
"A Proposed Framework for Developing EFL Curriculum for Secondary Stage in the light of CLIL Approach"

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Abstract:

The purpose of this study is to develop EFL curriculum for secondary stage based on the CLIL approach. The aim is to propose a framework for developing the curriculum by integrating CLIL 4Cs (Content – Cognition – Communication – Culture) standards, a mixed design comprising both quantitative and qualitative methods was utilized. The researcher employed the CLIL standards checklist and content analysis form. Results showed that Culture standards had the highest average presence (3.1), followed by Communication standards (2.8), while Cognitive Standards had a poor presence (2.4) and Content standards scored a very poor presence (1.32) overall. Based on these findings, a framework for an EFL curriculum for first-year secondary students, in line with CLIL approach guidelines was proposed. The structure of the proposed framework includes several key elements, such as the main principles of the curriculum, the main objectives, the content to be taught, the teaching aids to be utilized, the teaching methods to be employed, the specific activities to be carried out during instruction, and the techniques for evaluating student progress. The researcher outlined some recommendations focusing on enabling secondary students to acquire subject-related content, cultural awareness related to language use, cognitive aspects, and communication skills through application of CLIL principles.

Keywords: (Content and Language Integrated Learning – CLIL - Curriculum Development).

Introduction:

Emphasis has been placed on integrating language and content as the most recent approach. The term Content and Language Integrated Learning (CLIL) was coined by David Marsh, University of Finland (2001). CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. However, CLIL teaching has been practiced for many years, from the Babylonian era to the early sixties when bilingual education was introduced in many schools around the world (Pérez, 2018).

Although CLIL with its dual focus on both content and language, emerged almost thirty years after the advent of ESP, both movements are driven by common factors, including the omnipresence of English as the international language of communication and the demands of world economy. Indeed, some researchers have pointed out the common characteristics shared by both approaches. although not directly referring to CLIL but to Content-based Instruction (CBI), upon which CLIL draws, highlights the common features between the two approaches. (San Isidro 2019).

Based on that, it has made clear how different types of content shape students' knowledge and influence the language they learn. Textbooks serve as a key medium for presenting this content. Choosing the right textbook for a particular educational setting is a crucial decision. Textbooks have a significant impact on classroom dynamics and the teaching and learning experience, especially when teachers heavily depend on them. The diverse range of contexts, curriculum, educators, students, student needs, and stakeholders involved in the process make selecting an appropriate textbook even more complex. Conducting thorough textbook evaluations can offer valuable support in this regard (Cabrera, 2014). Textbook evaluation can help not only teachers, but also curriculum designers and material developers to identify and reflect upon the core features of textbooks, such as approach, content, activities and tasks, or supplementary materials, among others (López, 2021).

The EFL textbooks used in Egypt do not reflect the daily lives of Egyptian students as argued by El Koumy (2019), and they also lack tasks that promote the students' higher-order thinking skills. Moreover, these textbooks often show a bias towards foreign social and cultural norms by presenting stereotypical information about English-speaking countries while neglecting the rich culture and society of the Egyptian students. The idea that exposing students to a foreign culture will help them interact with native speakers in their own country may not be applicable due to the low likelihood of many Egyptian students having such an opportunity.

Therefore, prioritizing current needs over uncertain future possibilities appears to be more reasonable and clearer for student learning and community development.

Statement of the problem

In Egypt, and according to The National Curriculum Framework for English as a Foreign Language (2020) The primary goal of the EFL curriculum is to prepare students linguistically and improve their capacity to effectively communicate in an international context. The curriculum is structured to provide students with the essential English language skills required for further academic pursuits or entry into the workforce. It is crucial for Grade 12 graduates to attain a specified level of proficiency in all four English language competencies, as outlined by The National Authority of Quality Assurance and Accreditation of Education (Ministry of education, 2020).

The current English curriculum at the secondary level appear to be inadequate in equipping students with the necessary skills, as indicated by the researcher educational observations. In the same line, several local studies have highlighted the shortcomings of these curriculum in effectively fulfilling their intended objectives. These studies highlighted the limitations in achieving primary objectives or learning outcomes. Abdel-Mowla (2011) highlighted The Quality of Education in Egypt. His study critiqued the Egyptian curriculum, revealing inadequacies in developing students' critical thinking, problem-solving skills, and creativity. Despite the efforts to improve curriculumr content and instructional methods, the study claimed that the curriculum still focuses mainly on rote learning. Zaki (2021) investigated Curriculum Evaluation in the Egyptian Education System, his study delved into the evaluation of the Egyptian curriculum. It found that the current curriculum lacked practical and competency-based aspects, thus needing an urgent reform. The report suggests incorporating more hands-on experience and practical skills, along with academic knowledge.

