Content and Language Integrated Learning at Advanced Level in the Humanities Departments: A Case Study of Three High Schools in Shurugwi District, Midlands Province in Zimbabwe

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Abstract: *Integrating content and language in learning different subjects helps English as a Second Language Learners (ESL) develop Cognitive Academic Language Proficiency (CALP) that empowers learners to cognitively engage in listening, speaking, reading and writing. Integrating content and language also develops the necessary literacies for learners to do well in school. Using a multiple case design in a study underpinned by the Four Resources literacy model and Content and Language Integrated Learning (CLIL) approach, the study sought to understand; teacher conceptualisation of CLIL in helping learners develop CALP, its application in teaching humanities subjects at the Advanced Level and how the use of the approach can be optimised. Nine Advanced Level Teachers and three Heads of Departments (HODs) from the Humanities Departments of three purposefully selected schools participated in the study. Interview guides were used for both teachers and heads of departments to gather data. The study established that there is a very low conceptualisation of CLIL and its use in developing CALP is constrained. To optimise the use of CLIL, the study recommends the inclusion of the CLIL Approach in the teacher training curriculum and re-training of teachers who are already in service. The study also recommends the capacitation of HODs for them to play a supervisory role in the implementation of CLIL to develop CALP in teaching Humanities subjects at the Advanced Level.*

Keywords: Academic, Content, Cognitive, Integration, Learning, Language, Humanities, Proficiency

1. Introduction

Language is a conduit through which all learning takes place. Cummins (2000) distinguishes between Basic interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency to draw educators'
attention to the timelines and challenges that second language learners encounter as they attempt to catch up with their peers in academic aspects of the school language. BICS refers to conversational fluency in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school. (Cummins, 2000). Learners

who bring BICS when they come to school have limited proficiency needed for them to do well in school. On the other hand, Learners who have CALP have the requisite tool to engage in learning.

Zimbabwe has 16 officially recognised languages and these are Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndau, Ndebele, Shangani, Shona, Sign language, Sotho, Tonga, Tswana, Venda and Xhosa (Constitution of Zimbabwe Amendment (No. 20) Act 2013). For most learners, learning from grade three to tertiary level is mediated in English which is not their first language and they have to develop CALP in the second language. Teemant & Pinnegar (2007) explain that CALP is characterised by high levels of literacy, tens of thousands of specialized words relating to academic and formal register, is correlated with academic success, is formal and is characterised by academic registers of the language. Developing CALP is not easy as it is acquired mostly after the age of five, and acquisition continues throughout life as opposed to BICS which is acquired in six months to two years. In Zimbabwe, most learners lack CALP and this affects academic achievement (Nyoni, 2021).

This paper argues that CLIL can help develop the CALP skills of learners. CLIL is an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners in the mid-1990s (Czura, 2009). It encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role (Marsh 2002:58). A teaching approach that integrates content and language in developing Cognitive Academic Language Proficiency (CALP) in the process of learning content has the potential of making content comprehensible and motivating pupils to learn (Coyle, 2006, 2007, Dalton-Puffer, 2011, Dalton-Puffer and Nikula, 2014). Despite the evidence for the need to develop CALP in learners, there is a dearth of literature on developing CALP using CLIL in Zimbabwe in teaching humanities subjects. It is the intention of this study to fill in this gap in literature.

In an attempt to close the literature gap, the study sought to find out if teachers understood the CLIL approach, if they used CLIL strategies and what can be done to optimise teaching content using the CLIL approach in developing CALP.

