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CONTENT AND LANGUAGE INTEGRATED LEARNING

A case study on simultaneous teaching of English literature and language in a private university in Bangladesh

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Introduction

English literature provides a productive background where content knowledge and communication skill can simultaneously be nurtured as literature offers a range of vocabulary, dialogues, and prose (Van, 2009). With a goal of serving these dual purposes, Content and Language Integrated Learning (CLIL) has emerged as an important approach in contemporary pedagogy. CLIL is defined by Dalton-Puffer (2008) as the exploitation of a second language (L2) in the teaching of non-language subjects such as physics, mathematics, and literature. As a pluriliteracy approach, CLIL appears to be significantly important in the second language or lingua franca contexts in academia, business, and other communicative situations. Consequently, CLIL has been identified as an effective approach for language teaching in the major parts of the world, complementing the inadequacy of previously used approaches and methods for language teaching and learning. The efficacy of CLIL has been identified for teaching language in second language contexts, where students are heavily exposed to the target language.

A series of research studies have already identified the inadequacy of teacher-dominated lecture-based classes in improving students' language skills, their abilities of understanding content, and their capacity of comprehension in Bangladeshi classroom contexts where English is the medium of instruction (EMI) (Hasan, 2016; Shahriar, 2012). It has also been observed by the researcher, as a classroom teacher, that except for few enthusiastic students with real passion for learning, most of the learners seem detached and feel deficient in language skills; consequently, they are thoroughly excluded from the discussions and activities held in the classroom (Sultana, 2014) and from the contents of the lessons taught in class using EMI in Bangladesh (Hamid, Nguyen, & Baldauf, 2013). Thus, along with content teaching of English literature, a parallel support of language lesson appears to be necessary for communicative purpose of knowledge acquired. Therefore, an exploration of some more effective new methods and approaches seem vital to meet the ever-increasing need of upgrading learners' proficiency needed to communicate effectively (Ellis, 2003).

A need to expand the integration of English language learning together with subject-matter or content learning to Bangladeshi classroom contexts is evident. The level of language proficiency is found to be average among the currently admitted undergraduate students in BA in English programmes in private universities in Bangladesh, and because of this ‘deficiency’ the learning objective of the courses under this programme seems to remain incomplete. In most universities in Bangladesh, a considerable portion of this programme comprises literature in English courses; and in these classes the students are stuck at the superficial level of the literary text because, in most cases, students get admitted in this programme with an English skill below the requirement (Yeasmin, 2011). According to international standard practice, the students aspiring to get admission in BA in English programme are expected to have minimum IELTS test score of at least 7.0 points or minimum C1 level language skill according to Common European Framework of Reference (CEFR); an international standard for describing language ability as well as language learning, teaching, and assessment. Nevertheless, through an English level test administered on the participant group before the implementation of the CLIL lesson in literature classes it was found that the average English test score of the admitted students’ in BA in English was below the requirement. Therefore, to meet this gap, the contribution of CLIL appears to be quite significant. Thus, this research was conducted addressing the following research questions:

- To what extent may CLIL be used in English literature classes for teaching the English language and literature at the tertiary level of education in Bangladesh?
- What possible strengths and weaknesses does CLIL have for it?
- In what ways may CLIL be made effective?

Significance of CLIL for teaching English language and literature

The issue of education in a language which is not the first language of the learner is as old as education itself (Coyle, 2007). Therefore, there is no reason to assume that CLIL is totally a new phenomenon. Rather it is a revitalisation of an old and effective pedagogy by the European Union during 1994 with the aim of professional cooperation within and across disciplines, and introducing new ways of teaching and learning. The educational motivation behind CLIL was to design and, otherwise, adapt existing language teaching approaches to provide a wide range of students with higher levels of competence (Marsh, 2012). Therefore, the requirement of higher level of language competence was always an expectation in academia.

This approach has received considerable attention in different parts of the world over the last decades (Coyle, Hood, & Marsh, 2010; Lyster & Ballinger, 2011). This integration of learning the content and enhancing language proficiency has given rise to two significant approaches: Content-Based Instruction (CBI) and CLIL (Dalton-Puffer & Smit, 2007). In CBI lesson the focus is supposed to be on learning any topic or subject matter ranging from a science subject to movie, and so on, using the target language. Through this dual attempt the learners naturally learn to develop knowledge as well as linguistic ability. Both CLIL and CBI are often synonymously considered as two labels for the same reality (Coyle et al., 2010; Dalton-Puffer, 2008); CLIL appears to be a better option since it has broader target, whereas CBI’s primary target is English for Specific Purposes and adult education. Therefore, English literature classes appear to be an ideal platform for the proper application of CLIL with its dual target.

Through CLIL lessons students are enabled to learn *through* the language rather than *in* the language (Coyle, 2007). In fact, the strengths and successes of CLIL depend on its successful achievements of a number of broader aims, such as raising learner’s linguistic competence and spontaneity; raising teacher and learner expectations and confidence; developing problem-solving

skills; increasing vocabulary and grammatical awareness; motivating and encouraging students' self-determination and freedom; developing study skills and concentration; learning how to learn through the foreign language; generating positive attitudes towards social issues; and embedding cultural awareness and intercultural issues into the curriculum.

These aims can be achieved through using literature as content in CLIL lessons. With a view to considering literature as language teaching material through CLIL, it can be claimed that except the difficulty in choosing the appropriate literary text, literature in general can be an ideal reading content for EFL classroom because it may involve the integration of four language skills and certain syntactic patterns; besides, stylistic word order inversions occur more frequently in literature providing linguistic, methodological, and motivational advantages (McKay, 2001). Literary texts are motivating due to their authenticity and the meaningful context they provide (Ghosn, 2002; Khatib, Derakhshan, & Rezaei, 2011). The use of literary texts can also provide a relaxing and interesting environment needed for the language classroom. If students enjoy reading literature, this activity may increase their motivation to interact with a text and, thus, ultimately increase their reading proficiency (McKay, 2001). Therefore, integrating content and language teaching in English literature classes at the tertiary level of education seem to be effective in developing students' comprehension level of literary contents as well as enhancing their English language skills simultaneously.

