



**INTEGRATING UNITED NATIONS' SUSTAINABLE
DEVELOPMENT GOALS INTO THE 7TH GRADERS' SYLLABUS
THROUGH CONTENT AND LANGUAGE INTEGRATED
LEARNING (CLIL)**

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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Büşra Tezer tarafından hazırlanan “Integrating United Nations’ Sustainable Development Goals into the 7th Graders’ Syllabus Through Content and Language Integrated Learning (CLIL)” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

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Bu tezin, Yabancı Diller Eğitimi Ana Bilim Dalı’nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

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To my Little Prince, ARTUN

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**BİRLEŞMİŞ MİLLETLERİN SÜRDÜRÜLEBİLİR KALKINMA
HEDEFLERİNİN CLIL ARACILIĞIYLA 7. SINIF İNGİLİZCE DERSİ
İZLENESİNE UYARLANMASI
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ÖZ

Küreselleşen dünyada iletişim becerileri giderek önem kazanmaktadır bu nedenle öğrencilerin dil becerilerini geliştirmek için daha etkileşimli ve teşvik edici yöntemlere gerek duyulmaktadır. İçerik ve Dilin Bütünleşik Öğrenimi Modeli (CLIL) bu yöntemlerden biridir. Ancak bu yöntemi uygulayan çalışmalar Türkiye’de sayıca azdır. Nicel araştırma yönteminin kullanıldığı bu çalışmada, Birleşmiş Milletlerin Sürdürülebilir Kalkınma Hedeflerinin 7.sınıf İngilizce dersi izlencesine CLIL aracılığıyla uyarlanmasının öğrencilerin dil gelişimlerini nasıl etkilediği araştırılmıştır. Bunun yanı sıra, mevcut İngilizce derslerinin ve araştırmada kullanılan yöntemle işlenen İngilizce dersleri arasındaki benzerlik ve farklılıklar da incelenmiştir. İlk olarak iki tane sürdürülebilir kalkınma hedefi seçilerek CLIL çerçevesinde altı adet ders planı hazırlandı. Bu dersler dokuz öğrenciyle birlikte Zoom üzerinden altı hafta boyunca işlendi. Veriler yansıtıcı günlükler, odak görüşmeleri ve öğretmen gözlem notları aracılığıyla toplanmış olup içerik analizi kullanılarak analiz edilmiştir. Bulgular CLIL yaklaşımının öğrencilerin dil gelişimini desteklediğini ve özellikle öğrencilerin yeni kavramlar öğrenmesinde etkili olduğunu göstermektedir. Ayrıca sonuçlar öğrencilerin en çok konuşma ve dinleme becerilerinin okuma ve yazma becerilerine göre daha çok geliştiğini vurgulamaktadır. Ek olarak, işlenen derslerin özellikle üst düzey düşünme becerilerini destekleyen aktiviteler içermesi ve konuların bütünleşik olması nedeniyle öğrencilerin mevcut İngilizce derslerinden farklı olduğu ortaya çıkmıştır. Benzerlik olarak da iki yöntemin kelime öğretme yöntemleri tartışılmıştır. Son olarak, araştırmanın bulgularına dayanarak farklı sürdürülebilir kalkınma hedeflerini içeren CLIL çerçevesinde 7. sınıf İngilizce dersi müfredatı için ders izlenceleri hazırlanmıştır.



Anahtar Kelimeler : İerik ve dilin btnleřik ğrenimi modeli, srdrlebilir kalkınma hedefleri, yabancı dil olarak İngilizce, mfredat.
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ABSTRACT

Communication skills have gained considerable importance in a globalised world, so interactive and engaging methods are needed to develop students' language proficiency. Content and Language Integrated Learning (CLIL) is one of those communicative approaches. However, experimental studies addressing CLIL implementation in Türkiye are scarce. This exploratory case study investigates how integrating the UN sustainable development goals (SDGs) into the 7th-grade curriculum through CLIL affects students' language development in the EFL context in Türkiye. Also, the similarities and differences between EFL instruction and CLIL were explored. Firstly, two SDGs were chosen, and six lesson plans based on the 4Cs of CLIL were designed. CLIL lessons were delivered to 9 students via Zoom over six weeks. Data were collected through journals, focus group interviews, and teacher observation notes and analysed using content analysis. The findings reveal that CLIL fosters students' language development, particularly in learning new concepts. Speaking and listening were the skills that improved the most compared to reading and writing in the study. In addition, the current study highlighted that CLIL lessons differed from the EFL, especially in activities enhancing higher-order thinking skills and integrating the content. Besides, the results indicate that the delivery of vocabulary is similar between CLIL and EFL instruction. Based on these findings, CLIL syllabuses incorporating different SDGs were developed for the 7th-grade curriculum.



Key Words : Content and language integrated learning (CLIL), sustainable development goals (SDGs), EFL, young learners, syllabus.
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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages: Learning, Teaching, Assessment
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
ESD	Education for Sustainable Development
MoNE	Ministry of National Education
SDGs	Sustainable Development Goals
TBLT	Task-Based Language Learning and Teaching
TEYL	Teaching English to Young Learners
TPR	Total Physical Response
UN	United Nations
ZPD	Zone of Proximal Development

CHAPTER I

INTRODUCTION

This chapter provides the framework of the present study. First, the study's background and problem statement are explained. Then, the purpose of the study and its significance are explained. Then, the study's limitations are shared. Finally, some essential definitions are provided.

1.1. Background of the Study

English has become a lingua franca and is needed in every aspect of life to be able to compete in the global world (Bayyurt, 2013). Therefore, many governments try to include English as early as possible and offer different curriculums for teaching English in schools (Copland, Garton & Burns, 2014). This leads to searching for the most effective and efficient ways and identifying the appropriate approaches and methods for different contexts. With the 21st century and growing technology, more interactive and engaging methods have been offered to turn the learning process into the acquisition process of English.

Content and Language Integrated Learning (CLIL) is one of those innovative approaches applied especially in Europe and has been spreading mostly since around 2005 (Dalton-Puffer, 2011). The purpose of CLIL is to focus on content and language and to help learners become competent in both (Puspitasari, 2016). In the CLIL approach, English is used as a medium of instruction to teach the content of different subjects. CLIL is known as a new learning approach and the time to start the implementation of this new context is very recent in the European education system. CLIL has been suggested by European institutions since it attempts to promote second/foreign language education, plurilingualism, multiculturalism, and learners' international position (Roquet & Pérez-Vidal, 2017). Gené-Gil, Juan-Garau and Salazar-Noguera (2015) state that the most prominent reason for implementing CLIL is to

promote foreign language proficiency without spending additional time for target language instruction.

Indeed, CLIL benefits language development and the content of the curriculum. In teaching curricular topics, English is a tool to achieve content-specific goals rather than the goal itself. The four skills of language are employed to acquire new knowledge and demonstrate comprehension of the subject matter (Deller & Price, 2013). Therefore, students are expected to use both content knowledge and their linguistic skills in English while being assessed (Llinares & Nashaat-Sobhy, 2023).

Furthermore, since CLIL is based on the communicative approach, it aims to make language meaningful for learners and help them communicate in different contexts. Well-designed CLIL programs can expand students' language skills, allowing them to act as language users rather than language novices in the classroom (Dalton-Puffer, 2007). This provides an authentic environment for learners to communicate in the target language. CLIL uses the target language as a vehicle for communication and dealing with curricular content; as a result, they are meaning-oriented and realistic, a major aspect of communicative language teaching (CLT) (Munoz & Naves, 2007).

In addition to CLIL, the other component of this study is the Sustainable Development Goals (SDGs) of the United Nations (UN). SDGs are the goals adopted in the 2030 Agenda for Sustainable Development by the UN General Assembly (UN, 2015). At the centre of the 2030 Agenda are seventeen SDGs that aim to ensure that all students have the knowledge and abilities to advance sustainable development. This includes promoting sustainable lifestyles, human rights, gender equality, a culture of peace and nonviolence, global citizenship, and an appreciation of cultural diversity and its role in sustainable development by 2030 (UN, 2015). Achieving those goals is essential to fostering a sustainable world; however, it is not a simple endeavour and demands fundamental changes in how we think and behave (Rieckmann, 2017). As Kleespies and Dierkes (2022) point out education plays a crucial role in enhancing awareness of SDGs and promoting skills and values for more sustainable behaviours. Therefore, integrating SDGs into the K-12 context is vital since it may help improve students' knowledge, awareness, skills, competencies, values and perspectives from an early age (García-González, Jiménez-Fontana & Azcárate, 2020).

Considering the benefits of CLIL regarding language development and the importance of incorporating SDGs into the K-12 context, this study aims to create a communicative language environment through CLIL and address SDGs in a rural area of Türkiye. In this

vein, SDGs are integrated into 7th graders' syllabus through CLIL and sample lesson plans are designed to observe students' language progress.

1.2. Statement of the Problem

In language teaching, the main aim is to create meaningful contexts for learners. Learners need to be engaged in functional language use, and they should know how to use language rather than just memorising its rules to pass exams (Larsen-Freeman, 2010). Therefore, one of the purposes of this study is to provide a supportive environment where students communicate in the target language. However, in the rural areas of our country, students may not have language awareness since they do not know about the necessity of English and they do not need to speak English (Güngör, Akcan, Werbinska & Ekiert, 2019). They see the language as a lesson, and their only aim is to pass school exams. Hence, it is vital for English language teachers to provide relevant topics and language activities to encourage students' communication in English. At this point, incorporating sustainable development goals into language classes could be highly beneficial since they provide a context for meaningful discussions (Tavakkoli & Rashidi, 2020). Furthermore, by integrating SDGs, the study set out to increase the well-being of students and societies and their awareness about the social issues of the world, as suggested by Fındık, Bayram and Canaran (2021).

Another purpose of this study is to develop students' language skills through CLIL. According to the report of the British Council and TEPAV (2013), one of the reasons for students' failure to communicate effectively in English in rural areas of Türkiye is teaching English as a subject rather than a language of communication. In addition, official textbooks and curricula cannot respond to the needs of students and teachers in various contexts (British Council & TEPAV, 2013). Thus, the English language cannot extend beyond conventional language teaching in terms of the content of the lessons and adopted approaches.

In the current study, SDGs and CLIL are incorporated to implement language classes in a rural area of Türkiye to address these problems since CLIL offers a practical and efficient method for integrating content and language learning, as highlighted by Darn (2006). As Arslan and Curle (2024) suggest, the mutual relationship between SDGs and CLIL provides a holistic learning experience for students by raising their awareness and comprehension of

sustainability issues while simultaneously developing their language skills, which is the main aim of the study.

1.3. Purpose of the Study

The ultimate aim of this study is to investigate whether the integration of UN sustainable development goals (SDGs) into the 7th grade curriculum through CLIL has an effect on students' language development in the Turkish EFL context and if so, in what ways it affects them.

Accordingly, the following research questions are investigated in the study:

Research Questions

- 1) Does the integration of SDGs into the 7th graders' syllabus have an effect on their language development?
- 2) Which language skills develop better when the SDGs and language are integrated into the 7th graders' syllabus?
- 3) What kind of similarities or differences are observed between the existing EFL instruction and the CLIL implementation in teaching English to 7th graders? (If there is any)

1.4. Significance of the Study

Since the need and demand for learning English as a lingua franca increased all around the world, new approaches and methods have emerged. They focus on the communication and use of language in real life. Therefore, learners and teachers are looking for the best ways of learning and teaching a foreign language to support communication. CLIL suggests that students engage in collaborative and interactive language-learning activities where they can interact with others while using the language (Puspitasari, 2016). In this study, learning objectives of sustainable development goals are integrated into CLIL lesson plans. In this way, it is aimed at increasing students' awareness of crucial social and environmental problems in our country and the world, such as COVID-19 Pandemic, health problems, threats to life below water and unsustainable use of natural resources. In addition, improving students' language skills and their competence in the target language through the CLIL

approach is the main purpose of the study. Another significance of the study is that although there is a lack of curriculum resources for implementing SDGs in the K-12 context (Koçulu & Topçu, 2024), the study presents sample CLIL syllabuses consisting of ten units and six lesson plans related to SDGs for the K-12 context.

1.5. Limitations of the Study

The study has some limitations that need to be pointed out. The first limitation is the number of participants. Because of the Internet connection problems and assignments from other disciplines at school, the number of participants was limited to nine. Therefore, it should be noted the limited number of participants while interpreting and generalising the findings of the study. Including more students could have made this study more comprehensive since more data would have been collected from journals and focus group interviews. Secondly, the lessons were carried out online due to the February 6, 2023, earthquake disaster and the researcher's appointment to another city. Thus, students could not have been observed by the researcher in their real-life classroom environment.

1.6. Definitions of Key Terms

Content and Language Integrated Learning (CLIL): It is commonly defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood & Marsh, 2010, pp. 1). When content is prioritised, it is called content-driven CLIL. On the other hand, if language learning is emphasised, it is addressed as language-driven CLIL (Ball, Kelly & Clegg, 2015). Thus, this study refers to language-driven CLIL.

Sustainable Development Goals (SDGs): The goals are developed to ensure sustainable, peaceful, proper and fair life standards for everyone in the present and future (UNESCO, 2017).

English as Foreign Language (EFL): The setting where students learn English in their countries and communicate with other native speakers in a global context (Harmer, 2007).

Syllabus: A syllabus is developed to be applied in a specific language program. Its main characteristics include addressing linguistic and subject-related objectives, sequencing, and improving materials to tailor the needs of learners within a particular context (Brown, 2001).

United Nations (UN): An international organisation established in 1945.

Education for Sustainable Development (ESD): Education that promotes students' knowledge, attitudes, skills, competencies, emotions, values, and behaviours necessary to respond to local and global issues (Rieckmann, 2017)



CHAPTER II

REVIEW OF LITERATURE

This chapter starts by providing detailed information on teaching English to young learners and approaches and methods in teaching English to young learners. Secondly, the content and language-integrated learning (CLIL) approach is explained with its definitions, aspects and theoretical frameworks, and its impacts on language learning in the world and Turkish context. Thirdly, sustainable development goals are described. The last part sheds light on designing a CLIL syllabus with the incorporation of sustainable development goals for English language classes.

2.1. Teaching English to Young Learners

Although language teaching has a long history with different approaches and methods, teaching English to young learners has its own distinct ways due to the children's speciality. Ellis (2014) defines ‘young learners’ as a broad term that includes various learners with shared needs and rights as children. However, there exist differences among them in terms of physical, psychological, social, emotional, conceptual, and cognitive aspects, as well as their progress in literacy development. Furthermore, Cameron (2001) has attributed the unique characteristics of children to their high level of enthusiasm and liveliness compared to adults. To understand why the learning and teaching process of the language is not the same as adults, the developmental psychology of young learners should be considered. At this point, the viewpoints of three major developmental psychologists, Piaget, Vygotsky and Bruner, and their implications for language learning need to be analysed. They looked at the child’s learning the language from different perspectives.

Firstly, Piaget as the influential representative of constructivism addressed the importance of the child’s interactions with the physical world (Mercer & Littleton, 2007). Those

interactions play a crucial role in enhancing a more detailed and complicated understanding of the world around children. This growing understanding depends on constructing knowledge about the world through mental interpretations of their surroundings (Halpenny & Pettersen, 2013).

Pinter (2011) points out that while building meaning by making sense of their world and experiences, children use strategies like adaptation, consisting of two sub-parts: assimilation and accommodation. In the assimilation process, learners interpret new information by using existing schemes while adjusting those schemes to accommodate the new knowledge in accommodation. These processes work in tandem to promote cognitive development. For instance, a young learner who already knows the word bird may put the word plane in the existing scheme, which refers to the assimilation process. Then, the child experiences and interacts with the environment and learns that although they both fly, a bird is animate and a plane is inanimate. Afterwards, the child reorganises his scheme to accommodate new information. Finally, the child achieves to construct new knowledge.

Furthermore, the progression of children's cognitive and developmental abilities from infancy to adulthood is represented in Piaget's four stages of cognitive development (Pinter, 2011). To start with the first stage, the sensorimotor stage, which lasts from birth to nearly the age of two, the infants' knowledge or intelligence is rooted in physical interactions and experiences, with restricted symbols and language used by the child (Shin, 2014). For example, they use their hands and mouths to explore the objects they hold.

In the progress of time, young children start to use language and imagery to make meaning and develop their intelligence significantly, called the pre-operational stage between the ages of two and seven (Pinter, 2011). However, children of this stage cannot see the world from other perspectives, so they are called egocentric. Thus, tasks should be simple and clear since they concentrate on only one aspect of them.

From seven to eleven years when concrete operational children begin to think more logically and they can look from diverse points of view. After going through those stages, children between the ages of eleven and beyond begin to make reasoning and improve their abstract thinking skills at the formal operational stage, which is the last stage. Group discussions, role plays and writing a reflection on their learning can be added to language classes for children at this stage.

Table 1

Summary of Piaget's Developmental Stages

Stages	Ages	Characteristics of the stage
Sensorimotor stage	0-2	Repetitive motor actions such as sucking thumbs, throwing Goal-directed behaviours such as reaching to grab a toy Being curious Imitation of the people's behaviour around themselves Object permanence (looking for a toy where it was last seen)
Pre-operational stage	2-7	Animism (behaving inanimate objects as living things) Egocentrism (looking at the world only from their perspectives) Centration (focusing on only one aspect of a task)
Concrete operational stage	7-11	Operational thought (thinking logically) Employing analogy (if the lake is smaller than the ocean, the sea is smaller than the ocean, then the lake must be smaller than the sea) Development of symbolic thought (using a toy steering wheel to drive a car) Reversibility and conservation (understanding the same amount of water in different sizes of glasses) Making reasonable inferences Development of hierarchical classification (grouping items logically)
Formal operational stage	11+	Formal operational thought (thinking on concepts without concrete objects) Abstract thinking skills

*Source: Pinter, A. (2011). *Children learning second languages*. London: Palgrave.

Overall, Piaget argues that the ages of transitions between stages may differ for each child; nonetheless, the order of stages cannot be changed (Morse & Cangelosi, 2017). As seen in Table 1, children are active learners while constructing their knowledge. When they experience and make sense of the world, their cognitive levels develop and they can be competent at various skills such as learning a language. When it comes to the language-learning process of children, Piaget highlighted the importance of designing a language-learning atmosphere with opportunities and experiences. In addition, he added that those opportunities and experiences should come from the children's own world to encourage them to build language knowledge actively. Furthermore, language teachers should give the children a chance to experience and help them to be active in their cognitive process of effective language learning (Cameron, 2001).

As opposed to Piaget, Vygotsky, known as a social constructivist, gives importance to the social interaction of the child while learning the language. In a social setting where the child is interacting with lots of different people, the child can create meaning. Vygotsky (1988, pp. 268) states that communication with the world around the child affects the learning process of the child. To identify how this communication for learning occurs, Vygotsky

offered ‘the law of cultural development’ (Pinter, 2011, pp. 16). The concept refers to the interaction between the adult and the child and the process of building new knowledge collaboratively. This interaction develops through the relationship between language and thinking, called ‘intermental’ or ‘intramental’. They are the social and psychological process of learning. According to Vygotsky, the interaction between children and their environment processes at the intermental level, and then these external interactions are internalised at the intramental level through reflection and logical reasoning. Therefore, learning and development are accepted as intermental and intramental processes supported by cultural resources (Mercer & Littleton, 2007, pp. 12).

In addition, the zone of proximal development is another concept proposed by Vygotsky to explain the connection between intermental and intramental processes. According to Vygotsky (1978), the zone of proximal development is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (pp. 86). Reunamo and Nurmilaakso (2007) also summarize the term as the space existing between the current developmental stage and the possible developmental level reached by assisting adults and more competent peers. Namely, with the help of others, one child can reach his/her fullest potential.

It can be concluded from Vygotsky's theory that the ‘internalisation’ process of the learners which starts from ‘interpersonal’ turning into ‘intrapersonal’ (Cameron, 2001, pp. 7) forms a framework for lesson plans and classroom tasks for language teachers. They can create a classroom atmosphere that supports language interaction with friends, then they will start to become independent and they can complete their inner language learning process. Teacher’s explanation and modelling of the task, providing pictures to contextualise the language to be used, showing graphics or grids to explain abstract concepts, or encouraging students through pair or group works can be used to support students to build on what they already know and can do with the help of support in language learning process (Cameron, 2001).

Similarly, Mercer and Littleton (2007) highlight that children can also vary in terms of what they can succeed or comprehend when they are supported with help. For instance, the study of Nassaji and Swain (2000) analysed the relationship between corrective feedback and Zone of Proximal Development (ZPD) and proved the effectiveness of support in language teaching. They studied with two Korean learners of English given tutorial sessions on writing English compositions. While one of them was assisted with corrective feedback within her

ZPD, the other participant received random help without paying attention to her ZPD. The results indicated that support provided within ZPD proved to be more beneficial than randomly given assistance in the development of writing skills (Nassaji & Swain, 2000). In addition, Khaliliaqdam (2014) explored how scaffolding and ZPD can be implemented to enhance adult learners' basic speech abilities in EFL contexts. The participants of the study were six adult male participants learning English in Iran. In the study, scaffolding techniques such as guided sentence formation and storytelling based on visual prompts were used. While learners were completing those tasks, the teacher's support was gradually minimised to promote the learners' independent speech development. At the end of the study, learners showed significant improvement in their speech, which indicates that cooperative and encouraging learning environments were crucial for language acquisition. Hence, the study highlights that scaffolding in ZPD can be employed as an effective method for facilitating language development. It illustrates that structured and purposeful interaction helps learners progress from assisted to independent language use (Khaliliaqdam, 2014).

Furthermore, according to Bruner (1983), language is the most crucial tool for cognitive growth (pp. 22). In his view, talk that helps a child in doing a task is called scaffolding and it refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring (Bruner, 1978, pp. 19). He supports that scaffolding encourages children to be interested in the task, simplifies the task, reminds the aims, shows different ways of doing the task, and points out the best form of the task. Language teachers adapt scaffolding to their classes by reminding, suggesting, praising, encouraging, and becoming models for them.

Besides, he also talks about the importance of routines which can be helpful for scaffolding to be developed in language classrooms. For example, teachers can open a starting song or a video before every lesson related to the topic of the lesson in teaching to young learners. After listening to the song, learners can try to guess the topic of the day with the help of interesting and engaging questions. This exemplifies that they have a routine and try to develop their language skills through scaffolding by the teacher.

In addition to all these theories, there is another framework supporting the development of children as a whole person (Williams & Burden, 1997). According to the Association for Supervision and Curriculum Development (ASCD), the whole child approach promotes the belief that when each student is *healthy*, both physically and emotionally *safe*, actively *engaged* in learning, *supported* by qualified and caring adults, and academically *challenged*

to guide them for future studies and involvement in a global environment, the holistic development of children can be achieved. Slade and Griffith (2013) also support the idea that the whole-child approach is important for raising self-actualized individuals both academically and socially in the future. These five principles of the whole-child approach are grounded in Abraham Maslow's Hierarchy of Needs (ASCD, 2020).

Maslow as one of the humanistic approach proponents claims that humans shape their behaviours according to their needs. He claims that human beings feel specific drives to meet their basic needs, and they are motivated to behave in certain ways to lessen those drives. To explain clearly those needs, he proposed a hierarchy of needs represented as a pyramid shown in Figure.1 (Williams & Burden, 1997, pp. 33-34).

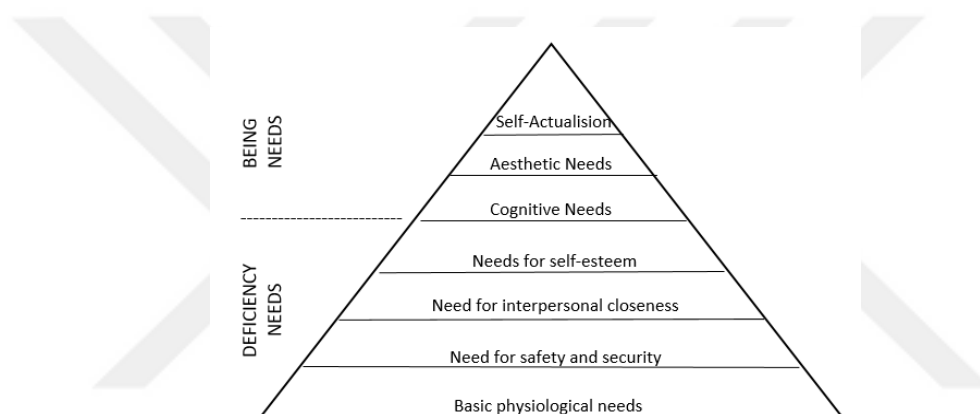


Figure 1. Maslow's hierarchy of human needs (Williams, M., & Burden, R. L. (1997). Psychology for language teachers: A social constructivist approach (Vol. 5). Cambridge: Cambridge University.)

As seen in Figure 1, to reach the self-actualization stage of the hierarchy, one individual needs to complete physiological, safety, love and belonging, and esteem needs, respectively. For teaching young learners, Maslow addresses the importance of meeting their basic needs and designing a safe environment where they feel they belong first; otherwise, they may have difficulty in the learning process (Williams & Burden, 1997).

In short, the whole child approach and Maslow's hierarchy of needs focus on children's physical, emotional, cognitive, and social growth. In language classrooms, teachers should focus primarily on the whole child. Firstly, they need to care about children's health, and they may include activities related to the health and well-being of the individuals in society. Children should feel safe and relaxed physically and emotionally in language classrooms because they need to make mistakes to learn the language. For instance, they should not be

afraid of making mistakes while talking in front of the class in group discussions. If they feel safe, they will be motivated to participate actively in language activities and tasks. In addition, support from the teachers and parents and communication between them is crucial for the language learning process. Language teachers may design family-related activities to encourage children to speak the language outside the classrooms. For example, young learners may draw a family tree to learn about family relationships and talk about the topic with their parents.

Furthermore, children need to be challenged academically for lifelong learning and success. They may be offered opportunities to develop their critical-thinking skills and problem-solving competencies. Critical issues and problems of the world by relating learners' own lives can be integrated with language skills to improve them as language learners and raise conscious individuals. Activities such as learning vocabulary related to pollution, listening to a song about the topic, writing a few solutions after brainstorming about the pollution in the classroom and neighbourhood, and preparing a poster by drawing and painting for their classrooms can be integrated into their language classes. All these activities may help young learners to develop critical thinking, problem-solving, and language skills.

To sum up, the viewpoints of the three foremost developmental psychologists, Piaget, Vygotsky, and Bruner and the whole child approach based on Maslow's hierarchy of needs are presented in the field of teaching English to young learners. The impact of the cognitive development of young learners, their characteristic features consisting of physical, cognitive, and social-emotional characteristics according to age groups, social interactions, humanistic needs on their development as a whole child, and language learning processes are specified from various perspectives. It can be suggested that those theories and their implications for language teaching should be considered in the process of teaching English to young learners.

Table 2

Key Characteristic Features of Children According to Age Groups

	Physical	Cognitive	Social-Emotional
Preprimary (PreK-K) / 2-5 years old		Having a short attention span	
	Being eager to be active physically	Seeing the world from only their perspectives (egocentric)	Being curious
	Improving gross motor skills such as walking, running, jumping	Improving conceptual thinking skills	Sensing the world through their emotions
	Improving fine motor skills such as writing, cutting, drawing	Having prelogical and semi-logical thinking process	Comprehending what is right or wrong
Lower Primary Grades 1-3 / 6-8/9 years old		Not being able to identify what is real or what is fantasy.	Wishing to satisfy adults
		Concentrating on only one task at a time	
	Loving to use one side of the body over the other	Having more attention	
	Knowing whether they are right- or left-handed	Using logical thinking skills to solve concrete problems such as counting and sorting	Enhancing a sense of identity
	Being good at running and jumping	Learning new concepts through hands-on activities	Being more social and tolerant of diversity
	Preferring physical games like skipping a rope, throwing a ball	Being able to see from other perspectives	Feeling closer to the same gender
	Starting to have good handwriting skills	Not always being able to empathize with others.	Following the rules to feel safe and secure
Upper Primary Grades 4-6 / 9-11 years old	Enjoying art and music activities	Beginning to comprehend cause-effect-consequence relationships	Desiring to play games and sports instead of fantasy plays
		Having a longer attention span and more focused on tasks	
	Strengthening gross- and fine-motor skills with physical activities	Having logical thinking skills	Starting to have a sense of self with the whole world
	Being very active and interested in advanced motor skill activities	Enjoying hands-on tasks like gardening, looking after animals, conducting experiments	Being more social
	Participating in organized sports	Looking from other people's perspective	Giving more importance to peers than family
	Having well-developed fine motor skills and handwriting	Improving problem-solving skills	Being more independent
		Classifying hierarchically	Being capable of making decisions by themselves
		Being aware that problems can have multiple solutions	Having more complex social interactions and relationships

*Source: Shin, J. K., Savić, V., & Machida, T. (2021). *The 6 principles for exemplary teaching of English learners: Young learners in a multilingual world*. Alexandria: TESOL.

2.2. Approaches and Methods in Teaching English to Young Learners

Many factors contribute to the emergence of various approaches and methods for effective language teaching, thereby changing the aims of language teaching. For example, globalisation, the development of the Internet, the widespread use of English, and efforts to enhance the effectiveness of language teaching influence teaching the language (Richards & Rodgers, 2014, pp. 3).

However, teaching English to young learners as a second and foreign language (ESL/EFL) is thought of as a specialised field (Kırkgöz, 2018); the appropriate approaches, methods, and teaching strategies need to be chosen by taking into account the characteristics features and needs of young learners to facilitate effective learning. For effective teaching, it is crucial to understand young learners in-depth and empathise with their perspective (Shin & Crandall, 2014). Furthermore, Shin and Crandall (2014) suggest three key points to consider while choosing the right approach for teaching English to young learners: the characteristics of young learners, the ways how children learn, and the ways of children's language learning (pp. 25).