2. Literature Review

A Google Scholar search was initiated on studies based on CLIL. Literature reveals that CLIL has attracted the attention of researchers such as Hemmi, & Banegas, (2021), Agudo (2019), Zhu, (2019), Dalton-Puffer, Hüttner, & Llinares (2022), Mahan (2022), Nikula, &

Moore, (2019). Fernández-Sanjurjo, Fernández-Costales, & Arias Blanco, (2019) Morton (2020) Coyle, & Meyer (2021) and Villabona, & Cenoz (2022) among others. Despite the growing numbers of research in CLIL, the area has not attracted the attention of Zimbabwean researchers. CLIL has also been viewed to be at the heart of Cognitive development and critical thinking skills at the centre of 21st century teaching. Despite the importance of CLIL and the fact that learning is done in a second language in Zimbabwe, again, no focus has been made in the area by researchers in Zimbabwe. This study seeks to cover this research gap.

The studies indicated above helped in the conceptualisation of CLIL and in identifying research gaps. Agudo (2019) conducted a cross sectional study to examine the impact of CLIL programmes on Primary and Secondary Education learners' oral abilities in the monolingual community of Extremadura (Spain). The study took a comparative approach as it compares CLIL with EFL. The context of Zimbabwe is that the language of learning is a second language in a multilingual scenario and not a foreign language in a monolingual set up which is the context of Agudo's study. Focus on the study by Agudo is communicative competency while the focus on the current study is the development of CALP in order to make sense of content. For Ye zhu (2019), focus is on English as an additional Language and findings from Ye zhu would not contribute to policy in a context where English is treated as a second language and not an additional language. Dalton-Puffer, Hüttner, & Llinares (2022) documents the historical phases in the conceptualisation of and research on Content-and-language-Integrated Learning. At a conceptual level, this study benefits from Dalton-Puffer et al (2022) who indicated that CLIL is an educational approach in its own right, not simply as a context of foreign language teaching. This study takes of from the pedestal that CLIL is critical for developing content area literacy and CLIL comes in as an intervention to help learners develop CALP which is critical for learning. The evaluation made on this study is that it makes prominent the different literacies learners need to develop to do well in school especially where they are using a second language to learn content. The current study also benefits from Mahan (2022) who suggests a framework for how to empirically identify and classify scaffolding strategies that develop CALP. She classifies these strategies into two, that is, comprehension and task solving. Under comprehension, she has *drawing on previous knowledge, academic language development and supportive materials*. Under task-solving problems she has *use of discourse and meta-cognition.* The suggested strategies have the ability to facilitate the development of CALP and Mahan's framework will be adopted to help evaluate use of CLIL to develop CALP in the current study. Nikula, & Moore, (2019) focus on translanguaging in CLIL contexts. The key observations in their study are: 1. CLIL

should not be thought of as necessarily requiring 100% use of a foreign language in the learning process.2. CLIL invites the use of both the mother tongue and an additional language in the learning context. The two observations are encapsulated in the example that a teacher may speak in one language, and a pupil replies in another. Alternatively, students may work as a pair speaking through one language, whilst analysing materials produced in another (Nikula, & Moore, 2019). The insight gained in the literature is that CLIL can occur in monologual settings (L1 integrated with content) Bilingual settings (L1 and L2 are integrated with content and Multilingual (More than two languages are used as resources for learning and content is integrated. The nexus between translaguaging and CLIL will be used to inform evaluation of applications of CLIL in the teaching and learning of humanities at Advanced level in the Zimbabwean context. The next section deals with the theoretical framework that informed this study.

