2008; Llinares, Morton & Whittaker, 2012; Marsh, Mehisto, Wolff & Frigols Martín, 2012; Met, 1994).

5.4.1. Building on group work and cooperative strategies

Grouping techniques and activities have the potential to develop fluency and accuracy at the same time (Chappell, 2014). The focus of these activities can either be on the form or on the meaning, depending on the goal of the assigned task. In ordinary language classrooms, the focus seems to be more on form than meaning, but in CLIL classrooms there should be a dual focus on both since it requires the students to demonstrate an understanding of both (Met, 1994).

Classroom activities that are based on group work and cooperative learning can lead students to more in-depth analysis which helps in building the students' metalinguistic awareness (Grabe & Stoller, 1997). In this study, only one example of employing a grouping technique was observed in the activities of one professor. In this example, the teacher asked the students to brainstorm ideas about a given text together in small groups, and share it with the rest of the class, and this was clearly a case of a focus on meaning rather than on form during this activity. In fact, according to the same professor, it was not always appropriate to attend to language errors (as previously discussed).

In CLIL environments, one aim of employing grouping techniques is to allocate more opportunities to practice the target language. In addition, in-class small group activities are useful for creating a learning zone where students can learn from each other (Chappell, 2014). There is a difference between what a student can learn alone and what can be learned collaboratively. Also, working in groups can allow for self-correction and feedback from peers, allowing for all participating students to make adjustments and to add to their existing linguistic knowledge while interacting in the target language. In the example that was observed, the brainstorming activity is not fully aligned with the practices of CLIL. The group work assigned allowed for the exchange of knowledge, but it was noted that students were using their L1 more than the L2. The professor seemed conscious of the fact that her students are not obliged to use French, stating that the final result of their discussion had to be presented in French. As a matter of fact, making use of such grouping activities even for one time means that the professor recognizes the value of group work, which suggests an openness to the use of these activities in their classrooms.

While recognizing all the efforts deployed by professors in the observed setting to integrate the teaching of content and language, it seems that they are missing opportunities to encourage forms of cooperative learning where students get to exchange knowledge using the target language. One instance stood out in the data collection when a component of a lesson could have been set up differently so as to allow the setup of an activity that promoted learning from peers. In the Linguistics course, when the professor was discussing linguistic domains, she merely asked the students about their understanding of these domains, missing out the opportunity to get students involved in a cooperative learning technique like a Jigsaw activity (Nunan, 1992). Such an activity consists of a task where students work collaboratively on constructing the final results (the final picture of the puzzle). Each student has a part of the information, and all students have to interact with each other to assemble these parts to create the whole jointly from their separate parts (Nunan, 1992). The Linguistics professors could have created this activity, giving some students each a separate information about a linguistic domain (e.g. *Domaines traditionnels: Phonétique, Sémantique et Morphologie...etc; Domaines non-traditionnels: Psycholinguistique, Aménagement linguistique, Dialectologie...etc*), and the rest of the students would be provided with definitions and other related information. All students could be then asked to construct a whole text on board, after discussing which elements go with which domain. Such an activity would require the students to exchange knowledge about the content and allow the students the chance to practice French. Each student would have a task to find who in the classroom has the required information to solve the puzzle. In other words, the jigsaw activity will have allowed the students to ask questions searching to match the information they have with the one the other classmate has. All three professors could have incorporated a collaborative approach in their teaching to allow room for students' active participation using the target language, creating more opportunities for L2 practice. Similar types of activities could be shared with professors during professional development sessions if they agreed to adopt an integrative approach such as CLIL.

5.4.2. Eliciting discussions and dialogic talk

The power of dialogue cannot be underestimated, because of the rich nature of student-teacher interactions that can be brought to the classroom discourse (Haneda & Wells, 2008). This form of dialogic teaching allocates more opportunities for L2 practice (Llinares, Morton

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&Whittaker, 2012), as it involves demanding, giving, and validating information (Dalton-Puffer, 2007). It is at the core practices of dialogic teaching that students often pose questions to promote the extended discourse of the teaching process. In addition, having students create more in-depth responses to professors' questions is also considered important in dialogic teaching in order to create that type of discussion where professors and their students exchange knowledge (Llinares, Morton & Whittaker, 2012).

In the observed courses, one weak example of dialogic teaching was observed, in the form of a request to elaborate on closed-ended responses. It was noted that students were encouraged to participate, but it seemed as if participation was understood to be limited to answering the question and not posing questions. The seating maps show that professors only attempted to question their students a few times relative to their long monologue in which they explained the lesson. Questions were noted only 51 times out of 580 utterances. This lack of questions suggests that the professors, with respect to their approach to teaching, embodied the roles of controllers and transmitters of knowledge. Evidently, chances for students to engage in classroom talk were limited by the professors' instructional behaviours of not encouraging students to question the received knowledge. Professors, if willing to incorporate such integrative approach, will need to question their roles in the classroom to allow more opportunities for students' engagement. This is an element of CLIL which seems well-suited to the context and which the professors may be open to incorporating more in their practice.

Questions used by professors were often in the form of display questions, where students gave answers that were already known by the professor. The answers to these questions were generally restricted and, in most cases, consisted of one word. In contrast, as Dalton-Puffer (2007) presents in her study, referential questions often lead to more extended responses as they were more involved, longer, and complex. She also reports that according to some studies, it is unfortunately true that display questions form a great part of classroom talk, more than referential questions. It is thus typically observed that teachers tend to decrease the chance for student engagement by not posing open-ended questions or not allowing students to produce longer responses or pose other questions. Questions need to be more demanding in such a way that enforces students to defend, argue, or explain (Dalton-Puffer, 2007). Again, these forms of questions would enable the students in this program to train their speaking skills and as a result,

improve their French over time. In other words, for students to be able to develop their linguistic skills, more time needs to be allocated for them to use French as a means of communication, specifically to negotiate meaning and question the received knowledge. It requires also professors to plan their lessons very differently by including in their lessons more open-ended questions and allowing room for students to ask questions. If students are not allowed to question the content using the target language, then they will not be able to progressively build on their existing linguistic skills. The passive modality that characterizes these courses only allows for checking on newly presented information related to the content or on previously presented ideas.

5.5. Comparison between observed practices and CLIL practices

In the courses observed, there was some evidence of integrating the teaching of content with the teaching of language, but CLIL was not fully realized. In other words, while there were hints of CLIL practices, they were not successfully executed according to CLIL frameworks, which is not surprising since there is no defined approach in this program to integrate the teaching of content and language. Most activities were not at all reminiscent of CLIL. However, it is undeniable that there is much potential to more effectively employ some CLIL instructional strategies given the teachers' preoccupation with supporting language development and engaging students to speak more.

Here Table 7 provides examples of the similarities with CLIL approach and the departures from CLIL which will help in recommending some adjustments to the actual teaching practices, in order for these courses to be a successful realization of CLIL.

Table 7: Examples of similarities with and departures from CLIL

Categories of CLIL practices as provided in the adapted checklist	Similarities with CLIL	Departures from CLIL
Building on group work and cooperative learning strategies	Group work was assigned on one occasion to get students to brainstorm ideas.	Group work lacked the necessary structure for activities used to promote the practice of L2.

