**Teaching English for Specific Purposes:
Content Language Acquisition vs. General Language Acquisition**

Eric Sulindra
eric@aksewms.ac.id
Widya Mandala Secretarial Academy
Surabaya, Indonesia

Abstract

Content Language Integrated Learning (CLIL), an approach to English for Specific Purposes (ESP) teaching and learning, has been subjects for studies. The approach has been proven successful in learning languages. The language learning outcomes in CLIL are usually made contextual, functional and communicative. In this study, it is found that the students regarded CLIL as relevant and to deliver the English language teaching in their field. Meanwhile, the General Language Learning has been providing support up to the extent of explaining the language grammatical points (using the terms such as complex, compound, subject, predicate, objects). Then, authentic learning materials are regarded as being relevant to their interest and the subject matter. The CLIL approach is recommended to be applied under constant observation and evaluation since the ESP world is various and multi-context. This approach is to be adjusted with the local environment and students' interest, according to the standard ESP need analysis to arrange the lesson plan. Further research on how CLIL is able to influence the students' language mastery in a specific field is suggested.

Key terms: Content Language Integrated Learning (CLIL); the General Language Learning; English for Specific Purposes (ESP)

Introduction

As a major trend nowadays in South East Asia regions, due to the recent ASEAN Economic Community practice, foreign language learning, especially English, is getting more attention from the citizens so that they can engage in the multi lingual community in South East Asia. Various field of sciences and vocational educations have made use a big variety of learning materials in English since many of the references and resources are in English. Then, the new branch of English Language Teaching (ELT) has emerged, the English for Specific Purposes (ESP).

Dudley-Evans and St. John (Dudley-Evans & John, 1998) register five major roles for the ESP practitioner: teacher, course designer and materials provider, collaborator, researcher, and evaluator. Some key issues about ESP are then identified as constant and variable characteristics; variety of ESP; traits of ESP courses.

In terms of providing the appropriate course design and materials, there are a great tendency of the ESP practitioners to combine the teaching with the authentic material from the related field in which English is being studied. The issue then becomes a sharp division between content language acquisitions versus general language acquisition. Content language acquisition is addressed with the approach

called CLIL (Content Language Integrated Learning).

This study was to find the factors of a decent ESP Learning Administration using Content Language Integrated Learning and apply them in a proper teaching model. Therefore the study was to answer the question: *How to describe classroom management of ESP teaching and learning in Indonesia using 'CLIL'*. The purpose of the study was to find a decent model of ESP Learning approach, give recommendations for ESP Learning administrations using CLIL, and to improve the performance of any ESP Learning administrations applying the recommended model.

The study was conducted in two theoretical frameworks, English Language Teaching (ELT) and English for Specific Purposes (ESP). The English Language Teaching point of view, there are some theories on EFL teaching principles and the components affecting the learning success of EFL and from the ESP point of view, the approach of Content Language Integrated Learning applied in the teaching and learning activity.

Previous Studies

The study by Yang (2018), compared and contrasted the English learning strategies used by Chinese speakers under the CLIL approach in two different contexts, Taiwan and Hong Kong. The Strategy Inventory for Language Learning (SILL) was used as the instrument to identify the students' strategy preferences. The results showed that both Taiwanese and Hong Kong CLIL learners used Language Learning Strategies (LLS) moderately, but the former deployed LLS more often than the later. Taiwanese learners had the tendency to use indirect strategies more frequently than direct strategies, on the contrary to the Hong Kong students. According to the researcher, offering additional courses in ESP or English for Academics Purposes (EAP) to support learners with necessary language skills before dealing with the subject matter is recommended in the contexts in which CLIL is going to be implemented.

Nickerson (2018) discussed a business English course for undergraduate students in the Gulf Region with three areas of focus, that addressed this concern: (i) it combined a flipped classroom approach and a project-based learning approach, (ii) it presented students with a series of mobile learning tasks that focused on a set of three interdependent instructional goals, i.e. interaction, production and reflection. The achieving of the three goals required an extensive usage of Content Language Integrated Learning.