2.1 Theoretical framework

The four Resources Model

Comprehending humanities content and developing literacy in them at the Advanced level can be underpinned by the Four resources Model (Freebody and Luke, 1990) as encapsulated in Fig 1.
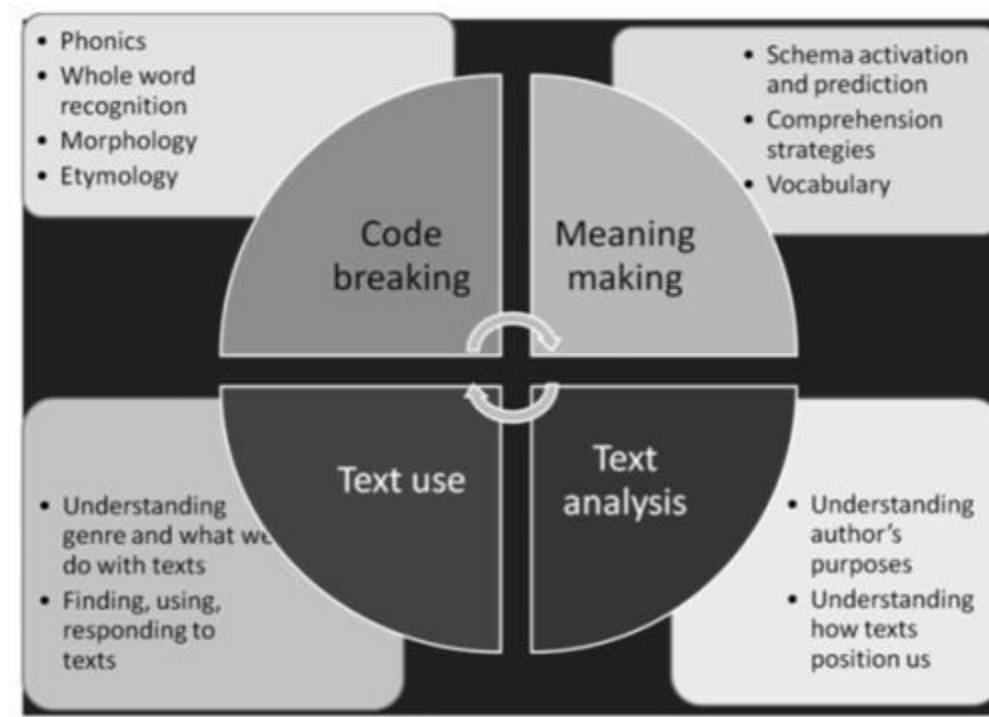
Figure 1: Four resources Model (Freebody and Luke, 1990)

The four resources Model is a literacy model grounded in the sociocultural framework. Freebody and Luke (1990) argue that satisfactory literacy performance is historically and culturally determined. Adequate or functional literacy expectations can be described only in the terms of shifting civil, sociocultural and job credential demands that any culture places on its learners in their dealings with listening, speaking, reading and writing. Learning humanities subjects cannot be isolated or done out of context since curriculum development is historically and socioculturally bound. It should be understood though that 'some children go to school with experiences and attitudes that are closely aligned to what is needed in school literacy contexts. These children are advantaged in that they can easily relate to the school environment and the literacies they find in these settings. Other children, however, may not have the appropriate cultural capital (Bourdieu, 1977). This scenario obtains in Zimbabwe since learning is done in a second language and learners lack the necessary cultural capital which manifests in their lack of CALP. Learners at Advanced Level are expected to learn *their roles as code breakers, text participants, text users and text analysts.*

This paper argues that teachers should use CLIL to develop CALP. The first step in developing CALP is for learners to develop their roles as code **breakers.** Freebody and Luke (1990) explain that for a learner to be successful readers

(code breakers), they need to successfully engage the technology of the written script. This is not an easy task for English Second Language Learners (ESL) who have to contend with the slippery set of phonological, morphological semantic and syntactic conventions that are at work in current English script. Learners should also develop their roles as written or **text participants.** Text participants develop the resources to engage the meanings of the discourse itself. For comprehension, participants bring in background information and draw inferences by connecting and relating topical and textual knowledge to the task of reading or interlocution. Listening, speaking, reading and writing are nothing if not social, then being a successful listener, speaker, reader or writer is being able to participate in these social activities, that is being **text users**. Not only do people learn about the technology of script and about how to work the meaning or possible meanings of written or spoken texts, but they also learn through social experiences what their culture counts to be adequate reading, listening, speaking, reading and writing for school, work, leisure, or civil purposes. Being a successful text user, then, entails developing and maintaining resources for participating in' what this text is for, here and now. Instructional contexts such as CLIL can transmit and develop these resources. Learners should also develop their roles as **text analysts** or critical readers/interlocutors. This is the awareness that all texts are crafted objects, written or spoken by persons with particular dispositions or orientations to the information, regardless of how factual or neutral the products may attempt to be. The reader should develop conscious awareness of the language and the idea systems that are brought into play when a text is used. It is these systems that make the reader or interlocutor, usually covertly, into its operator. For CALP to develop teachers should develop the four roles above, that is, code breaker (How do I crack this?', text participant (What does this mean?), text user (What do I do with this?) and text analysts (What does this do to me?). The four resources Model is critical for this study as it gives insight in how Advanced level learners learn. They are code breakers, text participants, text users and text analysts. For them to develop these roles the CLIL approach can be used.