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Promoting and encouraging L2 use	The use of L2 was encouraged by clearly stating the expectations of language use in the classroom.	Professors' teaching style limited encouragements, thus the teaching environment was more teacher centered.
Eliciting discussions and dialogic talk	—	Discussions and dialogic talk were kept to a minimum. Low student involvement. Typology of questions did not promote discussions and extended students' discourse.
Employing a variety of effective feedback techniques	Certain corrective feedback forms were already in practice (e.g. metalinguistic clues, repetitions, recasts and explicit corrections).	Corrective feedback forms were not aligned with specific language objectives.
Identifying content-obligatory language	Explanation of certain language required for processing content.	Lack the strategic teaching of content-obligatory language, by setting up preliminary activities.
Attending to continuous language growth and improving language accuracy	Incidental teaching of grammar and vocabulary.	Lack the strategic teaching of grammar rules and vocabulary, according to predetermined language objectives.
Making input comprehensible	Use of teacher talk effectively. Adapted and authentic materials.	—

5.6. Defining which model of CLIL was observed in the courses

At this point it is useful to define also the model of CLIL that was observed in the courses, providing answers to the second research question: *To what extent (if any) can the content-oriented courses offered in the KAU French program be categorized as an environment that aligns itself with CLIL objectives and practices?* This discussion takes us back to what Met (1999) and Crandall (1992) call a theme-based model of CLIL pedagogy. Collected syllabuses

from these observed courses indicate that the objective of each course is to familiarize learners with the knowledge of each content area (Text Analysis, Linguistics, and Translation) and the topic discussed in each lesson was mainly drawn from each specific content area. However, unlike theme-based CLIL courses, content knowledge in these courses takes precedence over language ability, given the courses' objectives. The professors report that the complexity of subject matter and the density of information justify the focus on content more than the language. In their syllabus they only included the objectives related to teaching the content.

5.7. Language use in all three courses

The seating maps results indicate that professors' use of French and Arabic alternated in a form of code-switching, a feature characterising bilingual classrooms (Baker, 2011; Cook, 2001). I have also to mentioned that before conducting this study, it was suspected that Arabic, being the common language between the professors and their students, would be relied upon as a dominant medium of instruction, as observed in other studies in this region (Alrashidi & Phan, 2015; Fareh, 2010). However, the results of the seating maps proved the contrary. French was employed more as a medium of instruction than Arabic, with the percentage estimated at 63% of all teacher talk. The results also show a variation between the amount of talk in French and Arabic between all three professors participating in this study. In the literature, Coyle et al. (2010) specified two types of exposure to the target language in CLIL classrooms, defining the extensive instruction and the partial instruction through the vehicular language. In the observed courses, as previously described, professors used both French and Arabic code-switching, which indicates that the professors tend to partially expose the students to the target language as they progress in their lessons. However, professors must be aware that in order for the students to be confronted with French and build on their existing linguistic skills, and if willing to incorporate an integrative approach, they will need to make strategic use of code-switching, and allow for a maximized exposure to French.

5.8. Interaction and discussion characteristics

As previously discussed, the observed courses were characterized as being teacher-centered, which confirms earlier research (Alkubaidi, 2014; Al-Nasser, 2015; Alrabai, 2014; Alrashidi & Phan, 2015; Fareh, 2010; Jawhar, 2012), but contradicts what is normally seen in educational environments where CLIL is adequately applied. There is a noticeable difference between the percentage of professors' talk and students' talk in all three courses (72% versus 28%), suggesting that students are passive, being the receptors of knowledge, with minimum engagement in the classroom discourse. It seems that professor-student interactions are kept to a very limited amount, with students only clarifying some information or directly responding to the professors' questions. A pattern can be detected in the form of question-answer sequences. The professors' talk can thus be characterized as monologic rather than dialogic. Even interactions between students (student-to-student talk) are limited and are restricted to Arabic rather than French about 95% of the time, which explains why the L2 in these courses lacks social utility (Lyster, 2007): they do not often use French as a means of communication for their classroom talk. In most cases, students were reluctant to use the target language and they were not pushed to the maximum to employ French more than Arabic.

Effective CLIL classrooms employ grouping and dialogic techniques that allocate more opportunities and more time to practice the target language and allow for more interactions than traditional language classrooms. These practices are based on the notion that students have to be more active and engaged using French to be able to develop their level of proficiency. As Dalton-Puffer (2007) suggests, CLIL teachers should give students more opportunities to practice L2 and this can be achieved by allowing students to produce more extended responses by asking non-factual questions to enhance their speaking skills while being confined with the content matter. These questions often lead to extended discussions that can help the students to be more engaged in classroom talk rather than merely being the passive receptor of knowledge. Discussions only allow for more extended discourse if students are engaged accordingly and this is a role the professor can play by adapting certain strategies such as open-ended questions and some analytical exercises that force students to ask more in-depth questions in return. This type of dialogic talk encourages students to interact in the target language with the teacher in the form of extended discussion, for example, while negotiating the meaning of a word or a concept.

In CLIL settings, teachers need to embody the role of a facilitator or a counsellor, while also being an assessor at some point. These different roles are for the purpose of allowing the classroom discourse to be more dialogic, where students are the main performers of the tasks and the initiators of the extended discussion. Contrary to this, in the observed courses, the professors embodied the role of transmitters of knowledge and controllers, allowing students to only engage in classroom talk when permitted. Professors were always directed at the students, they did not circle around the classroom, and did not show evidence of interactions with peers. The professors in this KAU French program might want to consider the need to allow students to ask questions more frequently. While students seemed conditioned into a passive role, professors in this context may also have certain reservations to their approach of teaching. It cannot be predictable whether professors are open to embodying a totally new role in their classrooms, yet the fact that we see other teachers are doing so in other settings means that adopting other roles is possible.

When strategically employing CLIL instructional strategies like grouping and cooperative learning techniques and some output-oriented activities, professors can emphasize different learning roles, pushing students to be investigators and collaborators more often. Dalton-Puffer et al. (2010) found that students in CLIL classrooms adopt roles such as questioners and commentators more often, and that this is sometimes due to the students' eagerness to actively participate and engage in the topic presented or to the teacher's instructional behaviours, allowing for small discussions. The professors report being open to allowing more extended talk by students, aiming at the collaborative construction of knowledge.

5.9. Professors' attitudes towards the application of CLIL

The interview results revealed some shared beliefs about CLIL pedagogy, which will help answer the third research question: *What are teachers' attitudes toward the potential application of CLIL teaching strategies in the KAU French program?* In this specific KAU French program, the professors' perception of CLIL indicated a certain ambiguity about its strategic application; however, they reported being interested in using some CLIL strategies, and confirmed the benefits of CLIL instructional practices. The lack of information about CLIL influences the professors' views somewhat on the application of CLIL. Their hesitation may be

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due to their lack of awareness of the similarities between the CLIL's objectives and practices and their own objectives and practices. The participating professors believed that there were certain objectives to be met in relation to the content of their course; at the same time, they reported employing a few strategies to teach the language that were similar to those of CLIL. Therefore, sharing these similarities might lead to the professors being more open to trying these strategies.

It is undeniable that teachers' beliefs often create challenges, which may be an obstacle to developing their teaching practices (Mcewan, 2012). Adopting a CLIL approach means first that professors need to be provided with examples of student-centered classrooms in order to encourage them to re-orient their own approach away from being teacher-centered. In other words, this is primarily about rethinking the teacher-centered approach that has been widely adopted by teachers in this context (Alkubaidi, 2014; Al-Nasser, 2015; Alrabai, 2014; Alrashidi & Phan, 2015; Fareh, 2010; Jawhar, 2012). In an integrative approach such as CLIL, professors will need to consider decentralizing their role in the teaching process, to make more room for students' participation. To co-construct the knowledge, students will need to use as often as possible the target language in the classroom. As the professors are very interested in increasing L2 language use by students it is likely that they will be interested in activities that encourage this increased engagement.