The Emergence of ESP

Hutchinson and Waters (1987) noted two important periods bringing ESP into further expansion. First, the end of World War II brought with it an " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (p. 6). Second, the early 1970s Oil Crisis resulted in Western money and knowledge marching into the oil-rich countries. The language of this knowledge was English. The overall effect of all this 'new language needs' was to give pressure on the language teaching profession to deliver the required learning

material. English then became subject to the needs and demands of people outside the language teachers group (Hutchinson & Waters, 1987).

The main reason noted as giving a significance impact on the emergence of ESP was a huge change in linguistics. Traditional linguists described the features of language; the modern ones began to focus on how language has been used in authentic communication. Hutchinson and Waters (1987) argued that new crucial discovery was in the production (spoken and written English). In brief, when the specific context in which English is used changes, the variant of English will also change. Therefore, tailoring language instruction to meet the needs of learners in specific contexts was then becoming one necessary area in ELT, called English for Specific Purposes (ESP).

The other reason Hutchinson and Waters in Khoey (2003) pointed as having influenced the emergence of ESP is related with the ways learners acquire language and the differences in the ways language is acquired. Learners are perceived to employ specific learning strategies, skills, learning schemata, and be motivated by specific needs and interests. Therefore, designing specific courses to better meet the 'specific' individual needs was a natural extension of the 'approach', the ESP approach.

Absolute and Variable Characteristics of ESP

Dudley-Evans and St John (Dudley-Evans, 2003) at a 1997 Japan Conference on ESP, proposed a concept regarding absolute and variable characteristics of ESP as follows:

I. Absolute Characteristics: ESP is defined to meet specific needs of the learner; ESP makes use of the underlying methodology and activities of the discipline it serves; ESP is focused on the language (grammar, lexis, registers), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics: ESP can be related to or designed for specific disciplines; ESP may use, in specific teaching situations, a different methodology from that of general English; ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; ESP is generall designed for intermediate or advanced students; Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans & John, 1998).

As for a broader definition of ESP, Hutchinson and Waters in Khoey (2003) mentioned, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

ESP and CLIL(Content Language Integrated Learning)

By synchronizing language and cognitive development, CLIL can counter the defect of relevance in language teaching based on grammatical base-curriculum and hopefully improve learners' motivation (Lasagabaster, 2009 in Harrop, 2012). Therefore, CLIL gives learners with a more authentic context that reinforces language acquisition and learning, and directs to greater fluency in learners of all abilities (Lyster, 2007; Krashen,1985; Lightbown and Spada, 2006 in Harrop, 2012). Logically, CLIL is

an interesting and effective alternative to approach the learners of ESP.

As learners increase their language competences, they are capable to handle more complex topics; therefore, teaching and learning material has to offer learners a challenging subject matter that is step by step improved in level of comprehension and difficulties. CLIL, where language and subject teachers work together, has the potential to support learners acquire subject knowledge and expertise in language development simultaneously (Harrop, 2012).

The increasing significance of CLIL in language education is best described by this statement: Enriching the content of language learning and teaching makes it more interesting and more challenging. Language learning, focusing only on linguistic development, is not able to develop pragmatic and sociolinguistic competences at the same pace; the cognitive challenges offered by good CLIL teaching contain the potential to accommodate intellectual growth (Harrop, 2012).

One of the key challenges in CLIL is how to balance both language and subject teaching. For instance, if physics or mathematics or a science is taught in a foreign language, how can we be sure that the learning is as effective as it would be if the subject were taught in the learners' first language? How can language progress be optimized when the main concentration is on the content of lessons? Both of these have an impact on the selection and training of teachers for CLIL (Harrop, 2012). More challenge of CLIL is in the teaching methodologies including the questioning, the uses of paraphrase, to make learners easy to absorb information

in a language in which their fluency is limited (Harrop, 2012).

Understanding and Skills (Competences in CLIL

After being exposed to a learning in a CLIL context, students are expected to acquire:

● multilingual competence in a specific field of knowledge or science to include understanding of how information is managed, conceptualised, and communicated in the target languages/L2s in the specific academic and professional domain.

● understanding of the specific dimension of the science in the field, including cultural differences and their own cultural, academic and professional representations, how these are manifested in the target languages/L2s.

● knowledge and understanding of how multilingual and multicultural networks and communities operate and which interpersonal and intercultural skills, linguistic and non-linguistic, are operating.

● Awareness and understanding of communication conventions in the field and profession in the target languages/L2s, such as discourse and diction/ vocabulary conventions, also sensitivity to appropriate style used in academic, professional and social contexts.