2.2 Statement of the problem

Advanced-level Education is a prerequisite for entry into higher institutions of learning such as colleges and universities. There are schools that register zero per cent pass rates at the Advanced Level resultantly dashing the hopes of students who are desirous to pursue higher education. This is mainly because there is a lack of a relative standard of academic literacy. Failure at the Advanced level is attributed to a lack of medium language competency to tackle continuous stretches of texts in learning areas such as Humanities and sciences. Advanced-level learners who are taught to maintain content and language passively may be disoriented from learning especially in the early years of Tertiary education. They encounter language shock in experiencing the demand for content and language-balanced presentations. Obviously, such learners are predisposed to conceptual inadequacy as they are likely to suffer from low CALP standards such as those observed from lack of precision, syntactic complexity and poor conceptual analysis in written work (Nhemo 2015, Nyoni 2017, Rosmawati 2019). In addition, ineffective CLIL is not likely to produce thinking beings but rather rote learners who may not be able to share what they acquired or simplify it. Failure to use the CLIL approach at the advanced level is likely to burden the Tertiary educators by forcing them to embark on remediation instead of making progress in attempts to raise the literacy standards of students. *The study on Content and Language Integrated Learning at Advanced Level in the Humanities Departments: A case of three high schools in Shurugwi District, Midlands Province in Zimbabwe* was guided by the following research questions:

1. How is CLIL conceptualized by Advanced level teachers?

2. What pedagogical strategies are used by A level teachers to integrate content and language

3. How can A-level teachers optimise the use of the CLIL approach?

3. Methodology

A case study was chosen for the purpose of this study. The case study method "explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information… and reports a case description and case themes" (Creswell, 2013 :97). Nine Advanced Level Teachers, and three Heads of Departments (HODs) from the Humanities Departments of three purposefully selected schools participated in the study. Two interview guides for teachers and HODs were used as instruments to gather data. Both interview guides collected qualitative data from which consistencies/inconsistencies between cases could be drawn.

4. Results and Discussion

4.1 Demographic Data

This subsection presents respondents' characteristics that include age, gender, and experience. These are major attributes to the teaching profession.

Table 1: Sex distribution of the teachers

Sex	Schools			Total	Percentage
	X	Y	Z		
Male	2	2	1	5	56
Female	1	1	2	4	44
Total	**3**	**3**	**3**	**9**	**100**

From a sociocultural perspective, the teachers, and HODs constitute a group of the more knowledgeable others (MKOs) by virtue of their professional qualifications. Because of their pedagogical backgrounds, they should be able to develop different literacies of Humanities Advanced level learners through identifying their zones of proximal development (ZPDs). Learners at first cannot code break, participate in texts, use and analyse texts, but with the help of MKOs who scaffold them they are able to develop these literacies, they will then be able to manifest the different literacies without the help of the MKOs.

Age ranges of teachers

Table 2 shows that there were no significant differences between the number of male and female staff teaching at A level.