In the culture of education in Saudi Arabia, as previously discussed, teachers are often regarded as the main source of knowledge and they held an important place, putting them at the center of the learning process. For CLIL to be first implemented, there needs to be a shift in the roles of the teachers and students. The question remains: are professors in this program willing to sacrifice their place as an absolute source of knowledge for the benefit of the students? Their expressed willingness to make use of certain strategies that are meant to increase students' engagement means that they can allow room for changing in roles. It is not clear whether they are ready for such shift in roles or whether their students are prepared to embody different roles in the classroom either, allowing them to collaboratively co-construct knowledge.

Adopting the CLIL approach also means that professors will need to view themselves always as language specialists in their content-oriented courses. Their belief that they cover the language sufficiently in other courses constitutes one major challenge to the adoption of CLIL approach. The positive attitudes towards CLIL instructional practices that was found in the

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professors' interviews is in itself a good sign that changes to the program and to their practices are possible despite the fact that it is challenging.

To summarize, even though there was a certain ambiguity about the compatibility of CLIL in the KAU French program, professors expressed interest in making changes to their actual practices in order to improve the students' French attainment (e.g., employing grouping and cooperative learning techniques). The positive attitude towards CLIL could be seen in the professors' discussions on the strategies they employed which were similar to those of the CLIL (*promoting and encouraging L2 use, employing a variety of corrective feedback techniques, identifying content-obligatory language, attending to language growth and improving accuracy, making input comprehensible*), and how they were beneficial in integrating the teaching of content with the teaching of language.

5.10. Possible limitations to the adaptation of CLIL

As presented in the results, the interviews with the professors revealed their concerns over the time involved, the academic framework and the students' motivation to learn the language. These three factors affected their teaching style and their behaviours in the classroom, and need to be addressed directly with the professors for any meaningful change to take place. Their shared concerns over these three factors must be taken into account when considering the possible limitations of the application of CLIL practices in the programs' content-oriented courses.

Firstly, they claimed that the lack of time prevented them from employing more effective strategies, such as grouping techniques. Time is a crucial factor to consider when planning and delivering a lesson (McEwan, 2012). We must bear in mind that teaching is a complex process that starts with planning and ends with providing feedback, and there is no doubt that the professors find this process time consuming. A well-planned lesson can help professors overcome the time constraints. The complaint that the lack of time limits their teaching can be linked to the instructional strategies they employ. Some strategies may be used instead to allow students to be more productive. The changes required are an increase in the use of questioning techniques and grouping activities, both of which aim to increase the practice of French in the

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classroom to support the continuing language development. The time constraints can be overcome by restructuring their lesson plans. They may consider starting their lessons by setting up preliminary activities to introduce, for example, the content-obligatory language needed for the lesson, such activities can be more engaged so that the students get to communicate as much as possible in French, with consideration to the time for each lesson, such activity may take up to five minutes. Professors also may consider some group work within their lesson planning, timed according to their lesson overall time, to ensure that students are allocated the necessary opportunities to interact in French. The last part of the lesson, which can be timed for 10 to 15 minutes, may be dedicated for questions to allow the students to question the received knowledge and give them a chance to construct questions in the target language.

Secondly, professors seemed worried about the delivery of the content and the academic framework, which they believed were the focus of these content-oriented courses. They are certainly restricted by the academic-term timeline, and they believe teaching the language may result in slowing down proceeding with the content. In order to convince professors in this program that CLIL approach do not result in slowing down proceeding with content, and it is actually aimed at incorporating the teaching of content and language, they must first learn about CLIL and its objectives and practices. A training program would help in addressing professors' concerns about the difficulties faced when seeking to balance content and language. Such training programs would also allow the professors to better understand CLIL and its benefits in helping the students with their French attainment. Then, the academic framework can be adjusted to incorporate the new approach (CLIL), which may require a small reduction in the amount of content to allow more room for the students practice their French. The professors will be able to alter their lesson plans accordingly. If they adopt the CLIL approach, they may adapt their actual instructional practices in order to focus equally on content and language.

Thirdly, professors claimed that student motivation has an impact on the teaching process. There is certainly a connection between a student's willingness to learn and their success in learning the language. Several documents discussed the connection between motivation and achievement and there were several links to the practice of CLIL. For example, in his study, Lasagabaster (2011) confirmed the connection between motivation and learning. He argued that traditional teaching styles can result in lowering student motivation to learn the target

language. The interviews, carried out in this present study, revealed that according to professors the students enrolled in this KAU French program are shy and that some are not putting in the required effort to learn the language. This could be due to the professors' traditional style of teaching that does not give the students the opportunity to develop their communicative skills. Lasagabaster's (2011) study confirmed a difference in the motivation levels between CLIL students and non-CLIL students, which suggests that professors in the KAU French program may need to consider adopting CLIL practices in order to raise their students' motivation to learn and practice French. The CLIL approach in fact is regarded as an approach that develop a more positive attitude towards the L2 (Chostelidou & Griva, 2014; Doiz, Lasagabaster & Sierra, 2014; Xanthou, 2011)

5.11. Recommendations for further application of CLIL in the KAU French program

The main finding of this current study is that the CLIL approach potentially has its place in the KAU French program, given that there were a few similarities in practices, which were observed in the three courses: Text Analysis, Linguistics and Translation. Yet, it is undeniable that there are many opportunities to incorporate CLIL more effectively in this program. It seems important also to consider that even though there was some evidence of integrating the teaching of content and language, professors appear to be lacking information about CLIL and its practices. Therefore, before making any recommendation to implementing CLIL in this specific KAU French program, there seems a necessity to invite professors in this program to read some scientific academic papers about CLIL that break down the myth that there is a separation between language and content. There is also a need to develop a training professional program where professors get to learn more about CLIL, its practices, and its benefits on the long run on the students' French attainment. Such training program will help in addressing professors' concerns and skepticism of CLIL's compatibility with this specific KAU French program, and help also in overcoming what they claimed to be possible limitations to the adaptation of CLIL. After providing professors with the necessary training, they can then address the following recommendations, which might be challenging to incorporate without professors' willingness to question their roles in the classroom, and their traditional approach to communication.

5.11.1. The program

My first recommendation is to seek the implementation of the CLIL approach in this specific program. This is a decision to be made on an institutional level. It can also be made on a departmental level. As previously discussed, this can be followed by a professional development program, through which professors will get a chance to learn about CLIL objectives and practices. Another recommendation is on the distribution of courses and their focus. I presented earlier in the first chapter the courses offered in this KAU French program, which are designed predominantly to be language-oriented, while some are designed to be content-oriented. I also discussed that the language-oriented courses are prerequisites to the content-oriented courses. The CLIL practices are concerned with courses that have equal focus on language and content, and the content-oriented courses have shown to be adaptable to the CLIL approach; therefore, I would suggest that the program adapt the language-oriented courses in order to be more content-oriented. This means that we see fewer courses that develop language skills separately, and more courses that develop content knowledge in addition to language skills. One last recommendation is for the readjustments of courses objectives to have dual focus on language and content.

5.11.2. Lesson planning

There must be first some training programs that allow professors to rethink their practices and change their lesson plans. In the first place, they can readjust their content-oriented course objectives, specifically introducing some language learning goals. One suggested adjustment could be made to the actual curricular syllabuses to include some language objectives. The students need to be informed that even in content courses they will continue to learn French. There is also a need to redefine the assessment criteria to add language objectives to the content objectives; for example, if students are asked to present a literary analysis, there need to be criteria on the rating scale related to range and precision of vocabulary, or grammatical accuracy and sophistication. Professors will need also some guidance on how they may restructure their lessons to incorporate the dual focus on language and content. The restructuring of their lesson plans should include more time, for example, to give feedback on language during open ended questions, to allow students to take charge by creating their own questions as they read (if any reading activity assigned), to create tasks and activities where students get to learn from and with

peers which can result in creating opportunities for peer discussions. This can allow for collaboration and for students' contributions.