Furthermore, students who have obtained such understanding are expected to show:

● receptive and productive skills to process and evaluate information in the field of study, to share information, and to identify, analyse and solve problems in specific settings of the field.

● interpersonal communication in the target languages/L2s to interact in specific

academic contexts, networks and communities, as well as in social contexts.

● using verbal and non-verbal communication in target languages/L2s in the specific academic field and and social contexts, including communicating with different audiences.

Teaching and learning

As CLIL requires new kinds of 'teaching-learning methodology', it is also required that interdisciplinary meanings have to be agreed for the role of language in knowledge building and sharing. In summary, the language learning outcomes in CLIL are considered contextual, functional and communicative, which is in line with the descriptors of the Common European Framework of Reference for Languages (CEF) (https://www.lanqua.eu, 2018). This means interactive educational

approaches and carefully made learning materials, as well as support systems for both students and teachers.

Assessment

All forms of assessment used in CLIL varieties are: (https://www.lanqua.eu, 2018): formative assessment (project-based, continuous individual or class work), summative assessment (oral and written exams), self-assessment and peer-assessment. Assessment ranges from individual assessment of language and content to group assessment. It is suggested that the progress of students is also considered in the evaluation process. The assessment procedure needs to employ both language and content, as the student is to develop subject matter competence as well as language competence in CLIL teaching and learning program.

Methods

The research was qualitative with limited use of numbers and figures only for describing tools. The design of the study was Classroom Action Research which commonly used for a research to improve classroom teaching and learning performance. The pattern of the research

was planning, acting, developing, and reflecting. The Cycle of the Classroom Action Research is described as the following spiral of action research cycles (Coghlan & Brannick, 2010 in Divina M. Edralin,   2015).
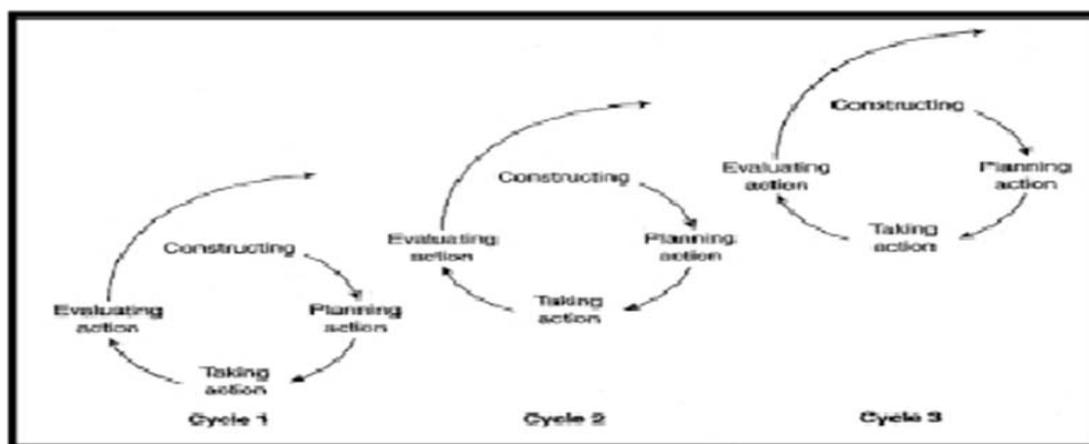

Figure 1. Cycles of an Action Research

This study investigated some methods in correspond to teaching English for Specific Purposes (ESP) according to Content Language Integrated Learning (CLIL) and analyzed them.

To conduct the research on investigating those research questions, the following steps of Classroom Action Research Methodology were conducted: planning, acting, developing, and reflecting. However, these steps were modified to adjust with the result of reflection after the teaching and learning process of one session to another.

Planning means identifying the topic, gathering preliminary information, reviewing related literature (Mertler, 2009) and an additional steps: designing an action plan, arranging a set of observation tools, and preparing class log/ notes for the classes and test items for students' evaluation (mid and final tests).

The participants in the research were the students of Food Technology Faculty taking the English subject in their second year in Widya Mandala Catholic University Surabaya. The students were put in two classes, namely class F and G. There were 58 students of class F and fifty three (53) students of class G. The teaching and learning were conducted in seven meetings for each class. The duration of each meeting was three credit hours or one hundred and fifty (150) minutes. Due to the nature of qualitative study, the objective of the study was to give recommendation on the teaching and learning of English in specific purposes context.