Table 2: Age ranges of the teachers

Age in years	30-35 years	36-40 years	41-45 years	46-50 years
Male	1	2	2	0
Female	1	3	0	0

Age is a critical component in sociocultural studies. The assumption is that with the age range of 30-50 within which the

teachers who participated in the study fall in; the teachers have developed cognitive capacities to pass on their experiences to learners during interaction. The teachers are expected to have developed the appropriate quantities of CALP for them to develop it in learners. A combination of maturity in years and professional development ideally

works well for the development of CALP in learners using the CLIL approach.

The next section looks at the subjects that were taken by Advanced Level Humanities students
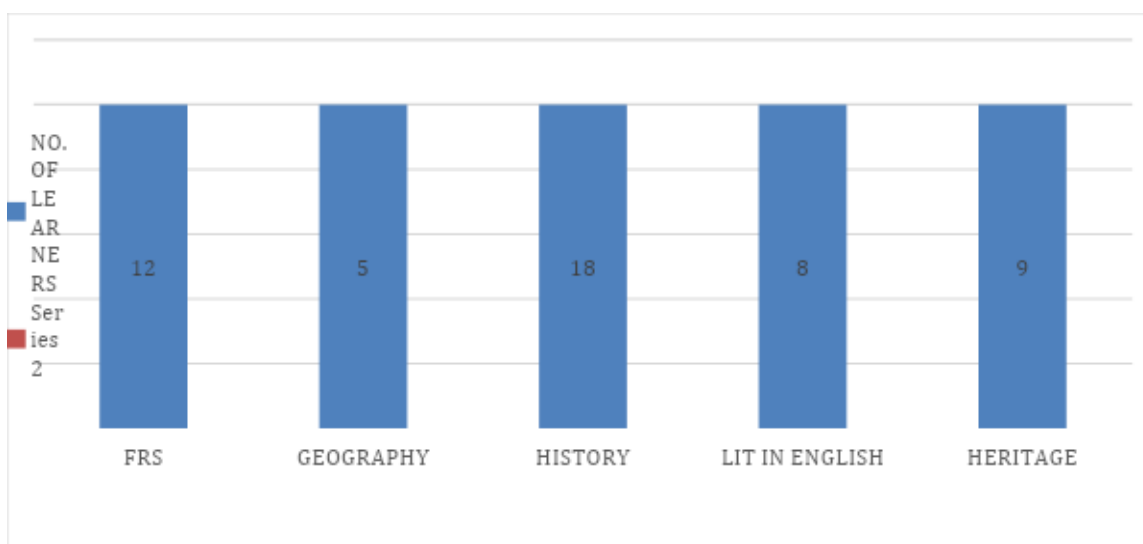
Figure 2: subjects that were taken by Advanced Level Humanities students

Data shows that five learning areas were offered in the Humanities departments at the three schools under study. These were Family and Religious Studies, Geography, History, Literature in English and Heritage studies. The subjects offered demand different literacies, but all students are expected to develop literacies in breaking the codes, participating in texts, using and analysing texts in their respective disciplines as informed by the Four Resources Model (Freebody and Luke, 1990). Considering the fact that learners do a minimum of three learning areas

or subjects it goes that learners have to develop multiliteracies, that is, literacy in FRS, Geography, History, Literature in English, and Heritage Studies. These cannot develop on their own but with the help of teachers. These areas offer listening, speaking, reading and writing skills that are peculiar to them.

The next section presents the data gathered under the four research questions: 1. *How is CLIL conceptualized by Advanced level teachers? 2. What pedagogical strategies*

are used by A level teachers to integrate content and language? 3. How receptive are students to the pedagogical strategies that integrate content and language in learning humanities subjects? 4. How can A-level teachers optimise the use of the CLIL approach?

First, we present data on teacher conceptualisation of CLIL.

Data were collected to establish the level of conceptualisation of CLIL by HODs and teachers in the humanities departments from the three schools.