The key characteristic features of young learners according to age groups are identified in detail as physical, cognitive, and social-emotional features in Table 2 above. In addition to their characteristic features, their interaction with the environment and support affect how young learners learn (Shin & Crandall, 2014). As Piaget (1972) states, children are active in making sense of the world around them, and this world provides them with lots of opportunities to learn. Children learn to adapt if they have relationships with the objects found in their environment (Cameron, 2001). Also, young learners need support from more capable adults or peers to construct knowledge together actively, referring to scaffolding (Bruner, 1978) in their zone of proximal development (ZPD) (Vygotsky, 1978). Besides those common features, individual differences such as personality traits, learning styles, strategies of language learning, language aptitude, and motivation (Dörnyei, 2005) also affect how young learners learn. For instance, some learners may learn English to pass the exams while others may want to learn to chat with native speakers, so their motivation levels differ in language learning. Accordingly, their efforts to learn, complete a task, review the content, and participate are influenced (Scrivener, 2005).

Similarly, Richards and Rodgers (2014) identify some differences of young learners such as individual learning styles, motivation, beliefs, and preference for teaching methods or classroom tasks. It should be acknowledged that ‘one size does not fit all’ in language

teaching. Gardner (1993) puts forward the idea that multiple intelligences (MI) contribute to cognitive science and discusses that humans possess all types of intelligence; however, their strengths and mixtures vary. They can be developed through practice and education. He proposed nine types of intelligences: linguistic, logical, spatial, kinaesthetic, musical, interpersonal, intrapersonal, naturalist, and existential.

Linguistic intelligence refers to the ability to use language creatively and effectively. Writing short stories and word games may benefit their language improvement in language classes. Logical intelligence means the potential to think logically. Learners with logical intelligence may love re-ordering a story or solving language puzzles. In addition, kinaesthetic intelligence means learning more easily by acting and moving. So, drama and role-plays may help their language learning. Besides, children who love learning by visualising have spatial ability. Those children may love filling diagrams or charts after reading a text and comparing two pictures in speaking activities. If children prefer music and have a strong sense of music, they have developed musical intelligence. Opening and singing a song related to the topic and learning vocabulary by singing a song may foster those children's learning. Furthermore, interpersonal intelligence is the ability to communicate with people well. In contrast, intrapersonal intelligence refers to being aware of oneself and reflecting on their skills, strengths, weaknesses, feelings and life goals. Children with interpersonal intelligence love group discussions; however, writing a reflection paragraph or completing individual tasks may aid students with intrapersonal intelligence. Naturalist intelligence addresses the interest in nature and learning natural patterns quickly. Going out jogging to learn the names of plants and the structure of rocks may be a good activity for students with naturalist intelligence. The last one, existential intelligence, refers to the interest in philosophical topics such as humans' existence and the universe's formation (Richards & Rodgers, 2014).

Each person possesses all those intelligences; nonetheless, some are more prominent than others (Harmer, 2007). Therefore, language teachers should recognise the differences of the learners and create opportunities for them. They can study learning strategies with students so that they can improve self-awareness and become autonomous learners to improve their language skills according to their intelligence types.

In addition to the characteristics of young learners and the ways how children learn, for the ways of children's language learning, Pinter (2011) outlines the aims of English language programmes for the primary level, such as to improve young learners' communication skills, facilitate motivation and enjoyment, promote exposure to a new culture, and develop young

learners' cognitive skills and language awareness. To attain those aims and objectives of teaching English to young learners, suitable approaches, methods, and teaching strategies like communicative language teaching (CLT), total physical response (TPR), task-based language learning and teaching (TBLT), or content and language integrated learning (CLIL) can be applied in young learners' language classrooms.

To start with, the conceptual underpinnings of CLT, referred to as the communicative approach, emerged as the need to use the language according rather than just knowing the rules and functions of the language. This shift from linguistic competence (knowing linguistic usage) to communicative competence (Hymes, 1971) provides a basis for the approach (Duff, 2014). Communicative competence means knowing when and how to say what to whom, and CLT primarily aims to set communicative competence as the objective of language teaching (Larsen-Freeman & Anderson, 2011, pp. 9). So, to develop young learners' communicative competence in language classrooms, the activities should provide an authentic and meaningful environment to use the language, integrate different language skills, show tolerance towards learners' mistakes, create opportunities for learners to improve accuracy and fluency, and encourage students to infer grammar rules (Richards & Rodgers, 2014). For example, jigsaw, task completion, information gap, reasoning gap, opinion-sharing activities, and role play can be applied in communicative language teaching.

Another significant aspect of CLT is proposed by Howatt (1984). According to Howatt (1984), CLT has weak and firm versions. A weak version emphasises the significance of presenting the learners with chances to use their English to communicate, and it tries to incorporate these kinds of activities into a broader language programme; on the other hand, the strong version claims that language is learned through communication, suggesting that language development should be promoted rather than just activating passive knowledge of language. In other words, the weak version could be defined as 'learning to use' English, while the strong version implies 'using English to learn it' (Howatt, 1984, pp. 279). The weak version of CLT can be exemplified through the total physical response method (TPR). TPR is a suitable approach for young learners, and it was developed by James Asher in the late 1960s. It requires learners to listen to a command in the target language and promptly reply with the corresponding physical action (Asher, 1972). Students listen and act mainly in TPR classrooms, where they do not need to respond verbally until they feel ready to speak, and the teacher directs the students like an orchestra chef (Brown, 2001). In TPR, language teachers should construct a "cognitive map" of the target language through listening

exercises, and physical activities should follow those listening exercises (Richards & Rodgers, 2014). TPR supports that children acquire the target language if it is similar to the naturalistic acquisition of their first language. Similar to acquiring the first language, toddlers need to listen to everything around their environment, and then they will start to act and respond physically in the target language.

Another crucial point in this method is that a stress-free environment should be designed for effective language learning (Richards & Rodgers, 2014). Therefore, language teachers have an active role in providing sufficient and meaningful input for young learners and creating a relaxed atmosphere for young learners. They can present everyday situations where students can dialogue with their friends and use different language structures. Realia also supports language learning to be meaningful and interesting for young learners. In addition, language games can be included in the lessons since they stimulate imaginative thinking and provide opportunities for fun and communication. Since the joy of the games reduces anxiety, children's attitudes towards the language are more positive, and they can acquire the language indirectly through the games. What's more, especially in very young learners' classes, TPR can be used to convey classroom language and rules such as sit down, stand up, raise your hands, be quiet, etc., which is a useful method for classroom management, as well.

As for the strong versions of the communicative approach, task-based learning is one of the teaching approaches that focus on using the language to acquire it (Larsen-Freeman & Anderson, 2013). Pinter (2015) highlights that compared to 'traditional' language learning, which depends on mechanical activities, learning by heart, and the PPP (Presentation/Practice/Production), task-based learning is considered more meaningful, functional, and communicative. She supports that language-learning tasks are closely connected to communicative language teaching (CLT) from a historical perspective since both approaches emphasise meaning, authentic communication, and experiences in the classroom. For instance, a jigsaw task, which is collaborative work, allows interaction with their friends for the young learners, and they are motivated when they complete a task.

To clarify the tasks in a more specific way, Cameron (2001) emphasises that the tasks should be coherent and unified, engaging the learners actively, and they need to have meaning and purpose, explicit goals, and a beginning and end. For instance, role-plays including real-life issues, language games opportunities for immediate feedback, completing picture strip stories, simple dictogloss activities for practising note-taking, information-gap, reasoning-

gap or opinion-gap tasks, small group tasks to enhance communicative competence, listen-and-do tasks to facilitate vocabulary learning and show a model for grammar structures can be integrated young learners' classes (Larsen-Freeman & Anderson, 2013). Therefore, language teachers should list the objectives of the lessons accordingly and plan authentic and encouraging tasks and activities to communicate in the target language.

Furthermore, content and language-integrated learning (CLIL) is another strong version of CLT. Yalçın, Bayyurt and Alahdab (2020) state that the key principles of CLIL are aligned with communicative language teaching and task-based language learning. CLIL is most commonly defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, pp. 1) and the appearance of the approach dates back to the mid-1990s as a result of the multilingual policy of Europe which aimed at providing every citizen with communication in three European languages (Council of Europe, 2007). However, CLIL was coined in 1994 (Mehisto, Marsh & Frigols, 2008). It emerged with micro-teaching in secondary schools in some European countries, including Austria, Spain and Italy, aiming to teach one or two topics or some parts of a theme via an additional language (Hemmi & Banegas, 2021).

Although the primary goal of CLIL was to help people to be proficient in an additional language, which can be a foreign, heritage or community language (Coyle, Hood & Marsh, 2010), the turning point of it into an English teaching and learning methodology was not long ago (Hemmi & Banegas, 2021). Paraná, Siqueira, and Landau (2023) highlight that even though CLIL emerged in Europe, it has extended to geographically different areas, and they believe that the key reason for the popularity of CLIL in such a wide variety of contexts was its novelty in framing the connection between language and content. To achieve this connection, dictogloss, graphic organizers, process writings, and dialogue journals can be used in CLIL classrooms (Larsen-Freeman & Anderson, 2013).

When the profile of young learners and different approaches and methods for TEYL are considered, it should be noted that teaching English to young learners requires excellent effort and consists of various difficulties that language teachers may experience. The obstacles also need to be considered to achieve efficient language teaching and learning for young learners. Copland, Garton, and Burns (2014) address some challenges from global and local viewpoints, such as teaching speaking, classroom management, motivation of the learners, differentiation, teaching writing and grammar, and the large classroom size. All of these problems are interrelated in teaching young learners and affect the perceptions of the

teachers on their self-confidence and competence. Motivating young learners to speak in front of the class or group work can be very demanding since they are afraid of making mistakes and they sometimes need to feel relaxed using their mother tongue.

Another critical problem is the impact of differentiation in the classroom. The teachers should balance the students with different levels and characters, which presents a difficulty for the teachers in terms of course flow and discipline in the classroom. The teachers may try to deal with these types of challenges with a comprehensive, well-organised lesson-planning process, and they plan the classroom activities accordingly. For example, songs, rhymes, chants, picture books, games, role-plays, authentic videos or documentaries, group and individual works, information/reasoning-gap activities, jigsaws, storytelling, discussions, creative or guided writing exercises, and art-craft activities such as making masks or puppets may create an atmosphere that increases young learners' curiosity and make them willing to learn the language.

All in all, teaching English to young learners is a special field with its difficulties and challenges, various approaches and methods have been proposed to overcome those and create an effective language learning process. However, as the requirements of the 21st century, problem-solving, critical and creative thinking, collaboration, and communication, interactive and multidisciplinary approaches and methods have gained considerable importance. Content and Language Integrated Learning (CLIL) as the strong version of the communicative approach is one of those innovative approaches that aim to develop learners' content and language proficiency.

2.3. Content and Language Integrated Learning (CLIL)

2.3.1. Definitions of CLIL

Although content and language-integrated learning (CLIL) is most commonly defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, pp. 1), Hemmi and Banegas (2021) argue that definitions of CLIL vary depending on the priority of the language, content, or both given by the instructors, and CLIL definitions are also divided into two: language-driven CLIL referred as ‘hard’ or ‘strong’ and content-driven CLIL indicated as ‘soft’ or ‘weak’ (Ellison, 2018, pp. 248).

As for language-driven CLIL, Banegas (2020) puts forward that “CLIL lessons are in the hands of foreign language teachers while the emphasis is on language learning through school content.” (pp. 244). Content can be chosen from different disciplines (Banegas, 2020; Kusmayadi & Suryana, 2017) and they can be used as instruments for language learning (Ikeda, 2013). Cenoz (2013) claims that CLIL offers an instructional chance for foreign language teachers to integrate language instruction with familiar subjects to the learners and the topics within the school curriculum. Therefore, in language-driven CLIL the focus is on language development, and language-supportive materials are used to contextualise the learning process. At the end, students are assessed to see their language proficiency. The crucial aspect of those content, tasks and multidisciplinary activities is authenticity in language-driven (Banegas, 2019). Language teachers should set authentic goals and objectives, design language learning tasks and assess the students accordingly while implementing language-driven classes.

When it comes to content-driven CLIL, Ball, Kelly, and Clegg (2015) clarify that “CLIL is related to all forms of education in which subjects are learned through L2 or through two languages simultaneously.” (pp. 1). Similarly, Morton and Llinares (2017) focus on the content part of the CLIL and highlight that “although the label CLIL stands for content and language integrated learning, the term seems to be mainly used to describe bilingual educational contexts where content classes are taught through an additional language but where little integration of content and language actually happens” (pp. 2). As the definitions state, the focus is on the subjects of the school curriculum and they are taught by the in-field instructors in content-driven CLIL.

The most frequently mentioned benefit is finding more chances to use a foreign or second language (L2) in other topics (Mahan, Brevik & Ødegaard, 2021).

Consequently, the features and theoretical frameworks of CLIL are shaped according to the main concern of CLIL implementation in the real context, which can be the content, language, or both. In content-driven CLIL classrooms, the subjects can be selected from other branches students learnt about and the language skills can be reinforced through different activities related to those topics. Since the students will be familiar with the topic, they can be encouraged to use the language and their communicative competence can be supported. In language-driven CLIL classes, since the aim is to develop students’ language competence through the content, language teachers may select the content from students’ lives to create an authentic and meaningful learning environment to encourage students to

use the language and improve their language skills through different integrated language activities.

2.3.2. Aspects of CLIL

While all definitions stated above provide useful insights to understand what CLIL is, it is necessary to look at similar approaches and review the perspectives of the approach to construct the understanding of the CLIL impact on language teaching contexts and language learners.

As Larsen-Freeman and Anderson (2013) state, integrating content from other branches into language teaching is not novel, and it is called teaching a language for specific purposes. In this context, the language course's content and objectives may come from other business lines such as technicians, military or public utilities. Since English has become a lingua franca (Bayyurt, 2013), language is needed in all sectors for different purposes. They require various vocabulary or skills to accomplish a job when considered rational. These result from the emergence of new approaches and methods to address the demands of workplaces and the language teaching process.

CBI and CLIL are approaches that concentrate on teaching content through language. Lyster (2007) agrees that learners acquire language and content concurrently since each fosters the progress of the other. These two approaches are seen as the same with different names. CLIL is the name for the European context of the CBI (Larsen-Freeman & Anderson, 2013).

To provide a basic understanding of the approach, Richards and Rodgers (2014) suggest some principles for CLIL. They point out that the critical tenets of CLIL are thought to support language learners in meeting the personal, academic, social, and intercultural objectives of language learning. Coyle et al. (2010, pp. 42) outline that CLIL encourages 'personalised learning' since learners are active in constructing their knowledge and skills, the subject matter is associated with developing 'cognition', which consists of learning and thinking process, 'interaction' in the target language and 'intercultural awareness' which is the understanding of the relationship between language and culture is necessary for CLIL (as cited in Richards & Rodgers, 2014, pp. 119)

Another aspect of CLIL is advocated by Fazzi and Menegale (2023). They emphasise that by incorporating their communicative resources or repertoire, CLIL presents an improved context for language learning where students can develop new understanding and subject-

specific literacy skills. Students improve their language skills and find an opportunity to build their literacy skills on the content. Hence, language and content are interdependent in this approach. The lesson's content becomes a tool to create an authentic learning environment and materials for the language teaching process; language supports conceptualising the content and activates learners' cognition.

In addition, authenticity in CLIL is a significant aspect, as Banegas (2019) and Pinner (2013) stressed. Pinner (2013) emphasises different perspectives of authenticity within CLIL, such as the authenticity of the reason for being in the classroom, learning objectives, the goal of the curriculum, and everything that encourages learners to participate in discussions in a multilingual society. For him, authenticity should be the purpose of everything related to the language teaching process in CLIL. Therefore, language teachers should equip their learners with meaningful and relevant language-learning materials to enhance authenticity in the classroom.

The relationship between learner autonomy and CLIL is another perspective that should be highlighted. Littlewood (1996) underlines that autonomous people have the potential to make judgments independently for their actions through their ability and willingness, which are principal factors affecting this capacity. Chamot and O'Malley (1994) suggest learning strategies for CLIL settings, such as metacognitive strategies, including reflecting on the learning; cognitive strategies like organising, summarising, and deducing from the context; and social and affective strategies; for instance, pair and group works, asking for repetition or the activities to lower the anxiety (pp. 62-63) (as cited in Menegale, 2019). Menegale (2019) asserts that when learners are provided with explicit instruction for those language learning strategies appropriate for CLIL contexts, they will enhance their self-awareness and autonomy in their learning process.

To sum up, CLIL helps support personalised learning, improve learners' cognition, enhance interaction, understand intercultural awareness, develop subject-specific literacy skills, and promote authenticity and autonomous learning. These basic principles guide and facilitate the understanding of the approach.

2.3.3. Theoretical Frameworks of CLIL

To promote CLIL pedagogies, Coyle (1999) designed the 4Cs Conceptual Framework that presents underpinnings for integrating different aspects of CLIL (Coyle, 2007). Therefore,

the 4Cs framework must be analysed from a broad perspective to conceptualise the approach. The framework concentrates on the relationship between content, cognition, communication, and culture. Coyle (2007) specifies the components of the framework, such as subject matter (content), language (communication), learning and thinking (cognition), and social awareness of self and ‘otherness’ (culture) (pp. 550). In addition, he claims that to reach the success of the 4Cs Framework of CLIL, there should be an amalgam of the advancement of knowledge, skills, and comprehension of the subject matter, involvement of cognitive process, participation in interactive situations, improvement of suitable language knowledge and abilities, and feeling intercultural awareness.

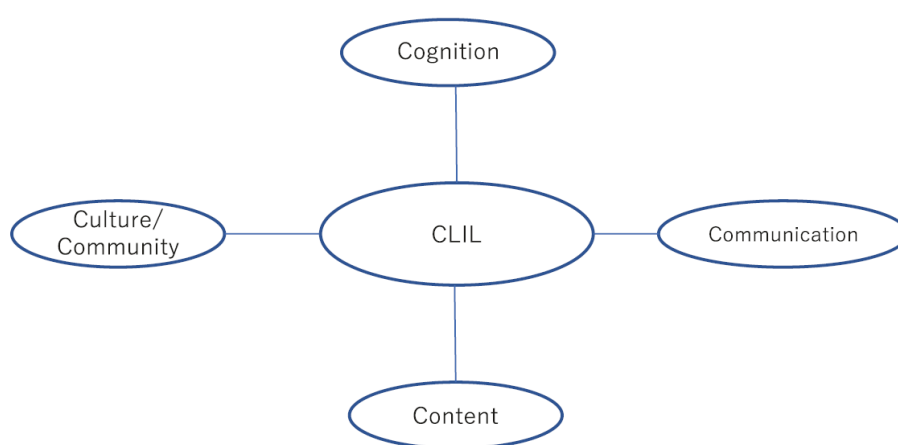


Figure 2. The 4Cs of CLIL (Hemmi, C., & Banegas, D. L. (Eds.). (2021). CLIL: An overview. In *International perspectives on CLIL* (pp. 1-20). London: Palgrave.)

According to the framework, all components of the CLIL are equally significant and interrelated. When planning a curriculum, syllabus, lesson plans, language learning activities, tasks, or even the assessment, all units of the 4Cs should be considered together. Furthermore, the 4Cs of the approach provide a basis for guidance for ELT professionals, material developers, and language teachers.

To start with, *cognition* refers to being active in thinking and processing information, and it encourages the learners' critical thinking and higher-order thinking skills. Hence, cognition is identified as the central of the framework (Hemmi & Banegas, 2021). De Zarobe (2023) emphasises that CLIL might facilitate cognitive growth by enhancing learners' capacity for input processing. Creating a poster about awareness-raising topics, discussing activities in groups, summarising the content through infographics, and composing a story or song in pairs can be given as examples to support the learners' cognitive development.

The *content* part of the approach is pointed out by Ellison (2018) as the necessary conceptions, knowledge, and subject-specific skills, and the language is shaped by the content itself. The lesson's content should attract learners' attention and relate to their lives. Banegas (2016) asserts that language classes should move from known to unknown regarding language and content. This way, the language learning environment would be authentic and meaningful for the learners. If the content arouses learners' curiosity, they will be motivated and focused during the lesson; therefore, choosing appropriate content for the learners can be the first step in CLIL classes.

How the language is used in CLIL refers to the *communication* part of the approach. The language can be conceptualised in 'the language triptych' through three dimensions of the language in CLIL, as seen in Figure 2. It is a visual representation for considering "the need to integrate cognitively demanding content with language learning and using" (Coyle et al., 2010, pp. 36).

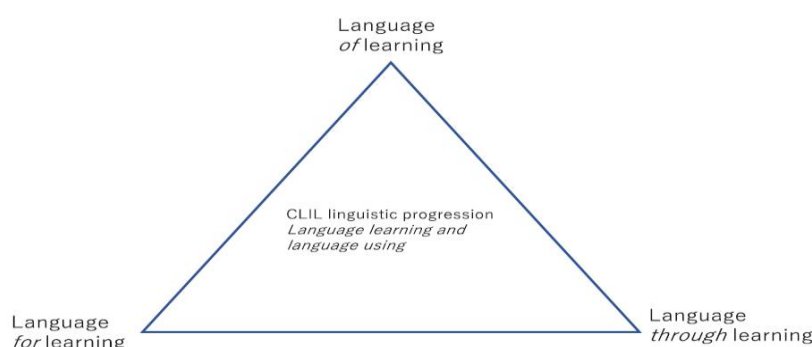


Figure 3. The language triptych (Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University.)

As can be figured out from Figure 3, the communication aspect of CLIL consists of three dimensions, all interrelated. Coyle et al. (2010) indicate that the *language of learning* is related to the language used to grasp a specific topic's fundamental conceptions and principles. For example, subject-specific vocabulary to transfer the content refers to the *language of learning*. The other dimension is *language for learning*, which indicates the language that actualises interaction and cooperation among the learners for effective language learning. According to Coyle (2007), *language for learning* emphasises metacognition and learning how to learn. He suggests that the language necessary for these processes to function effectively must be considered while developing independent learning and teaching strategies that promote scaffolding. Asking and answering questions,

discussing, and critical thinking skills in pair or group works are just a few examples of those skills in CLIL contexts. The last aspect is *language through learning*, which presents the language for the dialogic process, encouraging learners to think and collaborate to create new knowledge (Hemmi & Banegas, 2021). Coyle (2007) also believes that teacher-learner questions are a way of involving learners cognitively and producing the use of new language, which is fundamental to language through learning. To facilitate this idea, language classrooms may offer activities that enhance learners' higher-order thinking skills, such as creating picture books, composing a song, writing a reflection paragraph, and hypothesising about critical topics worldwide.

In the *culture*, the last aspect of the 4Cs is that the classroom is regarded as a learning community that promotes intercultural dynamics and fosters self-awareness and the capacity to empathise with and value others (Ellison, 2018). In the classroom, learners feel that they belong to one community, and being part of it encourages them to take responsibility for learning and self-learning. Group work activities are one of the most beneficial ones for facilitating the feeling of the classroom culture. Learners can learn from and with their friends in-class and out-of-class activities, which helps them to respect, empathise with, and appreciate their friends. Furthermore, the dimension of culture also represents learning about and from other cultures worldwide through language activities. In CLIL classes, learners are exposed to different cultures, including their geography, history, music, sports, customs, and traditions. These can be integrated into language activities and tasks through language-based projects and portfolios, which broaden learners' perspectives on the world and enhance their world knowledge.

To illustrate the integration of four aspects (4Cs) of CLIL in a real classroom context, González, Díaz, and León (2022) implemented a CLIL lesson for the students of the Hospitality and Tourism Management programme at a public university in Colombia by following the 4Cs of the approach. For the content of the lesson, they chose a suitable unit for the students, which is at the hotel', and students were expected to learn how to make a hotel reservation. For the cognition part of the lesson, they solved jumbles and used summarising, inferring, and comparing skills, so they activated their cognitive skills. To support the communication in the lesson, they learnt helpful vocabulary related to the topic and expressions to make a conversation about room reservations at a hotel (language for learning). They were expected to comprehend the concepts and apply the new language of hotel services or types of rooms (language through learning) by using present simple with

dates and times (language of learning). The lesson incorporated the cultural aspect into the lesson by including activities that encouraged appreciation of the customers' points of view from students' experiences in a conversation. Having completed CLIL lessons in this framework over a unit consisting of four lessons, the researchers concluded that learners' language learning skills, enhanced their self-confidence, facilitated their motivation for participation, and raised self-awareness and feelings of cooperation could be developed through the CLIL approach.

To sum up, *content, cognition, communication, and culture* form a basis for understanding CLIL with a broad perspective. From the beginning of planning a curriculum to the end of assessing the learners, all components of the 4Cs in the approach should be analysed and applied carefully to promote an efficient language learning process.

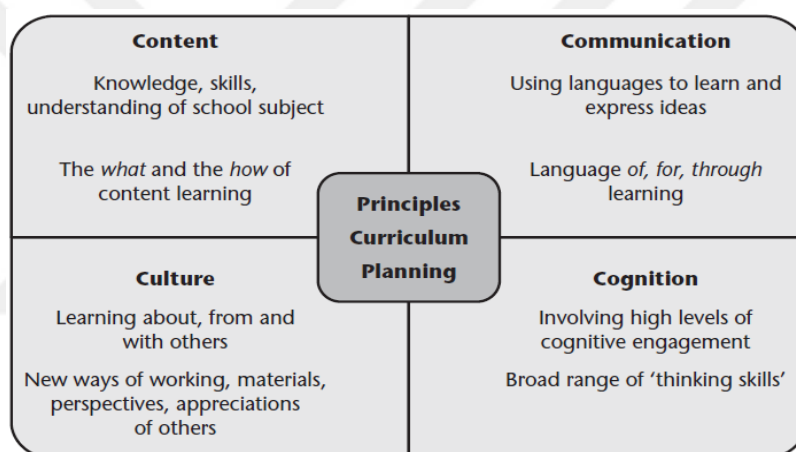


Figure 4. CLIL: The 4Cs principles, curriculum and framework for planning (Ellison, M. (2018). CLIL in the primary school context. In *The Routledge handbook of teaching English to young learners* (pp. 247-268). London: Routledge.)

2.3.4. The Impact of CLIL on the Success of Young Learners

2.3.4.1. CLIL Studies in the World

CLIL was initiated as a primary effort by instructors from most European countries who were seeking innovative approaches to learning the language (Sylvén & Tsuchiya, 2023). CLIL is one of the most appealing approaches that address language teachers because of its duality. It gives a chance learners to be competent in the target language and qualified in the specific content through the language. Therefore, the focus on CLIL research and implementing the approach in classrooms has increased. Various studies have been

conducted on different language skills to see whether CLIL affects the language development of the learners or not, especially in the European context.

To start with the studies on reading and listening skills, Prieto-Arranz, Rallo Fabra, Calafat-Ripoll and Catrain-González (2015) investigated the progress of receptive skills in CLIL and non-CLIL contexts of Catalan–Spanish bilinguals, consisting of 87 students. The study lasted three academic years, and the participants were 13 when they started to be followed. The language profile of the students consisted of four parts: Catalan-dominant bilinguals, Spanish-dominant bilinguals, balanced Catalan-Spanish bilinguals, and multilingual ones. So, English was their L3. CLIL participants (50) learnt science or social science through English and English as a Foreign Language (EFL) context, while non-CLIL participants' (37) exposure to English through formal instruction was limited only to an EFL context.

They used two listening comprehension and two reading comprehension tests for data collection. The first listening comprehension test (News Listening) included four radio-broadcast news stories, and students were asked to complete a multiple-choice test with ten items. In the second listening (Picture Listening), comprehension was tested through ten different recordings where possible answers were supported through visuals. Furthermore, participants took two reading comprehension tests (General and Specific Reading). The general reading test included reading ten short texts on various topics and genres. Students answered ten-item multiple-choice tests about them. The specific reading test focused on the particular vocabulary items of CLIL lessons (Science or Social Science). This test included True/False statements and matching vocabulary with their definitions. These four tests were implemented four times over three years.

They concluded that although the CLIL program was mainly beneficial for developing students' receptive skills, students' reading comprehension skills improved better than their listening comprehension skills. The findings showed that CLIL did not noticeably impact listening comprehension. They also saw that participants exposed to CLIL outperformed in cognitively demanding tasks.

Pladevall-Ballester and Vallbona (2016) conducted another study on the receptive skills of primary school students. They studied with 287 primary school students in the 5th and 6th grades over 20 months (two academic years). The participants were bilingual, and they knew Catalan and Spanish. English was introduced when they started primary education when they were six. Their schools employ CLIL programmes to teach a curricular topic in English for one hour a week. The aim is to develop students' language proficiency.

They used a combination of the Flyers and Movers as data collection instruments, which were Cambridge Young Learners' Tests. Students were expected to match the definitions and choose true or false about the text to check their reading comprehension. Furthermore, they completed a cloze test with multiple choice answers and a gap-filling exercise about selecting specific information from the text. All those questions were selected from the Flyers and Movers tests. Similarly, the listening test chosen from the Flyers test consisted of two tasks requiring students to listen for specific information.

At the end of the study, the researchers revealed that no significant differences were observed in reading and listening skills between CLIL and non-CLIL students since the students were exposed to minimal and equal exposure. They recommended that longer-term, more intense exposure may be necessary to observe more promising CLIL learning outcomes.

A current study by Hidalgo and Villarreal (2024) analyses the impact of intensity of exposure on the receptive skills of young learners in CLIL. They studied 275 young learners aged between 11-12 from three schools in Spain. Reading and listening comprehension tests adapted from the A2 Flyers Cambridge exams were employed. They included multiple choice, matching and cloze tests. The results of this investigation show that high-intensity CLIL programmes effectively enhance reading and listening skills. Reading skills, especially, developed more than listening skills with more exposure to CLIL. Therefore, it is emphasised that CLIL programmes should be planned and carried out carefully concerning exposure levels (Hidalgo & Villarreal, 2024).

In addition, Chostelidou and Griva (2014) explored the impact of CLIL on reading skills in higher education in the Greek context. One experimental group receiving CLIL instruction and one control group receiving English instruction as a curricular subject were involved in the study. While the CLIL group received integrated language instruction and focused development of both content and language, the non-CLIL group was taught English using traditional teaching methods. CLIL lessons were student-centred, and language and content activities were integrated; however, EFL lessons were teacher-centred, and activities and content were not integrated. Observations, feedback, pre-tests and post-tests were used to compare the development of reading skills and overall language proficiency. After one academic year, Chostelidou and Griva (2014) suggested that CLIL can effectively enhance language proficiency in higher education, which can be attributed to the integrative nature of the approach regarding content and language.