Developing an action plan was carried out after doing these two steps. Step one covered these elements: implementing the action plan, collecting the data through the research tools (observation tools, and preparing class log/ notes for the classes, and taking student scores (keeping the scores record)). Step two was the analysis and the interpretation of the data. After the data analysis and interpretation, an important outcome: the findings, was used to develop the next action plan for developing and improving the teaching methodology. This developed action plan was the important goal of any exploratory research since this developed action plan was the tools to describe the result of the research.

Reflecting the whole process of the existing research was the last step of the research cycle. The research was conducted in three cycles. Each cycle was ended with a reflection, a tool to prepare the next cycle. One cycle covered two meetings, with one additional last meeting after the three cycles were conducted.

The research instrument was the writer. The writer observed the administration of teaching English for Specific Purposes (ESP), recorded the observation, and analyzed the data. The result of the observation and class log were triangulated together with the result of the mid and final tests, to give insight on the teaching of ESP.

The data collected were in two types: qualitative data and quantitative data. The qualitative data were from the result of the observations and class log.

The second type of data collected was the quantitative data. This data was gained from the tests and evaluation results, in the form of scores. The scores were calculated and put in graphs to see tendencies and

patterns. However, the research did not process the quantitative data using inferential statistics formulas because the nature of the research was not quantitative. The quantitative data served for descriptive purpose, to support the findings gained through the observations.

The data analysis was conducted for the two types of data. The observations results were grouped, and then interpreted using categories, and patterns. The class log notes were also categorized and grouped, seeing if there were similar patterns occurring or similar categories appear. The researchers then triangulated the result of previous data analysis with the analysis result of the tests/ evaluation scores calculation.

Findings and Discussion

The research data were the qualitative data from the result of the observations and class log and the data collected was the quantitative data gained from the tests and evaluation results, in the form of scores. The scores were calculated and put in graphs to see tendencies and patterns.

Here is the list of activities based on the course outline prepared on the basis of Content Language Integrated-Learning altogether with the cycle division.

Table 1.
Class Course Outline

No	Material	Activity
1	Introduction to English Sentence Pattern (Cycle 1)	True False Pre Test English Sentence Pattern Discussion
2	Common Vocabulary, Phrases and Sentences in Scientific English (Cycle 1)	Introducing common vocabulary, phrases and sentences in Scientific English Exercises in creating phrases and sentences in English
3	Practice Making Sentences (Cycle 2)	Practicing simple scientific sentences
4	Phrases and Sentences in Verbal and Written Communication (Cycle 2)	Practicing scientific phrases and sentences in writing and simple presentation
5	Simple Scientific Writing (Cycle 3)	Creating a simple scientific composition
6	Reviewing Scientific Writing (Cycle 3)	Peer and lecturer's reviewing on the previous week assignment
7	Simple Scientific Presentation (Additional Meeting)	Preparing and presenting Simple Scientific Presentation

The first and the second meetings were grouped into the First Cycle, the third and the fourth were the Second Cycle, then, the fifth and the sixth were the Third Cycle. All the cycles were closed with one additional one meeting. For each cycle, there were indicators to measure the students' achievement towards the learning outcome.