Here, to promote learner-centred teaching the contribution of task, a fundamental element of any lessons of CLIL, cannot be denied. Since tasks involve communicative language use in which the students' attention is focused on meaning rather than on linguistic structure, they do not always require only real-life situations such as "filling out a form, buying a pair of shoes, making an airline reservation, ... (etc.)" (Long, 1985, p. 89). Rather, CLIL defines tasks as communicative endeavours involved in "comprehending, manipulating, producing or interacting in the target language" in class, developed on the content of the subject/course (Nunan, 1989, p. 10). These activities foster both language and content learning. Since most language classes are composed of a heterogeneous group of students, their purpose and style of learning differ. A variety of tasks should be provided complying with their preferences of learning style and catering to their purpose of learning.

Since CLIL uses language materials designed in the form of tasks based on the contexts of life, literary texts can be very successfully introduced to teach language as, in literature, we find simulations of real life contexts where different situations are replicated (Van, 2009). The lessons in CLIL materials are assumed to be greatly structured, the activities organised, and the ideas or tasks directly linked following task dependency and recycling (Nunan, 2004); hence, simple literary texts is supposed to go smoothly in the class since the reader can find a smooth storyline to connect ideas. Therefore, presumably the dual purpose of CLIL may well be served in literature classes.

As task is integral to CLIL, sometimes tasks developed on literary texts instead of critical or analytical texts can engage students more in the classroom activities. It can be well demonstrated that along with the thematic aspects the use of tricks in language, the rhetoric in speech, and the art of public speaking can be taught using CLIL method while teaching such as Orwell's *Animal Farm*. Therefore, literary knowledge can be integrated with language learning as most literary texts are universal, non-trivial, relevant, varied, interesting, brief, and ambiguous (Maley, 1989) which are vital for any learning. Tasks in the CLIL material for the students can better be developed if the learners can relate themselves with the universal, relevant, and varied contexts presented in the literary pieces. Besides, the ambiguity and non-triviality of the literary texts can motivate the learners to the completion of the tasks as these may push the learners in solving the ambiguity, suspense, and problems presented. According to some scholars, dialogic value (Alam, 2007) of literary texts is also extremely helpful in learning a second language. To develop

successful CLIL tasks for students of literature course, a balance between language intensity and content intensity may render an ideal cognitive load, which ultimately may provide learning comfort to the students.

Though the linguistic difficulty of literary text and the lack of knowledge about English language and culture to interpret them are some of the arguments against using literature in the language classes (Sullivan, 1991), literature is still used to teach language to ESL learners in different parts of the world (Van, 2009). Literature can provide a natural and meaningful learning context to learn about a topic using specific language within a CLIL perspective (Richards & Rodgers, 2001; Yang, 2014). Therefore, CLIL is used to teach both school subjects and languages in different countries such as Korea, China, and Taiwan (Pinner, 2012; Rodríguez & Puyal, 2012), but it is seldom applied to teach English literature courses to undergraduate students. However, it has not been adapted for undergraduate literature classes in the context of Bangladesh as such.

CLIL ideology is based on socio-constructivism and the 4Cs – content, communication, cognition, and culture. Here ‘context’ is a phenomenon which works to maintain the “symbiotic relationship that exists between these elements” (Coyle et al., 2012, p. 40). This 4Cs framework of Coyle, Hood, & Marsh (2010) is used in the current study, given the importance of the inter-relationship among content, communication, cognition, and culture for reaping successful outcomes (if any) of applying CLIL approach in English literature classes. Individually, *content* refers to subject matter which ranges from subject disciplinary (science, literature, etc.) to cross disciplinary themes; *communication* refers to language learning skills and usage; *cognition* refers to learning and thinking processes and skills; and *culture* refers to intercultural understanding and global citizenship which impacts on all the other Cs by providing a background for interaction.

For smooth interaction between the communication and content, a suitable context of culture is obvious. In this regard, literature provides us with a strong cultural element as it embodies and has “a certain aesthetic value and some perceived status in the *culture* of which they are artefacts” (Edmondson, 1997, p. 45). Therefore, keeping these 4Cs in the background CLIL can ideally be experimented in literature courses which are not done so far, to the researcher’s knowledge, in undergraduate classes in Bangladesh.

Methodology and data collection procedure

A mix-methods approach (Steckler, McLeroy, Goodman, Bird, & McCormick, 1992) of both qualitative and quantitative data collection for this research was adopted. The primary data collection methods included (a) implementation of CLIL between pre- and post-tests (b) questionnaire survey of CLIL lesson learners, and (c) interviews with selected CLIL learners. Interviews were used to gather qualitative data with open-ended information which presented the diversity of ideas gathered, and the questionnaire was used to collect quantitative data with close-ended information to measure attitudes and behaviours of the research participants towards CLIL in literature classes.

The CLIL lessons were trialled among the second and sixth semester of BA English students with an age range of 18–21 years. The primary data was collected through the implementation of CLIL lessons in two different courses with three credit hours each in two consecutive semesters. The courses included *Contemporary South Asian Writings in English* and *Modern Fiction*. For each course, students had the opportunity of attending 20 lessons, each of 90 minutes duration, with a total of 60 contact hours of CLIL lessons. The Pre-test-1 was held at the beginning of the first contact. The intervention started with CLIL-1 lesson prepared on the short story ‘Interpreter of Maladies’ by Jhumpa Lahiri then the second intervention was with the second CLIL lesson (CLIL-2) on the poem ‘Ode on the Lungi’ by Kaiser Haque. After the lessons, Post-test-1 was

held and data were collected. Before the implementation of the third CLIL lesson (CLIL-3) another Pre-test-2 was held. After the Pre-test-2, third round of CLIL-3 lesson prepared on the short story 'The Cat in the Rain' by Ernest Hemingway started; then Post-test-2 was held. Before the start of the fourth round of CLIL lesson (CLIL-4) prepared on another short story titled 'My Oedipus Complex' by Frank O'Conner, a Pre-test-3 was held and after the completion of the fourth round of CLIL lesson prepared for the distinctive assessment of vocabulary improvement, the final Post-test-3 was held (Figure 14.1). The accumulated results of the CLIL intervention were put in a table for comparison.

Along with the content lessons in the CLIL materials, the input on language lessons included the use of correct tense, passive voice, parallelism, use of comparatives, use of interrogatives, phrasal verbs, and unknown vocabulary.

Another survey questionnaire with 14 open-ended questions was administered among 33 students of CLIL classes to get the account of first-hand experience of CLIL literature lessons and identify its strengths and weaknesses. Ten of the participants randomly chosen from the experimental group were interviewed using a set of 14 open-ended interview questions to investigate their reaction towards the use of CLIL in the above-mentioned courses and the lecture-based approaches used in other courses. The interviews were recorded, transcribed, and notes were taken to collect the data. All data collected from the notes were thematically analysed to identify emerging issues and challenges faced.