Similarly, Jiménez-Muñoz (2014) investigated the influence of CLIL on language skills by using surveys, task-based activities and a framework based on CEFR descriptors in higher education. Students studied economics, and their English proficiency levels varied from A2 to B1. After completing CLIL courses for one semester, the results of students' self-perceptions of the approach and task-based evaluations highlight that students' reading and writing skills developed more than speaking and listening skills.

Moreover, studies focus on the productive skills of the language in CLIL classrooms. As for speaking skills, Agudo (2019) conducted a study about the impact of CLIL programmes on the oral communicative competence of primary and secondary education learners in Spain. The participants were 318 4th and 6th-grade students aged between 11 and 16. The researcher selected 10 schools randomly. Eight of them were bilingual public schools, and two were non-bilinguals. The researcher questioned how different instructional contexts, CLIL and EFL classrooms, affect the students' oral communicative competence through a listening test and an oral interview. The listening test consisted of true/false, matching, and multiple-choice questions about short dialogues. The oral interview was designed to assess students' communicative functions like describing, making suggestions, stating preferences, agreeing/disagreeing, and making comparisons. The test included individual speaking and spoken interaction. For example, students talked about their lives and described pictures given to them. In addition, they discussed two out of four topics. The oral interviews were in pairs, and students interacted with each other for ten minutes. At the end of the study, Agudo (2019) found out that CLIL had a positive effect on the student's oral competence, and this difference between CLIL and EFL instruction, especially in speaking, can be noticeable throughout time and experience, as also stated in the study of Ruiz de Zarobe (2008).

Likewise, Pérez Cañado and Lancaster (2017) studied 24 monolingual students (12 of them CLIL and 12 of them non-CLIL) in 4th grade of compulsory secondary education in a public rural school in Spain to measure the effect of CLIL on oral comprehension and production.

They used two English language competence tests whose contents were based on the related skills to the 4th-grade compulsory secondary education. Thus, the students were familiar with the grammatical structures, lexical items, and communicative language functions. The study lasted over one academic year and six months. The listening tests were applied in groups, while oral production tests were implemented in pairs and individual subtasks for five minutes.

The findings showed that CLIL positively impacted productive oral abilities in the medium and long run. They also revealed the areas (more cognitively complex listening activities) of oral competence that were particularly susceptible to CLIL instruction and the ones that needed to be developed over a longer period to be considerably improved (pronunciation and fluency).

In accordance with the results of Pérez Cañado and Lancaster's (2017) study, the comparative study of De Diezmas (2016) also revealed the efficiency of CLIL on spoken production and interaction of young learners aged 9-10. A diagnostic test was used to measure students' language competencies over three years. The test was based on reading, listening, writing, oral production and interaction skills. CLIL students noticeably outperformed their non-CLIL peers. Although CLIL students were better in reading, listening and writing skills, the differences were not significant. Hence, the study underscores the effectiveness of CLIL on students' speaking skills, and young learners need more time and exposure to develop other language skills.

When it comes to writing skills, Llinares, Morton, and Whittaker (2012) claimed that the importance of writing in CLIL contexts has not received much attention (as cited in Gené-Gil, Juan-Garau & Salazar-Noguera, 2015). However, longitudinal studies have shown the impact of CLIL on writing. For instance, Gené-Gil et al. (2015) provided longitudinal data on developing written complexity, accuracy, and fluency (CAF) in secondary education CLIL and non-CLIL learners. CLIL students (30) studying science or social science and non-CLIL English language learners (20) represent the 50 participants of the study. Analytical CAF measures analysed their performance in written composition at four data-collecting intervals spread over three years.

The within-group analysis results demonstrated notable differences in CLIL learners' scores in most CAF measures at the various data collection times. However, the non-CLIL participants only indicated substantial differences in lexical complexity and accuracy. The outcomes of the between-group comparisons that influence the exposure hours show mixed results: Students not in CLIL show significantly more progress in lexical complexity than their CLIL counterparts, even if the latter often obtain higher scores overall. Overall, some data implies that the CLIL strategy is more efficient. The study of Ruiz de Zarobe (2011) is also consistent with Gené-Gil et al. (2015), and she specified aspects of writing and noted that some aspects of writing, such as fluency and lexical and syntactic complexity, were

advanced clearly while no evident improvement was observed in accuracy and discourse skills.

In addition, Dalton-Puffer (2008) argues that research-based learning outcomes reveal the aspects of language that benefit from CLIL, such as listening and vocabulary, while writing and syntax are categorised as unchanged domains of linguistic competence by this instructional approach.

Besides, there are studies demonstrating the positive effects of CLIL in writing. According to Whittaker, Llinaers, and McCabe's (2011) longitudinal study, CLIL students progressed in the required academic register and produced more cohesive and coherent texts. Their study presented results on writing development in CLIL history classes. The data were gathered from two state secondary schools in Madrid, and the data collection process lasted four years. The students were 12 years old at the beginning of the study and 16 at the end. The students were familiar with the CLIL programme from their primary schools. Each year, a topic was chosen, and an end-of-topic prompt was formed in cooperation with the teachers to summarise the objectives of the unit. The first task was an oral group exercise to prepare for the class round-up discussion. Writing was employed in 20 minutes a few days later. According to the study, CLIL environments prioritising content learning offer optimal settings for developing written discourse because they give students a strong basis in knowledge from which to build their writings. The ability of students to create lengthier, more independent writings in the genres they have learned, with scaffolding, is a necessary component of academic achievement in the subject matter.

Lasagabaster (2008) investigated the language competence of two CLIL groups and a non-CLIL group of 198 secondary education students from a bilingual community. Basques and Spanish were the students' official languages, and English was their L3. The students were from four different schools, and they started learning English at 8. The researcher divided the participants into three: 28 students in the 4th grade and 15-16 years were taught only English three hours each week, and 113 students in the 4th grade were exposed to the CLIL programme for two years in addition to English classes for three hours per week. The CLIL programme is four hours weekly and includes history, computer science, religion, classical culture, sciences, and modern English. The last group was 57 students aged 14-15. They attended CLIL for one year, and the subjects they covered were geography, technology, and religion. They were also exposed to English in CLIL programmes for four hours each week and regular English classes for three hours per week.

The researcher used English tests relating to grammar, listening, speaking and writing as an instrument. For grammar and listening skills, the Oxford Placement Test was used. In the written test, students were expected to compose a letter to an English family they would be in the summer. They were free to use the approach, syntactic structures and vocabulary as they wished. The speaking test was about a frog story, a commonly applied tool to ask students to describe a sequence of images. The story was well-known worldwide across different languages and age groups in various contexts. The overall English proficiency of the students was indicated by adding the scores from the four tests. The findings of the study presented that CLIL had a positive impact on all language skills measured in the study. Furthermore, CLIL students outperformed significantly in overall written output in this study. The results revealed progress in writing and pronunciation, which were previously unaffected in the German context (Lasagabaster, 2008).

In addition to these studies, Pérez-Vidal and Roquet (2015) presented a study focusing on the effect of CLIL on both productive and receptive skills in a Science programme over one academic year. The participants were bilingual in Catalan/Spanish, and English was their L3. Their school was situated in a high socioeconomic region of a high socioeconomic status. Pre-test and post-test were used to see the students' language development. One group (50) took both formal instruction (FI) and CLIL in the Science course, while the other group (50) took only FI. Students were asked to compose a dialogue based on a picture to assess writing skills. Comprehension tests were used to assess receptive skills. Completing a text about tsunamis related to the Science subject and dictation for listening comprehension were used as data collection instruments to measure reading comprehension. To measure lexicogrammatical abilities, sentence completion and grammaticality judgement tasks were selected.

The results indicated that the FI + CLIL program results in higher relative gains, but not in all skills and to the same extent. While reading skills confirmed higher relative gains, listening did not. Likewise, students' writing skills, especially their accuracy and lexicogrammatical skills, demonstrated higher relative gains. The finding also inferred that reading and grammar benefited from CLIL the most.

In conclusion, CLIL has been integrated into various contexts to see the impact of the approach on different skills, and multiple instruments have been employed to assess its effectiveness. CLIL mostly has a positive impact on both the receptive and productive skills of learners. However, it can be claimed that not all skills are influenced equally. It may result

from the nature of the skills, the subject integrated into CLIL, language background and current language level of the learners, time allocated to teaching the skill, intensity of exposure, teachers' language competence, students' familiarity and experience with CLIL as an innovative approach or the duration of the research. Therefore, much more time and exposure to the approach are needed to make generalisations about the effectiveness of each skill separately. CLIL can be incorporated into different language teaching contexts to yield more significant results about the impact of the approach in general.

2.3.4.2. CLIL Studies in the Turkish Context

According to the Eurydice report (Eurydice, 2012), Türkiye does not currently offer CLIL as an educational approach to foreign language teaching. The fact that not being obligatory and included in foreign language education laws, the school administration's discretion to decide on implementing the approach, and the issue of availability of qualified teachers, materials, and assessment tools can be listed as the reasons for the lack of CLIL studies in the Turkish context (Korbek & Janet, 2022). To address the issue of the availability of qualified teachers, research focusing on attitudes, perceptions, experiences, and needs of language teachers on CLIL can be investigated.

To illustrate some examples of CLIL in the Turkish context, Metli and Akış (2022) inquired into the challenges and strategies of science and maths high school teachers while teaching in the CLIL approach through semi-structured interviews, open-ended questionnaires, and lesson observations. According to the participant teachers' experiences of the approach, students faced challenges such as a lack of vocabulary knowledge, translation problems, and difficulty understanding basic concepts of the fields. To encourage the development of language learning of the students, the teachers applied some strategies. For example, they included pair and group work activities to solve problems, to find creative solutions, and to discuss the topics. Interdisciplinary activities such as taking notes of the science vocabulary and using them in other disciplines, which help students to make connections between other branches, were also helpful strategies that the teachers stated. They also used individualised feedback, higher-order thinking skills, inquiry-based learning, and language reinforcement to handle the challenges. This study may shed light on the CLIL practices in terms of their implications and recommendations for future studies in the Turkish context.

Another collective case study conducted by Yavuz, Öztüfekçi, Ören, Kaplan and Uzunkaya (2020) was about the attitudes, perceptions and needs of the EFL teachers on the CLIL approach. They used reflective essays of the teachers on the essays and semi-structured interviews after CLIL lessons in science high school. The participant teachers of the study indicated that they were motivated and had positive attitudes toward CLIL; however, they needed more time to prepare CLIL-based materials to use in the classrooms. They needed to spend extra time preparing activities and tasks with their colleagues from other subject teachers.

Yalçın, Bayyurt, and Alahdab's (2020) study presents a different perspective on the field regarding the relationship between English as a lingua franca (EFL) and CLIL. Their study explored whether and how implementing CLIL in primary English language classrooms improves teachers' awareness of their language use from the English as lingua franca (ELF) perspective. They interviewed the teachers about their classroom practice and asked them to share lesson plans. The study's results pointed out that teachers' practice of the CLIL facilitated their awareness in three key aspects; 'awareness of language and its use, instructional practices, and learning awareness.'

Despite the challenges they experienced during the teaching, participant teachers suggested that CLIL allowed them to see different usages of the language in covering real-life topics and to enhance their intercultural awareness, which increased their self-confidence in their language proficiency as non-native language teachers in CLIL classrooms. CLIL offers relevant contexts to improve effective language teaching materials and strategies by enhancing to become ideal ELF-aware instructors. Therefore, CLIL and its classroom applications align with ELF-aware pedagogy.

Furthermore, although studies address issues related to language teachers' experiences in CLIL, experimental studies on CLIL implementation in real classroom settings are scarce (Altınkamış, 2009). In addition, those studies have mostly been conducted at private schools, which can provide language teachers with teaching materials and resources for CLIL implementation.

To exemplify, Bayram, Öztürk and Atay (2019) conducted a study in a private school concerning whether there was a difference between CLIL and non-CLIL fifth-grade students in terms of reading comprehension and vocabulary. They used a standardised test, the Cambridge Key English Test (KET), the Vocabulary Levels Test (VLT) for learners' knowledge of receptive vocabulary, and the Vocabulary Knowledge Scale (VKS) for

productive vocabulary knowledge. They concluded that CLIL learners demonstrated significantly superior performance to their non-CLIL friends in reading comprehension and receptive and productive vocabulary skills.

Kılıç, Çatal, Jaber and Mede's (2018) study explored the role of CLIL on EFL students' motivation. They studied with 25 A2-level preparatory learners at a private university. They employed CLIL for two weeks and 10 hours in a class. To show the difference between traditional language classes and CLIL, the language teacher first implemented pilot CLIL lessons and traditional language classes for two weeks. Then, CLIL lessons consisted of inventions-inventors, literature, and writers and their works were implemented. As a grammar topic, past simple was added. Interactive activities, such as wall readings, finding your partners, vocabulary, Kahoot, competitions, matching, pair and group activities, were used. Moreover, the same topics were covered through traditional language teaching methods, and students were provided with a comparison of the two instructional methods.

Finally, students were required to fill out a survey containing eight items to express their opinions about CLIL lessons. The findings indicated that CLIL enhanced students' motivation and helped them be active in language classes. Students found CLIL lessons interesting, engaging, encouraging participation, and enjoyable, which stimulated their language learning.

In sum, Yalçın, Bayyurt and Alahdab (2020) claim that CLIL is valued in Türkiye since it offers content knowledge besides language competence, and it is a widely accepted approach in private K-12 schools. However, there is a lack of systematic studies investigating the outcomes of CLIL classes in terms of language and content in Türkiye (Bayyurt & Yalçın, 2020). Hence, the present study is designed to address this gap by investigating whether the integration of the UN's sustainable development goals (SDGs) into the 7th-grade curriculum through CLIL has an impact on students' language development in the K-12 Turkish context, and if so, in what ways it affects them.

2.4. Sustainable Development Goals (SDGs)

Sustainable Development Goals (SDGs) were accepted at the Sustainable Development Summit on September 25, 2015, by the United Nations Member States. These goals consist of 17 goals and 169 objectives, which aim to eliminate global poverty in all its forms and promote the well-being of humanity by 2030. These goals are primarily aimed at struggling

with poverty, taking action for the environment, taking precautions against climate action, promoting equitable prosperity, and establishing peace. The ultimate aim is to create a better, more sustainable world for both present and future generations, and the only way to achieve this is to educate people. Seventeen SDGs can be listed as follows:

Table 3

Sustainable Development Goals (SDGs)

1. No Poverty	10. Reduced Inequalities
2. Zero Hunger	11. Sustainable Cities and Communities
3. Good Health & Well-being	12. Responsible Consumption and Production
4. Quality Education	13. Climate Action
5. Gender Equality	14. Life Below Water
6. Clean Water and Sanitation	15. Life on Land
7. Affordable and Clean Energy	16. Peace, Justice and Strong Institutions
8. Decent Work and Economic Growth	17. Partnership for the Goals
9. Industry, Innovation and Infrastructure	

According to the United Nations (2016), sustainable development goals outline a roadmap to a more sustainable future for everyone. Although each goal addresses different problems, such as poverty, inequality, climate change, health, and education, they are all connected. To provide human beings with a better world in the future, it is crucial to achieve all those goals by 2030. According to the report of the United Nations (2016), SDGs can be explained in detail as follows;

The first goal is ‘No Poverty’. It aims to eliminate extreme poverty for everyone globally by 2030. Although poverty has decreased over recent decades, with the emergence of COVID-19, the number of people living in extreme poverty increased by nearly 90 million people. If the situation goes, it is estimated that nearly 7% of the global population, around 575 million people, may end up in extreme poverty by 2030. Unemployment, the ongoing rise in food prices, food insecurity, social exclusion, susceptibility to illnesses of the populations, disasters, and other factors that limit their productivity can be seen as the reasons for global poverty.

The report includes some suggestions to eradicate poverty, such as enhancing job opportunities for poor and marginalised people, supporting productive employment, addressing the crucial role of the private sector, and recognising the importance of science, which fostered access to safe drinking water, reduced deaths from waterborne diseases, and improved hygiene to diminish health risks related to unsafe drinking water and inadequate sanitation.

Goal 2 is 'Zero Hunger', which targets a world without hunger by 2030. Global hunger and food insecurity have risen since 2015 because of the pandemic, conflicts, climate change and inequalities. Severe starvation and malnourishment are problems for sustainable development because they cause hungry and malnourished individuals who are less productive, more inclined to illnesses, and unable to improve their wealth and living standards. Zero hunger can be achieved by supporting local farmers or markets, preferring sustainable foods, encouraging good nutrition for all, and not wasting food.

Concerning the first and second goals, goal 3 is enhancing 'Good Health & Well-Being' for all by 2030. Due to unequal access to healthcare, COVID-19, the decline in childhood vaccinations, and the rise in dangerous diseases such as tuberculosis and malaria, global health is seriously compromised. The third goal aims to foster healthy lives and well-being for everyone at every age. The main goal is to achieve universal health care and offer everyone affordable, safe medications and vaccinations.

Goal 4, 'Quality Education', can be seen as the key to achieving the other sustainable development goals. It aims to provide everyone with a quality education to enhance their lives and achieve sustainable development. Quality education diminishes poverty and inequalities and fosters gender equality. In addition, education empowers people globally to maintain healthier and sustainable lives, encourages tolerance, and helps to create more peaceful societies. Although the COVID-19 pandemic affected education adversely, some precautions can be taken to improve, such as providing equal access to affordable vocational schools, free primary and secondary education, eradicating gender and wealth inequalities, and supporting universal access to quality higher education by 2030.

As an essential human right, 'Gender Equality' forms goal 5. The goal aims to make women and girls strong and provide them with equal rights. To achieve this goal, sexual violence and exploitation, the unequal distribution of unpaid care and domestic work and discrimination in public office, which has risen in the COVID-19 period, need to be eliminated. Since women and girls comprise half of the world's population, solving these problems means worldwide social progress. In addition, political leadership, investments, and policy reforms are crucial to succeeding in goal 5, and the goal needs to be prioritised in national policies, budgets, and institutions.

Goal 6, 'Clean Water and Sanitation,' addresses another fundamental need and proper for human beings: access to clean water, sanitation and hygiene for health and well-being. Due to rapid population growth, urbanisation, and growing water needs in agriculture, industry,

and energy sectors, the water demand has increased. Therefore, essential measures are targeted for universal access to safe, affordable drinking water by 2030. Investments in infrastructure and facilities for sanitation, protection and restoration of water ecosystems, developing water-use efficiency and hygiene education are among those crucial steps.

Goal 7, 'Affordable and Clean Energy', focuses on providing access to clean and affordable energy for developing agriculture, business, communications, education, healthcare, and transportation. Investing in clean, renewable energy such as solar, wind and thermal, accelerating electrification, and improving policies and regulatory frameworks are key solutions to ensure everyone can access affordable and clean energy by 2030.

Goal 8, 'Decent Work and Economic Growth,' aims to facilitate inclusive and sustainable economic growth, employment, and decent work for everyone. Because of global crises, unemployment has increased around the world, which prevents the creation of sustainable and prosperous living standards. Necessary precautions should be taken, such as promoting job opportunities, especially for young people, focusing on labour market inequalities regarding the gender pay gap, improving safe and secure work settings, and enhancing access to financial services for sustainable and inclusive economic growth.

Since it is believed that economic growth, social development, and climate action are related to investments in infrastructure, sustainable industrial development, and technological advancement, Goal 9, 'Industries, Innovation and Infrastructure', plans to develop resilient infrastructure, foster sustainable industrialisation, and promote innovation. To reach goal nine by 2030, it is crucial to invest in infrastructure like transport, irrigation, energy, and information and communication technology. Furthermore, supporting least developed countries (LDCs), investing in advanced technologies, reducing carbon emissions, and expanding mobile broadband access are the steps to reach the goal.

Goal 10 aims to minimise inequality within and across nations because it threatens social and economic progress in the long term, damages the efforts to eliminate poverty, and affects people's feelings of fulfilment and self-worth. To meet the goal, transformative changes are required such as eradicating poverty and hunger and supporting investments in health, education, social protection, and job opportunities especially for young people, migrants, and refugees, fostering equality by dismissing discriminatory laws and policies, eliminating income inequality, encouraging well-planned policies for safe and regular migration.

Goal 11, ‘Sustainable Cities and Communities’, focuses on building inclusive, secure, and sustainable cities. Cities are regarded as the future of global living and sustainable development cannot be successful without a major change in the way urban areas are designed and managed. Since the realisation of SDGs in 2015, significant progress has been made to enhance the cities unprepared for rapid urbanisation and eliminate urban sprawl, air pollution and limited open spaces.

Goal 12, ‘Responsible Consumption and Production,’ emphasises sustainable production and consumption to preserve living standards for present and future generations. By changing our consumption habits, preferring sustainable energy sources, avoiding waste, being careful about the things we purchase, and selecting sustainable choices, we can save the planet from running out of resources.

Goal 13, ‘Climate Action’, outlines the urgent actions to cope with climate change and its impacts. It is known that climate change is the result of human activities and causes a threat to life on Earth. Rising greenhouse gas emissions expedite climate change and it can end up with extreme and unpredictable weather conditions and rising sea levels, even mass migration that will result in instability and potential wars. To combat climate change and its impacts, it is needed to improve resilience and adaptive capacity to climate-related hazards and natural disasters in all countries, incorporate climate change precautions into national policies, strategies and planning, enhance education, raise awareness, and develop human and institutional capacity regarding climate change mitigation, adaptation, impact reduction and early warning systems.

Concerning climate action, Goal 14, ‘Life Below Water’, addresses conserving and using the oceans, seas and marine resources sustainably since they are crucial for humans and life on Earth. Oceans absorb CO₂ emissions caused by human activities, so it is vital to reduce the effects of climate change. In addition, oceans are important for human beings’ health since the diverse species in the oceans are vital for pharmaceuticals. International cooperation to protect vulnerable habitats to provide sustainability in oceans and deep sea areas, designing complete, effective, and equitably managed systems of government-protected areas to save biodiversity and creating a sustainable future for the fishing industry, reducing plastic consumption, making ocean-friendly choices while preferring products or consuming food from the oceans are critical issues for sustainable development.

Similarly, Goal 15, ‘Life on Land’, targets to conserve life on land by protecting and restoring terrestrial ecosystems, controlling forests sustainably, handling desertification, and

preventing biodiversity loss. Since the world is confronted with climate change, pollution, biodiversity loss, forest loss, land degradation, and species extinction, the planet and humanity are under threat. Recycling, respecting and protecting wildlife, sustainable consumption, and ensuring biodiversity are vital steps to save life on land.

Goal 16 ‘Peace, Justice and Strong Institutions’ aims to support peaceful and inclusive societies, promote equal access to justice, and design effective, accountable, and inclusive institutions at all levels. People should not be afraid of violence and they should be safe in their daily lives, regardless of their ethnicity, faith, or sexual orientation. Promoting respect and individual rights, the right to privacy, freedom of expression, access to information, equal access to justice, and encouraging respect for people from different ethnic backgrounds, religions, genders, sexual preferences, or viewpoints are key dimensions to realise social growth and sustainable development.

The last goal, ‘Partnerships for the Goals,’ addresses renewing the global partnership for sustainable development. It is understood that improving global relationships and multilateralism is vital to solving world problems, especially after the COVID-19 period. Furthermore, since the 2030 Agenda is universal, all nations are urged to take action and guarantee that no one is left behind. All Sustainable Development Goals can only be accomplished with a strong commitment to international collaboration and cooperation.

To sum up, all SDGs address meeting various social demands such as education, healthcare, social security and employment opportunities while focusing on climate change and the conservation of the environment (Rieckmann, 2017). As a part of SDG 4 ‘Quality Education’, it is crucial to support all learners should gain the necessary knowledge and skills through education for sustainability including lifestyles, human rights, gender equality, cultivating a culture of peace and nonviolence, global citizenship, and understanding cultural diversity and the role of culture in improving sustainability (UNESCO, 2015). Therefore, education for sustainable development is a pivotal tool for understanding and attaining the goals.

2.4.1. Education for Sustainable Development (ESD)

ESD is described as education for social change to establish a more sustainable world, so it advances beyond simply teaching concepts of sustainability (UNESCO, 2012). The concept was initially defined and explored as the aspect of sustainable development developed

between 1987 and 1992 by the United Nations (UNESCO, 2006). ESD cannot be outlined solely in education. However, it is an interdisciplinary approach that incorporates many different areas of knowledge to address and deal with complex problems to encourage sustainable solutions (Letouzey-Pasquier, Gremaud, Blondin & Roy, 2023). In other words, it tries to offer learners critical thinking and problem-solving skills they need to solve global problems, thus ESD should adopt an integrated approach which responds to society, economy, politics, and culture (Arslan & Curle, 2024). For this purpose, UNESCO designed the Global Action Programme in 2014 to promote ESD at all educational levels and present insights into its realization (UNESCO, 2018). In this respect, according to Arslan and Curle (2024), academic attempts demonstrating the significance of incorporating ESD into various disciplines have increased, especially over the past five years.

For instance, Baena-Morales, Merma-Molina and Ferriz-Valero (2023) analysed the characteristics of physical education to understand whether this discipline contributes to SDGs by promoting university students' competencies. Their study presents sample learning goals in physical education which align with the objectives of SDGs. For instance, emphasizing women's role in sports while providing alternative or non-gendered sporting opportunities, which refers to SDG 5 'Gender Equality' and highlighting raising awareness on sports activities in near touristic or cultural areas, which aim at developing and implementing policies that support sustainable tourism, create job opportunities and encouraging local culture and product (SDG 8- 'Decent Work and Economic Growth') are examples of integration of physical education and SDGs. Therefore, students' critical and systemic thinking skills can be improved through activities related to SDGs integrated into their physical education classes (Baena-Morales et al., 2023).

Furthermore, Li and Tsai (2022) claim that integration of ESD into math classrooms will enhance comprehension of challenging and complicated subjects, so researchers and educators need to consider the ways of implementing ESD concepts into mathematics teaching and learning in real classroom contexts. Similarly, Meadows (2020) addressed the role of geography education in understanding sustainable development goals and in fostering needed knowledge and skills to achieve a more sustainable future. In addition to math and geography, Pavlou and Kadji-Beltran (2021) point out the implications of incorporating ESD into visual arts education. They assert that the involvement of ESD, as an education of the twenty-first century, in visual arts education, facilitates connections with real-life problems and encourages them to be active.

When it comes to the integration of SDGs into language teaching in the scope of ESD, it is concluded that sustainable development goals offer meaningful and engaging content for language teaching and improve communication skills in the EFL context (Jodoin & Singer, 2019). The study of Jodoin and Singer (2019) at the tertiary level points out that integrating sustainability into the English curriculum is an opportunity to raise awareness of the students besides developing their language skills. For example, they state that the ways of being healthy or the benefits of sports could be discussed in a language class, which refers to SDG 3, aiming at promoting healthy lives for people of all ages (UN, 2016). In addition, they express that the goals could be incorporated with language classes of other departments at university. SDG 8 aims to develop job opportunities for youth (UN, 2016) that could be added to economic and mathematics departments or SDG 9 focusing on developing resilient infrastructure and supporting industrial growth (UN, 2016) could be placed in engineering and architecture departments. The researchers indicate that those goals could be studied in language classes of different departments through various approaches such as English for Academic Purposes (EAP) or Content and Language Integrated Learning (CLIL).

Furthermore, Jodoin and Singer (2019) claim that the topics covered in EFL coursebooks are not connected; much of the content-related lexis, grammatical structures, and concepts are introduced only once, and students need more chances to recycle to use the language. Hence, a simple topic like ‘animals’ could be linked to goals such as SDG 14, targeting the protection and use of the oceans, seas, and marine resources responsibly (UN, 2016) or SDG 15, which is about protecting the life of ecosystems or forests (UN, 2016). To conclude from the study, integration of SDGs into EFL settings creates opportunities for students to use the language in an authentic environment and enhance their language skills, as well as helping to raise conscious individuals for the future (Jodoin & Singer, 2019).

Similarly, the study of Haque (2023) further supports the idea of the implementation of CLIL for teaching sustainability in the EFL context. The study was conducted with primary school students in Bangladesh to teach related topics to sustainability such as sustainable cities and countries showing SDG 11, sustainable consumption standing for SDG 12, or clean and blue water referring to SDG 6 through CLIL. The findings of the study revealed that the combination of sustainability topics with CLIL created a stress-free and participatory learning atmosphere for students in terms of gaining content knowledge and improving their language skills through writing activities, discussions, singing songs, or group activities in class.

In addition, the study of Yu, Guo, and Fu (2024) was designed to review the studies discussing the integration of sustainability into ELT. They highlight in their review article that including topics such as climate change referring to SDG 13, which aims to take precautions to deal with climate change and its effects (UN, 2016), biodiversity loss and sustainable development in the ELT context can develop critical thinking, problem-solving skills, and enhance student participation, thereby facilitating learning experience of students, which fosters SDG 4, which intends to provide all people with quality education to improve their lives and sustainable development (UN, 2016).

To sum up, as a part of SDG 4 (Quality Education), ESD equips individuals with knowledge, competencies, beliefs, attitudes, and behaviours to create a better world for everybody (UNESCO, 2021) by providing inclusive and equitable quality education and promoting lifelong learning opportunities for them (UNESCO, 2017, pp. 18). To achieve these goals, ESD can be incorporated into all academic disciplines and educational levels thanks to its multidisciplinary nature (UNESCO, 2010). Physical education, maths, and visual arts are examples of fields in which SDGs can be integrated with ESD.

This study refers to SDGs in the context of EFL because addressing SDGs in language teaching offers a framework to enhance students' language skills, develop their cognitive development in critical thinking, and raise their awareness of global issues (Mambu, 2023) and it aims to investigate students' language development through the integration of SDGs into CLIL lessons.