1. Students are able to explain the concept a sentence in English. (Cycle 1)
2. Students are able to identify the components of a sentence (subject, predicate, object, complement). (Cycle 1)
3. Students are able to memorize, understand and use the repeated phrases in scientific articles. (Cycle 1)
4. Students are able to understand why a particular tense is used in a particular context in a scientific article. (Cycle 2)
5. Students are able to create scientific sentences with the correct tense. (Cycle 2)
6. Students are able to show differences between Compound Sentence and Complex Sentence. (Cycle 2)
7. Students are able to create scientific sentences in compound or complex sentences. (Cycle 2)
8. Students are able to use compound and complex scientific sentences in a topical paragraph. (Cycle 3)
9. Students are able to conduct a presentation in the topic of Food Technology in English. (Cycle 3)
10. Students are able to write a paragraph of a topic in Food and Technology and also able to present the topic. (Additional Review Meeting)
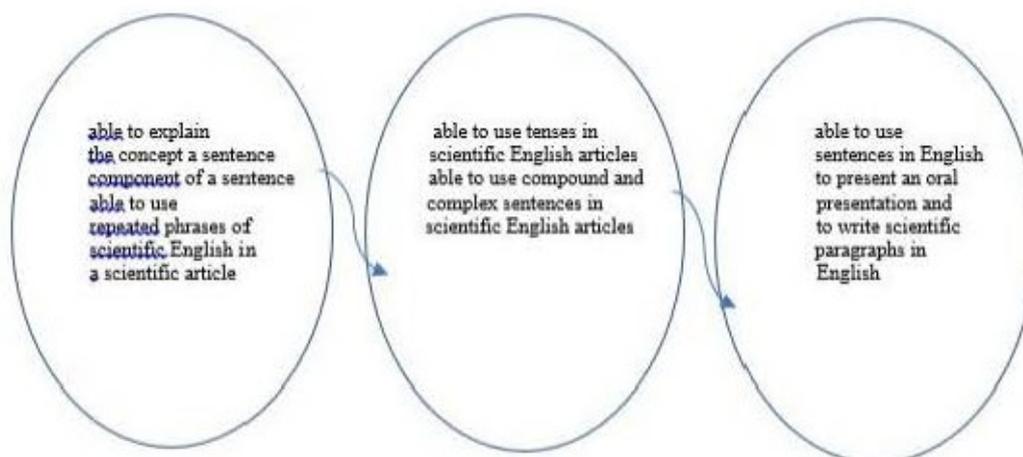

Figure 2. The Action Research Cycles and the Achievement Indicator

In the first cycle, the use of general English language covered about 60 percent and 40 percent is the contextual English. In the second cycle, the general English usage was slightly decreased, replaced by more scientific context English language, about 50 percent for each category. The amount of scientific context language was increased to about 70 percent and left general English with only 30 percent in the third cycle. The content language specific to the subject matter increased gradually and naturally as the cycles progressed. Seeing the lesson materials, this progression made senses a lot since the initial cycles dealt mainly with general

concept of English language production, the concept of sentences and the components. General language were naturally taking place at this stage.

Stepping into the second cycle, the content material became more specific to the subject matter of where English was used, the compound and complex sentences of English in scientific articles. Phrases of scientific English which is specific to the field (Food Technology) were learnt, memorized, and used in a meaningful context (paragraphs of articles). The last (third) cycle was the peak of where English was used specifically in the field, to produce oral presentation and written paragraphs of the subject matter (Food Technology).

