

Sudan University of Science and Technology
College of Postgraduate Studies
College of Education

**The Integration between Language and Content in EFL
Practice: Parameters and Context**

التكامل بين اللغة و محتوى المادة الدراسية عند تدريس اللغة الإنجليزية لغة
أجنبية: السياق والمضامين

**A thesis Submitted to Fulfill the Requirements of PhD
in Education (Applied Linguistics)**

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Dedication

I dedicate this research

To the soul of parents.

May Almighty Alla rest their souls

To my wife and children for their love and support.

To all teachers who keep passing the torch for the
new generations.

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I would like to dedicate the very first lines of this thesis to my two supervisors, Dr. Abdulgadir Mohamed Ali thank you for giving me the freedom to develop my own interests and insights, but also for being there with your enlightening comments when I felt lost or when I was complicating things too much.

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Abstract

This study investigates the effect of integrating language and subject content in EFL practice. The problem of the study is to examine the current state of EFL practice which requires innovations inside the classroom thus, to implement appropriate input and influential interaction in order to fill the gap in the learners appropriateness which is regarded as a prior demand to be addressed both through language and subject content. The study followed the descriptive analytical methodology through adopting the questionnaire, classroom observation and test analysis as means for data collection. The main findings of the study are: Content and Language Integrated Learning enables learners make a considerable development in the overall language skills. Also the use of L1 during the lessons was diminishing especially in the case of geography and biology which was mainly due to the fact that the learners were gaining more content and language knowledge which made them feel more confident in the foreign language. The study recommended with: Improving learners output by giving them sufficient time to plan and enough tangible stimuli; The learners' motivation can be enhanced further by getting them more involved in the process of the lesson, e.g. providing them with some project work. The most important issue that seems to warrant further investigation is to discover whether there are any differences between the learners who study subjects in Arabic and the CLIL learners. If there are any, it would be interesting to study these differences paying special attention to subject content aspects. Teacher's and Learner's perception is also suggested as a rich area of inquiry so as to examine teachers and learner's attitudes towards the implementation of Content and Language Integrated Learning in EFL classes.

Abstract

Arabic Version

مستخلص البحث :

تتقصى هذه الدراسة أثر تكامل اللغة ومحتوى المادة الدراسية على تدريس اللغة الإنجليزية لغة أجنبية ، تمثلت مشكلة الدراسة في اختبار الممارسة الماثلة في تدريس اللغة الإنجليزية والتي تتطلب تحديثاً من داخل قاعة الدرس وذلك بتطبيق مستوى تلغي مناسب ومستوى تفاعل مؤثر لملى الفراغ الموجود في مستوى المتعلمين والذي يعتبر مطلباً أساسياً يجب التعامل معه عن طريق اللغة ومحتوى المادة الدراسية. اتبعت الدراسة المنهج الوصفي التحليلي باستخدام الاستبيان، الملاحظة وتحليل الامتحان كوسائل لجمع المعلومات، وجاءت نتائج الدراسة كالآتي: إن التكامل بين اللغة ومحتوى المادة الدراسية يمكن المتعلمين من خلق تطور معتبر في كل مهارات اللغة وكذلك يقلل اللجوء إلى لغة الدارس الأولى وذلك على اعتبار أن المتعلمين قد اكتسبوا معرفة أكبر في مستوى اللغة ومحتوى المادة الدراسية مما يجعلهم أكثر ثقة عند استخدامهم الانجليزية. أوصت الدراسة بضرورة تطوير ناتج المتعلمين من اللغة بإعطائهم وقت للتخطيط و محفز كافي وملموس ، كذلك يمكن تحسين دافعية المتعلمين بإشراكهم كلياً في الدرس مع إعطائهم مشروع عمل. من أكثر المواضيع التي تعطي تفويضاً للدراسة المستقبلية في هذا المجال، اكتشاف إمكانية وجود اختلافات بين المتعلمين الذين يدرسون المنهج باللغة العربية والذين يدرسون عن طريق منهج التكامل بين اللغة ومحتوى المادة الدراسية وسيكون من الشيق دراسة هذه الاختلافات بإعطاء اهتماماً خاصاً بمحتوى المادة الدراسية وكذلك اقتراح دراسة تعنى بمدى إدراك المعلمين والمتعلمين بمفهوم التكامل بين اللغة ومحتوى المادة الدراسية وتقصاراتهم تجاه تطبيق هذا المنهج في تدريس اللغة الإنجليزية كلغة أجنبية.