Developing Second Language Learners' Reading Comprehension through Content and Language Integrated Learning

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Abstract : A strong methodological conception in the practice of teaching, content, and language integrated learning (CLIL) is adapted to boost efficiency in the second language (L2) instruction with a range of proficiency levels. This study aims to investigate whether the incorporation of two different mediums of meaningful CLIL reading activities (in-school and out-of-school settings) influence L2 students' development of comprehension skills differently. CLIL based instructional methodology was adopted and total of 50 preparatory year students (N=50, 25 students for each proficiency level) from two distinct language proficiency learners (elementary and intermediate) majoring in engineering faculties were recruited for the study. Both qualitative and quantitative methods through a post-test design were adopted. Data were collected through a questionnaire, a reading comprehension test and a semi-structured interview addressed to the two proficiency groups. The results show that both settings in relation to the development of reading comprehension are beneficial, whereas the impact of the reading activities conducted in school settings was higher at the elementary language level of students than that of the one conducted out-of-class settings based on the reported interview results. This study suggests that the incorporation of meaningful CLIL reading activities in both settings for both proficiency levels could create students' self-awareness of their language learning process and the sense of ownership in successful improvements of field-specific reading comprehension. Further potential suggestions and implications of the study were discussed.
Keywords : content and language integrated learning, in-school setting, language proficiency, out-of-school setting, reading comprehension
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