5.11.3. Classroom practices

The following recommendations are all related to the effective and strategic employment of the CLIL's instructional strategies. Professors in this program, if willing to incorporate the CLIL approach, would want to start experimenting with CLIL instructional practices, specifically those strategies that allocate more opportunities for L2 practice. The following recommendations are based on some practices that the professors have shown some interest and openness to employ. In fact, for some practices there was some evidence that professors have employed them a little and could be encouraged to make use of them more, if they were made more aware of the extensive benefits of these practices in the literature and were given some ideas for activities.

Firstly, I would encourage the use of grouping techniques and cooperative learning strategies, as recommended in the CLIL literature (Crandall, 1992; Grabe & Stoller, 1997; Marsh, Mehisto, Wolff & Frigols Martín, 2012), and similar to the Jigsaw activity that was presented earlier in the discussion. These classroom activities would allow for the creation of an information gap, emphasizing the authenticity of L2 practice, as they also promote learning from and with their peers (Fortune, 2000). Such activities would encourage student-to-student interactions, which have not yet been observed in this educational setting.

Secondly, I would recommend that professors allow for more dialogic teaching and the use of communicative strategies that provide more opportunities for student involvement (Haneda & Wells, 2008; Llinares, Morton & Whittaker, 2012). The different forms of instructional practices could allow for negotiations of meaning, discussions and the use of different forms of questions that promote student extended discourse (Spratt, 2017). The study revealed that student discussions and interactions were kept to a minimum; however, an effort must be made to engage students in classroom discussions obliging them to use French, this can be achieved by changing the typology of questions to allow for more extended students' discourse; for example, referential questions can be used instead to lead to more extended responses (Dalton-Puffer, 2007).

Thirdly, I would suggest the frequent and strategic use of a wider variety of corrective feedback techniques, according to the predetermined language objectives, which should be similar to that provided in CLIL settings (Dalton-Puffer, 2007; Lyster & Ranta, 1997; Spratt 2017). Corrective feedback techniques should include the following: elicitation, metalinguistic clues, recasts, repetitions, clarification requests, explicit corrections, and non-verbal clues, in addition to attending to written language errors.

Fourthly, the teaching of content-obligatory language should be essential. This preliminary step can be presented in an introductory activity that allows students to familiarize themselves with key concepts and content-related vocabulary (Coyle et al., 2010). Even though the use of this strategy was observed, professors could expand on this, perhaps by starting their lessons with a mini activity that introduces new terms.

Fifthly, I would recommend the strategic employment of different instructional strategies that were presented in Fortune's observation checklist (2000) as being useful for language growth. These strategies include teaching vocabulary and grammar, by setting up mini-side lessons and exercises, and intentionally deciding on teaching some rules and terms. Some of these strategies were seen to be in used in the observed courses, but only occasionally. Professors could allocate a specific period of time in their lessons to teach language rules and explain vocabulary in order to extend the students' linguistic repertoire.

CHAPTER 6: Conclusion

6.1. The study's contribution

Firstly, this study contributes to academic discussions regarding the implementation of CLIL pedagogy in a foreign language context and, in particular, in Saudi Arabia where the study took place. It shows how content and language teaching is integrated in the Saudi Arabian context and how CLIL is perceived by the local professors. The actual practice of integrating the teaching of content and language as well as the perception of the CLIL pedagogy leaves room for more academic discussions and further research on the subject.

Secondly, the findings of this study will provide the professors in the KAU French program, where the study took place, with insights into some practices used to integrate the teaching of content and language. An understanding of the teachers' attitudes has helped in making appropriate suggestions for program adjustments. These changes, if implemented, will allow for a greater implementation of a CLIL approach in this KAU French program

Finally, this study provides the professors in this specific KAU French program with some recommendations to adopt the most useful CLIL pedagogical practices for this particular context. Suggested changes in practice are aimed at allocating more opportunities for the students to use French and develop their existing linguistic skills. However, before attending to these changes, there is a need to provide professors in the KAU program with necessary information that help in understanding the CLIL approach; this includes its benefits, its objectives, and its practices. This can be achieved through a professional development plan that should be developed specifically to address the professors' concerns to overcome any challenges in implementing CLIL.

6.2. The study's limitations

One major limitation of the present study is not being able to record the observations, which would have allowed for the collection of larger amounts of data and would have provided the study with more examples for analysis. In this study, the collection of data was carried out

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using research instruments that were appropriate for this study and collected the maximum amount of data that was possible under these restricted circumstances. It was explained earlier that this study was limited by the conservative society in which the research took place: the female section of the King Abdulaziz University. To be able to carry out this classroom study, there was no other option for this study to be conducted in this institution but to make use of other forms of observation tools. Despite this challenge, there was still a great deal of insight gained from the data collected.

Related to the previous limitation, one would question the amount of time documented in this study for each language (French and Arabic). Percentages of French and Arabic were estimated from the seating maps, which would have been calculated otherwise if the observations were recorded. I was able to determine those percentages of professors' talk and students' talk in either languages by the number of turns, and not the actual amount of talking. This means that the short turn of a couple of words and a long monologue are counted for the same amount, which is less precise than would have been possible with recorded observations.

Another limitation concerns the participant sample, a self-selected sample. One might argue that this sample cannot reflect all the practices of integrating the teaching of content and language in this context, and that's because of the fact that the participating professors in this study are the one who showed interest in the study, and who were voluntarily willing to participate. However, it must be said that these professors constitute half the number of the professors teaching content courses in this program, which represents a large proportion of the educational experience of the students in their program.

The last limitation is the reduced size of this study. One could argue that observing only three courses in this program cannot reflect accurately enough the existing practices of integrating the teaching of content and language for the findings to be compared to CLIL. However, it must be pointed out that all three participating professors teach more than one course, and their teaching methods in other courses are more than likely similar. Thus, attending one course taught by each professor, while less than I would have chosen, was deemed to be sufficient for a relatively substantial treatment of the questions. It may be interesting to carry out this study on a larger scale in order to include other programs at the same institution or in other

institutions, which would allow for more academic discussions about CLIL in the Saudi Arabian context.

6.3. Future research

Considering the previously discussed limitations to the present study, some suggestions for similar research in the future are given to complement this study. One suggestion is to allow these observational sessions to be video or audio recorded, which can be realized if another researcher has a closer connection to the professors, and can succeed in convincing them to allow video or audio recording. Recording observations allows for a greater amount of data to be included for analysis. However, the recording of lessons has other implications, for example, if permission was granted for the lesson to be video-taped, the researcher could still avoid filming the students and instead focus the camera only on the professor. However, this might result in some students refusing consent for participation.

For future research, perhaps additional programs should be considered in order to provide a larger picture of the existing practices of integrating the teaching of content and language in the Saudi Arabian context, which would allow for richer findings. The purpose of this study is to promote the implementation of CLIL in this KAU French program, but it can promote CLIL implementation in other programs in Saudi Arabia and not just one specific program, as in the case of this study. It would also bring the CLIL approach to foreign language teaching to the attention of other institutions and programs directors. Another study can be conducted as a longitudinal study to monitor the adoption of the CLIL practices, which would allow for more specific recommendations tailored to the needs of each program.