Accordingly, Zahran (2023) evaluated the implemented reforms in the Egyptian secondary curriculum. Findings revealed improved student achievements, attendance rates and reduced dropouts. The researchers suggested the need for continuous monitoring and evaluated how these reforms affected different sections of society. These studies reveal a strong commitment to improving the quality of education in Egypt with a focus on curriculum evaluation and reform. However, all agree that monitoring of reforms' outcomes is crucial for effective implementation. It can be inferred that during the secondary stage of education, language acquisition should not remain the sole focus for learners. Instead, there is a need to integrate language with content, as one cannot be effectively learned without the other. In order to facilitate the process of choosing and analyzing EFL textbooks, numerous researchers have turned textbook evaluation into a relevant area. In this respect, in

the last decades, different studies have been carried out to analyze and compare English language teaching (ELT) textbooks through a reliable instrument. In most cases, the checklist has been the most used tool to identify the key features of the textbooks and their relevance (Shatery and Azargoon, 2012).

The present study examines the EFL content in secondary stage based on the CLIL pedagogical framework, which focuses on integrating language and subject matter. It is based on the idea that CLIL can enhance motivation for language learning, particularly when learners perceive that the language program meets their linguistic, cognitive, and emotional requirements. Furthermore, it encourages students to engage more profoundly with their studies; this enhances subject-matter comprehension and prepares them effectively for English studies tailored to their university courses.

Questions of the study

The study sought to examine the answer to the following questions:

- 1) What are the standards for implementing the CLIL approach in the EFL curriculum for secondary stage?
- 2) To what extent are the CLIL approach standards incorporated into the content of the EFL curriculum for secondary stage?
- 3) What is the proposed framework for developing the content of EFL curriculum for secondary stage based on CLIL approach?

Significance of the study

At a theoretical level, this study's significance stems from CLIL being an inevitable reality that students encounter across different disciplines during their university education. Consequently, this study holds substantial relevance for:

To the students, the study could potentially improve the proficiency of high school students in creating content aligned with CLIL. It is suggested that this could benefit their ability to develop English language reading and writing skills for specific purposes, an important aspect for students pursuing different areas of study at university.

To teachers & staff members, the study could provide valuable guidance for educators and school administrators on implementing the CLIL approach and determining the necessary content for incoming high school students transitioning to university. Additionally, it may capture the interest of English language instructors seeking to incorporate the CLIL approach through curriculum integration or supplemental resources. By embracing the CLIL approach, educators can emphasize understanding and meeting students' needs and interests in order to facilitate effective and impactful learning experiences.

To the Syllabus and curriculum planers, the study's final report is anticipated to offer curriculum planners and designers with authentic insights into how students effectively acquire reading and writing skills within ESP. The findings could potentially highlight the importance of implementing the CLIL approach in high school education, particularly for university-bound students.

Delimitations of the study

This study was delimited to:

- 1) The scope and sequence of topics covered in the EFL curriculum for first-year secondary students (2020 version).
- 2) Developing the EFL curriculum for first-year secondary students by applying the 4Cs principles of CLIL approach (Content – Communication – Cognition – Culture).

Definition of terms

Content and Language Integrated Learning (CLIL) Approach

Marsh (2001) defined CLIL as “An approach where students learn a subject and a second language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills” (p. 210).

De Smet (2018) highlighted CLIL as “The umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject” (p. 18).

According to Coyle’s 4Cs curriculum (1999), and as mentioned by San Isidro (2019) a successful CLIL content should include the following four elements:

1. **Content:** Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
2. **Communication:** Using language to learn whilst learning to use language
3. **Cognition:** Developing thinking skills which link concept formation (abstract and concrete), understanding and language
4. **Culture:** Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Operationally: CLIL in the current study is defined as the approach aims to enhance both content and language in teaching English as a foreign language and should be integrated into the secondary stage EFL curriculum.

Literature Review

EFL Curriculum Development

The concept of curriculum has historically referred to the blueprint for a course, outlining how course content is organized for teaching and learning in order to achieve specific learning goals (Richard, 2013). It serves as the foundation for

defining learning outcomes and guiding instructional activities. This structured plan typically begins with an overarching program of study and then takes shape through individual course syllabi that reflect the overall curriculum design and objectives. The term "curriculum" encompasses the entirety of material to be taught within a school or educational system (Musingafi et al., 2015).