Responses from H. O. Ds

School X: *Balancing language and content in teaching*

School Y: *Being focused on every aspect of language such as grammar in teaching.*

School Z: *Setting competencies for both language and content area knowledge in teaching and learning.*

Generally, the H. O. Ds seemed to conceptualise CLIL and could potentially influence and guide teachers in their departments to adhere to the CLIL approach in teaching humanities learning areas. There is attention paid on balancing content and language which implies integration. However, there is the possibility that the HODs could have explained CLIL from the name of the approach as it is a possible give away which might imply that the principles of CLIL are not known to the HODs.

Teachers' responses to the question; How do you understand CLIL in teaching Humanities Section A level.

a) *Striving to balance attention between both language and content*

b) *Undertaking an extra mile to support learners' language. Merging language to content in all teaching and learning activities.*

c) *Being strict to make sure that the English language is mastered.*

d) *Supporting the learning of a medium language.*

e) *Paying particular attention to both developing language competencies and content area language.*

f) *Ensuring that learners continue to acquire language after O level.*

g) *Considering that subject specific knowledge and grammar are both targets*

h) *Making an effort to teach English thoroughly even at A level.*

The responses are more implicit than explicit and this reflects tentative knowledge of what CLIL is all about. Responses such as striving to balance attention between language and content (response a) can be surmised from the question phrase 'content and language integrated learning'. There are vague responses such as undertaking an extra mile to support learners' language (response b). Merging language to content (response b) can be easily surmised from the question and integrating has been substituted with the synonym 'merged'. Respondent a) seems to be knowledgeable as it is pointed out that CLIL is p*aying particular attention to both developing language competencies and content area language. Respondents f) g) and h) do not give dependable* definitions. In the final analysis we observe that by way of definitions teachers have tentative knowledge about CLIL. Knowledge of CLIL can be measured against Marsh (2002:58) who indicates that CLIL encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role, focus should be on using language in order to learn content.

The second question was to establish the level at which teachers are trained to use CLIL. They responded in the following way:

Teacher A: *I am well informed from the current trends about the importance of the English language in further learning, so I am always looking at CLIL to benefit my learners.*

Teacher B: *I understand very well that my applied education training hinted on the issue of language in content learning areas.*

Teacher C: *I have the knowhow, but I also require support from my H. O. Ds and learners too.*

Teacher D: *As an examiner, I will always refer to post marking feedback.*

Teacher E: *Yes, I know how to teach language even at A level.*

Teacher F: *Of course, the level of training I acquired serves the best to guide me in balancing language and content in my teaching.*

Teacher G: *I am teaching at Ordinary level too, so I will keep on referring to language even at this level.*

Teacher H: *I can strive to since but as a content area specialist, I require support from the language specialists.*

Teacher I: *I am sure I have the experience and knowledge in CLIL.*

Data seems to indicate that teachers had specific attributes which they thought could inform and guide their use of CLIL. Exposure to marking, duration of service and higher level of training were some of the attributes that teachers thought enabled use of CLIL. No reference was made to the curriculum that catered for CLIL. There was no reference to the period of training. The level at which the training was done was not indicated. Much of what is given as evidence of training is not explicit but implicit. Programmes that dealt with CLIL were not mentioned. The teacher responses on training can also be measured against the indicators raised by Graaff, Koopman and Utrecht who indicate that there is (1) exposure to input; (2) content-oriented processing; (3) form-oriented processing; (4) (pushed) output; and (5) strategic language use in classrooms. Responses do not indicate any of the principles. .

The third question looked at the HODs instructional leadership to develop knowledge of CLIL. The question was; What roles do you play in developing CLIL skills in your departments?