In the current study, professors discussed how students were shy and lacked motivation in learning the target language, which seems to need some follow up studies that are specifically concerned with students' attitudes. Studies could be carried out that look at the students' attitudes towards the implementation of CLIL. Their attitudes may draw attention to the efficacy of certain strategies that could be recommended for use in environments where there is integrated content and language teaching. Student reports on this teaching method may emphasize the importance of some existing instructional strategies that could be adapted.

Finally, future research could also involve quasi-experimental studies that examine the effectiveness of the CLIL instructional strategies, and whether the application of CLIL would have an impact on the students' linguistic skills. A researcher could question the role of specific CLIL instructional practices continuing language development.

6.4. Concluding statement

As mentioned earlier, this case study is a stepping stone to further extend CLIL research to include new educational contexts. This study was conducted in a Saudi Arabian context where language teaching is increasingly in demand. CLIL has the potential to provide foreign language teaching with an authenticity of purpose beyond traditional language teaching. Although this study focuses on teaching French as a foreign language and how to incorporate the teaching of the content and the language into a limited academic framework, it promotes the effective use of CLIL by building on any CLIL techniques that are already found to be in practice, drawing professors' and program directors' attention to these practices and suggesting additional pedagogical practices to better meet the program's dual objectives.

The findings of this study recommend the implementation some of the CLIL approach in this specific program. The study showed evidence of a few similarities in practice, which was confirmed by the observations and by the professors' self-reported strategies already in use. The findings also revealed the professors' generally positive attitudes towards CLIL, which support a case for the recommended adjustments to the program found in this thesis. In addition, the findings suggest making changes to the actual pedagogical practices of integrating the teaching of content and language by adapting the CLIL instructional strategies. In considering the adaptation of CLIL, in addition to the strategies that were observed in the courses, professors in this program need to make use of grouping and cooperative learning techniques, and elicit discussions and dialogic teaching, in order to help students with their French attainment. Such strategies, as discussed earlier, help in promoting more extended students' discourse, which eventually provides more opportunities to practice French during the lessons, thus helping in continuing language development.

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Appendix A: Adapted observation checklist**Classroom Observation Checklist****Teacher:****Start:****Date:****Finish:**

The teacher attended to	Observed	Not Observed	Comments
1. Building on group work and cooperative learning strategies			
Use of cooperative group learning (Make use of a variety of grouping techniques)			
Include a range of language abilities in student groups			
Promote learning from and with peers			
2. Promoting and encouraging L2 use			
Communicate and consistently reinforce clear expectations about language use			
Create a non-threatening and encouraging environment			
3. Eliciting discussions and dialogic talk			
Use output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.			
Structure and facilitate student-centered activities			
Negotiate meaning			
Decentralize the teacher role			
Encourage students' participation and interactions			
Solicit dialogic talk (ongoing classroom talk)			
Employ questioning techniques that encourage extended discourse and foster higher-order thinking			
4. Employing a variety of effective feedback techniques			
Use elicitation			

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Provide metalinguistic clues			
Make clarification requests			
Use repetitions			
Make recasts			
Provide explicit correction			
Make non-verbal cues			
Attend to errors in written language			
Differentiate between feedback on form versus meaning			
5. Identifying content-Obligatory language			
Highlight the subject-specific vocabulary the learners need to know and understand			
Present new words in topic-related word banks			
6. Attending to continuous language growth and improve accuracy			
Extend students' language repertoires by teaching synonyms and antonyms			
Display a variety of words, phrases, and written text throughout classroom			
Make available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.			
Surround learners with extensive oral and written language input			
Revise some grammatical points focusing on meaning and forms			
Recycle past, present, future vocabulary and language structure			
7. Making input comprehensible			
Select and adapt instructional materials for learner's developmental level			
Make use of authentic materials, e.g. songs, poems, literature, etc.			
Use body language, visuals, realia, manipulatives and non-verbal clues to communicate meaning			

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Solicit and draw upon prior knowledge			
Break complex information and processes into component parts			
Use of a variety of pre-reading and pre-writing activities to make language and content more accessible.			
Articulate, speak slowly, change intonation to better deliver messages/ meaning.			
Clarify understanding.			
Notes and Comments:			

Appendix B : Classroom seating chart

Appendix B: Classroom Seating Chart

Course:

Date:

Board

Door

#1

#2

#3

#4

#9

#10

#11

#12

#17

#18

#19

#20

#25

#26

#27

#28

#5

#6

#7

#8

#13

#14

#15

#16

#21

#22

#23

#24

#29

#30

#31

#32

Professor's desk

Notes:

Target language

Mother tongue

Questions

Appendix C : Interview questions

Questions:

Section A: some general questions (*e.g.*, the professor educational background, years of expertise).

1. Can you talk a bit about your educational background?
2. How long have you been teaching this course?
3. Have you had an experience teaching French language before starting teaching this course?

Section B: some direct questions related to the application of CLIL teaching practices (*e.g.*, group work, visual aids), based on their responses in CLIL activity checklist.

1. How do you incorporate the teaching of the content with the language?
2. How do you choose the content and classroom materials?
3. Can you confirm that your lessons are built to develop students' linguistic level?
4. What are the instructional strategies that you rely on to support the language development in your content-oriented course?
5. How do you establish routines to build familiarity, and allow for the repetition supporting the language development?
6. Would you specify content-obligatory and content-compatible language objectives for each lesson?
7. What are your pedagogical practices to enrich the students' linguistic repertoire?
8. Would you consider focusing on corrective responses on predetermined language objectives based on the lesson and the developmental level of the learners?
9. What kind of corrective feedback do you adapt and find suitable taking into account the academic context of the course? (*e.g.*, direct corrections, recasts, explicit explanations, repetitions, non-verbal cues, clarification requests, etc.)
10. How do you manage the language level in a classroom? Would you slow down, articulate, simplify the level of the language, rephrase or repeat messages?
11. Do you attempt to recycle verb tense, grammar rules and language structures consciously?

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12. How do you use cooperative learning and grouping strategies while considering the delivery of content and the academic context?
13. Does group work constitute part of your main classroom activities, please specify why and why not?
14. How do you trigger discussions and how do you manage classroom talk?
15. Do you plan in advance the use of questioning techniques that encourage extended discourse and foster higher-order thinking?
16. How do you encourage the use of French in your classroom, this includes responding to lesson discussions and classroom side-talk?

Section C: some other questions will be focusing on their opinion more than their actual pedagogical practice (e.g., challenges in applying CLIL strategies).

1. What would be the challenges in CLIL teaching strategies in Saudi Arabian context?
2. In your opinion what kind of support needed for these practices to be applied adequately?
3. Is there anything you would like to add?

Appendix D: Formal recruitment e-mail

Note: this e-mail may be translated into the recipient mother tongue (Arabic)

Dear (.....),

I am writing to you to invite you to participate in my research activities into the French Language program. My name is Elaaf Alsomali, former student in the French language program, and a master's degree student in the University of Ottawa, Canada.

I am interested in studying how language development is supported in some courses in this program, and yours is one of them. I am also interested in studying the extent to which Content and Language Integrated Learning (CLIL) is being applied in the program, as well as identifying opportunities for its further application.

My research work will consist of 6 observational sessions to document instructional practices, which will occur over the Fall 2018 term, and a recorded follow up interview with you (once agreed). I would like to assure you that the study has been reviewed by and received ethics clearance from the Office of Research Ethics and Integrity at the University of Ottawa. You would be asked to sign a formal consent form before participating, and can withdraw from the study at any time.

If you are interested in being part of my research, please contact me, And we can make a time to discuss the project in more detail.

I thank you in advance for your contribution to my research work!

Sincerely,

Elaaf Alsomali

Appendix E : Consent form for professors

uOttawa
Research Consent form
Participants: Professors

Title of the study:

Examining a French program in Saudi Arabia for evidence of CLIL practices.