In the three-cycle of Action Research, it was clearly seen that CLIL (Content Language Integrated Learning) approach was used collaboratively with the General Language. The general language was needed to explain the basic concept of the language such as the components of a sentence, tenses, compound and complex sentences theoretical knowledge. CLIL came along gradually when the discussion and topic became more related to the subject matter (presentation and paragraph production, which required a significant amount of specific vocabulary and language style which was in academic and technological context (Food Technology).
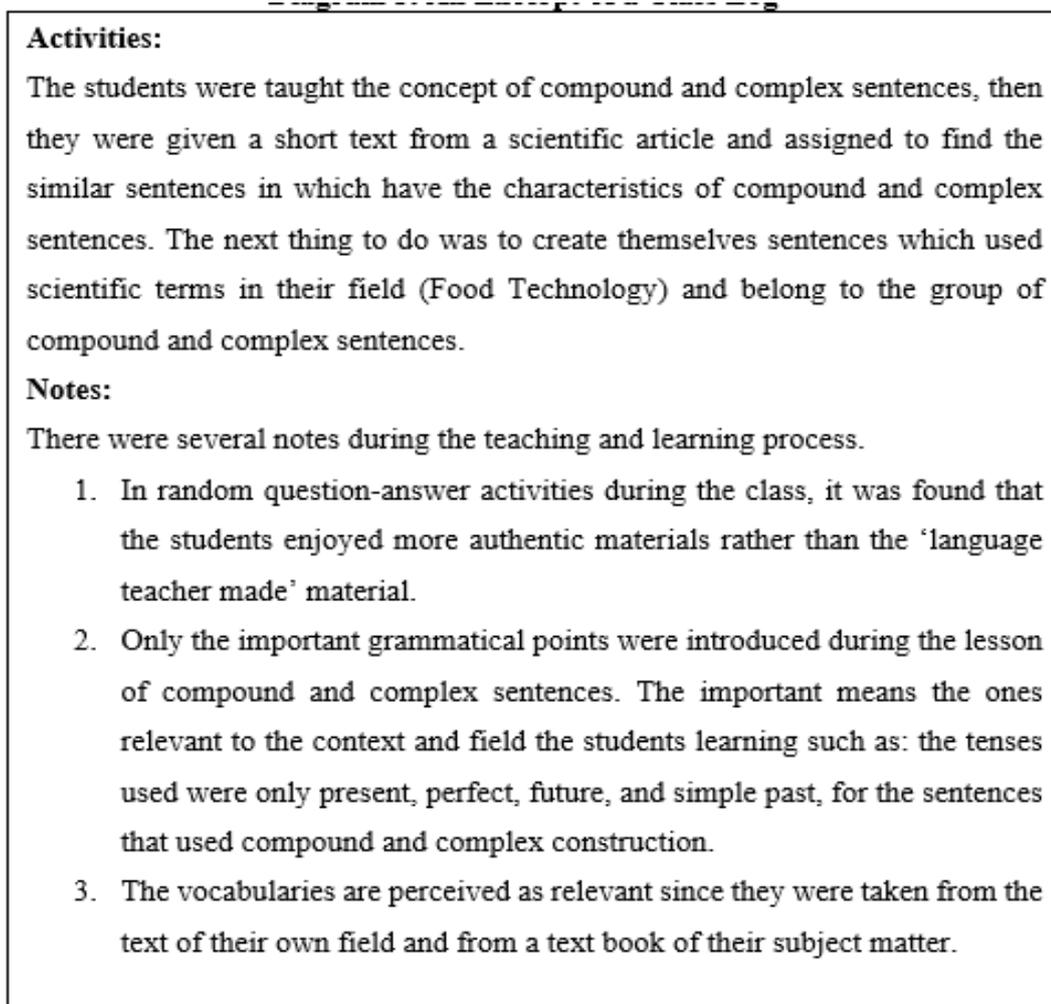
Activities:

The students were taught the concept of compound and complex sentences, then they were given a short text from a scientific article and assigned to find the similar sentences in which have the characteristics of compound and complex sentences. The next thing to do was to create themselves sentences which used scientific terms in their field (Food Technology) and belong to the group of compound and complex sentences.

Notes:

There were several notes during the teaching and learning process.

1. In random question-answer activities during the class, it was found that the students enjoyed more authentic materials rather than the 'language teacher made' material.

2. Only the important grammatical points were introduced during the lesson of compound and complex sentences. The important means the ones relevant to the context and field the students learning such as: the tenses used were only present, perfect, future, and simple past, for the sentences that used compound and complex construction.

3. The vocabularies are perceived as relevant since they were taken from the text of their own field and from a text book of their subject matter.

Figure 3. An Excerpt of a Class Log

Meeting 4:

Topic: Ideas in Sentences—Compound/Complex/subordination

Material: Phrases and Sentences in Verbal and Written Communication

Resources:
1. www.phrasebank.Manchester.ac.uk
2. www.services.unimelb.edu.au/academicskills
3. http://kella.edu.vn/sites/default/files/filedownload/useful-phrases-presentations.pdf
4. Obad, Lidija, English in Food Technology 1, Osijek 2009, Josip Juraj Strossmayer University

The excerpt of the text for the lesson material:

While the speakers concurred that incorporating nanotechnology in food systems, particularly nutraceuticals and packaging materials, shows great promise to help improve the health and taste of products, improve productivity, or protect products from contamination, they suggested that the food industry proceed with caution when developing and using nanotechnology materials.

There are few important notes concluded from the excerpt after the teaching learning activities related to the students' perception toward the CLIL VS General Language approach in teaching the English Language for their subject matter:

1. CLIL is perceived as relevant and 'down to earth' to deliver the English language teaching in the context of their field.
2. General Language has a benefit up to the extent of explaining the basic concept of the language grammatical points (using the terms such as complex, compound, subject, predicate, objects)
3. Authentic materials for delivering the lesson are regarded as being relevant to their interest and context of the subject matter.