After the pre- and post-tests for CLIL lessons, the questionnaire was administered to identify the ways how CLIL in English literature class can be made more effective in teaching both English literature and language. It was administered also with a purpose to elicit from the research participants the possible strengths and weaknesses of CLIL in English literature classes. In addition, it tried to identify the possible ways to address the weaknesses of using CLIL in literature classes.

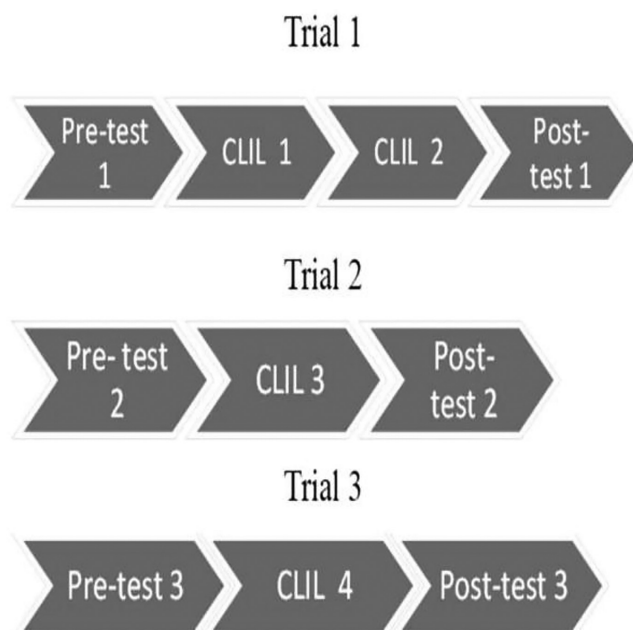


Figure 14.1 Pre-test, CLIL lesson, and post-test flow chart

The experiment-technique and lesson plan used for this procedure were adopted from Khatib (2011). The activities used in CLIL lessons were divided into three major parts: pre-task, during task, and post task. The activity types were divided into individual, pair, and group-works so that there was much collaboration in the learning process. After the completion of the trial sessions, the task materials were collected, checked, and corrective feedback was provided by the instructor.

The classes were comprised of heterogeneous students with mixed capability of English within the range of CEFR levels B1, B2, and C1 (IELTS equivalent 3.5–6.5, 7), which was determined by a proficiency test using an online-based language level test at the beginning of the course. The university's existing infrastructure did not allow dividing the participants between higher competence and lower competence group on the basis of their previous language skills. It is admitted that other previous variables might have some influence in the proficiency development of the learners in this heterogeneous group.

Development of language skills through CLIL in literature classes

The pre-test and post-test results were compared to see the change of language skill and content knowledge. Tables 14.1 and 14.2 show the average score of the pre-test and post-tests administered before and after the implementation of CLIL lessons in four different phases. After each phase there was intervention of new CLIL lessons on literary contents.

It was found that the average pre-test score achieved by the students was 9.27 out of 18 and the average score in the first post-test was 9.44 which was insignificantly positive. There was only 1.83% of increase in their improvement of English skills. However, the overall points developed by 2.63 which was 14.61% higher than the pre-test-1 score.

Initially, after the first and second intervention of CLIL, the learners' language score was not increased rather it decreased by 38.84%, but after the third intervention of CLIL language score was increased by 17.63% (Tables 14.1 and 14.2). The survey among the participants also revealed almost the same fact endorsing that CLIL helped improve the correct use of grammar of most of the participants who were weak in grammar.

However, around 64% of the respondents of the survey, at the same time, feel that insufficient language competency is a barrier in studying English literature in terms of comprehension. Nonetheless, 18% either disagreed or strongly disagreed with the statement that *the lack of language competency is a barrier for understanding English literature*. The rest 18% respondents were neutral in their position regarding the lack of language competency as negative catalyst in learning literary contents. It was also found that those who did not endorse the idea that the lack of language competency is a barrier in better understanding of literary contents (Figure 14.2) had considerably better skills in English.

When the respondents were asked whether *without English language support through language lessons, understanding the content of English literature is difficult*, the response was almost similar to the response of the previous question (Figure 14.3).

Table 14.1 Average test score as findings in CLIL literature class experiment

	<i>Pre-test-1 Ave.</i>	<i>CLIL1</i>	<i>CLIL2</i>	<i>Post-test-1 Ave.</i>	<i>CLIL3</i>	<i>Post-test-2 Ave.</i>
Date	05 Jul 2017			26 Jul 2017		22 Oct 2017
Total score: 18	9.27			9.44		11.90
Content score: 12	5.63			7.22		7.45
Language score: 6	3.63			2.22		4.27

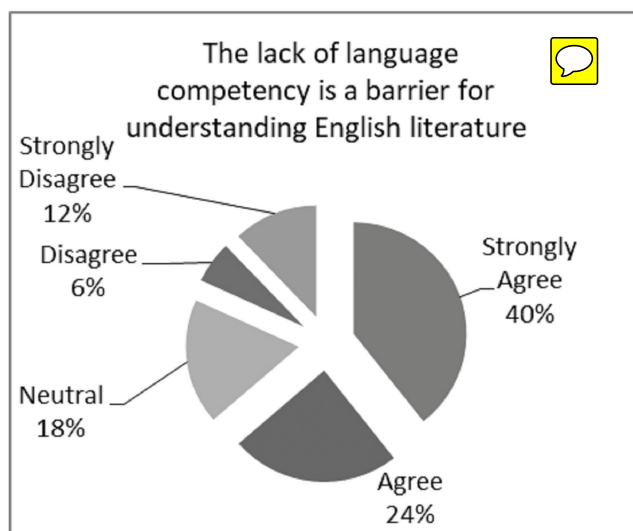


Figure 14.2 Participants views on the statement *The lack of language competency is a barrier for understanding English literature*

Since the majority of the students agreed or strongly agreed that the lack of language competency was an obstacle for students in learning literature and felt that without language support it was difficult for them to overcome the barrier, with all these logical reasons, language support simultaneous to literary lessons was deemed necessary by 67% of them (Figure 14.4).