2.5. Designing a CLIL Syllabus With the Integration of SDGs for English Language Classes

More research needs to concentrate on integrating SDGs into language education or revising a curriculum for Education for Sustainable Development (ESD) (Kwee, 2021). Studies so far have focused on the different aspects of integrating SDGs in different contexts, such as the perceptions of prospective language teachers, the motivation of language teachers, and the content of English textbooks.

To start with the perceptions of language teachers, Bekteshi and Xhaferi (2020) conducted a study on learning the SDGs through ELT in Kosovo. They tried to find out to what extent future teachers were aware of the goals and their importance through an online questionnaire and to explore the relationship between ELT and SDGs. They concluded that the

effectiveness of teaching SDGs in English classes to Higher Education (HE) students aligns with the relevance of SDGs-specific topics covered in the curriculum, and it is mainly based on the student's attitudes towards learning about these specific topics.

Kwee (2021) focused on language teachers and investigated the components affecting their motivation to integrate SDGs into their teaching process. For example, the participant teachers agreed that language skills can be better developed when SDGs are integrated into the English curriculum. This increases their motivation and self-confidence in implementing the goals in their future teachings. They stated that students' critical thinking skills and vocabulary knowledge were improved through the lessons. They also expressed their personal beliefs, achievement of teaching objectives and the attitudes of school management were the factors influencing their self-efficacy in applying the goals in their lessons.

As for the content of the books, Arslan and Curle (2021) highlighted an apparent lack of SDGs in high school EFL textbooks distributed by the Ministry of Education (MoNE) when they analysed whether these goals are represented and, if so, to what extent learning objectives of SDGs are addressed within the textbooks. The study emphasises the need to specifically incorporate SDGs into language syllabi to raise awareness about sustainable development. Therefore, learning objectives, outcomes, possible topics, activities, and methods can be presented in a particular section of the syllabus as a guide for textbook developers.

In summary, when analysed from a broad perspective, it is undeniable that there is a need for guidance in integrating SDGs into language teaching. CLIL is one of the innovative approaches that can be suitable for teaching these goals in English language classrooms in terms of its components: content, cognition, communication and culture. Moreover, the learning objectives (cognitive, socio-emotional, and behavioural objectives) of SDGs provide authentic and meaningful context for language classes. SDGs can shape the content of language classes through topics that encourage critical thinking, support higher-order thinking skills of the students through composing reflective paragraphs, performing role plays, or synthesising their research on sustainability, which address the cognition part of the approach, promote their communication skills with group discussions, brainstorming activities about global issues, and address the viewpoints and attitudes of different cultures on sustainable development. Accordingly, designing a new syllabus including SDGs for language classes through the CLIL approach can be pivotal to enlightening language teachers while deciding learning goals, objectives and assessment types of the classes, preparing

activities and tasks, guiding language material developers, and raising conscious individuals about core issues while improving their language skills.

Considering the studies carried out so far, it seems that there is a scarcity of practising CLIL across all educational levels in the Turkish context (Bozdoğan & Karlıdağ, 2013) and integrating CLIL-based activities into EFL teaching (Yavuz, Öztüfekçi, Ören, Kaplan & Uzunkaya, 2020). Hence, this study sheds light on the impact of the integration of SDGs and CLIL on students' language development in Türkiye. The reason why this study was conducted in the rural area of Türkiye is that in the rural areas of our country, students may not have language awareness since they do not know about the necessity of English and they do not need to speak English (Güngör, Akcan, Werbinska & Ekiert, 2019).

Moreover, the study is vital in supporting autonomous and creative learners with intercultural competence through CLIL activities. The SDGs and CLIL integrated syllabus and sample lesson plans consisting of various kinds of CLIL activities related to SDGs also present a model for the EFL teaching field.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter describes the research design and context and then explains the sampling and participants of the study. Then, the data collection framework is presented in detail. Finally, the data analysis procedure and a comprehensive description of the study's validity and reliability are provided.

3.2. Research Design

This study was carried out using a qualitative method in an exploratory case study design. Yin (2008) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident” (pp. 18). In addition, a case study can be described as a detailed investigation of a case or multiple cases bounded over time through in-depth data collection from various information sources (Creswell, 2013). Since it is aimed at delving into the relationship between SDGs-based CLIL lessons and students’ language development in detail through various data collection instruments, the current study adopts a case study as a research design.

Dörnyei (2007) highlights that the case study is a way of framing the data collected through a range of data collection techniques such as interviews, observations, and documents to enhance the conception of the unique nature of the social being or object. In addition to these definitions, Merriam (2009) classifies the case study into three categories according to their specific aspects: particularistic, descriptive, and heuristic. The particularistic type concentrates on a specific case and it is beneficial for practical issues. The second type

describes a phenomenon through detailed and comprehensive descriptions. The heuristic case studies enhance the knowledge of the readers on the case (Merriam, 2009).

Additionally, some researchers acknowledge that case study has some advantages and disadvantages. For example, Stake (1981) claims that case studies provide the readers with more concrete and contextual knowledge. Merriam (2009) states the uniqueness of case studies in terms of presenting insights to uncover a phenomenon. As for the disadvantages of case studies, Quintão, Andrade, and Almeida (2020) point out that the subjectivism of the researchers because of their relationship with the study can result in bias in the data collection and interpretation process. However, Yin (2007) suggests that the triangulation of data and researchers is necessary to deal with this problem. Therefore, in this study, data analysis was triangulated through various data collection tools such as journals, teacher observation notes, and focus group interviews. Furthermore, the data were analysed by two different raters. One of them is the researcher herself, and the other one is the language teacher at the school where the data was collected.

3.3. Research Context

This study was conducted in a secondary state school in Edremit/Van, located in the eastern part of Türkiye. The participants were nine seventh-grade young learners and at the age of 11-12. They were randomly placed into their classes and they were beginner level students. They took 4 hours of English classes per week and they were 40 minutes each. The participants of the study were students from different classes at school, and their language teachers were also different. The experience of language teachers at school changes from 5 to 15 years.

As the teaching material, students had a course book given by the Ministry of National Education (MoNE). The course books were prepared by the Board of Education in Türkiye. They are approved and distributed by the MoNE. While designing the books authors, editors, language experts, visual designers, program development experts, assessment and evaluation experts, and guidance experts with title/qualified individuals work together. Furthermore, English course books contain ten units, including reading, listening, writing, and speaking activities related to each topic. They followed the units from the book and its online version through the smartboard.

Table 4

The Units Covered in 7th Grade English Course Book

Units	Contents
Unit 1	Appearance and Personality
Unit 2	Sports
Unit 3	Biographies
Unit 4	Wild Animals
Unit 5	Television
Unit 6	Celebrations
Unit 7	Dreams
Unit 8	Public Buildings
Unit 9	Environment
Unit 10	Planets

While developing the English language curriculum, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) principles and descriptors were followed. The 7th-grade curriculum in Türkiye is identified as the first stage of attaining the A2 level, which is defined in CEFR (MoNE, 2018). The syllabus is prepared following a communicative and task-based approach. It is based on firstly listening and speaking skills; reading and writing are focused on afterwards. The language outcomes are specified at level A2 in CEFR to shape the framework of the 7th-grade curriculum. Language objectives and outcomes are specified separately for the different language skills: listening comprehension, spoken interaction and production, reading comprehension, and writing. What's more, the themes and communicative language functions are prepared according to students' developmental features and interests and based on the 'from near to far/from known to unknown' principle. In addition to the units shown in Table 4, communicative language functions consist of describing people and characters, making simple comparisons, talking about past actions and daily routines, and making suggestions.

In this study, language teachers of the students used this syllabus to meet the goals and objectives of language classes. From a broad perspective, the syllabus consists of three parts: functions and helpful language, language skills and learning outcomes, and suggested contexts, tasks, and assignments. In the first part, the functions of the units are described in detail. Some sample sentences and related vocabulary items like adjectives, nouns or verbs are given. In the second part, learning outcomes for each skill are identified.

Every language skill is included in every unit. The last part of the syllabus contains example tasks, activities, and assignments to guide teachers and give ideas for the classes. The teachers follow the course book and specify the flow of the lessons through the content of

the syllabus per week for each unit. For the 7th grade, four hours of English each week, each lasting 45 minutes, were assigned.

Students took two exams of their covered units throughout one semester, including speaking, listening, and written exams. The exams were prepared collaboratively by five school language teachers, so they were local. All 7th-grade students in the school took the same listening and written exams. However, all teachers prepared speaking exams according to the levels of their classes, so speaking exams differed for each class. The common feature of them was that they were about the topics covered in the units, and students were asked 4-5 questions.

While implementing speaking exams, all students sat at their desks, and the teacher called out the students' names respectively, and they came to the board to answer questions. It can be a problem for students because they can be anxious while speaking in front of the class and afraid of making mistakes. Moreover, practising those exams in class is difficult for teachers since they have limited time to complete them. There is no authentic environment in which to use language and make dialogues about the topic. Another problem with assessing students' speaking skills is that students can memorise the answers to the questions because they come from the activities they have done in classes.

Listening exams consist of listening to a recording and answering fill-in-the-blank questions, ordering the pictures, or open-ended questions. Lastly, written exams generally involve reading a text and answering open-ended questions. At the end of the semester, students were assessed by taking the average of those three exams out of 100 points.

3.4. Sampling and Participants

Merriam (2009) states that when the main problem of the research has been determined, the next step is choosing the sampling. For Dörnyei (2007), the primary aim of sampling is to choose individuals providing in-depth perspectives for the investigated area, thus enriching readers' and researchers' understanding. At the beginning of the study, the sampling consisted of 15 seventh-grade students from Erdem Beyazıt Secondary School in Van province. They mostly have low-income family backgrounds and live in crowded families, so they have similar socio-economic backgrounds. Almost all of them attended a primary state school located in their neighbourhood. In addition, they do not have access to sources such as private teachers and online or face-to-face language courses and do not have the

budget to spend on English materials except for school classes. These participants were selected randomly based on specific categories, which can also be identified as a convenience sampling method.

The categories were based on the students' voluntariness and access to the Internet to complete six-week CLIL lessons. The researcher was the students' language teacher at school when CLIL lessons were planned; however, because of the earthquake disaster in Türkiye on February 6, 2023, and the researcher's appointment to another city afterwards, the lessons were designed online for the spring term of the 2023-2024 academic year.

Only nine students stated in Table 5 could attend all online CLIL classes and complete their portfolios and presentations. Due to the problem with the Internet connection and the assigned tasks from other branches at school, six students left the study. 2 of the students were male, and 7 of the students were female. Students filled out journals related to the topics before each unit, and after every lesson, they answered the questions in the after-lesson journals about the lessons. Having completed the lessons and journals, a focus group interview was implemented, and students were interviewed in groups of three.

Table 5

Demographic Information of Students

Participants (Pseudonyms)	Age	Gender	Grade	CEFR Level
Ezgi	12	Female	7th	A1
Ömer	12	Male	7th	A1
Selda	11	Female	7th	A1
Sinem	11	Female	7th	A1
Yusuf	12	Male	7th	A1
Leyla	12	Female	7th	A1
Yasemin	12	Female	7th	A1
Ayşe	11	Female	7th	A1
Elif	11	Female	7th	A1

3.5. Implementation of the CLIL Approach

The current study follows a comprehensive framework to integrate the UN's Sustainable Development Goals (SDGs) into the 7th-grade syllabus through the Content and Language Integrated Learning (CLIL) approach. First, the syllabus used in the 7th-grade English curriculum was analysed. Then, the UN SDGs were reviewed thoroughly.

Having completed the analysis process, the researcher determined the units with the students in an online meeting before designing the lessons. The first unit, 'Good Health & Well-

being’, was chosen since students covered the ‘Sports’ unit at school, and students expressed that they could feel relaxed in CLIL lessons. They could use content-related lexis about being healthy and doing sports while practising speaking and writing activities. The second unit was called ‘Life Below Water’ because they live near Lake Van. The students were curious about the lake and the creatures living under the lake. Although they lived near the lake, they did not know about it and wanted to learn more in English. Thus, this goal would create an authentic environment to use the language and support a feeling of belonging in CLIL lessons.

Considering students’ views and the principle of ‘from near to far and known to unknown’ in language teaching, ‘Good Health & Well-being and Life Below Water’ were chosen as the goals to integrate into CLIL lessons.

Then, CLIL as a language teaching approach and its implementations in real contexts were searched in the literature. Following these steps, two sample syllabuses were designed according to the main components of CLIL and the language learning process. They consisted of four titles: teaching goals, language skills and learning outcomes, language functions, and the 4Cs of CLIL (content, cognition, culture/community, and communication).

Accordingly, three detailed lesson plans were prepared for each unit. The lesson plans were based on integrating sustainable development goals into the four language skills through CLIL. The objectives of CLIL (content, cognition, culture/community, and communication) were spread throughout the 40-50-minute lessons. Having completed six-week-long online classes, detailed data collection and analysis processes were concluded. As a final step, eight more sample syllabuses consisting of different sustainable goals with the integration of CLIL were developed.

The flow of the lessons and the activities were designed according to the 4Cs of the CLIL. The first unit, SDG 3, ‘Good Health and Well-being’, was divided into three sub-topics: physical/mental health, public health and environmental health. Similarly, the second unit, SDG 14 ‘Life Below Water’, consisted of three sub-topics: ocean life, protect life below water, and Lake Van. The lessons mainly started with the content part. The content mainly consisted of vocabulary, reading, or listening to the topics. Then, communication parts were followed through various speaking activities. The three aspects of communication, which were language of learning, language for learning, and language through learning, were integrated into speaking activities. Students learnt related content-lexis and some grammar

functions to use in speaking activities. After becoming familiar with the topic, students practised writing, speaking, or both in the cognition part of the lessons. At the end of the lessons, they were assigned to the culture of the lessons in which students worked in pairs or groups or were assigned for the next week.

At the end of the CLIL classes, they completed their portfolios in three weeks, receiving feedback from the teacher. The first portfolio is about ‘Good Health and Well-being’, and the second is about ‘Life Below Water’. After completing each portfolio, they presented their portfolios in groups on Zoom. One of the teachers from the students’ school was invited to watch and evaluate presentations, and they got feedback from their teachers, the researcher and peers. However, portfolios were not scored since the assessment aimed to evaluate students’ language progress in CLIL lessons.

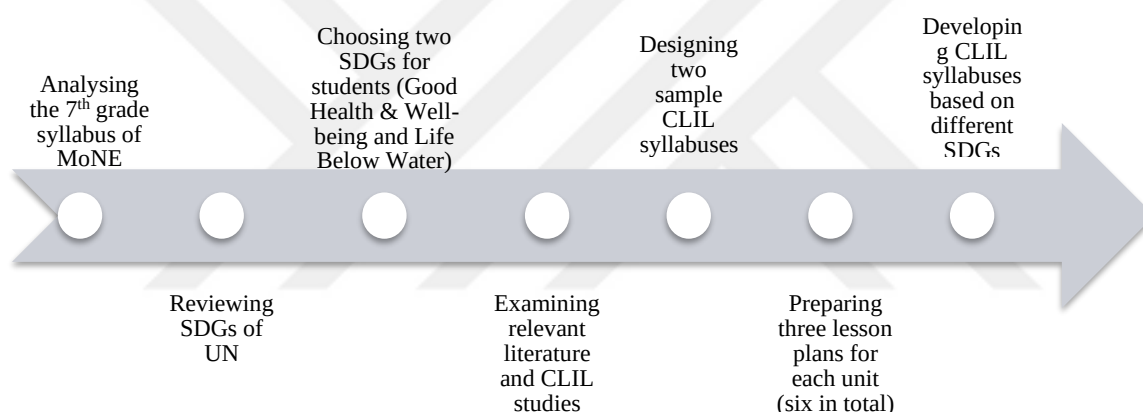


Figure 5. Data collection framework

3.6. Data Collection Tools

As Creswell (2014) points out, various tools can be used to collect qualitative data, such as interviews, observations, documents, and recordings. In this study, journals, focus group interviews, and teacher observation notes were used as data collection tools to broaden students’ views and answers about CLIL classes and delve into the details of the CLIL classes in terms of language development, the impact of SDGs integration and similarities or differences between the existing EFL instruction and CLIL classes.

Before starting the data collection process, the researcher got permission from the Gazi University Institute of Educational Sciences. Then, the school where data would be collected and the school's language teachers were informed. They informed the students about the

study and chose voluntary students who had an Internet connection at home. Since CLIL classes were held online over the weekend, there was no problem for language teachers and school administration. Then, the consent form was sent to the students' parents for them to sign and to help them understand the aims of the study.

After completing those steps, a Zoom meeting was held with participating students to explain the procedure and classes. Following that, each week, the journals were sent to the students through WhatsApp in a PDF format, and they filled them out for six weeks. When CLIL classes finished, focus group interviews were carried out in groups of three on a Zoom platform. During this process, the researcher took observation notes based on the questions. The questions for the journals, focus group interviews, and observation notes were designed by the researcher and supervisor by considering the study's research questions.

3.6.1. Journals

In this study, the data collection process started with reflective journals, which allowed the researcher to gain information related to participants' language and expressions about the study and portray the data that participants have focused on (Creswell, 2014).

When designing the questions for the journals, they were prepared by the researcher after getting regular and constructive feedback from the supervisor in one week. The questions aim to encourage students' critical thinking skills for the lessons and get answers from the students in the light of research questions. To gain in-depth information about CLIL classes, journals were divided into content, activities, and motivation. In the content part, two questions were about what came to students' minds and what was learnt after the online class. In the activities part, there were five questions. Those questions aimed to define the usefulness of the activities for the students, their preferences for individual or group activities, and their opinions about similarities or differences between the activities done at school and our online classes. Lastly, they answered three questions about their most and least favourite activities. While answering the questions in the journals, students were asked to write their reasons.

The questions were posed in both Turkish and English. Participant students were requested to answer the questions in their native language to express themselves better. They filled journals before every two units and completed journals after every six lessons. The choice of using handwriting or the computer to answer the questions was left to the students. After

each lesson, they sent the photos of the journals to the researcher; in this way, she was sure that they completed the journals regularly.

At the end of the online classes, students gave their journals in hardcopy format to their language teacher at school, who sent the journals to the researcher. The researcher transformed the hard copies into digital format to be analysed by herself.

3.6.2. Focus Group Interviews

Focus group interviews can present high-quality data since they can foster group interactions within a collaborative atmosphere, leading to comprehensive and enlightening conversations for data analysis (Dörnyei, 2007). Similarly, King (2004) clarifies focus group interviews as “a valuable way of gaining insight into shared understandings and beliefs, while still allowing individual differences of opinion to be voiced” (as cited in Al Ghazali, 2014, pp. 7); therefore, as a second data collection tool focus group interviews were implemented to elaborate the perspectives of the students both in groups and individually.

The interviews were conducted with three groups of 3 participants, each voluntarily. The questions were designed with regular feedback from the supervisor, and the researcher edited the last version so that students could understand and answer them in one week.

To reinforce students’ perceptions about online CLIL classes, the journal questions were paraphrased for focus group interviews and divided into three parts: content, activities, and motivation, as in the journals. In addition, participants were free to talk about the lesson process spontaneously; however, the researcher directed the questions to guide students when they were stuck.

Focus group interviews were planned according to each group’s suitable time as online sessions. All of them finished in one week after completing the lessons. The medium of the interviews was Turkish to help students express themselves easily and feel relaxed. All students were given equal time and right to speak. The interviews lasted approximately 50-60 minutes. All sessions were video-recorded and then transcribed verbatim by the researcher.

3.6.3. Teacher Observation Notes

Creswell (2009) briefly explains that the field notes taken by the researcher on people's behaviours and activities for research and recorded in an unstructured or semi-structured form can be defined as a qualitative observation, which is among data collection tools (pp. 181). Since the researcher was also a teacher of the online CLIL classes in this study, the researcher took notes during and after classes through the guiding questions for each lesson. Those questions were prepared by the researcher with the help and feedback of the supervisor in one week. Similar to journals and focus group interviews, guidance questions to observe the classes were also represented in three parts: content, activities, and motivation, to broaden the perspective of the study with the help of two other data collection instruments.

During the classes, the researcher observed the relationship between the integration of SDGs into the English classes and students' language improvement, their motivation to participate, and the impact of various activities on students as groups or individually. While observing, the researcher took notes about these shortly after each class, and she noted them down in detail.

3.7. Data Analysis

Creswell (2014) forms a framework to validate the accuracy of qualitative data analysis, starting with the data transcription. It provides the researcher with organised data throughout the analysis. Then, all data should be read carefully to catch the big picture of the content. In the next step, the researcher can start coding the data. Before starting the coding process, pre-coding helps the researchers develop a framework for the data and draw a map for coding (Dörnyei, 2007). Creswell (2014) lists the final stages as creating descriptions and identifying categories or themes to incorporate them into the qualitative narration. At the end of the data analysis, the researcher interprets the findings and results by concluding the themes.

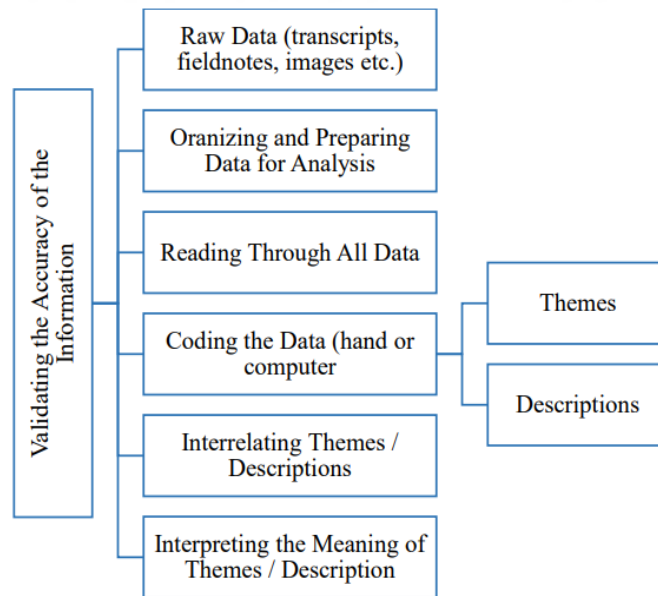


Figure 6. Qualitative data analysis (Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. California: Sage.)

This study follows the data analysis steps explained above, and they were observed for a complete and detailed analysis. The data was first gathered from journals, focus group interviews, and observation notes and stored digitally. Content analysis was employed in this study to draw reliable and valid conclusions from texts and offer new perspectives by deepening the comprehension of a specific phenomenon (Krippendorff, 1980).

To analyse the data accurately, the data collection process is shown in Figure 6. First, the researcher checked students' journals and the video recordings of focus group interview sessions and transcribed the data verbatim for a month. The researcher took observation notes after each lesson in English. After that, the researcher read and reread the transcriptions of journals, focus group interviews, and observation notes to familiarise herself with the content during May. After completing these steps, the researcher formed sub-themes and relevant codes. Codes are qualitative data elements and can be a word or visual that encapsulates the essence and meaning (Saldaña, 2013). Then, she reread the data to avoid missing any significant points. Afterwards, the researcher coded and interpreted the data thoroughly. In the last stage, the codes and themes were interpreted and discussed in light of the literature findings (See Chapter IV). In addition, conclusions and implications were drawn according to the results (See Chapter V).

Table 6

Data Collection Process

Collecting Data with Journals	February 2023- April 2023
Collecting Data with Teacher Observation Notes	February- April 2023
Collecting Data with Focus Group Interviews	May 2023
Transcription of the Journals and Focus Group Interview Sessions	May 2023- June 2024
Analysis of the Journals	June 2024-July 2024
Analysis of the Focus Group Interviews	July 2024-August 2024
Analysis of the Teacher Observation Notes	August 2024

Table 7

Themes and Relevant Codes regarding CLIL Lessons

Themes	Relevant Codes
Being useful for language development	Learning new concepts
	Having fun
	Communicating with friends on the topic
	Reinforcing the topic
Developing different language skills	Understanding the content
	Speaking
	Listening
	Reading
Differences between the EFL instruction and CLIL	Writing
	The activities requiring higher-order thinking skills
	The content of the lessons
	The teacher's full English instruction
Similarities between the EFL instruction and CLIL	The integrated language skills of one topic
	The types of assessment
	Vocabulary activities

3.8. Credibility and Trustworthiness of the Study

Credibility, transferability, and confirmability are essential concepts that must be achieved in qualitative studies to ensure validity and reliability (Mackey & Gass, 2015). Firstly, credibility is based on going on the data collection process over a long time to help participants get used to the researcher and react naturally. Also, gathering data in several different contexts for detailed and complete data analysis is another way of improving the credibility of the study. Another key point is the transferability of the study, which is about the similarity of the contexts. A thick description, using multiple perspectives to illustrate the perceptions of the study, is a method to achieve transferability. Lastly, dependability refers to the explanation of the comprehensive data collection procedure, tools, participants, and research context with the findings and implications to conceptualise the study for readers. Triangulation is a way of probing all the questions in the study to address these three

concerns. Triangulation in a study develops credibility, transferability, and confirmability by applying various research techniques and data sources (Dörnyei, 2007; Mackey & Gass, 2015).

Concerning these issues, qualitative data were collected over ten weeks through journals, focus group interviews, and observation notes. The researcher designed the questions with the help of two colleagues and feedback from the supervisor. One of the colleagues earned her bachelor's degree in English Language Teaching from a state university and worked at the school where data was gathered. She is a language teacher with five years of experience, and she is doing her master's in the philosophical, social, and historical foundations of education.

The other one was an instructor with eight years of experience at a state university. She earned her bachelor's and master's degrees from English Language Teaching department at a state university. Furthermore, the research context, participants, data collection tools, and findings of the study were explained in detail to raise the study's dependability. Additionally, while analysing the data, themes, sub-themes, and codes were formed with regular feedback from the supervisor, which improved the reliability and validity of the study.

CHAPTER IV

FINDINGS AND DISCUSSION

The previous chapter provided a detailed explanation of the introduction, literature review, and methodology parts of the study. This chapter focuses on the findings of the study gathered through reflective journals (RJ), focus group interviews (FGI), and teacher observation notes (TON). They are discussed in the light of the literature and the study's research questions.

The ultimate aim of this study is to investigate whether the integration of the UN's sustainable development goals (SDGs) into the 7th-grade curriculum through CLIL impacts students' language development in the Turkish EFL context and, if so, in what ways.

Accordingly, the following research questions are discussed in the light of the findings of the study and related literature studies:

1. Does the integration of SDGs into the 7th graders' syllabus affect their language development?
2. Which language skills develop better when content and language are integrated into the 7th graders' syllabus?
3. What similarities or differences are observed between the existing EFL instruction and the CLIL implementation in teaching English to 7th graders?

4.1. Research Question 1: Does the Integration of SDGs into the 7th Graders' Syllabus Have an Effect on Their Language Development?

The first question of the study aimed to explore how the integration of SDGs into the 7th graders' syllabus affects their language development. In this vein, two sample syllabuses and six lesson plans based on SDGs were designed and implemented through the CLIL approach.

The lessons lasted over six weeks, and students completed their portfolios at the end of the process. While continuing the lessons, students filled their journals, and the teacher, also being a researcher took observation notes. Then, focus group interviews were conducted. Content analysis was used to analyse the data, and three main themes emerged regarding the impact of the integration of SDGs and CLIL on students' language development: *being useful for language development, developing language skills, and being different from formal instruction.*

Table 8

Relevant Themes Regarding the Integration of SDGs and CLIL on English Classes

Themes	Relevant Codes	Frequency
Being useful for language development	Learning new concepts	31
	Having fun	28
	Communicating with friends on the topic	23
	Reinforcing the topic	17
	Understanding the content	16
Developing different language skills	Speaking	18
	Listening	11
	Reading	4
	Writing	3
Differences between formal instruction and CLIL	The activities promoting higher-order thinking skills	11
	The content of the lessons	6
	The teacher's full English instruction	5
	The integrated language skills of the topic	5
	The types of assessment	4
Similarities between the EFL instruction and CLIL	Vocabulary Activities	4

4.1.1. Being Useful for Language Development

The first research question of the study was set to analyse the impact of the integration of SDGs into 7th graders' syllabi on students' language development. The findings showed that combining CLIL and SDGs in language classes benefited their language development.

4.1.1.1. Learning New Concepts

First of all, most of the student participants believe that integrating SDGs into CLIL classes is useful for language development in terms of learning new concepts related to their own lives, which supports meaningful language learning. The findings of the study were consistent with Haque's study (2023). Haque (2023) incorporated sustainability issues in the EFL context of the primary level through CLIL, and the findings of the study confirm that

CLIL lessons based on sustainability are effective in developing students' language competencies. Similarly, students stated in their journals that the topics of the lessons could be found in their lives, and they were encouraged to learn them.

For example, Ezgi talks about Lake Van covered in the 'Life Below Water' (SDG 14) unit and expresses that she did not know about the lake even though they lived there (Table 9).

Ezgi: "I learnt about Lake Van and the creatures living there. I didn't know about the lake even though I live in this region and see the lake every day. These were related to our own lives, which motivated me to learn new things in English, and this helped my language development." (RJ, Week 4)

Advancing from known to unknown concerning content and language should be the aim of language classes since learning would be meaningful and motivating for students (Banegas, 2016). As Banegas (2016) asserts, including 'Lake Van' as a topic in CLIL classes encourages students to learn English. Even though they see the lake daily, students are unaware of it and have not been told about it. Leyla confirms this statement during the focus group interview by saying that although they live near the lake, they do not learn anything about it, even in the Turkish context.

Leyla: "For example, we did not know about the lake even in our other classes we did not talk about it. We call the lake a sea but I did not know the reason. I learnt in these classes that Lake Van is the biggest lake in Türkiye." –(FGI)

As Leyla states, Lake Van is named as a sea in the region; however, the students do not know the reason. In CLIL classes, students learnt that they have the biggest lake and unique creatures living there through related reading texts, videos, and language activities. These increased students' curiosity and motivation for language learning, which is important for the content part of the 4Cs in CLIL (Ellison, 2018). Therefore, it can be drawn from the current study that the integration of SDGs into CLIL classes created an authentic language learning environment for students and they were encouraged to learn the concepts from their own lives, which is also suggested by Bonces (2012). Bonces (2012) claims CLIL contributes to students' motivation since "language is used to fulfil real purposes, its use is authentic and much more meaningful for the students" (pp. 183).