The curriculum holds significant importance within the field of education. It is intricately connected to the effectiveness of learning and its outcomes (Su, 2012). Consequently, it plays a crucial role in organizing educational content and guiding the teaching and learning process towards achieving specific goals and objectives.

Curriculum Development

Curriculum development is a purposeful and systematic process aimed at creating positive improvements in the educational system. Changes or advancements happening around the world have an impact on school curriculum, necessitating updates to address societal needs (Mohana, 2018). As described by Adirika (2017) curriculum involves planned learning experiences and intended outcomes designed for the continuous growth of learners through the selective inclusion of objectives, content, and learning experiences as well as their organization and evaluation to gauge effectiveness in achieving stated goals.

According to Kranthi (2017) Curriculum development is a multifaceted process that extends beyond the scope of just the school, learners, and teachers. It encompasses societal development as well. The progression of society requires a series of developmental processes. Initially, the school curriculum at higher education levels must be constructed to uphold the national identity of a country and foster economic growth and stability.

When it comes to curriculum development, Wentzell (2006) suggests that focusing on student needs is crucial for enhancing student learning. Irrespective of the chosen theory or model, developers should aim to collect extensive information covering various aspects such as expected outcomes of a high-quality program, assessment methods, current status of student achievement and program content. Additionally, consideration should be given to the perspectives and concerns of teachers, administrators, parents and students. This data would encompass samples of assessments, lessons from teachers, assignments given out in class, reviews from state standardized tests, school textbooks used, how students perceive their learning experience, and feedback received from parents.

A. Curriculum development Models

The field of curriculum studies has seen the creation of numerous models for curriculum development by various scholars since its inception as a discipline. Ornstein & Hunkins (2018), Flinders & Thornton (2004) provide detailed

descriptions of these models. It is essential for academics working in curriculum studies and curriculum developers across different domains to be well-versed in a variety of curriculum models, along with understanding their underlying principles and issues (Palupi, 2018).

Adirika and Okolie (2017) defined a model as a structured representation of reality that offers a conceptual framework for designing a curriculum according to its specific goals. The idea of curriculum has long been an area of focus for educators since the late 18th century, leading to the proposal of diverse curriculum development models by various theorists and authors, e.g.

- Ralph Tyler's model (1949)
- Wheeler's cyclic model (1971)
- Nicholls and Nicholls (1972)
- Giles (1942)
- Walker's model (1972)
- Hilda Taba's model (1962)

In summary, all curriculum models include elements of process, planning, implementation, and evaluation. They encompass both a starting and an ending phase. Despite sharing the same fundamental goal, these models approach education from distinct perspectives: Tyler's model is objective, Taba's is interactive, Wheeler's is cyclical, and Walker's adopts a naturalistic or descriptive approach. Rino discusses the different approaches to curriculum development, with Tyler's model being more deductive and based on scientific management favoring educational administrators in the process. Meanwhile, Taba's model is more inductive and encourages input from teachers due to their daily interaction with students. There are variations among these models in terms of steps presented and distinctions made between content and learning experience presentation (Adirika & Okolie, 2017; Palupi, 2018).

B. Curriculum Development Process

Creating a successful curriculum guide is a complex and continuous process that involves evaluating the current program, enhancing the program design, implementing the updated program, and then re-evaluating the modified program. Wentzell (2006) outlined the main stages of the curriculum development process, breaking it down into four phases with multiple tasks in a logical sequence. These tasks are often interconnected and may happen simultaneously. For instance, the curriculum development team is engaged in all tasks, while evaluations should be conducted at various stages to measure progress. This allows the team to identify effective strategies and evaluate the impact on learners after implementation. Each task follows logically from its predecessor; for example, designing learning activities comes after describing learner outcomes and content identification.

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Similarly, determining content relies on having described learner outcomes already established.

Table (1) Illustrates the Four Stages of The Curriculum Development Process

Phase one: Planning:	
1	Convening a Curriculum Development Committee
2	Identifying Key Issues and Trends in the Specific Content Area
3	Assessing Needs and Issues
Phase Two: Articulating and Developing:	
4	Articulating a K-12 Program Philosophy
5	Defining K-12 Program, Grade-Level and Course Goals
6	Developing and Sequencing of Grade-Level and Course Objectives
7	Identifying Resource Materials to Assist with Program Implementation
8	Developing and/or Identifying Assessment Items and Instruments to Measure Student Progress
Phase Three: Implementing:	
9	Putting the New Program into Practice
Phase Four: Evaluating:	
10	Updating the Program
11	Determining the Success of the Program