With all these logical reasons 85% of them agreed or strongly agreed that *language lessons parallel to content lessons helped the learners in terms of understanding the literary contents* (Figure 14.5). The idea was further established through the interviews. The appreciating strength of CLIL in

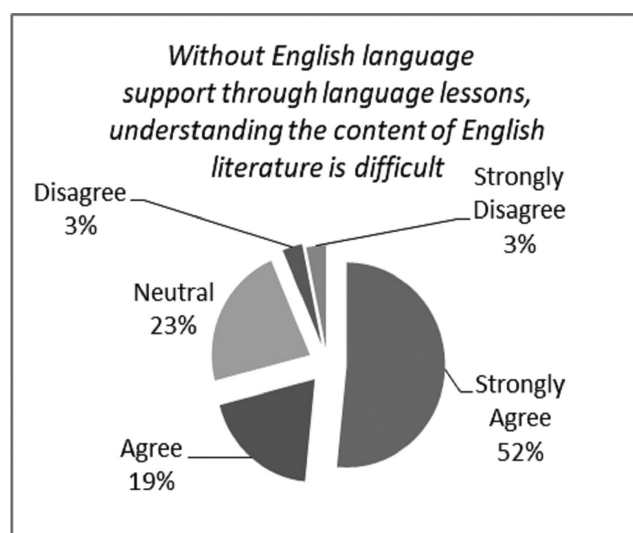


Figure 14.3 Participants' views on the statement *Without English language support through language lessons, understanding the content of English literature is difficult*

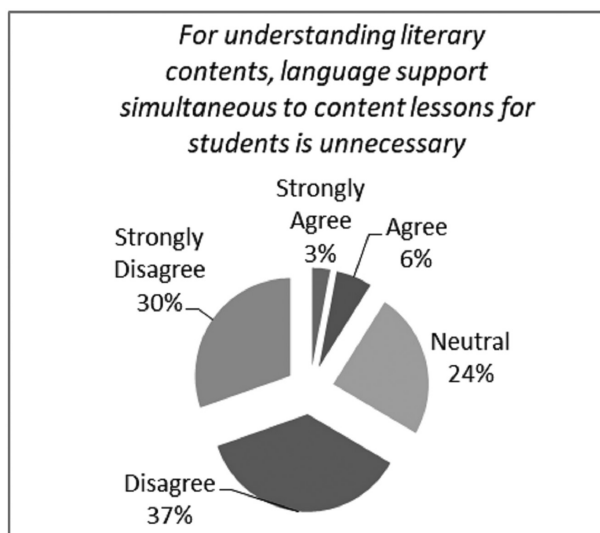


Figure 14.4 Participants' views on the statement *For understanding literary contents, language support simultaneous to content lessons for students is necessary*

literature class was inferred from the participants' acknowledgement that CLIL lessons, to some extent, helped them to develop their skill of using correct grammar.

Therefore, it can be deduced that (1) long-term intervention of CLIL in literature class may develop students' language skills; (2) students take time to get acclimatised to CLIL in literature class as they are traditionally habituated to lecture-based literature classes; and (3) CLIL will help develop students' skill in using language with correct grammar such as tense, parallel structure, comparatives, use of phrasal verbs, and sentence structure.

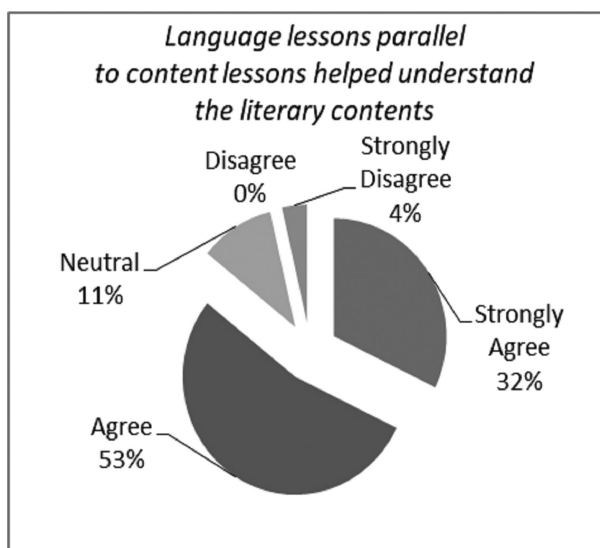


Figure 14.5 Participants' views on the statement *Language lessons parallel to content lessons helped the learners in terms of understanding the literary contents*

Table 14.2 Pre-test and post-test result for vocabulary development through CLIL

	<i>Pre-test-2 Vocabulary</i>	<i>CLIL4</i>	<i>Post-test-3 Vocabulary</i>
Date	03 Oct 2017		31 Oct 2017
Total point	25		25
Average score	10		19
Percentage	40%		76%

Development of vocabulary through CLIL in literature classes

It was also observed that the lack of vocabulary knowledge of the learners of English literature was crucial in understanding the content of an original literary text. Therefore, there was a special pre-test and post-test held to test the vocabulary improvement of the students, and the result is demonstrated in Table 14.2.

CLIL lessons in literature class helped increase the vocabulary of the learners. In terms of using and recognising meaning of some vocabulary identified and selected from the original literary text from the syllabus, the pre-test and post-test results varied in a great scale. It is demonstrated in Table 14.2 that out of 25 the average scoring point in the pre-test was 10 which is only 40% of the total score. Whereas in the post-test held after the implementation of CLIL-4 lessons the average test score increased to 19 which is 76% of the total. Therefore, after the CLIL lessons the vocabulary of the students was increased by 36%. Hence, it can be deduced from the above findings that CLIL lessons in literature class helped to increase students' vocabulary which is very crucial for them in understanding the literary texts.

It can also be triangulated with the survey results conducted among the CLIL learners. In this case, the questionnaire also revealed that CLIL in literature class mostly helped to improve the vocabulary of most learners. Of the respondents, 82% in the survey agreed to this idea (Figure 14.6).