In addition, as Ömer states in his second journal, students found a chance to learn new topics and do various activities related to those topics, which motivated them to language learning.

Ömer: "Since Paralympic sport is a new topic for me, which I hadn't heard about, I was curious to learn the new words, watch the video and do the exercises about it, I think these are all improving my language." – (RJ, Week 2)

Ömer believes that practising the language through different activities of new content is beneficial for their language development. So, combining new subjects with language

practises is one of the factors aiding students' language improvement in this study. Paralympic sports are one of the different sub-topics students enjoyed learning (Table 9) because they have covered the same sports in the unit. Integrating the Paralympic sports into the language class helped students feel empathy and appreciate differences. This refers to the 'culture' aspect of CLIL, which addresses empathising with and valuing others (Ellison, 2018).

Supporting students' language proficiency through integrated language tasks and integrating different sub-topics consisting of SDGs into the topics students are familiar with enhances their curiosity, motivation, and participation in language classes. For instance, Selda stated her opinions about this point during her focus group interview session.

Selda: "For example, we talked about mental health and I enjoyed this topic because we were always talking about good health and sports but this topic was a new one for me. I had never thought about being healthy mentally and what we could do to be healthy mentally. While doing different activities related to it, I was happy because I felt my English was getting better." - (FGI)

Selda agrees that covering familiar topics from a different perspective increases her motivation. A possible explanation for this argument might be that young learners are bored with covering the same topics. Incorporating relevant content into the same topics supports them in being active, facilitating their language learning process. This finding is confirmed by Fazzi and Menegale (2023), who emphasised that CLIL offers an authentic environment where students can improve their conceptual understanding. They also indicated that language and content are interrelated and support each other, which refers to activating the cognition aspect of CLIL. Hence, the integration of familiar topics may be a supportive tool for the conceptualisation of the content and their language development, as stated by students.

Besides, the researcher noted that students were eager to develop their language skills since they could relate topics of SDGs to their everyday lives in classes. They could give examples from their lives, so they were motivated to participate in classes.

The students were curious to learn new concepts, especially related to their own lives. I thought learning something new in English encouraged them to participate in the classes, and more participation meant more long-term language learning. I saw they were advancing in their language competence. -(TON)

The teacher points out that when new content is meaningful for students, they are willing to participate in language classes, which fosters their language learning. In this respect, it is worth highlighting that incorporating SDGs into language classes provides an authentic and meaningful language learning environment where students are more eager to use the

language and improve their language competencies through different integrated language activities. Similarly, Banegas (2013) also points out that since CLIL learning experiences offer an environment where meaningful language learning is achieved while exploring new concepts through the language, they foster students' and teachers' motivation.

Furthermore, in accordance with the present results, Arslan and Curle (2024) agree that language classes present a context for content and language learning, and CLIL is one of the approaches that can be used to enhance SDG learning in EFL. Sund and Gericke (2020) also suggest that language classes are effective ways of supporting sustainable development since they offer a context for both language proficiency and content knowledge.

Table 9

New Concepts That Students Learnt About During CLIL Lessons (Good Health & Well-Being- Life Below Water

Sub-topics from Good Health & Well-Being	Sub-topics from Life Below Water
Mental Health	Eating Habits of Ocean Animals
Public Health	Unique Fish living in the Lake VAN (pearl mullet, small coral fish)
Environmental Health	Overfishing
Paralympic Sports (types, para-athletes)	World Oceans Day
Dangerous Diseases in the World	
World Environment Day	

In conclusion, as pointed out by Banegas (2019) and Pinner (2013), authenticity in CLIL is a crucial aspect, and it should be the goal of CLIL classrooms to enhance the language learning process. Therefore, it can be concluded that SDGs related to students' lives created an authentic context for students' language learning, and the integration of SDGs into language classes supported their language development and conceptual understanding.

4.1.1.2. Communicating With Friends on the Topic

Another subtheme of being useful for language development is communicating with friends on the topic. The participant students express that they enjoy communicating with their friends on related topics and that communication activities are effective in enhancing their language competence in terms of communication skills. These results corroborate the findings of Calzado Villavecchia and Izcara Cayuela's (2024) current study. They emphasise that incorporating SDGs into language classes through CLIL and Project-Based Learning (PBL) effectively promotes students' collaborative and communicative competence. For

instance, Sinem addresses the effectiveness of group discussions in break-out rooms on the Zoom platform.

Sinem: ‘‘ Especially, group discussions in break-out rooms were beneficial for me because I was confident to talk about the topic and I could ask anything that I couldn’t understand. In this way, I could learn new words and I could participate in the classes, which supported me to improve my language skills. (RJ, Week 3)

As Sinem expressed, most of the students agreed that discussions on related topics helped them gain self-confidence and improve their communication skills. In other words, break-out rooms created a comfort zone for students to speak in English, scaffold each other regarding language difficulties, and support their motivation for speaking activities. In this way, scaffolding supports an interactive and collaborative learning environment where language use is supported (Walqui, 2006). Similarly, Leyla also indicated during the focus group interview how the support of friends benefits her language learning.

Leyla: ‘‘I felt we were completing our gaps while doing activities with our friends. It does not matter whether they were in pairs or as a whole class. I liked the times when our teacher gave the floor to us and we discussed the topics or the activities. (FGI)

Discussions of topics related to SDGs presenting meaningful and engaging content encourage learners to improve their communication skills (Jodoin & Singer, 2019). Various speaking activities, such as pair or group discussions, helped students develop their communicative competence by motivating them. This finding is consistent with the data obtained by Kılıç, Çatal, Jaber and Mede (2018). They revealed that CLIL motivates students to be active in language classes with interactive and supportive activities.

Furthermore, in the excerpt below, Yusuf talks about the impact of out-of-class activities on his language development.

Yusuf: ‘‘ I think out-of-class activities were good for my language development because I didn’t have a chance to speak English outside the classroom; thanks to these activities, we met our friends face to face or online, we searched about the assignments, and we tried to speak English. (RJ, Week 5)

Out-of-class assignments or projects related to SDGs and integrated language skills offered a chance for students to speak in English outside the classroom and develop their language proficiency. This is also reflected by Özçelik (2024), who aims to guide language teachers about the integration of SDGs. She highlights that incorporating SDGs into language lessons aids in promoting critical thinking, problem-solving and communication skills of the students. In addition, language classrooms offer opportunities for students to explore global issues and foster cultural awareness through different activities such as discussions, projects and activities (Özçelik, 2024).

All in all, it is seen that students mostly agree that communication with their friends about topics related to their lives, such as being healthy or protecting the life below water, is one of the effective ways for their language learning. Consistent with the data obtained in this study, Yu, Go and Fu's (2024) study also presents that students enhance their critical thinking and problem-solving skills through discussions on the topic in language classes. This finding is also reflected by Jodoin and Singer (2019). They suggest that incorporating SDGs in EFL contexts creates an authentic environment in which to use the language in dialogues, discussions, writing, reading, and listening. Therefore, supporting the SDGs in language classrooms will provide meaningful teaching opportunities and offer a chance for more efficient and memorable lessons for learners (Jodoin & Singer, 2019).

4.1.1.3. Having Fun

Students believe they improve their language skills when they enjoy the classes. They strongly agree that they get better at English when they have fun with the flow of the lessons. Haque (2023) also indicates that students enjoy CLIL classes that integrate sustainability topics. This is one of the factors that helps to enhance their language proficiency, which corroborates the findings of this study. Yasemin's statements below show the relationship between enjoyable language activities and her language development.

Yasemin: "We played guessing games and did language competitions in our classes, those were very enjoyable and I learnt the most from those lessons. For example, I didn't forget the words that I learnt from the games." - (FGI)

Yasemin focuses on the importance of games because she believes that they are beneficial for her content knowledge and language improvement. Similarly, Ezgi also thinks that games are good and enjoyable since they help her motivate, understand the content, and support language development (Table 10).

Ezgi: "Games were good and enjoyable since I learnt the topics such as ocean animals through the game, and when there was a game about the topic, I wanted to participate more, which means I tried to speak English more" - (RJ, Week 4)

As demonstrated by students' opinions, language games or competitions about SDGs were enjoyable for them, so they were encouraged to participate in the classes. Through the games or competitions, they were active and motivated during classes, which is confirmed by the findings of Yaguara, Salinas and Caviche (2021).

Furthermore, since the students were young learners and loved being active, CLIL lessons consisting of various integrated language activities and tasks were interesting and engaging.

For instance, Leyla and Vildan mention the various activities that excite them for language learning (Table 10).

Leyla: "There were many activities to improve our English, and I liked the feeling of waiting for the new one. Completing all those activities encouraged me to participate and learn more in classes. - (RJ, Week 5)

Vildan: " These classes were different because we did reading, listening, speaking, and writing activities on the same topic, and I was never bored. The topics and their integration into the activities were enjoyable for me. I was always curious about what was waiting for us and liked this feeling, which supports me to improve my language. -(FGI)

Hence, integrating different skills into one topic of SDGs and doing various activities on the same topic motivated learners to be curious about the flow of the lessons. In this way, they were not bored and tried to catch up with the new activities and complete them, which benefited their language development. Moreover, Ayşe highlights different points of the lessons in her reflective journal.

Ayşe: " Sometimes, the teacher asked thought-provoking questions about the topics before starting the lessons; during those times, I got the pleasure of thinking and trying to speak in English. When I forced myself, I believed that my language skills were developing, and I felt my behaviours and thoughts about our society and environment changed" - (RJ, Week 6)

As it could be concluded from Ayşe's statements, the results of this study imply that starting the lessons with thought-provoking questions about the content of the lessons or discussing the issues in groups, through which they improve their critical-thinking skills while enjoying the lessons, are useful for their language acquisition. These statements are in line with Valverde Caravaca's (2019) implications on the role of questioning in CLIL. She pointed out that stimulating questions are essential for deeper learning of the content and language development. Thus, it can be indicated that thought-provoking questions embedded in language activities, in in-class and out-of-class tasks may foster students' understanding of the content and their language proficiency in CLIL classes.

Besides, Ömer adds a different perspective by indicating that he enjoyed the topics while covering them since they raised his consciousness about the environment in addition to language learning.

Ömer: "Actually, I liked the new topics and activities very much and I thought this was useful for my language skills. When we finished our classes, I felt we had a responsibility for our environment and I needed to tell the things that I learnt in the lessons to my friends or family." -(FGI)

Students mostly believe that the integration of SDGs into language classes creates opportunities to learn new concepts on topics, which are meaningful and relevant to their lives and helps them to be conscious individuals. These results are in agreement with Mambu's (2023) findings, underlining the importance of addressing SDGs in ELT to form

a base for students to advance their language skills, foster their critical thinking cognitively, and promote their awareness of real-world issues. Yusuf is also one of the students sharing his opinions about the incorporation of real-life issues into language activities, which is enjoyable for him.

Yusuf: I liked watching videos about new topics related to our lives because I learnt from digital tools more easily and I got excited to learn new things. We did not have a chance to watch these kinds of videos at school or home. After learning the topics and doing different language activities, I felt we should be more careful about our environment like our neighbourhood, and lake. (FGI)

Similar to Ömer's statements, Yusuf also indicated that SDGs integrated lessons made them enjoy and develop their language skills while prompting them to think about the topics. Consistent with the findings of this study and Mambu's (2023) results, Setyowati et al. (2022) also found that integrating environmental topics into language classes improves students' critical thinking skills and ecological awareness.

Table 10

The Activities Students Enjoyed Most and Least

<i>The activities students enjoyed most</i>	<i>The activities students enjoyed the least</i>
Group discussions	Reading activities
Online games	Matching the words with definitions
Watching videos	Filling the mind map
Creative writing works	
Out-of-class activities (assignments)	
Vocabulary games	

In short, language learning should promote young learners' motivation and enjoyment through suitable approaches (Pinter, 2011). As the findings of this study suggest, CLIL can be implemented in young learners' classrooms since they enjoy the content of the CLIL lessons. The meaningful and engaging content related to SDGs supports their critical-thinking skills by motivating them to think about global issues and develop their language skills. In this way, students are active in building their knowledge and communicating in English which is identified as 'personalised learning' (Coyle et al., 2010, pp. 42).

4.1.1.4. Reinforcing the Topic

Most of the students agree that they reinforce the topics covered in the other branches at school, such as in science classes. They share the opinion that integrating the SDGs and CLIL in our classes is beneficial for both their language development and comprehension of the other classes at school. Moreover, they also state that the subjects covered in Turkish at

school support improving their language skills. For example, Elif stated her opinions about supporting her content knowledge through the science class at school in her journal.

Elif: ‘‘ We learnt about some of the ocean animals in our science class at school, so I know about them. When I saw their features in your slides, I could easily understand them. Also, we played a guessing game and I could easily describe them to ask them to my friends because I learnt them both in Turkish and in English, which consolidated the understanding of the topic and my language skills. ’’ - (RJ, Week 4)

When students are familiar with the topic in their L1, they think they can consolidate their content knowledge and focus on practising language skills.

Ömer: ‘‘For example, we talked about pollution types at school in our science class, and in our online classes we covered this topic, as well. While we were brainstorming, I could explain my ideas easily since I knew the topic beforehand and tried to participate in group discussions. In this way, I reinforced this topic in Turkish and English and this was useful for my language development. ’’-(FGI)

Ömer also agrees with Elif's statements and expresses his experiences in the focus group interview session. It is possible that students feel confident when they know about the content and they can easily associate the words with their meanings. Their knowledge about the topic supports students in participating in discussions where they can improve their speaking skills. These statements of the students refer to the role of L1 in language classes in terms of reinforcing the topic. In addition, the researcher's observations and opinions about this issue are reflected in her notes.

While covering the topics, I observed that students were willing to participate and develop their language skills if they knew the topic in Turkish or if they have such kind of topic in the other branches at school. I think they like the feeling of strengthening themselves in the content while improving the language at the same time. - (TON)

Similarly, the researcher shares the same ideas with students and comments on reinforcing students' understanding of the content. Lin (2015) also supports these statements, indicating that the integration of L1 and L2 use should be designed for particular stages to promote comprehension and cognitive development.

In summary, students indicate that integrated lessons consisting of SDGs promote their content knowledge and language learning skills. They claim that classes in other branches at school, like science, are helpful in CLIL lessons to help them understand the content, and CLIL lessons are useful in facilitating their comprehension of the topics covered in other branches. For example, students learnt about some ocean animals and the ways of protecting oceans and seas in science class at school. While they were playing a guessing game about ocean animals and brainstorming about solutions to pollution, they were willing to participate and talk about the topics.

4.1.1.5. Understanding the Content

The results of the study demonstrate that various activities and meaningful content integrated into the flow of the lessons are helpful for their language development since they enable them to understand the topic. Selda gave some example of topics related to SDGs from the second class in her journal (Table 11).

Selda: ‘‘ In this class, we did lots of different activities related to ‘health’. For example, I didn’t know about what public health is. We talked about this topic, then we connected this topic to different dangerous diseases in the world. Afterwards, we watched a video about Paralympic sports, which I hadn’t heard about it. While covering those topics, we did lots of activities to comprehend the topic and they were useful to improve our language skills.’’– (RJ, Week 2)

Selda’s statements indicate that focusing on SDGs with different perspectives and practising language skills through different kinds of activities support both their understanding of the content and language improvement. This finding corroborates the results of Haque’s (2023) study, which confirms that the incorporation of sustainability issues into CLIL created a participatory learning environment for students regarding improving content knowledge and language skills through various activities. Yusuf also addresses the language difficulties he experienced and how he overcame them in his reflective journal.

Yusuf: ‘‘ Actually, in the first classes I thought I wasn’t able to understand the topics and complete the exercises because they were different for me. However, there were lots of activities to facilitate our learning. I think we could understand the content through those activities even if we had difficulty at the beginning of the class and we had a chance to develop different skills throughout the lesson.’’– (RJ, Week 3)

At the beginning of the lessons, students mostly had difficulty comprehending the topics and doing related language activities. However, integrated language activities about SDGs facilitated their understanding of the content and enhanced their language skills over time (Table 11). Furthermore, most of the students stated that the topics covered in CLIL classes created an authentic and meaningful context for their content knowledge and language learning. Therefore, it can be concluded that the integration of SDGs positively influences language development and facilitates students’ language learning process, parallel to the review of the research reported by Putri et al. (2024).

Table 11

Activities That Students Found Most Useful During CLIL Lessons

Activities	Frequency
Filling in the blanks	7
Watching videos about the topic	15
Group discussions	14
Vocabulary exercises	10

Overall, the study's first research question aimed to shed light on the impact of integrating SDGs into language classes on students' language development. It can be concluded that the incorporation of SDGs is useful for students' language progress. Furthermore, this study is significant since it shows the effect of SDGs in the K-12 context, which has not received enough attention in the literature. Thus, the findings of the study can present valuable insights for the field.

4.2. Research Question 2: Which Language Skills Develop Better When Content and Language are Integrated into the 7th-Grade Syllabus?

The second question of the study set out to gain a better understanding of which language skills develop better when content and language are integrated into the 7th graders' syllabus. Therefore, this part of the data analysis reports the findings related to reading, listening, speaking and writing skills. In other words, the development of receptive and productive skills is discussed as sub-themes that emerged from the results of the second question. On the other hand, students' vocabulary and grammar competence are observed within those skills, and the findings related to vocabulary and grammar are presented in four language skills.

Vocabulary knowledge is promoted through reading texts, listening tasks or speaking activities in CLIL classes since those are the most effective ways of presenting new vocabulary where they are used in contexts (Harmer, 2007). For instance, vocabulary learning was integrated into a reading text about the impact of earthquakes on public health adapted from the news in the second lesson. Students tried to understand the meaning of the bold words in a context. Then, the teacher opened an online flashcard programme that she prepared for students to find the correct meanings of the words by looking at the definitions and sentences. In this way, students noticed the words in contexts and practised them in the online platform. Afterwards, students had an opportunity to use new vocabulary items in the discussion about dangerous diseases in the world and creative writing activity in the lesson. Furthermore, for effective grammar learning, students need to be exposed to the language in various reading and listening activities, identify and comprehend how language functions are used, and practice them in different speaking and writing contexts (Scrivener, 2005). Accordingly, grammar is incorporated into the communication part of the 4Cs in CLIL.

While designing lesson plans, language functions are included in the ‘language for learning’ and ‘language through learning’ dimensions in the communication aspect of CLIL.

To illustrate, the topic of the third lesson was pollution types, people living in polluted areas and finding solutions to the pollution. First, students watched a video about pollution types. They read a text related to the topic, and they learnt content-related vocabulary by practicing it in the text. After that, the teacher drew attention to how to suggest solutions to pollution in our environment by showing some example sentences. Then, some pictures of people living in polluted areas were given to students and asked them to find solutions in pairs. They defined the pollution types, talked about how they felt and gave suggestions to solve pollution problems. In this way, students used new language functions they learnt by relating them to the concepts of the lesson.

Overall, the second question of the study focuses on the development of four skills addressing vocabulary and grammar competence within those skills. When the SJ, FGI, and TON are analysed, it can be stated that the integration of the content and language is effective in enhancing students’ language skills. The findings of the study confirm that speaking and listening skills develop better when content and language are integrated into their lessons.

4.2.1. Developing Language Skills

4.2.1.1. Speaking

Students highlight that they do not have different kinds of speaking activities at school as in CLIL classes, so they do not feel confident speaking in English at the beginning of the lessons. They share the opinion that they improve their speaking skills from the beginning to the end of the online CLIL classes thanks to authentic contexts, various speaking activities and the incorporation of speaking skills in every lesson. Although students’ speaking skills were not assessed through tests in this study, the findings from SJ, FGI and TON align with Agudo’s (2019) results which demonstrate the positive impact of CLIL on oral competence. For instance, Ezgi shares her vocabulary development and its contribution to her speaking skills in her focus group interview session.

Ezgi: “ Each lesson, I learnt lots of vocabulary about the topic and I wanted to use them in group discussions or whole-class brainstorming. Especially, I could see my speaking improved through the videos we watched. I was happy because speaking English in class was like a nightmare for me.”- (FGI)

As Ezgi refers, learning content-related lexis of the content and being exposed to different kinds of speaking activities supported their vocabulary knowledge and speaking skills. CLIL lessons consisted of integrated language skills; in each lesson, students had a chance to communicate in the target language. In contrast to their language classes at school, students could practice their communication abilities through the flow of the lesson. Speaking was not separated from the other activities, and it was integrated into each part of the lessons. It enhances language proficiency and strengthens communication abilities.

In addition to learning related vocabulary and speaking activities, covering language functions integrated into the communication part of the lessons (4Cs of CLIL) facilitates their speaking skills since those are tools for students to use while speaking. Ömer and Elif comment about the language functions supporting their speaking in their journals.

Ömer: "I realized that when I knew some phrases I could participate in discussions and I could state my opinions. I could agree or disagree by using phrases that we learnt." -(RJ, Week 2)

Elif: "While I was trying to say something about pollution, I made sentences with 'I think..., I agree... and I don't agree...' I learnt those phrases new and I was good at using them in discussions or pair-share activities. Those sentences encouraged me to participate while we were brainstorming in the lesson." -(RJ, Week 5)

Ömer's and Elif's journals demonstrate that the involvement of language functions in CLIL lessons aided in knowing what kind of tools and when to use them, which supported their speaking competence. Similarly, one of the longitudinal studies of Pérez Cañado and Lancaster (2017) reveals that CLIL students showed progress in speaking and particularly they are better at 'controlling of sophisticated functions in the realm of giving opinions, expressing preferences, agreeing, and disagreeing' (pp. 309). In the current study, students learnt language functions in the communication part of the lessons. Then, they practised them while speaking. Thus, students' grammar competence was supported through speaking exercises as Ömer and Elif state.

Furthermore, in his focus group interview session, Yusuf discussed the importance of group discussions in impacting his speaking skills.

Yusuf: "Group discussions were my favourite activities because I felt relaxed and had a chance to speak without fear of making mistakes after I learnt about the topic and vocabulary. I thought my speaking was better than the level I started those lessons." - (FGI)

Even though Yusuf was afraid of making mistakes while speaking at the beginning of the lessons, he liked group discussions most at the end. He thinks that having content knowledge and knowing related vocabulary before starting lessons are beneficial for his speaking skills. As indicated by Kwee (2021), CLIL lessons based on SDGs help students develop their

vocabulary knowledge. This enhances their speaking skills in group discussions in the current study.

Moreover, the researcher touches upon the role of students' self-confidence in the development of their speaking skills in her observation notes.

I observed that students were getting better in speaking as they were learning about different contents and related vocabulary items. They gained self-confidence to participate and communicate in English in discussions about the topic before starting the lessons. At the beginning of the classes, they wanted to use Turkish to ask questions and they were asking me to use Turkish when they didn't understand something. However, in the end, I saw that they could easily use language functions they learnt in CLIL classes and tried to use the language more frequently. - (TON)

As the teacher noted, familiarizing students with the content through brainstorming activities and presentations, providing content vocabulary, and supporting them in using language in different contexts increases students' self-confidence, which also fosters their speaking skills. These findings of the current study are confirmed by Roiha and Mäntylä (2022), who explored the impact of CLIL on students' self-perception in language learning. They demonstrated that CLIL enhances students' self-concept in using the language and boosts their motivation to interact with the language more effectively. Besides, they claimed that with increased motivation and self-perception, students feel encouraged to communicate in the target language in CLIL classes (Roiha & Mäntylä, 2022).

In addition, the researcher agrees that CLIL lessons were beneficial for students' self-confidence. Still, she continues her reflections by stating that students need more time and exposure to the language to become competent speakers.

Thanks to CLIL classes, we overcame self-confidence problems at least, this was the biggest obstacle for students and me in language classes. Students need more time and exposure to language to develop their speaking skills in terms of pronunciation and fluency. - (TON)

One of the most challenging parts of the lessons was about students' self-confidence and motivation at the beginning of the lesson as the researcher expressed in her notes. She adds that the participants in this study have many disadvantages in their language learning process. For example, they do not have a chance to use the language outside the classroom and materials they can use for language practises, which affects their attitudes and perceptions about language learning. However, the study's findings represent that CLIL lessons enhanced students' self-confidence in speaking English and supported students' motivation for speaking activities. This result is also consistent with the study of Pladevall-Ballester (2019), who points out that CLIL fosters primary learners' motivation for language learning, even in contexts with limited exposure where linguistic outcomes are not

noticeably improved. Furthermore, the results of the current study are confirmed by Roiha and Mäntylä (2022), who explored the impact of CLIL on students' self-perception in language learning. They demonstrated that CLIL enhances students' self-concept in using the language and boosts their motivation to interact with the language more deeply.

In addition, the researcher addresses in her journal that students need more time and exposure to develop their pronunciation and fluency, as also reported by Agudo (2019).

In summary, the students agree that incorporating different kinds of speaking activities, focusing on specific content connected to their lives, and including them in every lesson were the factors that helped them develop their speaking skills and raise self-confidence, participation, and motivation. Learning-related vocabulary, and language functions, watching videos about the topics, brainstorming, think-pair-share activities, discussions, and games enhanced their speaking skills. These results seem consistent with the data obtained in Yaguara, Salinas and Caviche's (2021) study. They also emphasise the importance of keywords, content-related vocabulary, contextualised classes, assignments and online games in promoting students' speaking and listening skills. Therefore, it can be concluded that CLIL lessons promote language proficiency and enhance communicative competence with diverse activities and related content knowledge (Klimova, 2012).

4.2.1.2. Listening

Although listening is the least studied skill compared to the four skills in the field of language development in CLIL (Dalton-Puffer & Bauer-Marschallinger, 2023), the findings of this study point out that CLIL lessons support students' listening skills with various listening practices. The present study implies CLIL contributes to students' one productive (speaking) and one receptive skill (listening), which is consistent with Yaguara, Salinas and Caviche's (2021) findings.

When the participants were asked which language skills developed better when CLIL was integrated into their language classes, they acknowledged that listening came after speaking and they thought listening and speaking fostered each other in lessons. To begin with, Vildan thinks that listening and speaking contribute to each other in CLIL classes.

Vildan: "I think my listening and speaking skills supported each other in the classes. After watching videos or listening to the recordings and doing activities about understanding their main idea, we discussed the topic in groups or pairs, through which I improved my listening and speaking skills, compared to before starting these lessons." – (FGI)

Vildan agrees that listening supports their speaking skills because she learns about the content or related vocabulary through videos, listening recordings, and practices. Furthermore, Ezgi thinks when the contents of the listening come from their lives, she is motivated to learn more about the topic in English, especially watching videos and doing listening activities about them helps her understand the content and improve her listening skills.

Ezgi: "We listened about our impact on oceans and it was very interesting. We tried to find a title for the video, then we summarised the video. In the end, we discussed the topic. Those were very good exercises for my listening and speaking skills." - (RJ, Week 5)

As Ezgi indicates in her journal the integration of different activities into language classes was beneficial for her speaking and listening skills. In her last journal, Sinem also stated the role of videos in the development of her listening skills.

Sinem: "Watching videos helps me to improve my listening because it is easier to understand through both visuals and audio. In time, I can understand the recordings without visuals, and I can see my improvement in listening at school, as well." - (RJ, Week 6)

She believes that since videos are supported through visuals, they facilitate her listening skills. Leyla also states her feelings in her own words about listening and speaking skills.

Leyla: "I believe my listening skills developed because I couldn't understand the main idea of the videos at the beginning, but I could get the correct words even if I didn't know the meanings of the words towards the end. This also helped me to improve my pronunciation skills. Of course, I wasn't still enough good at listening and understanding all the things." - (RJ, Week 5)

Similarly, Leyla also addresses the importance of videos in supporting her listening skills because she believes that she is used to listening and focusing on the topic while listening in class through videos. She states her pronunciation is better than before starting CLIL lessons.

In addition to these, some students claim that learning related vocabulary can enhance students' listening skills. For instance, Yasemin and Ayşe point to vocabulary activities concerning their listening skills in their journals.

Yasemin: "In our class, we talked about Paralympic sport and learnt some vocabulary before we listened to it. Those helped me to understand the main idea while listening and doing related activities. I think my listening improves through such supportive activities." - (RJ, Week 2)

Ayşe: "I think learning vocabulary before listening supported my listening skills because I could easily understand while listening. If I did not know the meanings of the words, I missed the main idea while I was trying to understand the words." - (RJ, Week 1)

They acknowledge that learning content-related lexis before listening activities promotes their listening skills and vocabulary knowledge.

One of the reasons why students believe their listening skills develop is the integration of various listening activities into CLIL classes. Yusuf and Elif talk about their experiences in listening activities through journals and focus group interviews.

Yusuf: ‘I believe I developed my listening skills through the note-taking activities I learnt in online classes. At first, I didn’t know how to take notes while listening to something in English and I was missing all the things. Over time, I was better and tried to note down main ideas or just related words.’ –(FGI)

Elif: “After we watched a video about pollution types, we completed the transcription of it. I think it was a very good and different activity for my listening because I learnt to listen when I practised it.” –(RJ, Week 3)

They express that different listening activities, such as note-taking, completing transcription, or finding a title, can foster their listening skills. They also mention the differences in the listening practises of CLIL lessons when comparing them with language classes at school. In addition to students’ opinions and comments, the researcher also points to the same factors that are beneficial for students’ listening improvement in her notes.

I believe that students are better at listening when compared to before starting our online CLIL classes. However, they need more time, exposure to different listening contexts and practice various activities to reinforce their listening skills and to draw conclusions about the CLIL effectiveness on listening skills. - (TON)

Although the teacher believes that students’ listening skills show improvement compared to the beginning of the classes, she claims that she could not see an obvious difference in their listening skills. This may be due to a lack of students’ exposure to such kinds of listening activities at school, and they try to learn about them for the first time in CLIL classes. Therefore, students can be introduced to those activities and trained before lessons so that more implications may be drawn from the study regarding listening skills proficiency.

Overall, concerning the findings of the study, the improvement of students’ listening skills can be attributed to the real-life content of recordings, brainstorming about the topic before listening, learning content-related vocabulary, and different listening activities incorporated in classes. Although CLIL fosters the development of listening skills, which is also confirmed by Prieto-Arranz et al. (2015) longitudinal study, the findings of the current study suggest that students should be exposed to CLIL instruction through various contexts and activities. They need time to improve their listening skills, similar to the implications of Pladevall-Ballester and Vallbona’s (2016) study.