Source: Wentzell (2006, p 2)

EFL curriculum for secondary stage in Egypt

The National Curriculum Framework for English as a Foreign Language, issued by the Ministry of Education in Egypt, emphasizes the importance of studying English at the secondary level. This study aims to foster an appreciation of foreign cultures and societies, promoting mutual understanding beyond national boundaries and fostering a global citizenship mindset. Additionally, learning about different cultural perspectives allows learners to gain a deeper understanding and appreciation for Arabic culture and language. By examining linguistic patterns, vocabulary morphology, syntactical structure, and conventions of textual organization in English, students are empowered with creative, imaginative, critical thinking skills that can be applied both for personal enjoyment as well as economic benefits. By participating in language and cultural activities, students gain more confidence in their English speaking, listening, reading, and writing skills. This enables them to become proficient users of the language (Ministry of education, 2020).

A. The content of EFL curriculum at the Secondary stage.

Yacoub (2022) highlights that the presence of ESP teachers is lacking in EFL Egyptian classrooms. The role of teachers in the ESP classroom holds significant influence, as they play a crucial part in both teaching and learning. However, English teachers assigned to schools in Egypt have limited experience and

knowledge when it comes to ESP instruction. Consequently, delivering effective ESP programs poses a formidable challenge for them.

Despite the significant role that content plays in attaining the objectives of a curriculum, an assessment conducted by El Koumy (2019) on five randomly chosen EFL textbooks being used in Egyptian schools and universities indicated that these books are deficient in terms of social usefulness and appropriateness to meet the needs of Egyptian students. Furthermore, the textbook fails to incorporate tasks that promote higher order thinking skills. It also exhibits social and cultural bias by presenting stereotypical information about English-speaking countries, disregarding the cultural background of Egyptian students. The assumption that exposure to foreign cultures will help students communicate with native speakers in their respective countries is flawed. The reality is that only a very small number of Egyptian students are likely to visit these countries where English is spoken as a native language. Therefore, it would be unreasonable to neglect the current needs of both students and their communities in favor of uncertain future events.

According to Yacoub (2022), “it is advisable for both universities and secondary schools to support ESP teachers in their professional development by encouraging them to participate in workshops and conferences that focus on integrating content into ESP instruction using student-centered approaches. Regarding the importance of aligning the chosen content, students' existing knowledge, and proficiency levels with the insights gained from professional learning opportunities. By adopting a more student-centered approach, ESP teachers can effectively implement these recommended changes while imparting language skills aligned with specific subject matter” (p. 27).

According to Kumaravadivelu (2008), the emergence of World English and its widespread use in varieties such as Indian English and Nigerian English demonstrate that language and culture are not inherently connected. El Koumy (2019) further supports this argument by stating that English language, once tied to British or American cultural norms, has now become a global lingua franca with diverse usage worldwide. In other words, it is utilized by numerous individuals across different countries without being restricted to any specific culture.

CLIL Approach

The term **CLIL**, or Content and Language Integrated Learning, was first coined in 1994. From 1995 to 2006, the European Commission included it in their plans and papers to promote multilingualism through an integrated learning approach. Initially implemented as small-scale experiments in secondary schools across various European countries like Austria, Italy, and Spain, CLIL involved teaching one or two school subjects or units within a subject using an additional language. It eventually became part of mainstream education (Marsh et al., 2009).

CLIL was initially designed to enhance language skills by promoting the learning of additional languages like foreign, heritage, or community languages. However, it has evolved into a teaching and learning approach primarily connected with English instruction due to its global expansion beyond Europe, where English has become the predominant language taught in schools. The justification for CLIL is grounded on several points drawn from theories of foreign language acquisition. By integrating content and language, CLIL can provide a sense of purpose that differs from traditional communicative classrooms. Through aligning language and cognitive development, CLIL can address the lack of relevance in grammar-based language teaching and enhance learners' motivation. Additionally, CLIL offers learners a more immersive and naturalistic environment that reinforces both language acquisition and learning, resulting in increased proficiency among all types of learners. Furthermore, by adopting a constructivist approach and acknowledging language as an essential tool in learning, CLIL revitalizes content teaching by promoting cognitive development and learner flexibility (Coyle et al., 2010).