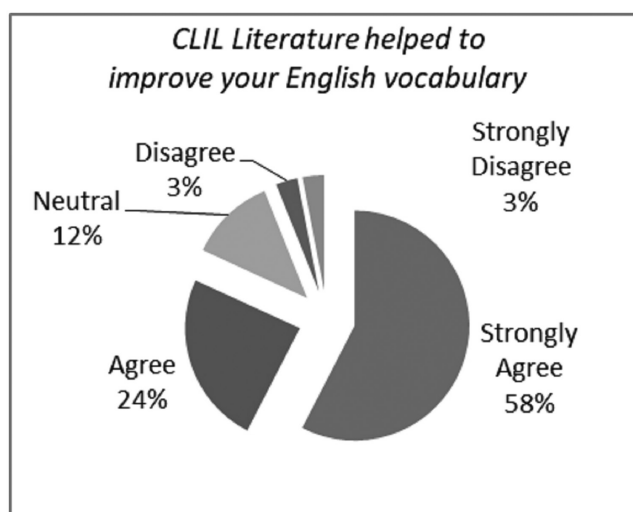


Figure 14.6 Participants' views on the statement *CLIL Literature helped to improve English vocabulary*

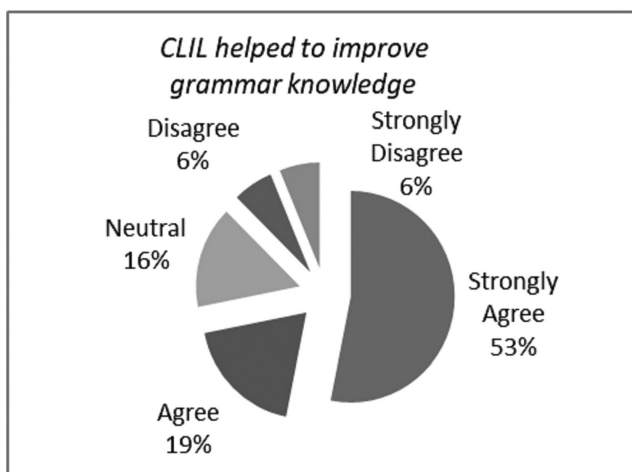


Figure 14.7 Participants' views on the statement *CLIL has helped improve grammar*

Along with the improvement in the vocabulary strength *CLIL helped to improve ... grammar* of the respondents. More than 70% of the respondents agreed that CLIL has helped them improve their grammar of English (Figure 14.7).

If we further triangulate these findings with interviews, it is observed that the interviews also reveal the same fact. Most interviewees believed that *CLIL in literature class helped to improve (their) English vocabulary and grammar*. That is, CLIL in literature class helps develop students' knowledge of vocabulary.

Enhancement of literary content knowledge

It was found in the pre- and post-tests that after the CLIL-1 and CLIL-2 interventions the literary content knowledge score was improved by 28.24%, and after the CLIL-3 intervention the score increased further by 32.32%. After the first and second rounds of CLIL the total test score was increased by 1.83% because the score in literature part of the post-test was distinctly increased. Most of the participants with weak linguistic competence believed that CLIL helped to increase their literary knowledge (as found in the survey). Language support for understanding literature was necessary for those who were weak in using English skills.

Since improving literary knowledge was the primary goal of a literature course, the researcher was rightly probed to investigate whether *CLIL ... (anyhow) hampers the objective of the course which was to improve literary knowledge* (Figure 14.8). The investigation into this issue revealed that around 60% respondents agreed that the CLIL did not hamper the learning of literary knowledge.

Interviews also reveal some of the participants believe that task-based literary lessons integrated with language lessons were helpful to learn the literary contents. Therefore, CLIL in literature classes are effective for those who are weak in English skills as it helps in the development of literary knowledge.

It was also revealed through the interview that the participants did not believe that *CLIL did not hamper the objective of the course which was to improve literary knowledge and learners' attention from literary lesson was not distracted* (Figure 14.9). In response to the question *do you think that the lack of language competency is a barrier for understanding English literature*, most of the respondents agreed without any reservation that language incompetency is a barrier in understanding and

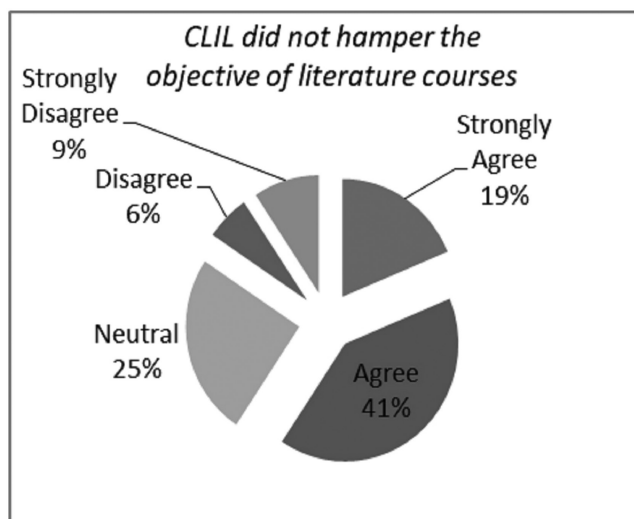


Figure 14.8 Participants' views on the statement *CLIL did not hamper the objective of literary course*

responding to the content of English literature. They also believe that *without English language support through language lessons, understanding the content of English literature is difficult* only for those who have weakness in English skills.

Learners' appreciation and interest in CLIL in literature class

No data was found regarding the point of appreciation and interest in the pre- and post-tests results, but the questionnaire revealed that the CLIL lessons were enjoyable by most learners as it involved students in class activities in pairs and groups. In fact, the most important strength of

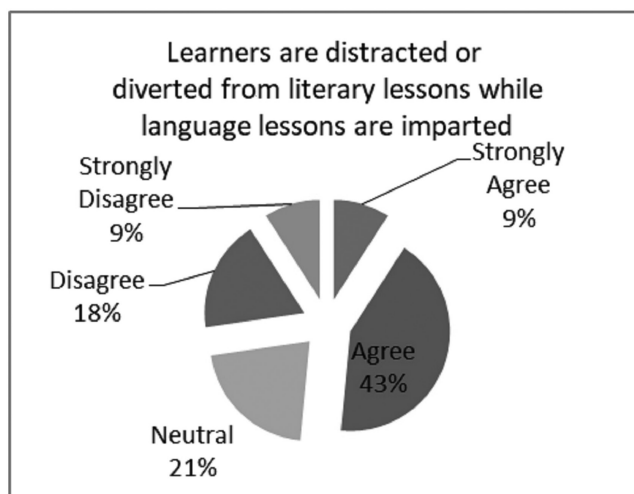


Figure 14.9 Participants' views on the statement *Learners are distracted or diverted from literary lessons while language lessons are imparted*