4.2.1.3. Reading

Although studies exploring the impact of CLIL on productive skills are more than receptive skills and more research is needed to address reading and listening skills, as suggested by Merino and Lasagabaster (2018), the current study might provide some valuable insights for future studies in the field. The present study revealed that students’ reading skills improved

less than their listening skills in contrast to Prieto-Arranz et al. (2015) and Pérez-Vidal and Roquet (2015)'s findings, which supported the development of reading skills better than listening skills through CLIL. In this study, students indicate that reading is the most challenging part for them during the classes since they need more time to focus and the texts are difficult to understand. Even though the contents of the reading texts are interesting and meaningful, students mostly agree that reading practices should be included in language classes over an extended period because they do not know how to read a text in English. This may be due to the unknown vocabulary in the text as Selda and Ayşe express their feelings and experiences in lessons.

Selda: "Actually, I loved the reading texts but I couldn't understand them completely, which I think because of the unknown words. When I didn't understand all the words, I felt as if I hadn't answered the questions."-(FGI)

Ayşe: "This week I couldn't understand the reading text since the words were difficult for me to understand. At school, we first read the text then translated it into Turkish then we skipped to answering the questions, so I think I couldn't improve my reading in those classes."- (RJ, Week 4)

Selda and Ayşe agree that vocabulary knowledge is the first step to developing their reading skills. They believe they must know all vocabulary items to understand the text. Furthermore, Ayşe mentions that one possible reason may be that students are used to translating texts into Turkish in language classes at school. They state they first read a text in English and then translate it into Turkish so they do not have difficulty understanding the texts while doing reading activities.

While discussing which language skills develop better when CLIL is integrated into language classes in focus group interviews, Yusuf and Elif offer a different perspective. During their focus group interview session, they gave examples from the science class that can be integrated into language classes.

Yusuf: "We talked about the types of animals like carnivores and herbivores. I learned about this subject from my science class but could not understand the text while reading in our online English class. If I know the text is about that topic, I think I can understand the text more easily and associate the words and meanings." - (FGI)

Elif: "I could not improve my reading skills because I could not understand the texts and complete exercises accurately. However, if I had known about the topic beforehand, I would have been able to understand the text more easily. For example, overfishing, public health earthquakes, Lake Van and creatures living there like pearl mullet can be covered first in the science class, and then we can read texts about them. This can improve our reading skills in English." – (FGI)

They suggest that if the topics covered in language classes and the other branches support each other, their language skills improve better. This also corroborates the ideas of Pladevall-

Ballester and Vallbona (2016), who agree that incorporating a variety of academic disciplines might promote the development of language skills in CLIL.

Moreover, few students, including Ömer, report they are better in reading skills thanks to the integration of CLIL since CLIL lessons provide relevant content and various reading activities for them.

Ömer: "I think I am better at reading. I liked the topic of the texts. I learned new vocabulary through the texts, and I could understand the instructions for reading them. I learnt how to find the main idea without knowing all the words, and I could answer related questions even if I did not understand all the text, thanks to the different activities we did in class. - (FGI)

The excerpt of Ömer focuses on the contributions of the content of the reading texts, learning new vocabulary, and reading practices done in class to improve reading skills.

Additionally, the researcher observes and writes her insights on reading skills proficiency regarding the relationship between teaching reading skills and their development.

I admit that the texts were a little bit above the students' language levels, but I thought they could understand the main idea and answer questions by learning some vocabulary and brainstorming about the topics. However, students did not know skimming and scanning skills, so they tried to understand each word in the text. When they did not know the meaning of one word, they were bored and did not want to continue. They did not try to get the main idea or answer the questions. I observed that they liked the contents of the texts and that they wanted to learn. When familiar with keywords and instructions, they were willing to read and complete the activities. In our classes, we learnt skimming and scanning skills, and we did different activities to support their reading skills, such as matching, finding a title, answering Wh- questions, and language games like two truths and a lie about the texts. I believe that if students are given enough time and input and are provided with meaningful reading contexts and practices, they will develop their reading skills. - (TON)

The teacher emphasises that the topic of the reading texts, providing content vocabulary, knowing skimming and scanning, including various reading tasks, and language games are crucial components to promoting students' reading skills. Likewise, she acknowledges that constant input and regular exercise in the target language may contribute to the effectiveness of CLIL. In short, when the data is analysed, it can be concluded that no significant difference is noted in the development of students' reading skills, which is aligned with the study of Pladevall-Ballester and Vallbona (2016) who also suggest that longer-term and enhanced language experiences are necessary to achieve more encouraging CLIL learning outcomes.

4.2.1.4. Writing

Although writing serves as an efficient way to evaluate students' language proficiency in foreign language classrooms (Lahuerta, 2020), it needs the simultaneous use of multiple subskills, therefore being a demanding skill to improve (also in L1) as asserted by Dalton-

Puffer and Bauer-Marschallinger (2023). Consistent with this argument, the findings of the study clearly show that writing is the least improved skill in this study. This finding contradicts the longitudinal study of Gené-Gil et al. (2015) on CLIL's impact on improving written complexity, accuracy, and fluency in secondary education. Gené-Gil et al. (2015) suggested that CLIL is a successful approach to developing writing skills. However, when the participants were asked about their writing skills development, they indicated that CLIL lessons were ineffective, which can be attributed to several reasons. For instance, the lack of sufficient training in writing is one of the reasons stated by Leyla and Ayşe during their focus group interview sessions.

Leyla: "I do not know how to write in English. I could not connect what I thought and the words, so those lessons were not beneficial for my writing."- (FGI)

Ayşe: "I have not learned about writing in English so far. I wrote sentences, but they did not seem like paragraphs. It would be good to learn writing in our online classes; then, we could continue with different writing activities. I thought I was at the same level in writing."- (FGI)

Leyla's and Ayşe's statements suggest that young learners can be supported through teaching writing presentations and activities incorporated into CLIL classes since they are not provided with writing strategies in the target language. On the other hand, Elif addresses the impact of knowing vocabulary on writing skills in her own words.

Ezgi: "I learnt lots of vocabulary about topics in online classes, but I needed to read and learn more to write something. My vocabulary was insufficient, so I could not improve my writing skills."- (FGI)

She claims that their lexical competence was insufficient to compose writing in English, so she did not feel competent in her writing skills in CLIL classes. Furthermore, in the present study, students practised writing; nevertheless, as stated in the teacher's notes, the time was limited for feedback sessions.

Büşra: "I think writing should be focused for a long time since students are not used to doing writing activities in class, and they need to do research before writing. It can be about the topic, vocabulary or sample writings. They were anxious while we were doing writing activities. They needed more time to practice and individual feedback, and our classes were not enough to improve their writing."- (TON)

The teacher wrote her suggestions for writing skills in CLIL lessons, and she touched upon more time and regular and corrective feedback, which are crucial components to improving students' writing skills. During her focus group interview session, Selda also mentioned the same points in the following words.

Selda: "I tried to write something in-class activities, but I was not sure if it was correct, so I did not know if my writing skills had improved."- (FGI)

Selda addresses the role of feedback to see her development in writing. Likewise, during the focus group interview session, Ömer expressed why he could not improve his writing skills.

Ömer: ‘‘ I did not hear about creative writing activities before and loved them. However, I could not improve my writing because I needed to ask my teacher to correct my mistakes or show the ways of correcting those mistakes’’ -(FGI)

Ömer’s statements align with the teacher's suggestions for writing skills. In other words, students should be given enough time, more exposure and some training or workshops to advance their writing competencies.

In conclusion, writing is integrated into the 4Cs of CLIL in lessons and engaging writing activities like writing to compare and contrast, give suggestions, describe, and list are embedded in the flow of the lessons. Furthermore, creative writing activities and games are included to foster students’ participation and develop their writing skills. Nonetheless, the results of the study show that students’ writing competencies are not influenced by the CLIL, which is also argued by Dalton-Puffer’s (2008) study. Hence, students can be supported through training, enriching vocabulary repertoire, more time and regular feedback to see the impact of CLIL on the development of students’ writing skills.

4.3. Research Question 3: What Similarities or Differences are Observed Between the Existing EFL Instruction and the CLIL Implementation in Teaching English to 7th Graders?

The third aim of this study is to compare the similarities or differences between the existing EFL instruction at school and CLIL lessons. The current data show that there are more differences than similarities and the content analysis of data confirms the students’ perceptions and presents six sub-themes related to the differences: *the type of activities, the content of the lessons, instruction of the teacher, integrated language skills, the flow of the lessons, and assessment.*

4.3.1. Differences Between Formal Instruction and CLIL Lessons

4.3.1.1. The Activities Promoting Higher-Order Thinking Skills

CLIL may strengthen learners’ ability to process input, which prepares them for higher-level thinking skills and enhances cognitive development (Muñoz, 2002, pp. 36). Consistent with the statements of Muñoz (2002), students indicate that CLIL classes in this study include various activities encouraging them to think, question, analyse, and create in the target

language. They give a few examples from CLIL lessons, such as drawing an infographic to summarise, think-pair-share activities for discussions, making a puppet of a virus to explain dangerous diseases in the world, preparing picture books, and creative writing exercises, which are different from the ones done in language classes at school and fostering their higher-order thinking skills. Firstly, Ezgi states her experiences by giving an example in her second journal.

Ezgi: ‘‘ In this class, our teacher asked us to create a virus with its name, symptoms, and treatments. We created our virus step by step. It was an interesting and engaging writing activity. We forced ourselves to think, create and write in English. This was different for me since we didn’t do this type of thought-provoking activity; we generally filled in the blanks, accurately – false, or answered the questions activities. ’’- (RJ, Week 2)

She mentions that facilitating their cognition skills through activities like creating a virus was interesting and engaging for her.

Moreover, together with content, community, and culture, cognition is also one of the key components of the 4Cs of CLIL, as described by Coyle (2007). For CLIL to be efficient, it needs to encourage students to think, revise, and practise higher-order thinking abilities (Coyle, 2005). To achieve this aim, various activities fostering students’ higher-order thinking competencies are integrated into the lessons. The results of the study demonstrate that those activities are different from their existing EFL instruction at school and beneficial for students’ cognitive development process. This finding is underlined by Hemmi and Banegas (2021), who claim that CLIL enhances students’ thinking and higher-order thinking skills as a part of the cognition of 4Cs in CLIL. For example, in his fourth-class journal, Ömer refers to an example activity drawing infographic to summarise and make connections between what they have learnt as below.

Ömer: ‘‘Our teacher asked us to draw an infographic to summarize the topic of ocean life. Because we did not know about it, she first showed some examples, and we talked about them. Since we needed time to draw it, we drew our infographics as an out-of-class assignment. This was a different and difficult experience for me because we needed to understand the topic, relate them then we should find the ways of showing the relations through the visual’’ (RJ, Week 4)

Ömer states that drawing an infographic about ocean life is a task that challenges them to think and use their analysing skills. As Fernández-Costales (2023) underlines CLIL is based on the idea that learners should be active intellectually to enhance their learning. For this purpose, activities and assignments that promote students’ cognitive development are embedded in lesson plans accordingly. For instance, Ayşe compares the assignment types given at school and CLIL lessons in terms of their requirements in her own words.

Ayşe: ‘‘For example, as an assignment, we created a puppet to talk about dangerous diseases in the world and used our puppets to do our presentation. This was a different and creative activity

for me because we tried to design the puppets according to the diseases. Then, we need to analyse and summarize the disease in our own words. Normally, we do research and copy-paste the information and read it in the class.” (RJ, Week 3)

She explains that the assignments in CLIL lessons demand students’ summarising, analysing, and synthesising skills, while the ones assigned at school require comprehension and memorisation only. She adds that sometimes students do not understand what they are presenting, and they just memorize to get high scores. Thus, it can be implied that CLIL lessons include activities encouraging higher-order thinking skills and motivating students to be cognitively engaged, which differs from students’ EFL classes at school.

In short, when asked to compare similarities and differences between the existing EFL instruction and CLIL lessons, students repeatedly address that activities and assignments enhancing their higher-order thinking skills are employed in CLIL classes compared to their language classes at school.

4.3.1.2. The Content of the Lessons

Banegas (2015) highlights that the content part of language-driven CLIL supplies context to improve oral and written language skills and facilitate meaningful language practice. In the current study, a meaningful language context is created by integrating sustainable development goals into the CLIL classes for their language development, which makes a difference in students’ perceptions of language classes. They approve that they enjoyed the content related to their lives, enhancing their language learning process with relevant content. In addition, meaningful context supports their language use in-class and out-of-class tasks, supported by the researcher’s observation notes below.

The topics were different for students, and I could see their excitement when they saw something related to their lives. For example, we talked about Lake Van and everyone was willing to participate since they all knew something about it. They want to learn more about the lake since they live there and see it every day, but they don’t know what life is like there. The feeling of knowing about it in English encourages them for the language learning. I think the content of our classes encourages them and broadens their horizons for language learning. When I analyse their syllabus, I see similar topics but they are not related to their own lives, so CLIL classes are different for them in terms of the contents. –(TON)

Her remarks indicate the importance of choosing relevant and meaningful content as the first step for efficient CLIL classes. She also adds that the selection of content affects students’ motivation and class participation, giving the example of Lake Van, where students live nearby. The teacher’s statements are supported by Pinner (2021), who asserts that incorporating authenticity in language creates a feeling of alignment between teaching

strategies and students' real-world experiences, fostering students' motivation and engagement.

Furthermore, she underlines that after analysing the 7th grade English course syllabus, she realised there are similar topics in the curriculum; however, they are not associated with students' lives and experiences. So, the integration of SDGs into language classes is identified as a difference by the students. Vildan's words align with this point.

Vildan: "Actually we did similar activities such as filling in the blanks or reading text but the content of them was different and I learnt different things about being healthy and life below water while I was improving my English skills." –(FGI)

Vildan mentions that the content of language activities is not similar to that at school. She states the similarity in activity types; however, she claims that the content of the tasks is not similar, and she learns new things while developing her language skills in CLIL classes. As suggested by Mehisto (2012), while developing valuable resources, supporting and creating meaningful learning should be a key component in CLIL-based lessons. In this vein, 'Good Health and Well-being' and 'Life Below Water' are chosen to support meaningful learning environments for students and activities are designed accordingly to develop their language skills.

In addition to the teacher's observations and Vildan's views, Yusuf mentions the lessons' content and how they are covered in his journal.

Yusuf: "The subject and the way of covering it were not similar in our classes at school. We could talk about the topic after class with our family and we could tell the things we learnt because it was related to our lives" –(RJ, Week 5)

He states that since the topics are related to their lives, they can talk about them in everyday life, which is also recognized as a difference by the students. Yaguara, Salinas, and Caviche (2021) address the implementation of CLIL concepts as an opportunity to strengthen language proficiency through authentic content. It is worth noting that in the present study, incorporating SDGs into CLIL classes created a meaningful environment for students to develop their language skills and changed their perceptions of language classes. CLIL enhances their awareness of sustainability, as well. Hence, CLIL can also be considered a vital instrument for ESD (Ito, 2018; Knight, 2021).

4.3.1.3. The Teacher's Full English Instruction

Whereas Lasagabaster (2016) puts forward that 'the effectiveness of translanguaging strategies as a classroom practice in CLIL settings still needs to be researched, evaluated,

and critiqued' (pp. 252), Lin (2015) argues that being a 'young discipline', CLIL may be 'more flexible and balanced' regarding the role of L1 in CLIL classes (pp. 74). Nonetheless, the findings of the current study revealed that L1 use was so limited that some students had difficulty adapting to CLIL classes, especially at the beginning of the lessons. They agreed that the teacher's instructions were almost always in English, in contrast to their language classes at school. For instance, Elif and Yasemin compare CLIL lessons and language classes at school in terms of teachers' instructions in their first-class journals.

Elif: "It was different that our teacher spoke in English during the whole lesson and requested us to ask our questions in English. This was difficult for me because I could not find the correct words to ask my questions."-(RJ, Week 1)

Yasemin: "We spoke English during the whole class, which was not like that in our classes at school. When we do not understand, our teacher explains in Turkish then she continues speaking English." (RJ, Week 1)

While Elif's and Yasemin's statements indicate that they expect to include L1 when they are challenged to use English and comprehend the content, the researcher's opinions show her hesitations on where and when to involve L1, as can be implied in the following excerpts.

At the beginning of the lessons, students did not understand what I was saying and were waiting for me to translate almost everything. I was suspicious about when I should use Turkish. It was a different experience for students, as I understood because they stated they used Turkish whenever they did not understand or asked their teacher to explain in Turkish. While covering content like SDGs in CLIL for the first time and trying to develop students' language skills, I forced myself to use English every time. Even if students did not understand me, I tried simplifying it in English again. I was not sure that students were used to asking to translate everything since they may not listen to instructions or read the texts when they knew it would be translated into Turkish. So, I think I need to balance using L1 and English to make the lessons more comprehensible for students. They sometimes had difficulty in understanding the content of the lessons. I may support their learning through L1. - (TON)

Although the teacher doubts using L1 to develop students' language skills, Lin (2015) argues that optimal exposure and input become effective and helpful when comprehensible, and it should not be ignored how L1 might contribute to the comprehension of L2 input (pp. 78). Similarly, Gierlinger (2015) observed teachers' behaviours and marked that L1 was used as a scaffolding device to support their teaching and students' learning of the new content by enhancing both the affective and cognitive aspects of communication and learning in CLIL (pp. 363). This finding is in agreement with Karabassova and San Isidro's (2020) results, which demonstrated that L1 is used as a way of scaffolding the content and reducing language obstacles.

To sum up, whereas there are studies implying the benefit of L1 use in CLIL classrooms, Lasagabaster (2016) puts forward that 'the effectiveness of translanguaging strategies as a classroom practice in CLIL settings still needs to be researched, evaluated, and critiqued'

(pp. 252). The fact that the teacher's instructions were almost always entirely in English appears to be a difference, and this change may result from the change in teacher or application of CLIL lessons. Therefore, the current study is limited in concluding the impact of L1 use in CLIL on students' language development.

4.3.1.4. The Integrated Language Skills of the Topic

CLIL is effective for language learning since it supports learners by incorporating four skills in meaningful contexts in the framework of the 4Cs (López Quero, 2022). However, students' viewpoints about the integrated skills of the classes demonstrate that they focus on different skills in different classes at school in contrast to CLIL classes. For instance, Elif states during the focus group interview session that the frequency of addressing skills is different at school.

Elif: "For each subject, we had reading, listening, speaking, and writing activities, facilitating our learning. At school, we sometimes do reading, sometimes we do speaking about another topic." (FGI)

As Elif indicates, the topics are not based on four skills; instead, they divide skills according to the flow of the lessons. Similarly, Leyla's statements align with Elif's thoughts.

Leyla: "We did not write grammar rules from the board in these classes instead we do reading, listening, and writing exercises on the topic. We learned some grammar rules to communicate with them but did not spare much time for them. At school, in one lesson we read texts, in the other unit we watched videos about the topic. In online classes, we tried to do reading, listening, speaking, and writing for each topic."-(FGI)

In her utterances, Leyla also touches upon the way of teaching grammar while comparing the lessons. She adds that grammar rules are written explicitly at school and emphasized while they are implicitly integrated into the other skills and used for communication in CLIL classes. Correspondingly, Ömer points out the division of language skills in language classes at school during the focus group interview session.

Ömer: "Doing different activities through speaking, writing, listening, and reading on the subject helped me to understand the topic completely, which is different at school. We divide the classes there, for example, sometimes we practice writing about one topic and the other week we arrange debates for another topic"-(FGI)

Ömer believes that including each skill in one topic facilitates his comprehension of content and supports the development of language skills, so the integration of the topic and activities is important for him. This finding is similar to the statement of Llinares (2015) who suggests what (language and subject) and how (classroom interactions and activities) should be focused in CLIL classrooms to enhance language learning.

In short, the lesson plans and activities are prepared by following the CLIL principles aiming at fostering a comprehensive and integrated approach to content and language learning (Banegas, 2015, pp. 115). Nonetheless, as can be concluded from students' comparisons, subject-matter contents are not conceptualised around one topic and language-focused activities are not interrelated with each other at school. In other words, the integrated nature of the CLIL approach is remarked as a difference by the students.

4.3.1.5. The Type of Assessment

Due to the duality of CLIL, CLIL assessment should address the aims and learning objectives of both language and content consisting of knowledge, competencies, skills, attitudes, and discourse practises. Therefore, designing and implementing assessment in CLIL is challenging and complicated, regardless of formative, summative, or diagnostic purposes (Kao, 2023, pp. 665). However, if the CLIL is integrated into foreign language classes, then learning objectives are based on the foreign language curriculum enriched with content-related goals. Consequently, assessment concentrates on communicative proficiency in the foreign language but may also evaluate thematic or subject-specific competence (Massler, Stotz & Queisser, 2014). Hence, the assessment part of this study focuses on students' language development through the incorporation of SDGs into CLIL.

Accordingly, three main components of formative assessment in CLIL, as stated by Barbero (2012), were addressed to improve the quality of CLIL classes in the current study.

According to Barbero (2012), formative assessment is planned, reactive and reciprocal. Firstly, a formative assessment is planned so that teachers can collect information regarding students' knowledge levels. Secondly, it is reactive because teachers can modify their lesson plans and activities when they observe language teaching processes. Thirdly, it is reciprocal since teachers and learners can develop the quality of learning processes based on the feedback obtained from formative assessment (pp. 39). Thus, it aims to observe and improve students' language skills through language activities, tasks and assignments. Changes were made according to students' needs and the teacher's observations. For example, some texts were simplified, and more visuals were added to help their reading comprehension.

Furthermore, as an alternative assessment, portfolios were used in the study to evaluate their language development at the end of the CLIL classes. Students were asked to complete a portfolio of two units. In the first unit, they designed a school magazine to raise awareness

on 'Good Health & Well-being'. After completing the second unit, they created a museum of life below water. They designed various products related to life below water and protecting the oceans, seas, and marine resources for sustainable development. When they completed their portfolios in groups, they presented them via Zoom. However, they were not graded for their portfolios. They got feedback from the two teachers and their friends.

When it comes to the findings of the study, content analysis illustrates that the type of assessment is one of the sub-themes showing a difference between CLIL classes and the existing EFL instruction. Students are assessed through written exams (including grammar and vocabulary), listening, and speaking at school, and they aim to get higher scores to pass the exams. On the other hand, portfolio presentations were employed as assignment tools aimed at giving feedback to students on their language improvement in CLIL classes. Students are aware of these differences; for instance, Leyla and Selda state their feelings in their own words in the focus group interview.

Leyla: "In our classes at school, we had writing, listening, and speaking exams separately. We need to have a certain score to pass the exams. In those classes, we had out-of-class assignments and we completed our portfolios for assessments. However, while completing our tasks, we could get feedback from our teacher." - (FGI)

Selda: "We did not have an exam like we know in the school. We had out-of-class projects and at the end, we completed our portfolios. We did those both individually and in groups. I did not need to memorize all the words or rules to write in the exam instead I tried to learn them to use in my assignments and to present in front of the class." - (FGI)

Leyla and Selda compare the assessment types by expressing their experiences in CLIL classes. Based on the findings above, it can be implied that students are not assessed through alternative assessment tools at school and are not supported with feedback after the exams. Therefore, assessment means just getting enough points to pass the exams. Nonetheless, portfolios offer an environment where students develop their own products by using the language they have learnt in CLIL classes.

In summary, the findings highlight that the purpose of the portfolios was to evaluate students' language development and give feedback on their progress. Since students were not familiar with alternative assessment types before, they were introduced to only portfolios for the assessment part of this study so as not to make them anxious. Besides, it aimed to make assessment a part of their learning and improve their autonomy in language learning through portfolios (Adamson, 2014).

4.3.2. Similarities Between the Existing EFL Instruction and CLIL Lessons

4.3.2.1. Vocabulary Activities

In studies based on real classroom settings where children are learning a new language, analysing students' vocabulary development is significant since improving vocabulary is one of the principal goals for both teachers and material developers in the initial stages of second language learning (Tragant, Marsol, Serrano & Llanes, 2016). As indicated by Dalton-Puffer (2009), CLIL is mainly effective for improving linguistic competence, specifically vocabulary development, since it fosters students' L2 production skills beyond what is possible in a typical ELF classroom. In this vein, the vocabulary capacity of the learners is enhanced by various activities integrated into four basic language skills in this study. Furthermore, content-related vocabulary items are frequently recycled in different contexts in the 4Cs of CLIL lessons, and students' vocabulary competence is observed within diverse skills and tasks.

The interpretation of data regarding similarities or differences between the EFL instruction and CLIL revealed that some vocabulary activities were similar. For instance, Elif compares the vocabulary teaching part of the lessons in her own words in the focus group interview.

Elif: "Sometimes, our teacher prepares slides for vocabulary items of the unit, uses pictures for them, and writes some example sentences. We learn them on the smartboard. We write those words in our notebooks then we repeat the words." –(FGI)

As Elif states, PowerPoint presentations are a common way of teaching vocabulary in EFL classrooms and CLIL lessons. Seeing vocabulary on the board with their visuals and in the contexts helps students' comprehension of the words, so presentations are a useful method for introducing words to learners. In addition, Vildan writes some vocabulary activities in her journal while discussing the similarities between the lessons.

Vildan: "We completed the vocabulary worksheet. We wrote the correct words under the pictures and chose the correct word to complete sentences, which was the same at school." (RJ, Week 1)

Some vocabulary practices are similar in EFL classes and CLIL classrooms, such as finding the correct definitions, choosing the right pictures or matching the words with their definitions or pictures, as indicated by Vildan. Yusuf also mentions vocabulary games in his journal as a similar way of teaching vocabulary.

Yusuf: "We played vocabulary game. This is similar because we sometimes play games to learn vocabulary in the unit." (RJ, Week 5)

Yusuf realizes that vocabulary games are also integrated into the EFL context and CLIL lessons to promote students' vocabulary capacity. In addition, the researcher reflects on her observations about vocabulary teaching.

As I observed, students were familiar with vocabulary activities and they could understand the instructions easily while doing vocabulary activities. Matching the words and definitions, choosing the right words, learning the words through slides and playing games are similar between the two approach regarding vocabulary teaching. However, I think the vocabulary content differs since they can remember meaningful words, especially if they relate them to their lives. For instance, they are good at remembering and using words related to ocean animals, protecting oceans and Lake Van because they find those words relevant to their lives. Although they covered the topic of ocean animals, they did not mention Lake Van and the creatures living there. Pearl mullet is the only creature that can live in the lake but students do not know this fact, even the name of the fish. I believe that vocabulary should be connected to students' lives; otherwise, they will memorize and use them in exams. Therefore, I believe that CLIL is more beneficial to students' vocabulary learning. -(TON)

In accordance with the researcher's observations, Castellano-Risco, Alejo-González, and Piquer-Píriz (2020) highlighted that CLIL focuses on meaningful and contextualised language practice. Consequently, vocabulary learning is more efficient in CLIL compared to EFL. Hence, it can be claimed that integrating SDGs-related vocabulary into CLIL facilitated students' vocabulary learning in the present study.

In summary, as the findings indicate, some teaching vocabulary strategies and activities are similar in EFL instruction and CLIL, such as using PowerPoint presentations, matching the words with correct definitions or pictures, and vocabulary games. Hence, it can be concluded that there are similarities in vocabulary delivery between EFL and CLIL. Nonetheless, as pointed out by Agustín-Llach and Canga Alonso (2016), CLIL is more advantageous because of its integrated nature and meaningful and contextualised learning environment for vocabulary development in young learners.

CHAPTER V

CONCLUSION

5.1. Summary of the Study

In this study, the UN's sustainable development goals were integrated into the 7th-grade syllabus through CLIL. To this end, the syllabus of MoNE was analysed first to see the contents and how they are covered. Then, SDGs were reviewed, and two goals, 'Good Health & Well-being' and Life Below Water', were chosen by nine students in an online meeting before designing the lessons. Students were from a state school in Van/Türkiye. They volunteered to participate in CLIL classes and had access to the Internet because the lessons were implemented through the Zoom platform. After examining relevant literature and CLIL studies in different contexts, two sample CLIL syllabi were designed by following the 4Cs of CLIL. Then, three detailed lesson plans were prepared for each unit to use in CLIL classes.

After completing the lesson preparation process, the researcher designed data collection instruments consisting of reflective journals, focus group interviews and questions for teacher observation with the help of two colleagues and feedback from the supervisor. Before starting the lessons, an online meeting was held with students to inform them about the flow of the lessons and the journals. While CLIL classes continued over six weeks, students filled their journals before each unit and after every lesson. Furthermore, the teacher took notes during and after each lesson. When the lessons were completed, appropriate time slots for focus group interviews were arranged to hear students' opinions on SDGs integrated CLIL lessons, their language development and similarities or differences between language classes at school and CLIL lessons. Subsequently, three different focus group interview sessions were completed with three students in each one. Upon collecting the data, qualitative content analysis was used through coding (Creswell, 2009).

The findings of the study were presented and discussed in Chapter IV, in light of the literature and research questions of the study. Concerning the first aim of this study, the results demonstrate that the integration of SDGs into the seventh-grade syllabus positively affects students' language development. The findings indicate that integrating SDGs into language classes is useful mainly in students' learning new concepts. Furthermore, the results suggest that SDGs created a meaningful language learning atmosphere by presenting new concepts related to students' lives. Besides, SDGs contribute to students' language development since students have fun and find a chance to communicate with their friends, which was supported by their statements in journals and interviews. In addition, the study's findings reveal that the integration of SDGs affects students' language proficiency by helping them reinforce the topic and understand the content in a relevant language learning environment.

The second aim of this study is to explore which language skills develop better when content and language are integrated into the 7th-grade syllabus. The current data highlight that speaking is the most enhanced skill, and listening is the second most developed skill in CLIL classes. On the other hand, the results did not present a significant improvement in reading and writing, even though some activities incorporated these two receptive and productive skills. This may result from a lack of enough exposure and time.