In the later part of the report, the students' scores are presented (from the assignment scores to the mid test scores), along with the discussion towards the findings.

The following tables (Table 1, Table 2, Table 3, Table 4) are the summary of findings for the study.

Table 2. Average of Participants' Scores

Group	Assignment	Quiz	Examination	DAQ	DAE	DQE
F	70.98	70.49	73.20	-0.49	2.22	2.71
G	74.51	67.96	73.49	-6.55	-1.02	5.53

DAQ = Difference in the Average Scores of Assignment and Quiz

DAE = Difference in the Average Score of Assignment and Examination

DQE = Difference in the Average Score of Quiz and Examination

In the series of Assignment Score-Quiz Score-Examination Score, there is a clear impression that the set of scores tend to be constant with little variation of increasing and decreasing scores (less than 3.00 (three point double zero) score points), except the difference between Group G's Assignment and Quiz Scores as well as the difference of the group's Quiz and Examination scores. The Quiz average scores scored 6.55 (six point fifty five) lower than the Assignment average scores. The Examination's average scores scored 5.53 (five point fifty three) points higher than the Quiz average scores. Here are some remarks regarding the deviating phenomena:

1. The Quiz, seen from the description in table 4.4, was an oral presentation which required more spontaneous usage of English language production. The preparation levels of Group G and F in terms of oral language presentation must have been different, which causing the different result of the average Quizzes average scores between them.

2. Both groups resulted in increased average scores from the Quiz average scores to the Examination average scores. Since the examination compiled all the necessary skills related to scientific English language production, it can be concluded that the teaching and learning process which were utilized CLIL approach had brought significant and positive changes to the students. Whether the changes are reliable and stable after longer time period, it requires further research in the same area and topic.

3. The set of scores which tend to be constant with little variation of increasing and decreasing scores implied that the approach generally had showed positive impact to the learning and teaching process of ESP in the groups.

Table 3. Average of Participants' Serial Assignment Scores

Group	Assignment 3	Assignment 4	Assignment 5
F	59.50	73.71	63.74
G	78.16	69.33	77.32

If it is observed, the final stage of the assignment average scores for both groups had slightly increased compared to the ones in the initial stage. However, there was an interesting point happened in assignment 4 average scores, where for group F, the scores were quite higher compared to the previous assignment (see table 4.2) while the other group experienced the opposite (Group G).

According to some students in Class G during the classroom observation, some of them did not know that the sentences in *Assignment 4* should be scientific, even though the lecturer already gave the announcement regarding how to do the assignment. As the result, some of their sentences were not scientific, which affected their scores.

Table 4. Description of Assignment

Assignment 3	Assignment 4	Assignment 5
The students were to create phrases to represent each function introduced in the following scientific article template: **Introduction**—Present Tense E.g. Genomics provides crucial information for rational drug design. **Review of related researches**—Present Perfect or Simple Past **Methods**—Past Tense (to report what was done) **Results**—Past Tense for results obtained **Discussion**—Present Tense to explain significance of the result **Conclusion**—Combination of tenses to highlight past research and future direction	The students were to find the examples of simple sentences: 3 sentences. The students were to find the examples of compound sentences: 5 sentences. The students were to find the examples of sentences using Noun Clauses, Adjectives Clauses and Adverb clauses; Sentences using Noun Clauses: 4 examples Sentences using Adjectives Clauses: 4 examples Sentences using Adverb clauses: 4 examples	The students were to prepare a *10-minute-presentation* about a topic of their interest (Food Technology), including all the phrases and aspects taught previously. This was a classroom presentation. The students were to prepare *a paragraph essay* about a topic of their interest (Food Technology), consisting of 7-10 sentences. This was done at home as homework and submitted to the lecturer during the class hour.