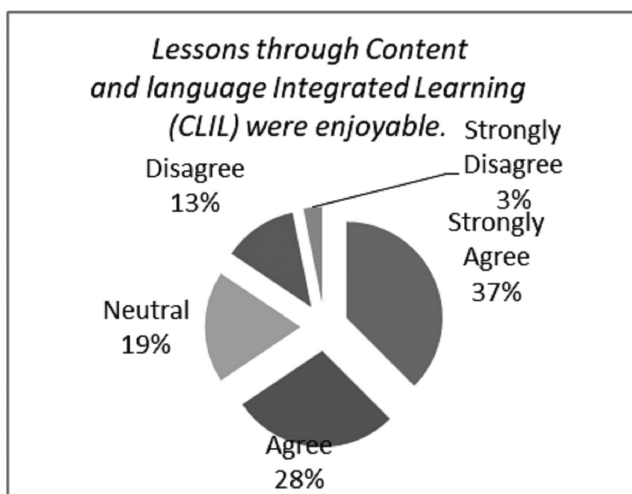


Figure 14.10 Participants' views on the statement *Lessons through CLIL were enjoyable*

CLIL lesson was that it was enjoyable. In response to the statement, *Lessons through CLIL were enjoyable*, a considerable number of the respondents were positive. The pie chart of Figure 14.10 gives a clear picture of the scenario in which a total of 65% was in agreement to the statement; among them 37% strongly agreed and 28% simply agreed to this.

However, a total of 16% of students either disagreed or strongly disagreed with the idea that CLIL lesson in literature class was enjoyable. About 19% of the respondents was neutral, which is a significant number. It was also found from the investigation that those who believe that the language and content integrated lesson in English literature classes is not enjoyable had a very good proficiency in all the skills of English language.

Besides, the collaborative task in deciphering the themes of literary texts encountering new vocabulary seemed to give them autonomy and ownership in class. Some of the participants who already had good skills of language at the beginning of their tertiary education did not much enjoy the CLIL lessons in literature classes. Analysing their education at schooling it was found that majority of them had English-medium instruction of education at school. Interviews with them also revealed that some of the participants who had less competence in English skills enjoyed CLIL lessons in class, but the majority of the selected participants, who had good skills in English, did not like the CLIL lessons in literature class. This was one of the weaknesses of CLIL in literature classes. It can be deduced that the majority of the learners enjoy CLIL in literature classes; then again, learners with higher competence in English do not like the integration of language and literature lessons.

Negative impacts of CLIL in literature classes

A number of negative feedbacks came out through these instruments. The pre- and post-tests revealed that the distinctive poor score in language part after the first and second rounds of CLIL negatively affected the total of literature and language score as the total score was not satisfactory. On the other hand, it was also revealed from their opinion in the questionnaire that breaking down the literary texts into chunks to develop CLIL tasks focusing on both language and content lessons in class destroyed the essence and pleasure of studying and analysing literature.

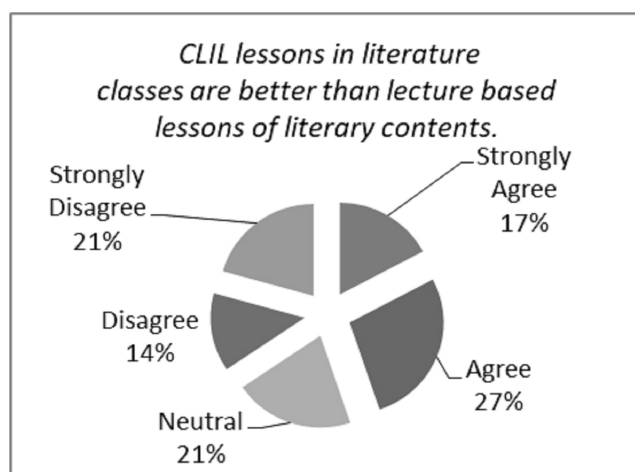


Figure 14.11 Participants' views on the statement *CLIL lessons in literature classes are better than lecture based lessons of literary contents*

Of them 52% believed that CLIL lessons distracted them from learning content lessons though the majority of them were positive about CLIL lesson in literature classes as 44% endorsed that *content and language integrated lessons in literature classes are better than lecture-based lessons of literary contents*; whereas 35% of the respondents did not believe that CLIL-based literature class is better than lecture-based literature class (Figure 14.11). This 35% negative response to the statement above may lead to the scope of further investigation to the question *why CLIL is not that much helpful for a significant number of students in literature class?*

Traditional lecture-based classroom habits in school and college may have developed among students the expectation of lecture-based lessons from tertiary education. Simultaneously, the majority of the interview participants with better language skills expected lecture-based literary lessons which seem to be another weakness of CLIL lessons.

Correspondingly, around 52% of the survey respondents agreed or strongly agreed that during CLIL lessons in literature class *the learners are distracted/diverted from literary lessons while language lessons are imparted* (Figure 14.9). Bearing the same tone with the previous issue, 44% of the respondents agreed or strongly agreed that *CLIL hampered the learning of literary contents* (Figure 14.12). Of them 28% remained neutral which gives a significant signal that CLIL in literature class does not carry any significant importance. This contradiction of data to the findings of previous sections demands further investigation into the reasons for this anomaly.

Regarding the response about the allotment of CLIL class-timing in literature class, almost equal percentage of choice was seen among the respondents (Figure 14.12). There were mixed feelings among the respondents regarding contact hours (Figure 14.13).

Though the respondents responded positively to the statement that *CLIL did not help to improve (your) English language skills* (Figure 14.14), it helped to develop grammar and vocabulary (Tables 14.1 and 14.2). This is the area where a situation turned critical in terms of the respondents' improvement of grammar and literary knowledge. Respondents and research participants had a very queer feelings and responses in this regard.