The third purpose of this study is to reveal similarities or differences between teaching English through formal instruction and CLIL. The types of activities, the content of the lessons, the teacher's instruction, integrated language skills of the one topic, and the types of assessment of CLIL emerged as the differences, which are illustrated by the current findings. According to the data, the activities in CLIL lessons promoted students' higher-order thinking skills, and the lessons' content was related to their lives. In addition, the teacher's instructions were always in English, which may challenge students' understanding of the new content. Similarly, CLIL lessons were based on integrated language skills of one topic. Each lesson focused on a sub-theme of the units, and language skills were integrated around this topic in contrast to language classes at school. Assessment types in CLIL are also one of the differences that the findings revealed. CLIL lessons included preparing portfolios as an alternative assessment type, while paper-pen exams are common in the EFL instruction at school. As a similar aspect of CLIL and EFL instruction, teaching vocabulary emerged.

After completing the data analysis and discussing the 4Cs of CLIL, eight more sample syllabuses based on different SDGs were designed. While preparing the syllabuses, the

results obtained from the CLIL lessons, students' journals, focus group interviews, and teacher observation notes were considered, and learning goals, language tasks, and activities were decided accordingly.

To summarise, this study explored the impact of the integration of SDGs into the 7th-grade curriculum through CLIL on students' language development in the Turkish EFL context and, if so, how it affects them. The results highlighted that CLIL lessons incorporated with SDGs enhanced students' language improvement, particularly in learning new concepts. Furthermore, speaking and listening emerged as the most developed skills, according to the findings of the study. Additionally, the study demonstrated the distinction between CLIL and the existing EFL instruction, especially in activities promoting higher-order thinking skills and the content of the lessons. Besides, the findings indicated that vocabulary activities are similar in CLIL and EFL instruction. Based on the results, sample CLIL syllabuses integrated with different SDGs were designed for the 7th-grade curriculum.

5.2. Implications

5.2.1. Practical Implications

The results of the current study offer some implications for future practices concerning CLIL implementation. To start with, the content of the suggested syllabuses may need to be modified and adapted in the future according to various contexts and students' needs. According to Mambu (2023), incorporating SDGs fosters students' language competencies, improves their critical thinking skills, and enhances their awareness of global issues related to their environment. Therefore, different SDGs can be chosen depending on the learning environment to support meaningful context for students.

Secondly, CLIL is acknowledged as an efficient approach to dealing with sustainability issues, particularly in the field of social sciences (Nijhawan, Elsner & Engartner, 2021), so SDGs may be integrated into different disciplines like social science and arts in the school curriculum through CLIL. In this way, students can develop their content knowledge and enhance their language skills by being exposed to language more frequently in various contexts. Hence, CLIL can be implemented in ESD since their relationship promotes a comprehensive learning experience by raising awareness and comprehension of ESD subjects while developing language proficiency (Arslan & Curle, 2024).

Thirdly, based on the findings, it can be implied that students' conceptual understanding and communication skills show improvement in CLIL-integrated lessons in the Turkish EFL context. As asserted by Cihat Yavuz et al. (2020), 'CLIL enables contextualization of language learning by providing authentic settings, thus helping students acquire the language better' (pp. 98), so the implementation of CLIL can be adapted to all grades at secondary school and course syllabuses can be prepared based on the 4Cs of CLIL to develop students' language proficiency by increasing their CLIL learning experiences. In addition, as the findings indicated, CLIL is different from traditional EFL context, particularly in activities supporting higher-order thinking skills and the content of the lessons. Hence, the current syllabuses of MoNE can be improved in terms of activities and contents since SDGs create a meaningful and relevant language environment for students. SDGs can be integrated into the curriculum through CLIL to enhance students' awareness and language development.

Moreover, workshops can be offered to in-service teachers about SDGs and the CLIL approach. They can prepare CLIL materials based on SDGs and collaborate with their colleagues teaching in different contexts. Furthermore, CLIL-based courses can be added to pre-service teacher education since more interactive and communicative approaches have gained importance in the 21st century. In this way, student teachers can gain deeper insight into teaching practices, material development and assessment in CLIL before they graduate.

In addition, national education policies supporting the integration of SDGs through ESD can be developed. SDGs can be incorporated into the national curriculum according to the principles of CLIL from the outset of language learning. Suggested methods, techniques, activities and assessment tools can be included in English syllabi for each grade. In addition, professional development programs, seminars and conferences can be designed for language teachers regarding sustainability issues and CLIL implementation.

Furthermore, teacher motivation can be raised for an effective CLIL implementation. Teachers can be provided with ready-to-use teaching materials like well-designed CLIL lesson plans, multimedia resources or sample assessment tools to reduce their workload and stress. Besides, raising students' motivation is also an important factor in supporting CLIL efficiency. Making language learning relevant to students' lives is crucial to motivate them, which is supported in the present study. Hence, the topics of SDGs can be decided together with students. In addition, as the findings highlighted in the study, young learners are motivated by group work and peer interaction, so more communicative and interactive activities can be incorporated into CLIL lessons. Including projects, games, or digital tools

to improve language skills can motivate language learners and enhance their language proficiency.

Lastly, CLIL-based language classes may complement the other branches at school. One of this study's findings revealed that students need to use L1 to support their understanding of the content. The present study is based on language-driven CLIL and the teacher was not sure about using L1 because it may hinder students' language development. As Lasagabaster (2016) discusses, the efficiency of using L1 in CLIL is still uncertain, so course syllabuses of English and other courses may be designed by following the same topics to be covered at a certain time. Besides, language teachers and in-field teachers can work collaboratively to prepare tasks and activities to promote students' learning and language competencies. Consequently, students may improve their language skills without limiting their exposure time and use of the target language.

5.2.2. Research Implications

Considering the limitations of the study, the current study may provide implications for future studies. First, the study was carried out through an online platform, which may affect the findings because of Internet connection problems, the problem of not being able to observe all students simultaneously, especially in break-out rooms. Therefore, CLIL-based lessons can be applied in a real classroom to observe students and their language development more apparently. In a real classroom environment, students may behave more naturally and make better eye contact with their teacher and peers. Furthermore, teachers can give feedback more easily during the lesson while observing the class. These are all factors that may affect students' language learning process.

Second, the study was conducted within a limited time, which may not be enough to make generalisations about the impact of CLIL on language development. So, a more longitudinal study can be conducted to see the long-term effects of CLIL on students' language skills. In addition, the number of lesson plans in units can be increased so that students can be more exposed to CLIL. In this way, students can write more journals, and the teacher can find a chance to observe students more, which may help them gain a better understanding of CLIL on language improvement by analysing more journals and observation notes.

Third, two SDGs were integrated into lesson plans according to students' views and analysis of the seventh-grade curriculum in the study. Thus, language tasks and activities were

designed accordingly. Different SDGs can be incorporated into various contexts with different activities according to the students' levels, such as high schools, private schools, or primary schools to see whether the integration of SDGs affects students' language proficiency. In addition, with the practices of SDGs at schools, ESD can be supported since ESD encompasses the attitudes, skills and knowledge that learners need to create a more prosperous world (Arslan & Curle, 2024). In this way, SDG4 (Quality Education), supporting inclusive and equitable quality education and promoting lifelong learning opportunities for all, can be promoted as well (UNESCO, 2017, pp. 18).

Fourth, since the present study adopted an exploratory case study, there was no control group to compare the impact of CLIL. Conducting a longitudinal study with a control group may provide a wider picture of the integration of CLIL and the similarities or differences between EFL and CLIL instruction. Moreover, pre- and post-tests can be applied to assess the impact of CLIL on each skill. In addition, different data collection instruments can be used in further CLIL studies. For instance, semi-structured interviews, classroom artefacts like lesson plans, rubrics, student activities and questionnaires can be employed to investigate the effectiveness of teaching practises and students' language development in the implementation of CLIL.

Last, a study focusing on CLIL assessment can be carried out to explore the impact of the approach on language proficiency. Various alternative assessment tools can be designed according to the 4Cs in CLIL. The combination of different assessment tools in achieving CLIL learning outcomes can be investigated. For instance, formative and summative assessments, self and peer assessments, presentations, and portfolios can be used to evaluate the impact of CLIL assessment methods on students' language proficiency.

To sum up, the practical and research implications drawn from the current study addressed some significant points in the field. Longitudinal studies exploring the impact of CLIL lessons based on SDGs on students' language learning can yield more comprehensive results. Studies can be extended through diverse contexts and participants in language teaching to collect more data to guarantee generalizability. Similarly, mixed method research design can also be implemented to obtain a thorough grasp of the incorporation of SDGs into language classes through CLIL regarding language proficiency.

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APPENDICES



Appendix 1. CLIL Lesson Plans of ‘Good Health & Well-Being’

TOPIC	GOOD HEALTH & WELL-BEING/1 st Lesson Plan
AIMS	● To increase students’ awareness of subject content ● To develop students’ knowledge of content-related lexis ● To encourage students to act to promote good health and well-being ● To develop students’ integrated skills through content-related activities
AGE GROUP	7 th grade (12-13-year-old-learners)
TIME	40 minutes (Zoom-50 mins)

4Cs OF THE LESSON	SKILLS-FUNCTIONS	DURATION-INTERACTION	ACTIVITIES	AIMS
CONTENT	Lead-in	2-3 mins/T-Ss	The teacher puts some visuals about the topic (good health & well-being) on the board. Students are asked to brainstorm about the topic of the week. They can write their guesses.	● To develop students’ knowledge of content-related lexis ● To introduce ss to the note-taking skill
	Vocabulary	8 mins/T-Ss	The teacher elicits/teaches basic vocabulary items related to the content. (Health/being healthy, well-being, habit, nutritious, physical activity, find a balance, overweight/obesity, go on a diet) through a slideshow with visuals.	
	Listening	5 mins/T-Ss	Ss are asked to complete vocabulary ws including writing the correct words under the pictures and choosing the correct word to complete sentences. Ss are presented with a video titled “What Do Humans Need To Stay Healthy”. First, they just watch the video for the main idea. In the second listening, they are asked to write the keywords they hear while watching. Ss share their notes and they check them with the whole class.	
	Reading	8 mins/T-Ss	The teacher gives the reading text to the ss. First, they read the text for the main idea. In the second reading, they will complete the ws including matching the information with the correct name of the child.	● To select the relevant information to answer comprehension questions ● To involve ss to identify their own foods
	Writing	10 mins/T-Ss		

COGNITION			Ss are asked to write some example nutritious foods they eat shortly and compare their foods with one of the children in the text. They will write similarities/differences between and share their writings with the whole class.	To make a comparison with many different types of food around the world.
COMMUNICATION	Language of Learning <u>Key Vocabulary</u> (Health/being healthy, well-being, habit, nutritious, physical activity, find a balance, overweight/o besity, go on a diet) Language for Learning Describing daily routines Language Through Learning Asking and answering questions by using frequency adverbs	7 mins/T-Ss Ss 12 mins/Ss-Ss	The teacher talks about stating daily routines and the frequency adverbs through a slide. Ss prepare a few questions about their daily routines and ask them to their pairs. After completing, they will share their pairs' daily routines with the whole class by making complete sentences. The teacher divides the class into groups. She shows visuals related to 'mental health' on the board. Students brainstorm about the topic first individually then in groups and they are asked to talk about what they understand from the visuals. They are asked to take notes while discussing. Then the teacher talks about what mental health is and why it is important for us and they brainstorm about what they can do to take care of their mental health in groups. After, Ss prepare their own mini brochures about the topic individually. They share them with the whole class.	- To apply what they have learnt - To engage Ss in discussion with each other - To consolidate comprehension of a new concept of 'mental health'
CULTURE/ COMMUNITY	Writing Speaking		For the next class, Ss will choose one country/region from all around the world. They will do research on the daily routines /eating habits of those countries. (breakfast/lunch/dinner etc.) They can prepare a poster showing their daily routines or a plate showing their eating habits and they will present them as if they were living in those countries.	To understand different daily routines/eating habits of other cultures to ensure a healthy lifestyle

TOPIC	GOOD HEALTH & WELL-BEING/2 nd Lesson Plan	
AIMS	● To increase students' awareness of subject content ● To develop students' knowledge of content-related lexis ● To encourage students to develop a more abstract understanding of the content ● To develop students' integrated skills through content-related activities ● To help students to make connections among the topics ● To promote the creativity of the students through integrated language activities ● To feel empathy and appreciate differences	
AGE GROUP	7 th grade (12-13-year-old-learners)	
TIME	40 minutes (Zoom-50 mins)	

4Cs OF THE LESSON	SKILLS-FUNCTIONS	DURATION-INTERACTION	ACTIVITIES	AIMS
CONTENT	Speaking	7 mins Whole Class	Ss. make their presentations about the daily routines /eating habits of the countries they chose and did research in groups. The whole class try to participate this activity by making their comments.	● To recall the concepts of the previous lesson (Revision part)
	Lead-In	2-3 mins/Whole class	After this activity, the teacher directs ss' attention to the topic 'earthquakes' that Ss remember or know. Then they try to associate the earthquakes and the topic good health and well-being. The teacher focuses on 'public health' and they discuss together.	● To make smooth transition for the content of the lesson
	Vocabulary	7 mins/T-Ss	The teacher gives the short reading text about 'The impact of earthquake on public health' This text is adapted from the news. Ss skim the text and look at the bold words. After Ss read the text, the teacher opens an electronic flashcard programme for vocabulary teaching. Ss. try to find the meanings of words by looking at the sentences in which the words are used and the definitions on the screen. Ss try to find the correct words by looking at the definitions and the sentences https://www.brainscape.com/p/5LIPT-LH-CYFD9 (infectious, disease, sanitary, vaccine, endemic, malnutrition, to threaten)	● To develop students' knowledge of content-related lexis
	Speaking	3 mins/T-Ss Whole class	After, the teacher tells Ss to look at their reading text again and asks them to find the word 'leishmaniasis' and guess what it can be. They brainstorm as a whole class and the teacher says it is a dangerous disease caused by the bite of infected female sandflies and asks ss whether they know other dangerous diseases around their city/country/world. After all the	● To make students aware of the dangerous diseases in the world

	Reading	6 mins/T-Ss	class share, the teacher directs ss' attention to the presentation about a few dangerous diseases she prepared on the presentation (cholera, dengue, chikungunya). They talk about where those diseases appear, their symptoms, etc. After that, the teacher gives a reading text on 'The story of quinine'. Ss are given time to read the text and the teacher asks them to fill in the chart including 'Why, When, How, Where, and By Whom?' questions to check their comprehension. https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-the-story-of-quinine-transcript.pdf	To check students' reading comprehension
COGNITION	Writing	6 mins/T-Ss	After checking the worksheet, the teacher plans a short creative writing activity. Step by step, by giving short instructions the teacher helps ss to create a story. First, she asks ss to think and create a new name for the disease. Then, ss will write where that disease appears, the symptoms of it, how it can be treated, etc. The teacher gives separate time for each step.	To guide students for creative writing on the conceptions of the theme
COMMUNICATION	Language of Learning Key Vocabulary Indoor/Outdoor sports, Paralympic sports, impairment, disability) Language for Learning Stating personal opinions Language Through Learning Making statements by stating personal opinions in a discussion	4 mins/T-Ss Listening 5 mins/T-Ss Whole class	The teacher talks about stating personal opinions. She shows some expressions that ss can use in discussions and asks students to note them down. After, she draws a map showing indoor and outdoor sports. She writes the titles and asks students to brainstorm and tell what sports they know. They complete the map with a whole class. Then, she asks students' favourite sport and why they like it the most. After a few minutes of conversation, the teacher asks students 'Do you know what <u>Paralympic Sport</u> is?' Ss brainstorm and the teacher writes anything ss tell. The teacher opens a video explaining what Paralympic sport is on YouTube. Ss are expected to write any words they catch from the video. https://www.youtube.com/watch?v=eRrRf2yvAaA&t=56s After watching the video, each student writes a sentence about what Paralympic sport is by using expressions for stating personal opinions.	- To introduce a new concept related to sport - To help Ss use expressions they have learnt - To feel empathy for people suffering from different disabilities

CULTURE + COMMUNICATION	Speaking	10 mins/Ss-ss Whole class	For example; In my opinion, Paralympic sport is.... I don't think Paralympic sport is.... Then, the teacher talks about types of Paralympic sport and writes them for the ss. Then she tells the woman from Türkiye, Döndü Yeşilyurt, who won the first gold medal at the European Paralympic Championships. She is a visually impaired judo champion. She gives students some time to think about what difficulties athletes might experience? Then the teacher divides the class in groups or pairs They discuss in their groups, note their ideas down, and share them with a whole class. (Think-Pair-Share)	To reflect on the topic in groups
CULTURE/ COMMUNITY	Assessment Tasks		For the next class, the teacher wants students to make puppets of a virus. Students will do some research about dangerous diseases/viruses around the world and they will tell the lives of those viruses or diseases (names, their living spaces, effects on the human body etc.) by making their puppets talk by presenting them. 2nd assignment is to prepare a short picture book of one Paralympic athlete. Ss will do some research and choose one Paralympic athlete from any country. They will prepare their books and present their lives in class. They will present their life story and what sport they are interested in, the challenges, and their biographies, in short. Those tasks will be done in pairs or groups. (The teacher will explain and show a few examples of making a puppet and picture book in class)	- To summarize the information about dangerous diseases in the world - To increase students' awareness of different types of sports - To encourage students to appreciate differences - To support their pairs for out-of-class activities

TOPIC	GOOD HEALTH & WELL-BEING /3 rd Lesson Plan
AIMS	● To increase students' awareness of subject content ● To develop students' knowledge of content-related lexis ● To encourage students to analyze the theme of good health and well-being from a different perspective ● To develop students' integrated skills through content-related activities ● To help students to make connections among the topics ● To promote the creativity of the students through integrated language activities
AGE GROUP	7 th grade (12-13-year-old-learners)
TIME	40 minutes (Zoom-50 mins)

4Cs OF THE LESSON	SKILLS-FUNCTIONS	DURATION-INTERACTION	ACTIVITIES	AIMS
CULTURE/ COMMUNITY	Lead-In	10 mins- Whole class	Ss show their puppets of a virus. They present their research about dangerous diseases/viruses around the world and they will tell the lives of those viruses or diseases (names, their living spaces, effects on the human body etc.) in pairs or groups.	● To summarise the information about dangerous diseases in the world
	Assessment Tasks			● To increase students' awareness of different types of sports
	Speaking		After they talk about their presentations and give feedback to their friends, the class goes on with the second assignment. Students show their picture books of one Paralympic athlete from any country. Then, they give feedback to their friends. The first part of the lesson begins with wrapping up the previous class and giving feedback on their products. This helps students recall the concepts and make a smooth transition to the next activities. Giving feedback on their friends' presentations increases their feelings of responsibility in group tasks.	● To encourage students to appreciate differences ● To support their pairs for out-of-class activities
CONTENT	Writing-Speaking	3 mins/T-Ss Whole class	The teacher gives a mind map related to 'pollution'. It includes 'What is pollution? What types of pollution do you know?'. Ss are expected to brainstorm and write any words that come to their minds. After finishing, they share their answers with the whole class.	● To help students activate their schemata
	Listening	6 mins/T-ss Whole class	The teacher opens a video titled "Air, Water and Land Pollution" without subtitles. In the 1 st listening, Ss just watch the video for the main idea. For the 2 nd listening, the teacher gives the transcription of the video with some blanks in it. While listening, Ss are asked to read the transcription and	● To define the concepts (air, water, land pollution) ● To visualize the content through the video

	Reading	5 mins/T-Ss Whole class	complete the gaps. Then they check their answers together. https://www.youtube.com/watch?v=J3Df0-ZJ_WA The teacher gives the reading text about the types of pollution. Ss read each paragraph related to different types of pollution and find a title for them.	To check ss' comprehension of the content
	Vocabulary	5 mins/Ss- Ss Whole class	In the reading text, target vocabulary items are highlighted. Ss try to find the correct words by looking at the definitions that the teacher gives by reading the text with their pairs. After finishing, they check the answers together.	To develop students' knowledge of content-related lexis
COMMUNICATION + CULTURE	Language of Learning Key Vocabulary Environment , pollution, harmful, chemical, waste, soil, to contaminate) Language for Learning Making simple suggestions Language Through Learning Using the new functions by relating with the concepts of the lesson	Writing 7 mins/T-Ss Ss-Ss Whole class Speaking	The teacher writes a few sentences including should and shouldn't and asks ss to guess the meaning of them. Then she talks about how to make suggestions. After that, the teacher makes ss pairs and shows pictures of people in polluted areas and experiencing difficult situations because of the pollution for each pair. Ss are asked to define what kind of pollution they are experiencing, how they feel, and how they would give suggestions (4-5 items) to solve their problems and help them stay healthy in their situations.	- To help Ss use expressions they have learnt - To feel empathy for the situation of the people and their feelings
COGNITION	Speaking Writing Speaking	5 mins/T-ss Whole class Assignment	The teacher opens a presentation about 'World Environment Day'. She talks about what World Environment Day(5 th June) is and the different themes of every year. They talk about the theme of 2023 which is plastic pollution. Then the teacher divides the class into groups and asks students to find a new theme for World Environment Day in 2024. They will share their themes and the teacher takes notes them.	- To explore the theme of World Environment Day - To apply their knowledge to raise awareness - To increase students' awareness on the topic - To help students to relate the concepts (environment-health)

	Writing		As an assignment students choose a date for their school's environment day and prepare mini brochures or cards explaining their themes for their schools. e.g: World Environment Day of Erdem Beyazit Secondary School For the 2nd assignment, Ss are expected to conduct a survey in the school about the effects of air, water, soil, light, and noise pollution on our health. Ss will prepare a few questions such as; What is air pollution? What impact can air pollution have on our health? How can we reduce this pollution to stay healthy? They will ask those questions to at least 5 people (teachers, friends) in the school and with their answers they will prepare a big poster about it to stick on the school walls.	• To encourage students to take action and raise awareness • To support their pairs for out-of-class activities
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Appendix 2. CLIL Lesson Plans of ‘Life Below Water’

TOPIC	LIFE BELOW WATER / OCEAN LIFE/1 st Lesson Plan
AIMS	● To introduce ocean life basically ● To develop students’ knowledge of content-related lexis ● To support intercultural awareness of the students ● To develop students’ integrated skills through content-related activities ● To promote the creativity of the students through integrated language activities ● To enhance different activities to address multiple intelligences
AGE GROUP	7 th grade (12-13-year-old-learners)
TIME	40 minutes (Zoom-50 mins)

4Cs OF THE LESSON	SKILLS-FUNCTIONS	DURATION-INTERACTION	ACTIVITIES	AIMS
CONTENT	Lead-In Writing-Speaking	10 mins-Whole class	First, the teacher distributes a mind map related to the video about Lake Van. The mind map includes questions such as; ● What could be the place you see in the video? ● What can be the name of the lake? ● Which animals/plants live inside this lake? https://youtu.be/D08lYu_cvlq Ss fill in the mind map and they share it with their friends. Then the teacher shows special fish, pearl mullet and small coral fish, live in there. They talk about their feelings and experiences with those fish. The teacher asks whether they have seen/touched them or not. After, the teacher opens a big Earth picture and asks ss what they see. She points to the large bodies of water on Earth and tries to get the answer ‘Ocean’. Then she opens a PPT about ‘Amazing Ocean Animals’ and first they talk about what the ocean is, where they are and the ocean life. (https://www.google.com/earth/versions)	● To introduce Ss to the new topic ‘Life Below Water’ (SDG 14) ● To increase Ss’ interest by talking about their own lives and environment ● To help Ss brainstorm about the topic
COMMUNICATION	Vocabulary- Reading Speaking-Writing	6 mins/T-Ss Whole class 7 mins/Ss-ss Whole class	The teacher shows some animals living in the ocean and their names in a mixed way. Ss try to guess the names of the animals. After finishing, they learn about those animals through the presentation. Then the teacher gives the target words and asks ss to read the information about animals in silence to work out the meanings of them. (carnivores, omnivores, herbivores, detritivores, reptiles, predator, prey, algae) To check their comprehension, the teacher	● To give Ss time to focus on new vocabulary ● To define the categories of animal eating habits ● To visualize the target

	Listening-Speaking	10 mins/Ss-Ss Whole class	shows a picture showing a marine food web for the words. It's time to play the game 'WHO AM I?' The teacher gives each student a visual of a different animal that they learnt about and prepares flashcards to describe them. The students write three sentences to describe their animals. After they finish, they form groups and tell their animals to their friends. The group that finishes first and correctly wins the game. The teacher opens a song related to 'ocean animals'. In the first listening, Ss just enjoy the song and the teacher asks them to mime the animals they see in the video. In the second listening, Ss listen to the song from the beginning to the end and they write animals they remember. Then the teacher makes them group and they share what animals they write. After, the teacher opens the video again without showing the screen and each group tries to complete all the names of the animals correctly. At the end, she starts the video and they check their answers together. https://www.youtube.com/watch?v=i6GUW1rpMIg	vocabulary items - To check ss' comprehension of the content - To develop students' knowledge of content-related lexis - To address musical and bodily-kinaesthetic learners - To develop a sense of cooperation with peers
COGNITION COMMUNICATION CULTURE/COMMUNITY COGNITION + CULTURE/COMMUNITY+ COMMUNICATION (ASSIGNMENTS)	Language of Learning Key Vocabulary Marine ecosystems, coral reefs, mangroves, deep-sea creatures, food web, categories of eating habits of ocean animals) Language for Learning Describing Ocean Life Language Through Learning Asking and answering	Writing 10 mins/T-Ss Ss-Ss Whole class Speaking	The teacher talks about marine ecosystems, coral reefs, mangroves and their ecological importance by showing visuals and videos. https://www.youtube.com/watch?v=OnxlnbcEKWc Then she wants Ss to draw a basic infographic about ocean life that they learnt today. She shows examples infographics about the topic. They can draw/write to summarise what they learnt. (Teacher shows some examples of infographics) After finishing, they will form groups and show their infographics and summarize what they learnt together. They can give feedback to their friends so that they can learn from each other. 1st assignment will be to present different creatures living in oceans of the world. Ss will study in groups and each group will choose one ocean to describe. They will prepare a big visual of Earth, they show which ocean they have chosen and they tell us the creatures they have found. The rest is up to the creativity of the students. They can draw/	- To help Ss summarise what they have learnt - To develop Ss' analysing skills - To encourage Ss to learn from each other - To make Ss understand different ways of lives of different ocean animals - To facilitate creativity of the learners

	questions to get information about ocean life (animals, ecosystems etc.)		stick visuals /prepare masks of the animals etc. 2 nd assignment will be composing songs about ocean life in groups. They will write their songs (at least two stanzas) and find rhythm to their songs and sing them in class. They can use any musical instrument while singing.	To integrate the language with other subjects
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TOPIC	LIFE BELOW WATER/Protect Life Below Water/2 nd Lesson Plan			
AIMS	- To increase students' awareness of subject content - To develop students' knowledge of content-related lexis - To develop students' integrated skills through content-related activities - To help students to have different perspectives within the theme - To promote creativity of the students through integrated language activities			
AGE GROUP	7 th grade (12-13-year-old-learners)			
TIME	40 minutes (Zoom-50 mins)			

4Cs OF THE LESSON	SKILLS-FUNCTIONS	DURATION-INTERACTION	ACTIVITIES	AIMS
CULTURE COMMUNICATION	Lead-In	15 mins- Whole class	The lesson starts with presenting the assignments from the previous lesson. Ss will present different creatures living in the oceans of the world. Then they will sing their songs about ocean life. After each assignment, they will give feedback to their friends. The teacher divides the class in groups and gives them different photos related pollution in oceans/seas. Ss try to describe what they see, what might happen, how people live there etc. The teacher gives a few prompt questions to help ss participate group discussion. They are asked to take notes their ideas and share them for the whole class discussion. The teacher opens a video about 'What is our impact on oceans?' without showing the title of the video. In the 1st listening, Ss will write a title for the video. In the 2nd listening, Ss will list five things mentioned in the video. Then Ss will compare what they have discussed and the things mentioned in the video. https://www.youtube.com/watch?v=fluL4ihstDs	- To wrap up the previous class - To reflect on their learning - To brainstorm about the new topic - To help Ss to be active in the discussion by giving visuals and prompt questions - To engage Ss in different sub-topic within the theme
	Speaking	5 mins Ss-Ss/Whole class		
CONTENT COMMUNICATION	Listening	4 mins T-Ss		
	Speaking	Whole class		

CONTENT	Reading Speaking	10 mins/T-Ss Ss-Ss Whole class	The class goes with a reading text about 'overfishing' which is another important problem in ocean life. The teacher divides the class into groups and gives each group different parts of the text. 'What is overfishing?' 'How does overfishing affect ecosystems?' 'Why is fishing is so important?' 'How can we reduce overfishing?' First, Ss read their own parts and discuss them in their groups. After, the teacher changes the groups where Ss read different parts of the text and they explain their topic to other friends in their own words.	- To introduce the term 'overfishing' - To check ss' comprehension of the content - To develop students' knowledge of content-related lexis
	Vocabulary	4 mins/T-Ss Whole class	All of the students get the whole text to practice vocabulary. The teacher gives Ss a worksheet including lots of definitions in each box. Ss try to find the correct words by reading the text. It is 'Scavenger Hunt Game' for vocabulary. Ss read the definitions and try to find the correct word. The student who gets the most correct answers within the given time wins. Then they check the answers with the teacher and they review the words again.	To facilitate learning through the vocabulary game
COGNITION COMMUNICATION	Language of Learning Key Vocabulary Marine pollution, endangered, overfishing, biodiversity, ecosystem, extinction, sustainable fishing)	10-12 mins Ss-Ss Whole Class	The class is divided into groups. Then the teacher opens a video related plastic pollution in the oceans https://www.youtube.com/watch?v=HQTUWK7CM-Y&t=74s	To help students activate their schemata
CULTURE/COMMUNITY	Language for Learning Stating personal opinions Language Through Learning Finding solutions to problems by stating their personal opinions	Writing-Speaking	After watching the video, Ss are asked to think about the problems mentioned in this class which are pollution (especially plastic pollution) and overfishing. Then they will discuss what can be done to protect our oceans, and what we can do to overcome them. They will list their solutions and they share them with the whole class. As an assignment, Ss will observe their environment (school, home, neighbourhood) and find the things that pollute water/rivers/lakes/oceans. First, they will take notes and they will find solutions to those problems to protect life below water. Then they will talk about one problem and prepare one solution to that problem in the class. (if they see plastic water bottles, they will show us what we can use instead of them. They will bring the plastic bottles and the materials that can be used instead of the plastics. (in pair or group)	- To develop critical-thinking skills of the Ss - To help Ss use expressions they have learnt - To encourage Ss to develop solutions to problems - To increase the sense of belongingness & cooperation - To increase students' awareness on the topic

TOPIC	LIFE BELOW WATER/LAKE VAN-WORLD OCEANS DAY/ 3rd Lesson Plan
AIMS	● To increase students' awareness of subject content ● To encourage students to associate the theme with their own lives ● To develop students' integrated skills through content-related activities ● To promote creativity of the students through integrated language activities ● To help students to take actions about the problems related to the theme around their environment
AGE GROUP	7 th grade (12-13-year-old-learners)
TIME	40 minutes (Zoom-50 mins)

4Cs OF THE LESSON	SKILLS-FUNCTIONS	DURATION-INTERACTION	ACTIVITIES	AIMS
COGNITION	Lead-In	10 mins-Whole class	The lesson starts with presenting solutions to protect life below water.	● To wrap up the previous class
COMMUNICATION	Speaking	5 mins/T-Ss	Ss will analyse the effectiveness of the solutions of their friends. They will decide which ones can be used or what else can be done etc.	● To increase students' awareness on the topic
CONTENT	Reading Writing	7-8 mins/T-Ss Whole class	It will be a whole class discussion. Then the class goes on with Ss' own lives. The topic is LAKE VAN and the living creatures in it, how to protect the lake etc. First, the teacher asks about 'pearl mullet'; what they know about the fish, whether they have seen that fish before, what colour it is, etc. Then the teacher gives a reading text about 'pearl mullet'. First, Ss read the text in silence and they are asked to underline the words describing the fish. They will talk about which words are describing the fish. After, the teacher wants Ss to write two truths and a lie about the fish through the information in the text. (Two Truths and A Lie game). Then they will share and ask their friend which ones are truths and which ones are lies.	● To identify what kind of fish they live in their environment, Lake VAN ● To check reading comprehension through the game

COGNITION COMMUNICATION CONTENT	Writing	4-5mins/T-Ss Whole class	Then the teacher asks what other types of fish live in the lake. Then she shows a visual of 'small coral fish' which is the other kind of fish living in the lake. The teacher wants Ss to describe that fish.	To help students activate their schemata
	Speaking	4-5mins/Ss-ss Whole class	They will find a name for it, they will write what they eat, where they live which colour it is, the size of the fish etc. In short, they will define the fish with their own words through the video.	To introduce a new kind of fish living in Lake VAN
	Vocabulary	6-7 mins/ Whole class	After they finish, they will be groups and they will share their description with their friends. They will compare what they have thought about the fish. Then the teacher explains that it is a 'small coral fish' living in Lake Van and it was discovered in 2018 by gendarme. For vocabulary practice, the teacher asks Ss to choose three words from the unit and draw them on a paper. On the board, they will see all the words they have learnt throughout the unit. Then they will show their drawings to the class and their friends try to find the correct word. This will be a vocabulary revision activity for the whole unit.	- To check ss' vocabulary comprehension - To review the vocabulary of the unit

Appendix 3. Portfolios

THEME 1/SDG 3: GOOD HEALTH & WELL-BEING

You are going to prepare an animated book or school magazine throughout the week. Please tick the box which one you choose.