H.O.D X: *I have a role to introduce new staff to the department, giving them induction on how to promote effective learning even at O level, I am an examiner and I always reflect on issues such as marking written work, providing feedback and assisting both the teachers under the department to remain strict and focused on CLIL.*

H.O.D Y: *My role includes creating a vision, mobilizing staff, putting in place all necessary resources and coordinating teaching at this level.*

H.O.D Z: *I understand that I should be a language teacher too, I sit down with learners frequently, emphasizing on the maintenance of language and content equally. I am involved in researching all possible challenges and sharing solutions with even other departmental staff to ensure effective learning in the department.*

Data indicates that HODs do not play unambiguous roles in their supervisory and instructional leadership role. There is no specific reference to how guidance is offered on the development of CLIL. Focus on inducting new staff and being examiners have no explicit reference to CLIL. The mention of CLIL by HOD x simply comes because the respondent is telling the researchers what he thinks they want to hear. Hod Y's response is too general and has no overt reference to CLIL. HOD Z gives his response from a teacher's perspective and not from a supervisory role. He mentions that he does research, but the research is not

specific to CLIL. If HODs who have specific roles to give appropriate guidance on how CLIL do not do so, then application of CLIL becomes constrained and teachers under them would not see the importance of the CLIL Approach to teaching in the Humanities.

The second part of the question required the HODs to further their explanations on their responsiveness to CLIL by showing whether there is collaboration between Geography, Heritage, Family and Religious Studies and Literature in English teachers in order to promote CLIL. The statement was: Comment on collaborations between departments to promote CLIL at your school.

4.2.2 HODs responses to: Comment on interdisciplinary collaboration between teachers from various departments to promote CLIL at your school.

H.O.D X: *There is very little attention paid on collaborations except just for a few hints especially after marking at National levels to deliver feedback.*

H.O.D Y: *There is attention from all teachers to make sure that CLIL is being promoted. of course meetings are held here and there but they are useful especially in raising teachers' awareness towards handling language.*

H.O.D Z: *Meetings are held frequently to map out academic progress. In such meetings we often discuss answering techniques, learning problems and even gathering solutions to the problems.*

The HODs revealed that there was very little attention towards interdisciplinary collaboration. Discipline area teachers held meetings to discuss insights gained from marking. This may not be an effective way to promote CLIL since the meetings may remain focused on issues such as performance and not specific to CLIL. Probably, the best could have been to hold such meetings before the examinations. HOD Y seems to give the impression that there is a deliberate attempt to collaborate on issues of CLIL but responses from teachers don't indicate a clear and unambiguous conceptualisation of CLIL. The next section deals with collaboration by teaching staff to promote use of the CILL approach at A Level.

Teacher A: *We hold meetings frequently.*

Teacher B: *We discuss and share approaches to improve our teaching.*

Teacher C: *There are interdepartmental meetings where we discuss such issues, especially previous National Examination after results are published annually.*

Teacher D: *Meetings are held frequently to emphasize CLIL.*

Teacher E: *Such an issue is discussed but without formality.*

Teacher F: *There is not enough time to discuss the issue despite its importance.*

Teacher G: *The department holds meetings but some of the discussions do not really pay much attention towards CLIL.*

Teacher H: *Due to the nature of the timetable, there is very little time aside for collaborations to promote CLIL.*

Teacher I: *Only a little time is spent on the subject in a few meeting sessions that we undertake.*

Teacher D gives the impression that meetings are convened to specifically deal with CLIL issues, but this is not confirmed by other teachers from the same school. The responses from the rest of the teachers indicate that meetings are being held in schools, but these meetings were not specific to the development of CLIL.

The third question focused on the pedagogical strategies used in fostering CLIL.

The question was addressed to both HODs and the teachers The H. O. Ds were asked; What pedagogical strategies are used to develop CLIL skills.

H.O.D X: *Listening, reading, note taking, group work and partly debating.*

Y: *We are kept on changing our recommendation but listening, reading and groupwork is very important.*

Z: *As a department, we emphasize on role plays, debating and group work.*

Responses from HODs indicate lack of knowledge of strategies that are compatible with CLIL. There is a clear indication that responses given do not capture the supervisory role played by the HODs. If so they would have indicated in a clear way lists of strategies used by the teachers. They mention skills that are mainly generic such as listening, reading, note taking, group work, role playing and debating.

Responses from the teachers to the question: What strategies do you use to teach content and language integration in your department?