Researcher's name:

Elaaf Alsomali
 MA student at University of Ottawa, Canada

Supervisor:

Beverly A. Baker, PhD
 Associate Professor and Director, Language Assessment
 Official Languages and Bilingualism Institute, University
 of Ottawa, Canada

Project description:

This project is an exploratory examination for Content and Language Integrated Learning (CLIL) practices in the Saudi Arabian Context. A research into the French Language program offered for undergraduate students by the Department of European Languages in King Abdulaziz University. This research aims to examine the educational setting in some content-oriented courses, identifying what CLIL-related techniques are currently being used, even if they are not recognised as such. It focuses also on how CLIL is viewed by local teachers, and whether they see its potential to improve the outcomes of the KAU French language program, and eventually to help the students with their French attainment.

وصف مشروع البحث:

هذا المشروع البحثي عبارة عن دراسة استكشافية لمدى تطبيق استراتيجيات التعلم المتكامل للمحتوى واللغة (CLIL) في المملكة العربية السعودية. البحث يستهدف برنامج اللغة الفرنسية المقدم للطلّاب الجامعيّات في قسم اللغة الفرنسية بجامعة الملك عبدالعزيز. ويهدف إلى دراسة البيئة التعليمية لبعض المواد الدراسية المتاحة والتي تركز على التعلم المتكامل للمحتوى واللغة (CLIL)، وذلك بغرض تحديد الإستراتيجيات والأساليب التعليمية قيد التطبيق حتى وإن لم تكن تعرف على هذا النحو. يركز البحث أيضاً على دراسة رأي ومنظور الأساتذة المحليين فيما يخص تطبيق هذه الإستراتيجيات ومدى فعاليتها وقدرتها في تحسين المخرجات اللغوية لقسم اللغة الفرنسية، وبالتالي مساعدة الطالّبات في تحصيلهم اللغوي والعلمي.

Invitation to participate:

I am invited to participate in the abovementioned research study conducted by Elaaf Alsomali.

دعوة للمشاركة:

أنا مدعو للمشاركة في الدراسة البحثية المذكورة أعلاه، والتي ستجرها الباحثة إيلاف الصومالي.

Purpose of the Study:

The purpose of the study is to profile the extent to which Content and Language Integrated Learning (CLIL) is being applied in the program, as well as identifying opportunities for its further application.

الغرض من الدراسة:

الغرض من هذه الدراسة هو تحديد مدى تطبيق استراتيجيات التعليم المتكامل للمحتوى واللغة (CLIL) في البرنامج، بالإضافة إلى تحديد فرص تطبيقه بشكل أوسع.

Participation:

My participation will consist essentially of volunteering my classroom as potential observational site for 6 sessions each for one hour, during which instructional strategies as well as classroom interactions will be documented, followed up by an audio-recorded interview for one hour with the researcher where I will be filling in a checklist and answering questions related to my opinion towards CLIL application in my own classrooms. The observational sessions will be scheduled at my convenience between me and the researcher. The interview will be scheduled after the observations, and will take place in my office. The researcher informed me that the recorded interview will be transcribed and sent to me by email to make any changes wherever necessary.

مشاركتي بالبحث:

إن مشاركتي بالبحث تتضمن تطوع فصلي الدراسي للملاحظة التي تتكون من 6 جلسات كلًا لمدة ساعة، حيث سيتم توثيق الاستراتيجيات التعليمية المتبعة والتفاعلات الجارية داخل الفصل الدراسي، متبوعة بمقابلة مسجلة لمدة ساعة مع الباحثة حيث سأقوم بالرد على أسئلة متعلقة برأيي تجاه تطبيق (CLIL) في الفصول الدراسية الخاصة بي. سيتم جدولة جلسات الملاحظة بالاتفاق مع الباحثة. كما سيتم جدولة المقابلة بعد جلسات الملاحظة لتكون في مكنتي الخاص.

أنا على علم أن المقابلة ستكون مسجلة وسيتم كتابتها وإرسالها إلي عن طريق البريد الإلكتروني لإجراء أي تغييرات حسب الحاجة.

Risks:

My participation in this study will entail that I volunteer my classrooms, which may affect the atmosphere of the classroom, but I have received assurance from the researcher that every effort will be made to ensure that there will be no disturbance to the workflow during each observational session. Also, I am aware that there would be a minor risk to identify my identity afterward, since the University and the course name is already defined in this research project.

المخاطر المحتملة:

أنا على علم بأن مشاركتي بالبحث سوف تستلزم تطويع فصلي الدراسي مما قد يؤثر على أجواء الفصل الدراسي، لكنني تلقيت تأكيداً من الباحثة بأن كل جهد سيُبذل لضمان عدم حدوث أي تعطيل لسير العمل خلال كل جلسة ملاحظة. كما أنني أدرك أنه سيكون هناك خطر ثانوي بالكشف عن هويتي لاحقاً، حيث أن اسم الجامعة والمادة مدون في البحث مما قد يؤدي إلى تحديد هوية الأستاذة المشاركة بالبحث.

Benefits:

My participation in this study will have great potential to contribute to the current academic conversations on the effective application of language teaching techniques in a variety of international contexts.

مزايا المشاركة بالبحث:

ستساهم مشاركتي في هذه الدراسة بشكل كبير في المحادثات الأكاديمية الحالية حول التطبيق الفعال لتقنيات تدريس اللغة والمحتوى في مجموعة متنوعة من السياقات الدولية.

Confidentiality and anonymity:

I have understood from the researcher that anonymity cannot be fully guaranteed in this research and that efforts will be made to keep all personal information secured, yet there would be a chance that I may be identified by the name of the institution I work in, or the course I teach. I understand that the contents will be used only for this project, in reporting the results from the study. All collected data will remain secured either in a password protected laptop or in a locked cabinet. For anonymity purposes, I was informed that all participants in this research will be referred to by pseudonyms during the data analysis process and the reporting of results.

الخصوصية وسرية الهوية:

أدرك أنه لا يمكن ضمان إخفاء الهوية بشكل كامل في هذا البحث وأن الجهود ستبذل للحفاظ على جميع المعلومات الشخصية سرية، ومع ذلك سيكون هناك احتمال أن يتم تحديد هويتي من خلال اسم الجامعة التي أعمل بها، أو المادة التي أدرسها. أعني تماماً أنه سيتم استخدام البيانات فقط لهذا المشروع، وذلك للإفادة بنتائج هذه الدراسة. ستبقى جميع البيانات التي يتم جمعها مؤمنة سواء في كمبيوتر محمي بكلمة مرور أو في خزانة مقفلة. لضمان عدم الكشف عن هويتي، أكدت الباحثة أن جميع المشاركين في هذا البحث سيشار إليهم عن طريق (الترميز) أسماء مستعارة أثناء عملية تحليل البيانات للإفادة بالنتائج.

Conservation of data:

The data collected in form of electronic documents, recordings and hard copies will be kept in a secure manner. All electronic files will be safeguarded in a password secured laptop, and hard copies will be kept safe in a locked cabinet at home. Only the researcher and the supervisor can have access to these collected data. They will remain for a retention period minimum of 5 years starting from its collection in January 2019. Once the project is accomplished, electronic files will be destroyed and deleted, and hard copies will be shredded.