- Animated Book
- School Magazine
- Follow the steps as a group.
- When you finish one step, send me a photo of your work and show it to your teacher at school to get feedback.
- Be responsible for the whole process, not just from the end.
- Have fun and show your creativity 😊

1st group:

- Decide the title of the book or magazine.
- Design the cover page.
- Use visuals/graphs/maps etc. to get attention.
- Summarize the information in your own words.
- Prepare a mini brochure for *'being healthy, nutritious / junk food, different types of food around the world, mental health'* **(All these sub-topics should be included in your assignment.)**
- Design and create your food. Find a name for it. Decide the ingredients and write the recipe for us. Draw it or cook your food and take a photo of it, then stick your photos too.

2nd group:

- Decide the title of the book or magazine.
- Design the cover page.
- Use visuals/graphs/maps etc. to get attention.
- Summarize the information in your own words.
- Focus on
'public health, dangerous diseases in the world, and types of sports (indoor, outdoor, Paralympic)
(All these sub-topics should be included in your assignment.)
- Write something about one of the sub-topics you can use your creativity. (a song, short story, a theatre, etc.)

3rd group:

- Decide the title of the book or magazine.
- Design the cover page.
- Use visuals/graphs/maps etc. to get attention.

- Summarize the information in your own words
- Focus on

'water/air/land/light/noise pollution, environmental health, World Environment Day'

(All these sub-topics should be included in your assignment.)

- Draw an **issue tree** to explore causes, effects, and solutions to pollution.
- Make a video about one of the sub-topics in the theme to raise awareness in your school/neighbourhood.

OPTION: You can use the 'paper slide technique' for your video. Then you can use photos of your paper slides in your book or magazine. (<https://www.youtube.com/watch?v=Qf6L1PTG3p4>)

At the end of this process, you will be the citizens aware of ensuring healthy lives and promoting well-being. You will also develop your reading, writing, listening, and speaking skills while raising awareness about your environment.

THEME 2/SDG 14: LIFE BELOW WATER

You are going to create 'A MUSEUM OF LIFE BELOW WATER' within your school.

At the end of this process, you will have a museum of life below water in your school. In this way, you will raise awareness and make people think critically about protecting and sustainably using the oceans, seas, and marine resources for sustainable development.

This museum addresses all people in the school. All products designed for the museum address our disadvantaged friends too.

In this project, you are going to work in groups. Each group will work on different types of products for the museum. The teacher will show you an example of the 'ARKive School Museum'. While designing through visual, audial, and tactual works for the museum, students will develop different skills of English. At the end, they will exhibit their products in school. <https://www.stem.org.uk/resources/elibrary/resource/32769/arkive-school-museum>

1st Group ; 'oceans life, ocean animals, marine ecosystems, coral reefs etc.'

Visual	• Make masks of different ocean animals and explain what they are
Audial	• Choose one of them! 1) Write a poem/song. Read the poem or sing the song with its rhythm 2) Find a video without sound, write short information for it and dub the video
Tactual	• Find materials to create 'ocean life' (water, plants, animals etc.) and explain what the ocean life is like

2nd Group: ‘LAKE VAN, the importance of the lake, the species living in the lake’

Tactual	• Explain how the water of Lake Van with materials (water+soda) Put it in a bottle and when we touch we can feel it. • Create fish visuals with different materials so we can touch them (living in the lake)
Visual	• Find different visuals of Lake Van and explain them with short information. (the life in the lake, formation of the lake, etc.) •
Audial	• Choose one of them! • 1) Write a short story about the lake /the life in the lake, etc., and make it a video • 2) Role-play and make a video about the lake /the life, etc. in the lake

3rd Week: Protect Life Below Water

Audial	• Make a short video explaining the causes of pollution in the oceans
Tactual	• Prepare or create materials showing the causes of pollution like bottles, and litter and solutions to them such as water bottles. Show them and write a short explanation for them.
Visual	• Design a poster/graphs/maps raising awareness about protecting and sustainably using the oceans, seas and marine resources for sustainable development.

Appendix 4. Students' Journal Questions (Before and After)

Journal Questions for Students/BEFORE the lessons

PART 1- Content

1. Sağlıklı ve kaliteli yaşam / Su altı yaşam denilince aklına ne geliyor? (What comes to your mind when we say 'good health & well-being / life below water?')
2. Sağlıklı ve kaliteli yaşam konusuyla ilgili ne öğrenmek istersin? (What do you want to learn about good health & well-being /life below water?)
3. İngilizce dersinde bu konuyla ilgili neler öğrenmek istersin? (What do you need to learn about good health & well-being / life below water in English class?)

PART 2- Activities

1. İngilizce dersinde sağlıklı ve kaliteli yaşam /su altı yaşam konusuyla ilgili ders içinde nasıl aktiviteler yapılabilir? (What kind of in-class-activities we can do about good health & well-being /life below water in English class?)
2. Sağlıklı ve kaliteli yaşam/su altı yaşam konusuyla ilgili ne tür ders dışı İngilizce aktiviteler yapılabilir?
(What kind of out-of-class activities we can do about good health & well-being/life below water in English class?)
3. Konuyla ilgili daha çok nasıl aktiviteler yapmak istersin? (Dinleme, okuma, yazma, konuşma veya kelime çalışması) Nedenleriyle yazın.
(What kind of activities do you prefer about the topic? Reading, Listening, Speaking, Writing, or vocabulary activities. Why?)

PART 3- Motivation

1. Sağlıklı ve kaliteli yaşam/su altı yaşam konusunun İngilizce dersinde işlenecek olması sana nasıl hissettiriyor? /Neden?
(How do you feel about focusing on the topic of good health & well-being/life below water in English class? Why?)

Journal Questions for Students/AFTER the lessons

PART 1- Content

1. İngilizce dersinden sonra sağlıklı ve kaliteli yaşam/su altı yaşam denilince aklına ne geliyor?

(After our online English class, what comes to your mind when we say ‘good health & well-being/life below water’?)

2. Sağlıklı ve kaliteli yaşam/su altı yaşam konusuyla ilgili yeni ne öğrendin?

(Which new topics did you learn about good health & well-being/life below water?)

PART 2- Activities

1. İngilizce dersinde sağlıklı ve kaliteli yaşam/su altı yaşam konusuyla ilgili ders içinde yapılan aktiviteler faydalı mıydı? Evet, veya Hayır ise derslerimizden örnek vererek açıklar mısın?

(Were our in-class activities related to the topic of good health & well-being/life below water useful? Explain your reasons with examples from the lessons.)

2. Sağlıklı ve kaliteli yaşam/su altı yaşam konusuyla ilgili ders dışında bireysel veya grupla yapılan aktiviteler nasıldı? Hangileri daha verimliydi? Neden?

(What do you think about out-of-class activities done individually or in groups? Which ones were useful? Why?)

3. En çok hangi aktivitenin İngilizceni geliştirdiğini düşünüyorsun? Neden?

(Which activities did you benefit from most? Which ones were useful for your English? Why?)

4. Değiştirmek istesen hangi aktiviteyi değiştirdin? Yerine nasıl bir aktivite hazırlardın?

(If you had a chance to change activities from the lessons, which one would you like to change? Why?)

5. İngilizce derslerinde yaptığınız aktiviteler ve bu derste yaptıklarımız arasında benzerlik veya farklılık var mıydı? Varsa örneklerle açıklayınız?

(Are there any similarities or differences between the activities done in your English classes and our online classes? Please, explain with examples.)

PART 3- Motivation

1. Sağlıklı ve kaliteli yaşam/su altı yaşam konusunun İngilizce dersinde işlenmesi sana keyif verdi mi? Neden? (Did you enjoy the topic of good health & well-being/life below water in our English classes? Why?)
2. En çok hangi aktiviteden keyif aldın? Neden? (What was your most favorite activity? Why?)
3. En çok hangi aktivitede sıkıldın? Neden? (What was your least favorite activity? Why?)



Appendix 5. Questions for Focus Group Interviews

PART 1- Content

1. İngilizce dersinden sonra sağlıklı ve kaliteli yaşam / su altındaki yaşam hakkında ilk defa duyduğunuz ve öğrendiğiniz konulardan bahseder misiniz?

After our English lessons, which new topics did you learn?

2. Okuldaki İngilizce dersinizde işlenen konular ve bizim işlediğimiz ‘sağlıklı ve kaliteli yaşam / su altındaki yaşam’ arasında benzerlik/farklılıklar nelerdi?

What are the similarities and/or differences between the **content** of English lessons at school and our online classes?

PART 2- Activities

1. Ünite içinde yaptığımız aktiviteler İngilizcenizin gelişmesine katkı sağladı mı? Nasıl?

Did our activities develop your English proficiency? If yes, how?

2. Yapılan aktivitelerin en çok hangisinden verim aldınız?

What was the most beneficial activity for you?

3. İngilizce dil becerilerini düşündüğünüzde (dinleme, okuma, yazma ve konuşma) yapılan aktiviteler en çok/en az hangisini geliştirdi? Neden?

Which English skills did you improve most /least through the activities of the lessons? Why?

4. İngilizce derslerinizde yaptığınız aktiviteler ve online derslerimizde yaptıklarımıza baktığınızda ne gibi benzerlik veya farklılıklar görüyorsunuz?

What are the similarities and/or differences between the **activities** of English lessons at school and in our online classes?

PART 3- Motivation

1. Bu konuların İngilizce işlenmesi size keyif verdi mi? Neden?

Did you enjoy studying this type of content in English? Why?

2. İngilizce dil becerilerini(dinleme, okuma, yazma ve konuşma) ve bunlarla ilgili yaptığınız aktiviteleri düşündüğünüzde en çok ne zaman keyif aldınız/sıkıldınız? (In which parts of the lesson did you enjoy **most and least**? Why?)

3. Okuldaki İngilizce derslerine katılma motivasyonunuz/isteğiniz ile bizim yaptığımız online derslere katılma motivasyonunuzu kıyaslar mısınız? What do you think about your willingness to participate in our online classes and your English lessons at school?



Appendix 6. Questions for Teacher Observation

PART 1-CONTENT

1. Öğrenciler sağlıklı ve kaliteli yaşam/su altı yaşam konusunda fikir sahibi oldu mu? /Ne biliyorlardı?/Yeni ne öğrendiler? (What did students know about the topic? What have they learnt?)

2. İngilizce ders içeriğini değiştirmek(sürdürülebilir kalkınma hedeflerini entegre etmek) öğrencilerin dil gelişimini nasıl etkiledi?

(How did the integration of SDGs into the English classes affect students' language improvement?)

3. CLIL yöntemiyle işlenen dersler öğrencilerin içeriği anlamasına katkı sağladı mı? Nasıl? (Did CLIL lessons contribute to students' understanding of the content? How?)

PART 2- ACTIVITIES

1. CLIL yöntemiyle hazırlanan aktiviteler öğrencilerin dil gelişimine katkı sağladı mı? Nasıl?

Did the activities prepared through the CLIL approach contribute to students' language improvement? How?

2. Ders içi ve dışı yapılan aktivitelerin öğrencilerin dil becerilerine olan etkileri neler? Örneklerle açıklayınız.

What are the impacts of in-class and out-of-class activities on the language improvement of the students? Explain with examples from the lessons.

3. CLIL yöntemiyle hazırlanan aktivitelerin ve normal İngilizce müfredatında olan etkinliklerin öğrencinin dil gelişimi açısından benzerlik/farklılıkları nelerdir?

What are the similarities and/or differences between the activities prepared through the CLIL approach and done in students' English classes at school?

4. Hazırlanan aktiviteler hedeflenen amaçlara ulaştı mı? Neden? Nasıl?

Did the activities meet the objectives of the lessons? Why? How?

PART 3-MOTIVATION

1. CLIL yöntemini ve sürdürülebilir kalkınma hedeflerini İngilizce dersine entegre etmek öğrencinin derse katılımını nasıl etkiledi?

How did integrating the SDGs with CLIL approach affect students' participation in the lessons?

2. Öğrenciler bu süreçten keyif aldılar mı? Did the students enjoy the process?

3. Bu süreçte öğrencilerin en çok keyif aldıkları ve sıkıldıkları bölüm neresiydi? Neden? Which part of the classes did the students enjoy most and least? Why?



Appendix 7. CLIL Syllabuses Based on SDGs

Theme 1	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Good Health and Well-being (SDG 3)	•To increase students' awareness of subject content (healthy lives and promoting well-being) •To encourage students to act to promote good health and well-being - To foster students' awareness of public health and environmental health •To develop students' integrated skills through content-related activities	Listening To take notes on what humans need to stay healthy To recognise the content-related words Reading To select the relevant information to answer the comprehension questions about the text. Speaking To talk about routines/daily activities To find ways to promote good mental health To discuss different dangerous diseases in the world To brainstorm about Paralympic Sports Writing To write a short paragraph on how to promote healthy behaviours in their daily routines To practice creative writing To design a brochure on how to prevent diseases/ being healthy and well/	Describing daily routines (frequency adverbs) Stating personal opinions Making simple suggestions Expressing explanations and reasons	Content To develop students' knowledge of content-related lexis To make students aware of the dangerous diseases in the world To introduce ways of being well Key Vocabulary Health, Well-being, Nutritious, Hygiene, Habit, Indoor/outdoor sports, Go on a diet, Find a balance, Disease, Vaccine, Mental health, Physical activity, Overweight/obesity, Illness, environmental health, public health Cognition To recognise the conceptions of the theme To classify healthy/unhealthy habits To categorise indoor/outdoor activities To summarise the information about dangerous diseases in the world Culture/Community To understand different daily routines of other cultures to ensure a healthy lifestyle To feel empathy for people suffering from different disabilities To support peers for in-class and out-of-class activities Communication To propose ways to include health-promoting behaviours in students' daily routines To discuss the topic within groups (mental health, dangerous diseases around the world, Paralympic sports, public health, environmental health.)

Theme 2	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Life Below Water (SDG 14)	•To improve students' knowledge about marine life •To encourage students to protect oceans, seas and marine resources •To develop students' integrated language skills through content-related activities	Listening To listen for the main idea To identify content-related lexis To take notes for discussion on human's impact on oceans Reading To identify the categories of animal eating habits (carnivores, omnivores, herbivores, etc.) To describe fish species living in Lake Van (pearl mullet) Speaking To debate on the causes of 'overfishing' To suggest solutions to protect marine life Writing To design an infographic to relate what they have learnt	Giving explanations and reasons Expressing obligations Stating a cause-and-effect relationship in a simple way	Content To develop students' knowledge of content-related lexis To make students aware of life below water (oceans, seas and marine resources) Key Vocabulary Marine, coral reefs, categories of eating habits of ocean animals, pearl mullet, small coral fish, pollution, overfishing, biodiversity Cognition To recognise the conceptions of the theme To activate students' schemata through integrated language activities To develop students' critical thinking skills in discussions about ocean pollution To help students summarise what they have learnt Culture/Community To support students in gaining awareness of various ocean animals' lives To feel empathy for people suffering from pollution on life below water To support peers for in-class and out-of-class activities To increase students' awareness of the topic Communication To propose ways of promoting sustainability in life below water To discuss the importance of marine life

Theme 3	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
No Poverty (SDG 1)	•To develop students' understanding of poverty and its impacts on people/society •To develop students' self-awareness of the concept of poverty and end it •To develop students' integrated language skills through content-related activities	Listening To listen for different definitions of poverty To take notes on the definitions (vocabulary) Reading To list the consequences of poverty To categorise where living in poverty takes place by reading a map Speaking To reflect on being wealthy and poor To discuss how to contribute to ending poverty Writing To search for the least wealthy countries in the world and write a short reflective paragraph about possible reasons for that poverty	Giving explanations /reasons Making simple inquiries Making comparisons Stating personal opinions	Content To facilitate the understanding of poverty and its impacts on people To support students in finding solutions to end poverty Key Vocabulary Poverty, wealth, malnutrition, child and maternal mortality, Cognition To create a mind map of how poverty may affect the lives of people after watching the sample video 'A Day in the Life of Lucy' - https://youtu.be/-aQVQbGDojo Culture/Community Through various integrated language activities; To feel sensitivity, empathy and solidarity with people living in poverty all around the world Communication To create a theatre written by students illustrating the lives of people in poverty in groups/ as a whole class To perform the theatre at school

Theme 4	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Quality Education (SDG 4)	•To raise students' awareness of the importance of education for all •To develop students' integrated language skills through content-related activities	Listening To listen for details To take notes to compare the similarities and differences between your school and the school in Malawi. https://www.youtube.com/watch?v=Ty1deut3Mil&t=11s Reading To identify basic skills and competencies in the 21st century in groups in a reading text To assess the relationship between migration and children's education lives in a text Speaking To discuss the video https://www.youtube.com/watch?v=dtCDO29waIk&t=117s -what did they feel? -what is the main idea? -what can be done? Writing To list the qualities and characteristics of educated people To compose a paragraph on the importance of education	Describing the related concepts Making simple comparisons	Content To develop students' knowledge of content-related lexis To make students aware of quality education for all <u>Key Vocabulary</u> Equal education, lifelong learning, migration, refugee, gender equality in education Cognition To recognise the conceptions of the theme To activate students' schemata through integrated language activities To develop students' critical thinking skills in discussions Culture/Community To empathise with the lives of children who cannot go to school Communication To organise a whole-class debate on unequal access between girls and boys to education in rural areas To discuss the topic of 'lifelong learning' in groups

Theme 5	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Gender Equality (SDG 5)	•To develop students' understanding of gender equality •To improve students' critical thinking skills on gender equality through language activities •To foster students' awareness of gendered language •To develop integrated language skills with activities	Listening To infer the meaning of gender equality Sample video https://youtu.be/hvN0vCR0onI Reading To scan the text to explore the causes and effects of gender inequality To analyse gendered language in course books/ sexist job titles (policeman, businessman, waitress, etc.) To compare the role of women in society throughout history by skimming and scanning text Speaking To give an example of gender inequality in students' families/neighbourhoods (if there is) To argue traditional gender roles in society and the ways of changing them Writing To write a paragraph by imagining that they are a person of the opposite sex. (their daily lives, education, jobs, marriage, etc.)	Expressing personal opinions Giving explanations/reasons Asking and answering questions	Content To address the importance of gender equality in society To promote the use of gender-neutral language To reflect on traditional perceptions of gender roles from a critical perspective Key Vocabulary Gender in/equality, discrimination, gender-neutral language Cognition Through integrated language activities; To develop an understanding of gender equality in different contexts To propose suggestions to encourage the role of women and girls in society Culture/Community To value gender equality in society To develop a sense of belongingness and cooperation in class Communication To develop a project presenting the ways of fostering gender equality in class/at school/town/city/country

Theme 6	Teaching Goals	Language Skills & Learning Outco	Language Functions	4Cs Objectives/CLIL Objectives
Affordable and Clean Energy (SDG 7)	•To develop students' understanding of affordable, reliable and sustainable energy •To improve students' critical thinking skills on the importance of accessing clean energy through language activities •To foster students' awareness of their daily choices in terms of using energy •To develop students' integrated language skills through content-related activities	Listening To take notes on different energy sources (note-taking skills) To choose the best word to complete blanks consisting of different energy sources (vocabulary exercise) Reading To differentiate renewable and non-renewable energy sources To select relevant information about the ways of accessing clean and affordable energy Speaking To assess the pros and cons of various energy sources To discuss the difficulties experiencing energy poverty in less developed and small countries Writing To compose a short story by imagining what they would do without electricity for a week/what kind of solutions they could find	Language of for/against, benefits/disadvantages Language for agreeing and disagreeing Making suggestions	Content To address the importance of sustainable energy To promote the importance of using renewable energy To increase students' awareness of their use of energy in daily life <u>Key Vocabulary</u> Renewable/non-renewable energy sources, affordable, sustainable, consumption Cognition To question students' own energy consumption in daily life To analyse the pros and cons of different energy sources Culture/Community To cooperate with friends/family to reduce energy consumption To empathise with people from different regions experiencing energy poverty Communication To prepare and present a project addressing energy consumption in daily life and the ways to reduce it To design a school debate on how energy affects human well-being

Theme 7	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Sustainable Cities and Communities (11)	•To enhance students' knowledge of sustainable cities and communities •To develop students' integrated language skills through content-related activities	Listening To listen for the main idea https://www.youtube.com/watch?v=tC54cTnVtSU “women's safety in cities” To define the problems and solutions Reading To identify key points in an infographic about sustainable cities Scanning the text for details https://www.connect4climate.org/infographics/how-can-cities-become-more-sustainable-klimalog-bmz Speaking To describe the difficulties and lifestyles of people experiencing an earthquake To brainstorm about how to make cities sustainable To report suggestions and ideas on the topic Writing To compose a short paragraph to reflect on the ways of making their neighbourhood/school more sustainable	Stating personal opinions Giving explanations /reasons Making suggestions	Content To differentiate the aspects of sustainable and unsustainable cities To recognise the problems and human activities affecting the sustainability of cities/communities Key Vocabulary waste, accessibility, inclusion, sustainable, community, resilient Cognition To recognise the conceptions of the theme To compare sustainable and unsustainable cities/communities Culture/Community To empathise with the people experiencing an earthquake and the difficulties they have Communication To present a poster related to dream sustainable cities To discuss the topic of how cities can become more sustainable

Theme 8	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Responsible Consumption and Production (SDG 12)	•To promote students' understanding of the significance of sustainable production and consumption patterns •To foster students' responsibility for their lifestyles and habits •To develop students' integrated language skills through content-related activities	Listening To listen for the details about the environmental and social impacts of consumption To complete the transcript of the recording Reading To choose the best answer to complete the definitions of content-related vocabulary (vocabulary) To explore the practices of sustainable consumption and production in different countries through skimming and scanning Speaking To assess the impact of consumption types on their lives through visuals in groups (food/energy consumption) To propose ways of reducing waste in students' daily lives Writing To compose a shape poem to raise awareness on sustainable lifestyles of students/schools/families	Giving explanations /reasons Making simple inquiries Expressing preferences Using relevant adjectives Using 'will' (for future predictions)	Content To focus on facilitating sustainable consumption and production To promote students' responsibility for a sustainable lifestyle Key Vocabulary sustainable, consumption, production, recycling, reuse, waste Cognition To compare practices of sustainable consumption and individual lifestyle choices To reflect on sustainable lifestyle patterns through a shape poem Culture/Community Through various integrated language activities; To cooperate with friends/family to provide a sustainable lifestyle To feel responsible as a consumer for society and the environment Communication To interview students/teachers/administration/staff about sustainable production and consumption To create a short documentary to increase awareness of sustainable production and consumption at school (voice-over narrated video)

Theme 9	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Climate Action (SDG13) “To take urgent action to combat climate change and its impacts”	•To raise students’ awareness of the impact of climate change on our and future lives •To develop students’ integrated language skills through content-related activities	Listening 1st listening for the main idea 2nd listening for taking notes on the impacts of climate change and solutions https://vimeo.com/191022173 Reading Skimming a cartoon for the main idea Scanning the cartoon to find out the factors causing climate change https://www.yumpu.com/en/document/fullscreen/56281276/simon-says-save-the-climate Speaking To exemplify ‘energy waste’ in student's daily lives To identify types of energy and alternative forms of energy Writing Composing a short paragraph describing how their cities can become greener	Making predictions Stating personal opinions Giving explanations /reasons	Content To explore climate change, its causes and effects, and the impact of students’ daily choices on reducing climate change Key Vocabulary Climate change, global warming, greenhouse effect, carbon footprint, alternative forms of energy Cognition To analyse related conceptions such as climate change, the greenhouse effect, carbon footprint, energy consumption, alternative forms of energy, etc. To create a scenario describing the future thirty years from now. (in pairs/groups) -how the climate change affects daily lives -how people are affected by the climate change -how they are struggling to stop To design a brochure for solutions to climate change Culture/Community To empathise with people’s experiences and feelings concerning climate change around the world e.g. children are experiencing sea level rising in Kiribati https://vimeo.com/191022173 Communication To present role plays describing the future affected by climate change To arrange discussions on students’ daily lives and what they can do to stop climate change (at home, school, and neighbourhood)

Theme 10	Teaching Goals	Language Skills & Learning Outcomes	Language Functions	4Cs Objectives/CLIL Objectives
Life on Land(SDG 15)	•To encourage students to think critically about the causes of land degradation •To develop students' integrated language skills through content-related activities	Listening To recognise the threats to life on land: deforestation, biodiversity loss, desertification, degradation, etc. Reading To infer the meanings of deforestation, biodiversity loss, desertification, and degradation in a text To explore the importance of forests for life on Earth Speaking To talk about the forests in ss' town/city To discuss the relationship between human actions and nature Writing To compose a short story explaining the value of the forests for our lives/animals/future	Present Simple Giving explanations /reasons Asking and answering questions	Content To think critically about the threats to life on land To address the deforestation problem in the town/city/country/world Key Vocabulary Land, ecosystem, biodiversity, desertification, habitat, deforestation, degradation, endangered species Cognition To develop an understanding of the sustainable use of terrestrial ecosystems through writing and speaking activities Culture/Community To gain global awareness of the world's natural sources To respect and appreciate forests for the future of the world Communication To outline the causes, effects and solutions to deforestation in group projects To perform role-plays for the short stories

Appendix 8. Ethics Committee Approval

Evrak Tarih ve Sayısı: 19.03.2024-E.908697



T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu



Sayı : E-77082166-302.08.01-908697
Konu : Bilimsel ve Eğitim Amaçlı

19.03.2024

DAĞITIM YERLERİNE

Daha önce 20.10.2023 tarihli ve E.779310 sayılı yazımız ile onay alan 2023 - 1218 kod numaralı, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı **Yüksek Lisans Öğrencisi Büşra TEZER'in, Doç.Dr.Müzeyyen Nazlı GÜNGÖR'ün** danışmanlığında yürüttüğü *"Integrating Sustainable Development Goals of Unesco Into the 7th Graders' Syllabus Through Content and Language Integrated Learning (CLIL)"* başlıklı tez çalışması hakkında alınan 28.02.2024 tarihli dilekçe Komisyonumuzun 12.03.2024 tarih ve 05 sayılı toplantısında görüşülmüştür.

Dilekçede; araştırma tarihinin 11.03.2024-29.03.2024 olarak güncellenmesini ve tezinize görüşme ve gözlem sorularının veri toplama aracı olarak eklenmesi ile ilgili talebinizin uygun olduğuna oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

DAĞITIM

Gereği:

Sayın Doç. Dr. Müzeyyen Nazlı GÜNGÖR

Bilgi:

Eğitim Bilimleri Enstitüsü Müdürlüğüne



GAZİLİ OLMAK AYRICALIKTIR...