Correspondingly, it was found that around 22% of the research participants strongly agreed that *CLIL did not help to improve (your) knowledge of literature* (Figure 14.15). This data is crucially important if we want to assess the success and effectiveness of implementing CLIL in tertiary

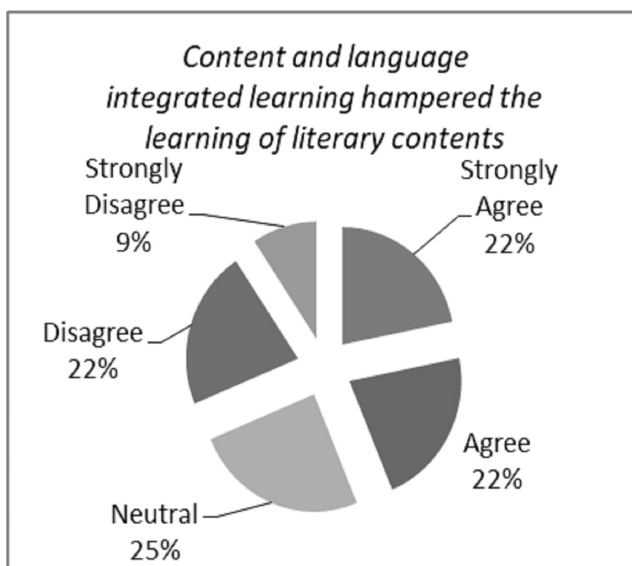


Figure 14.12 Participants' views on the statement *CLIL hampered the learning of literary contents*

level literature classes. The above data suggest that almost a quarter of the students in a literature class enjoy lecture-based classes and did not entertain the interference of language lessons to understand the literary content as they were already well equipped with the necessary skills of language needed to comprehend authentic English literary texts. That is why the same percentage of respondents resonated almost the same when they were asked whether CLIL did not help improve their literary knowledge.

It was outlined that a significant number of participants of the CLIL lessons and respondents of the survey and interview were not positive about the CLIL lessons in English literature classes.

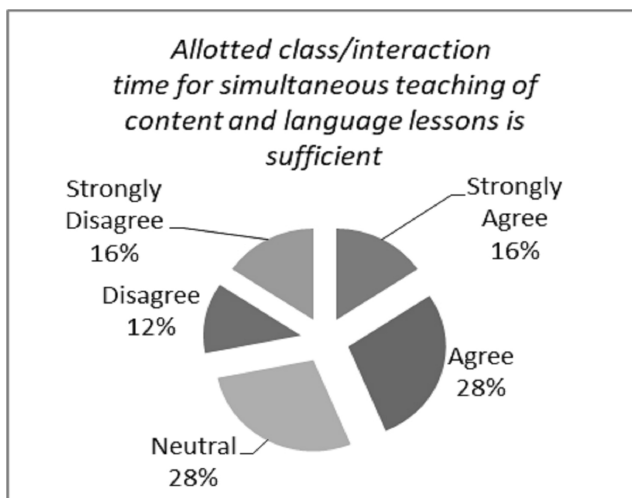


Figure 14.13 Participants' views on the statement *Allotted class/interactions time for simultaneous teaching of content and language lessons is sufficient*



Figure 14.14 Participants' views on the statement *CLIL did not help to improve (your) English language skills*

After a minor investigation into the background of those respondents' English skills it was found that most of their English skills were much better than the others who were much more positive about the use of CLIL in literature classes.

The next weakness of CLIL in literature class can be understood from the findings that a good number of the participants believe that the pleasure of literature is lost in CLIL lessons. Therefore, short-term CLIL in literature class is not effective to yield positive result, and lecture-based literary lesson is preferred by majority of those with better language skills.

Therefore, the interview revealed that CLIL was *not much enjoyable* for a group of ten randomly chosen participants most of whom coincidentally had better language skills. More than half of the interview participants do *not think that language lessons parallel to content lessons helped the learners in terms of understanding the literary contents*, and that *content and language integrated lessons*

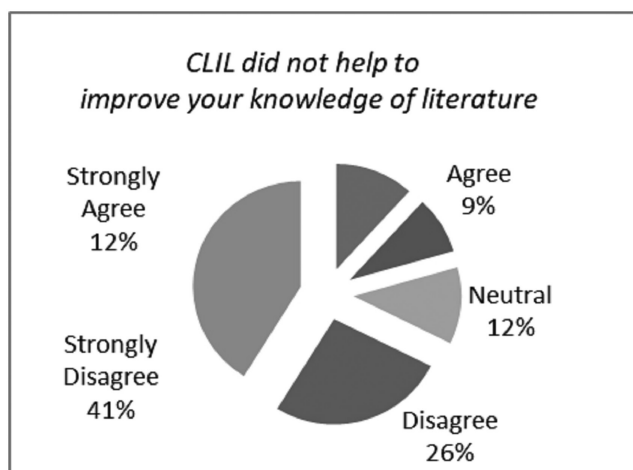


Figure 14.15 Participants' views on the statement *CLIL did not help to improve knowledge of literature*

in literature classes are better than lecture-based lessons of literary contents. They also endorsed that for understanding literary contents, language support simultaneous to content lessons for students of BA in English programme is unnecessary or useless.

To the question “Do you think the lack of language competence is a barrier for understanding English Literature?” one of the interviewees’ response was as follows: “It depends from student to student, if the student is good enough in English (it is not a barrier). It is not a barrier for me.” Others gave almost similar responses. When asked, “*What do you think about focusing on both the language and literature lessons? Does this integration anyhow destroy or enhance the learning of literature and its pleasure?*” The interviewee responded, “Yes somehow it (destroys), the way...Lecture-based is fine sir, we can take the note from the lecture ... and we can relate the real life situation and we can actually focus on the literature content...”

As a support to their stand, the reasons that they cited can be summarised as (a) *CLIL hampered the learning of literary contents*, (b) *learners are carried away (distracted/diverted) from literary lessons while language lessons are imparted*, and (c) *though CLIL helped to improve English language skills, it did not help to improve knowledge of literature.*

However, as an overall impression they commented that the *allotted class/interaction time for simultaneous teaching of content and language lessons is insufficient* (Figure 14.13) for successful implementation of CLIL lessons in literature class.

Implications of the findings

The pre- and post-tests during CLIL lessons in class, the learners’ responses in the survey, and the interviews provided the researcher with some decisive insights regarding the implementation of CLIL lessons in literature classes. The thematic analysis of qualitative data collected from interviews, quantitative analysis of the questionnaire, and a comparative study between the test scores before and after implementing CLIL lesson with experimental group yielded, on an average, a positive development among the learners, which determined the efficacy of CLIL in literature classes.

Nevertheless, as revealed from interviews with selected participants, the implementation of CLIL could not reap successful results in literature classes with the whole of heterogeneous experimental group in terms of content learning. Since the students with advanced competency level in English aspired to develop their skills of literary appreciation instead of linguistic features, the CLIL did not contribute much in developing their overall language skills apart from the development of their vocabulary strength by 36% (see Table 14.2). This study’s intention to understand the efficacy of CLIL implemented on 4Cs framework in English literature classes and to get better outcomes in terms of students’ performance in understanding the content and using the language was partly achieved. Therefore, the achievement of homogeneously positive outcome of this dual goal from a heterogeneous group was doubted.