حفظ وتخزين البيانات:

إن البيانات المجموعة خلال هذه الدراسة على شكل مستندات إلكترونية وتسجيلات ونسخ مطبوعة سيتم حفظها بطريقة آمنة. بالنسبة للملفات الإلكترونية سيتم حفظها في كمبيوتر مؤمن بكلمة مرور، والنسخ المطبوعة في خزانة مؤمنة في المنزل. يمكن للباحثة والمشرفة على البحث فقط الوصول إلى هذه البيانات التي تم جمعها. علماً أنه سيتم الاحتفاظ بهذه البيانات مدة طويلة بحد أدنى 5 سنوات تبدأ من تاريخ جمعها في يناير 2019. وبمجرد الانتهاء من مشروع البحث ومناقشته بنجاح قد يتم التخلص من كافة المستندات بمسح الملفات الإلكترونية وحذفها وتمزيق النسخ المطبوعة.

Voluntary Participation:

I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

المشاركة الطوعية:

أنا لست ملزماً بالمشاركة في هذا البحث، وإذا اخترت المشاركة يمكنني الانسحاب من الدراسة في أي وقت و / أو رفض الإجابة عن أي أسئلة، دون أن يكون هناك أي عواقب سلبية. إذا اخترت الانسحاب، فإن جميع البيانات التي تم جمعها حتى وقت انسحابي سيتم التخلص منها.

الموافقة على المشاركة:**Acceptance:**

I,,
 agree to participate in the above research study
 conducted by Elaaf Alsomali, MA student at
 the Official Languages and Bilingualism
 Institute, University of Ottawa, Canada,
 which research is under the supervision of
 Dr. Beverly Baker.

أنا،
 أوافق على المشاركة في الدراسة البحثية المذكورة أعلاه، والتي
 ستجريها الباحثة (إيلاف الصومالي)، طالبة ماجستير في معهد
 ثنائية اللغة واللغات الرسمية، جامعة أوتاوا، كندا، تحت إشراف
 الدكتورة بيفرلي بيكر.

**If I have any questions about the study, I
 may contact the researcher or her
 supervisor.**

إذا كان لدي أي أسئلة حول الدراسة، فيمكنني الاتصال بالباحثة
 أو المشرفة عليها.

**If I have any questions regarding the ethical conduct of this study, I may contact the
 Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550
 Cumberland Street, Room 154, Ottawa, ON K1N 6N5**

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

**** There are two copies of the consent form, one of which is mine to keep.**

Participant's name:

signature:

Date:

Researcher's name:

signature:

Date:

Appendix F: Students' recruitment script

This script will be presented in each first observational session, in which students will be recruited. Consent will be distributed, and related information will be explained as follows:

**Note: this script may be presented in the participants' mother tongue (Arabic) for clarity purposes.*

Good morning!

My name is Elaaf Alsomali, I am an MA student at University of Ottawa in Canada. My field of study is Bilingualism Studies. I am here as a researcher conducting some research activities. Being here today is to give you an overall of my research work and to invite you to be part of it.

My research work consists of 6 observational sessions, during which I will be documenting pedagogical practices and classroom interactions. Professor (...) allowed me to have access into this course, yet your permission is required as well if I want to use examples of your language.

Your participation is limited to language samples produced by you during these classes as well as your spoken interactions with the professor. I will not interfere in the scene as my presence will be only to note and document instructional strategies in addition to your interactions.

You as students participating are under no obligation to consent to participate in this research project. It is your own decision to make, and your refusal will not affect you negatively, as it has nothing to do with your grades or this course. If you do not want to participate, you take part in the class as usual but I will not write down anything that you say. I will not be taking down your name or collecting any identifying information about you at all.

I will distribute now the consent forms, each booklet has two copies to sign, both copies are in English and Arabic which one is for the student to collect, with one copy for you to sign and return back to me.

If you have any questions regarding the consent form or any other research related questions, I will be more than happy to answer you. The consent forms will be collected in ten minutes.

Thank you so much for your time!

Appendix G: Consent form for students

uOttawa
Research Consent form
Participants: Students

Title of the study:

Examining a French program in Saudi Arabia for evidence of CLIL practices.

Researcher's name:

Elaaf Alsomali
 MA student at University of Ottawa, Canada

Supervisor:

Beverly A. Baker, PhD
 Associate Professor and Director, Language Assessment
 Official Languages and Bilingualism Institute, University
 of Ottawa, Canada

Project description:

This project is an exploratory examination for Content and Language Integrated Learning (CLIL) practices in the Saudi Arabian Context. A research into the French Language program offered for undergraduate students by the Department of European Languages in King Abdulaziz University. This research aims to examine the educational setting in some content-oriented courses, identifying what CLIL-related techniques are currently being used, even if they are not recognised as such. It focuses also on how CLIL is viewed by local teachers, and whether they see its potential to improve the outcomes of the KAU French language program, and eventually to help the students with their French attainment.

وصف مشروع البحث:

هذا المشروع البحثي عبارة عن دراسة استكشافية لمدى تطبيق استراتيجيات التعلم المتكامل للمحتوى واللغة (CLIL) في المملكة العربية السعودية. البحث يستهدف برنامج اللغة الفرنسية المقدم للطلّابات الجامعيّات في قسم اللغة الفرنسية بجامعة الملك عبد العزيز. ويهدف إلى دراسة البيئة التعليمية لبعض المواد الدراسية المتاحة والتي تركز على التعلم المتكامل للمحتوى واللغة (CLIL)، وذلك بغرض تحديد الإستراتيجيات والأساليب التعليمية قيد التطبيق حتى وإن لم تكن تعرف على هذا النحو. يركز البحث أيضاً على دراسة رأي ومنظور الأساتذة المحليين فيما يخص تطبيق هذه الإستراتيجيات ومدى فعاليتها وقدرتها في تحسين المخرجات اللغوية لقسم اللغة الفرنسية، وبالتالي مساعدة الطالّابات في تحصيلهم اللغوي والعلمي.

Invitation to participate:

I am invited to participate in the abovementioned research study conducted by Elaaf Alsomali.

دعوة للمشاركة:

أنا مدعو للمشاركة في الدراسة البحثية المذكورة أعلاه، والتي ستجريها الباحثة إيلاف الصومالي.

Purpose of the Study:

The purpose of the study is to profile the extent to which Content and Language Integrated Learning (CLIL) is being applied in the program, as well as identifying opportunities for its further application.

الغرض من الدراسة:

الغرض من هذه الدراسة هو تحديد مدى تطبيق استراتيجيات التعليم المتكامل للمحتوى واللغة (CLIL) في البرنامج، بالإضافة إلى تحديد فرص تطبيقه بشكل أوسع.

Participation:

As I take place in the regular class, the researcher (Ms. Alsomali) may write down some of my spoken interactions with the teacher or with other students. She will not be writing down my name or taking any other information about me.

مشاركتي بالبحث تتضمن:

بمجرد انضمامي للفصل الدراسي كعادي، يمكن للباحثة (إيلاف الصومالي) تدوين بعض من تفاعلاتي المنطوقة مع المعلم أو مع طلاب آخرين. علماً أن الباحثة لن تقوم بتدوين اسمي أو أخذ أي معلومات أخرى عني.

Risks:

My participation in this study will not entail any risk. The researcher has assured me that every effort will be made to ensure that my class will simply proceed as normal.

المخاطر المحتملة:

لن تنطوي مشاركتي في هذه الدراسة على أي مخاطر. وقد أكدت لي الباحثة أن كل جهد سيبدل لضمان أن صفّي الدراسي سيستمر ببساطة كالمعتاد.

Benefits:

My participation in this study will have great potential to contribute to the current academic conversations on the effective application of language teaching techniques in a variety of international contexts.

مزايا المشاركة بالبحث:

ستساهم مشاركتي في هذه الدراسة بشكل كبير في المحادثات الأكاديمية الحالية حول التطبيق الفعال لتقنيات تدريس اللغة والمحتوى في مجموعة متنوعة من السياقات الدولية.