Teacher A: *I prefer listening, discussing and often writing.*

B: *In this interactive world, debating, role plays are most effective.*

C: *In presenting, I prefer discursive methods and writing is always common*

strategy .

D: *There are a number of strategies we teach interactively.*

E: *I prefer group discussions*

F: *There is an emphasis on using strategies such as reading, writing and debating.*

G: *I prefer the strategies which engage learners though writing is always important.*

H: *Drama, role plays and debating.*

I: *Open ended discussions, role play, note taking and even basics such as listening.*

As with HODs, teachers mention strategies that are mainly generic and not specific to CLIL. Hattie (2009) points out the following teaching strategies for the specific development of CALP: Direct Instruction, Note Taking, Spaced Practice, Feedback, Teaching Metacognitive Skills, Teaching Problem Solving Skills, Reciprocal Teaching, Mastery Learning, Concept Mapping, Worked Examples.

The next section deals with what can be done to opimise use of CLIL.

Views from HODs on what can be done to optimise use of CLIL.

X: *Intensive learning is required, especially more time at home. Marking should look at language strictly.*

Y: *The school should develop its language syllabus library, ICTs and increased provisions for seminars too.*

Z: *There is a need for in-service collaboration of teachers, deployment of more language specialists at Ordinary level; use of CLIL oriented activities, strategies and approaches starting at O level.*

Suggestions from X and Y HODs indicate a lack of knowledge about CLIL. Reference to intensive learning, more time at home and marking do not have focus on the supervisory role of the HOD. The expectation was they would suggest what HODS could do as supervisors or administrators to optimise the use of CLIL.

Views from teachers

A: *There is need to work together as a department and as a school*

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B: *Teachers need staff development meetings*

C: *A school based general English Paper should be put in place.*

D: *Local examinations should be strict when it comes to CLIL exceptions. This should start at department Cluster and district levels.*

5. Conclusion and recommendations

Research Question 1: How is CLIL conceptualized?

From the results it has emerged that the HODs conceptualisation of how content and language can be integrated is constrained. The study makes the conclusion that HODS whose knowledge of approaches to teaching is limited deprive teachers of professional guidance that would lead to the integration of content and language in learning content. Considering that ESL learners have limited CALP, their performance will remain poor in the humanities sections. Students' roles as code breakers, text participants, text users and text analysts will not be developed.

Teacher conceptualisation of how content and language can be integrated was also found to be limited. Teachers have the expected role of being the more knowledgeable others who are supposed to identify the Zone of proximal development so that processes of scaffolding can take place. Learners will remain at a level where they cannot 'do things on their own' but will depend on the teacher whose knowledge of integrating content and language is constrained. Learners will not be able to develop the appropriate discourse competencies that are peculiar to the disciplines that they are learning in the humanities. It has emerged from the data that teachers are not responsive to the language needs of the learners in an attempt to develop the CALP of learners through CLIL approaches. An understanding of the language needs of learners come from an understanding of the fact that ESL learners have BICS which is inadequate for the development of CALP. It has emerged that language and content are not integrated to ensure that learners develop discourse skills that will enable them to listen, speak about, read and write about content in the humanities section. Suggestions on what could be done to optimise use of the CLIL approach show limited conceptualisation of the approach. It also emerged that there is no collaboration between departments for the development of skills in integrating content and language in learning humanities subjects.

Recommendations

The study recommends that:

1. The Ministry of Primary and Secondary Education provides workshops to induct teachers on integrating content and language.
2. HODs should develop the right levels of knowledge on CLIL for them to supervise teachers.
3. Teacher training institutions should include CLIL learning approaches in their curriculum.
4. Further research on possible interventions to influence sound instructional design to develop CLIL should be done for all teacher training models.
5. Schools should come up with language policies that aim to integrate content and language in learning humanities subjects.
6. Department collaborations in honing skills to use CLIL approaches should be integrated.

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