In addition, the objective of this investigation to explore and examine responses, issues, and challenges regarding content, communication, cognition, and culture (4Cs), related to the CLIL implementation in literature classes, was found to be accomplished moderately. Contextual symbiosis was maintained by intercultural understanding of literary texts; cognition by nurturing learning and thinking processes through CLIL tasks was also attained, but literature as subject matter or content could not play an important communicative role for all the students of these literature classes.

However, because of its equal emphasis on content teaching and language skill training, CLIL implementation lessons in literature classes seemed to be proven wholly successful if a need based further exploration is done. In general, students enjoyed doing the tasks in CLIL lessons with eagerness and enthusiasm because, theoretically, CLIL ensured much student participation in active learning (Darn, 2018) instead of passive teaching in class with a purpose of installing higher

competence among learners (Marsh, 2012). This higher competence was ensured in language use along with literature learning since the result of final language aptitude test conducted over the students also deviated positively from the pre-test score. The mean of the score deviated from B1/B2/C1 equivalent to other higher level(s) of CEFR.

Similarly, the CLIL lessons mentioned above had significant impact in the improvement of both literary and language lessons as the average score of students' performance positively deviated by 14.61% (Table 14.1) from the pre-test score. It can also be admitted that the time span used in this study for intervention with CLIL seems insufficient to claim that implementation of CLIL in literature class is effective in developing both the language skills and content knowledge among learners. In fact, in an open credit system it is unlikely to get the same group of students in consecutive courses where the researcher could implement the CLIL lessons for longer period.

The implemented CLIL materials comprised of several language skill-enhancing lessons to support the understanding of the theme, characterisation, and stylistic and structural features of literary pieces. Parallel to the improvement of literary knowledge, the CLIL lessons exploited these literary texts to improve language skills, including sentence skills and grammar lessons on tense, comparative language, use of passive voice, collocation, preposition, word class, phrasal verbs, and vocabulary. These particular language lessons were found appropriate to be integrated with the above-mentioned literary texts taught in the course, and these language lessons suitably supported the comprehension of literature and promoted the expression of critical analysis of the literary texts taught in class. All the literary texts could not be used to teach all the language elements and all the language elements were not required to be taught to support the understanding of that literary text. Hence, choosing a literary text for language lesson, or preparing a particular language lesson exploiting a particular literary text to support the understanding of that text depends on the teacher's observation and expertise.

Lastly, it can be deduced that CLIL may partially be used for teaching English literature and developing students' linguistic competence in English at the tertiary level of education in Bangladesh by integrating the task-based language lessons prepared on literary texts. Easier and smaller literary texts seemed to be more effective. The key strength of CLIL for English literature classes was its language support to the learners for understanding the original literary texts. CLIL extended this support by improving students' language skills in terms of the use of tense, appropriate sentence skills, use of comparatives, figurative language and phrasal verbs; specifically, CLIL helped more in developing the majority of the students' vocabulary strength.

On the other hand, the distraction from student's sole attention on literature as well as from the lessons on literary contents was the major weakness of CLIL in literature classes. Some students with better language skills preferred lecture-based literary lessons in class instead of the integration or immersion of language lessons. Therefore, a need-based application of CLIL in literature classes seems to be more effective than just a gross application of it. However, implementing the same approach of teaching in heterogeneous class always remained as a challenge for the teachers and educators.

A better solution to encounter this challenge could be proposed by dividing the students into different sections or classes according to their needs. Then again, the problem remains with the availability of suitable infrastructure in the private universities where the education providers, the private university authority in this context, may not have the options for or may not be willing to divide the classes into smaller groups on the basis of their linguistic capital as it will require arrangement of extra classroom and teacher along with other infrastructural facilities. The major concern for the education providers could be the economic exploitation of available infrastructure such as classroom space, language lab, faculty member, and teacher student ratio. Dividing the classes may require more supply of these infrastructural facilities costing more expenses for the education providers.

Besides, there are some other issues that may have posed challenges to and cast doubt on the practicality of this research. Firstly, though in CLIL English lesson students should get more opportunities to use the target language (English) for some real communicative purpose, this is hardly possible in a large class (40–60 students per class in private universities in Bangladesh) and the opportunity to use the target language (English) by students during the lesson was limited which might be a concern for the teacher. Secondly, introducing CLIL in literature classes may disappoint certain learners of literature whose language skills is much advanced and who have a real passion for learning and enjoying literary contents of any literary text. Moreover, the unavailability of ready-made CLIL materials based on literary contents also remains as a challenge in implementing CLIL in literature classes. Since before starting the CLIL lessons these participants had already done functional English and basic literature courses, and simultaneously studied other literature and language courses (4–5 courses/semester) too, it is difficult to determine whether there were other variables influencing their performance. This is another limitation of this study. Therefore, the milestones are as follows:

1. Dual goal is possible but difficult to fulfil.
2. There can be a need-based implementation of CLIL.
3. Limited interaction time is a challenge for both teachers and learners.

Concluding remarks

In conclusion, this research as an important milestone helped to understand the efficacy of CLIL literature at the tertiary level of education in Bangladesh and will bridge the research gap in this field since, to the best of knowledge, there is no such research so far done in Bangladesh. This research will also enlighten the teachers and students with the knowledge of strengths and weaknesses of CLIL in both language and literature learning. As a testimony to the claim, it is found from the research that CLIL helped majority of the students as a support, and worked as a scaffold for understanding English literature in terms of the complexity of presenting theme in them and the intricacy of language use. It also helped to elevate students' language skills for the lack of which students were found to face difficulty in appreciating the literary texts critically and communicating literary knowledge in English. Moreover, this research also informed the researcher about the weaknesses which may turn CLIL literature unsuccessful. A random use of CLIL lessons in undergraduate literature classes will not yield any positive result to its objectives. Therefore, a need-based implementation of CLIL approach in literature classes seems to be the proper solution deduced from the research to overcome the weaknesses, anomalies, and contradictions.

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Appendices

The appendices include the (1) CLIL materials used in literature classes; (2) pre-test and post-test tools; (3) questionnaire; (4) interview questions; and (5) lesson plan technique. The contents are not added here in this chapter due to the constraints of space and are available if required.