Confidentiality and anonymity:

I have received assurance from the researcher no personal information is being collected that would identify me. I understand that the language examples that she writes down will be used only for this project. Students will only be referred to by a number when reporting the results of the study.

الخصوصية وسرية الهوية:

تم التأكيد من قبل الباحثة بأن البحث لا يتضمن جمع أي معلومات شخصية تحدد هويتي. وعلى علم بأن الأمثلة اللغوية التي يتم تدوينها سيتم استخدامها فقط لهذا المشروع. ولضمان سرية الهوية سيتم الإشارة إلى الطالبات المشاركات عن طريق الترميز فقط أو الترميز وذلك عند الإفادة بنتائج الدراسة.

Conservation of data:

The language examples will be safeguarded in a password secured laptop, and hard copies will be kept safe in a locked cabinet at home. Only the researcher and the supervisor can have access to these collected data. They will remain for a retention period minimum of 5 years starting from its collection in January 2019. Once the project is accomplished, electronic files will be destroyed and deleted, and hard copies will be shredded. These data have no identifying information about any students.

حفظ وتخزين البيانات:

سيتم حفظ وتخزين الأمثلة اللغوية المجموعة في كمبيوتر محمول مؤمن بكلمة مرور، وسيتم الاحتفاظ بأي نسخ مطبوعة في خزانة مغلقة في المنزل. يمكن للباحثة والمشرقة على البحث فقط الوصول إلى هذه البيانات التي تم جمعها. علماً أنه سيتم الاحتفاظ بهذه البيانات مدة طويلة بحد أدنى 5 سنوات تبدأ من تاريخ جمعها في يناير 2019. وبمجرد الانتهاء من مشروع البحث ومناقشته بنجاح قد يتم التخلص من كافة المستندات بمسح الملفات الإلكترونية وحذفها وتمزيق النسخ المطبوعة. للتأكيد هذه البيانات لن تحتوي على معلومات تعريفية تخص أي طالبة.

Voluntary Participation:

I am under no obligation to participate and if I do not participate, I will not suffer any negative consequences. My refusal to participate will not affect my grades, and will automatically exclude me from the data collection process.

المشاركة الطوعية:

أنا لست ملزمة بالمشاركة في هذا البحث، وإذا لم أشارك فلن أعاني من أي عواقب سلبية. لن يؤثر رفضي للمشاركة على تحصيلي العلمي، وعدم رغبتني بالمشاركة تعني استبعادي تلقائياً من عملية جمع البيانات.

الموافقة على المشاركة:**Acceptance:**

I,,
agree to participate in the above research study
conducted by Elaaf Alsomali, MA student at
the Official Languages and Bilingualism
Institute, University of Ottawa, Canada,
which research is under the supervision of
Dr. Beverly Baker.

أنا،
أوافق على المشاركة في الدراسة البحثية المذكورة أعلاه، والتي
ستجريها الباحثة (إيلاف الصومالي)، طالبة ماجستير في معهد
ثنائية اللغة واللغات الرسمية، جامعة أوتاوا، كندا، تحت إشراف
الدكتورة بيفرلي بيكر.

**If I have any questions about the study, I
may contact the researcher or her
supervisor.**

إذا كان لدي أي أسئلة حول الدراسة، فيمكنني الاتصال بالباحثة
أو المشرفة عليها.

**If I have any questions regarding the ethical conduct of this study, I may contact the
Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550
Cumberland Street, Room 154, Ottawa, ON K1N 6N5**

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

**** There are two copies of the consent form, one of which is mine to keep.**

Participant's name:

signature:

Date:

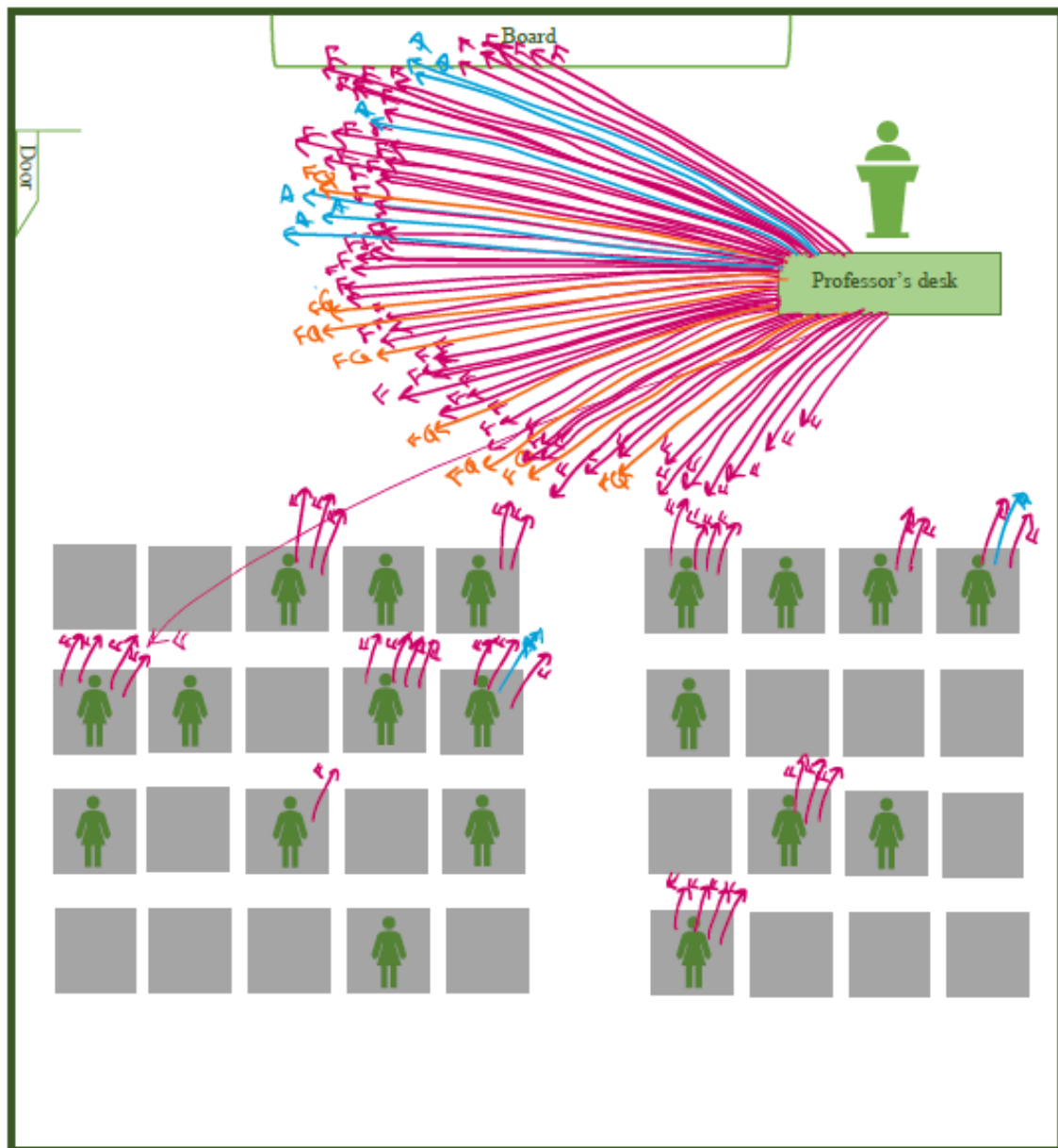
Researcher's name:

signature:

Date:

Appendix H: Examples of data (seating maps)

Example 1



Example 2