Table 5. Description of Quiz and Examination

Quiz	Examination
The students were asked to prepare a 3-minute-presentation consisting of Introduction part, body of the presentation, and the closing. The aspects scored were the language, the content, and logical presentation flow.	**Part I. Reading Comprehension Section** (total score: 35) Direction: In this section the students were given a text of reading in Food Technology topic. After reading the text, they had to answer all the questions below the text. **Part II. Writing Section** *(total score: 40)* Direction: In this section, the students had to write a piece of writing in Food Technology topic. The writing should follow the following requirement: 1. The text consisted of 4 to 5 paragraphs, with 4 or 5 sentences in each paragraph. 2. In the text, they should put the thesis statement in paragraph 1, and a topic sentence containing main idea of the paragraph in every paragraph. 3. The total sentences number was around 20 to 25 sentences **Part III. Vocabulary Section** *(total score 25)* Direction: In this section, the students needed to make sentences based on the given conjunctions. The sentences should be academic and scientific, like the ones found in journals or scientific articles, using the conjunctions: 1. *Although* 2. *When* 3. *Which* 4. *How* 5. *That*

Conclusion and Suggestion

As an approach to English for Specific Purposes teaching and learning, Content Language Integrated Learning (CLIL) has been proven useful by both the instructor and the learners to comprehend the learning materials. Various researches and studies under the same general topic, CLIL, have brought similar conclusion, that the approach has worked well and brought the learners forward from the previous stage.

The language learning outcomes in CLIL are made contextual, functional and communicative, in line with the descriptors of the Common European Framework of Reference for Languages (CEF) (https://www.lanqua.eu, 2018). All these principles imply interactive learning approaches and carefully constructed learning materials, also sufficient support systems for both students and teachers.

In this study, the students perceived CLIL as relevant and 'down to earth' to deliver the English language teaching in the context of their field, while General Language has an advantage up to the extent of explaining the basic concept of the language grammatical points (using the terms such as complex, compound, subject, predicate, objects).

The CLIL approach are recommended to be applied continually under constant control, observation and evaluation since the ESP world is various and multi-context. This approach supposed to be adjusted with the local environment, students' interest, and according to the need analysis before tailoring the lesson plan. Further research in how CLIL is able to influence the students' language mastery in a specific field with various context is subject to be systematically conducted.

© Eric Sulindra
Eric Sulindra, M.Pd. is a lecturer of Business English Correspondence and Business English Communication at Widya Mandala Secretarial Academy Surabaya

References

(2018, 25 September 2018, 11:37 AM, Tuesday). Retrieved from https://www.ecml.at/Thematicareas/ContentandLanguageIntegratedLearning

(2018, 25 September 2018, 11:40 AM, Tuesday). Retrieved from https://www.lanqua.eu: https://www.lanqua.eu/theme/content-language-integrated-learning-clil/

(2018, 26 September 2018, 02:04 PM, Wednesday). Retrieved from www.britishcouncil.org: https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018

(2018, 26 September 2018, 02:57 PM, Wednesday). *Lifelong Learning Program: CLIL Guide Book*. (2018). Retrieved from http://languages.dk/clil4u/

Divina M. Edralin, M. V. (2015). Initiating Women Empowerment and Youth Development through Involvement in Non Formal Education in Three Selected Parishes: An Action Research on Poverty Alleviation . *DLSU Business & Economics Review 24, 2.*, 108-123.

Dudley-Evans, T. and M.J. St. John (1998) *Developments in English for Specific Purposes* Cambridge: Cambridge University Press.

Dudley-Evans, T. (2003). *Genre Analysis: A Key to A Theory of ESP*. Oxford: Oxford University Press

Harrop, E. (2012). Content and Language Integrated Learning: Limitations and Possibilities. *Encuentro 21*, 57-70.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.

Khoey, K. G. (2003). ESP Curriculum Development. *The Internet TESL Journal*. (2003, 5 January, 2003, 02:57 AM) Retrieved from www.khae-service.com

Mertler, Craig A. (2009). *Action Research: Teachers as Researchers in the Classroom: 2nd (second) Edition*. SAGE Publications.

Machmud, K. (2018). Technology Integrated ESP Instruction: The Engineering Students' Perspectives. *The Asian ESP Journal*, 434-439.

Ministry of Education, Science and Technology, Government of Sierra Leone. (2018). *ESP 2018-2020: Implementation Plan; Meeting Commitment-Giving Hope.*

Nickerson, C. (2018). Mobile and Multidimensional: Flipping the business English Classroom. *ESP Today: Journal of English for Specific Purposes at Tertiary Level*.

Yang, W. (2018). The Development of English Learning in CLIL Approach: A Comparison STudy of Hong Kong and Taiwanese Students at Tertiary Level. *ESP Today: Journal of English for Specific Purposes at Tertiary Level*.