CLIL Features and Frameworks

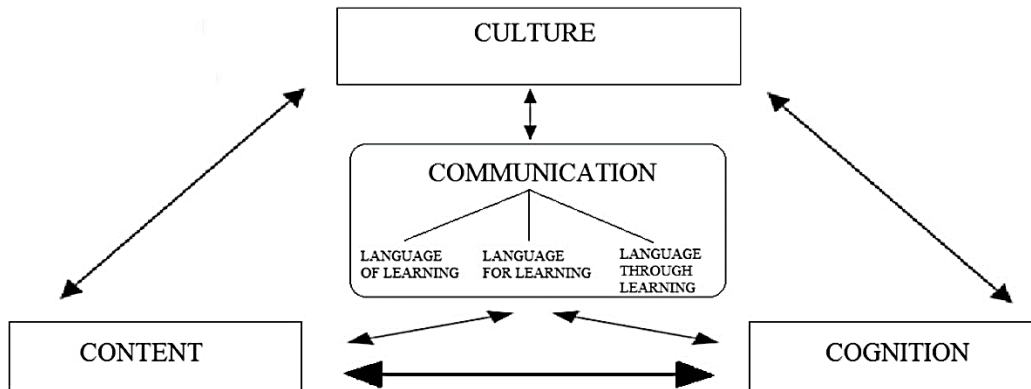
The 4Cs (content, communication, cognition, and culture) framework proposed by Coyle et al (2010) provides valuable insight into the broader conceptualization of CLIL features. While Mehisto, Marsh, and Frigols (2008)' model includes community as one of the four Cs, in Coyle et al.'s publication it is replaced by culture. Culture, as defined by Coyle et al., pertains to "developing intercultural understanding and global citizenship" (p.15), while community encompasses being part of a learning group and local global communities according to their interpretation. However, these two concepts are connected; participating in a community necessitates awareness of intercultural understanding and belongingness to the world. In conclusion, the 4 Cs include:

- **Content:** The curriculumr subject progression in knowledge, skills and understanding.
- **Communication:** Using language to learn - whilst learning to use language. The key is interaction, not reaction.
- **Cognition:** Developing cognitive and thinking skills
- **Culture:** Understanding ourselves and other cultures. Being a global citizen.

Hemmi and Banegas (2021) highlighted the 4Cs framework, which gives equal importance to content, communication, culture, and cognition in learning. This approach emphasizes the interconnectedness of these elements. A key strength of CLIL is its focus on critical thinking and understanding information rather than rote

memorization. Cognition plays a central role in this process. Additionally, students develop their comprehension of content through communication with support from teachers and peers as part of the scaffolding process within classroom communities. Cupchik (2001) argues that constructivism plays a foundational role in connecting content, communication, community/culture, and cognition. In CLIL, the emphasis is on fostering learners' knowledge and skills, including language acquisition, through engaging tasks that encourage collaborative construction of knowledge within specific learning environments. This interactive process allows learners to actively develop their understanding.

Fig (1): The 4Cs of CLIL Approach



Source: Nikolic, (2017, p 124)

Rationale and Justifications of CLIL

Several research studies have demonstrated that CLIL learners exhibit improved English language acquisition compared to those in traditional educational settings. For example, a study by Lorenzo (2010) revealed that CLIL students consistently outperformed their peers in mainstream education. The evaluation conducted in Spain included assessments of reading, writing, listening, and speaking proficiency in the target language. Additionally, research findings have indicated that CLIL students tend to possess larger receptive and productive EFL vocabularies, incorporating a greater number of low-frequency words. Pietilä and Merikivi's (2014) comparison of vocabulary sizes among sixth graders from both CLIL and non-CLIL programs with those of corresponding ninth-graders in Finland concluded that the vocabularies of CLIL students were broader.

Ruiz de Zarobe (2008) conducted a study comparing the language production outcomes of two groups: those in CLIL programs and those not, among Spanish students in upper secondary school. It was found that the former group showed significantly better performance than the latter in terms of selecting and using English vocabulary both in speech and writing. Moreover, Moghadam and

Fatemipour (2014) researched the correlation between vocabulary development and learning English within CLIL classes among Iranian EFL learners. Their findings indicated that students in CLIL programs demonstrated superior ability to develop and retain vocabulary compared to their counterparts in regular school settings.

CLIL Based Curriculum

Although CLIL may be seen as an elitist approach, the spread of CLIL, in terms of innovativeness and versatility, in a myriad of educational settings, continues to grow through different models. CLIL is adapted to meet opportunities, affordances, and needs in consonance with educational and socio-economic imperatives. According to Banegas, & Tavella, (2021) CLIL models can be understood along a continuum with two ends.

Accordingly, Sánchez (2022) explored the integration of CLIL and the IB curriculum in international schools through a didactic approach. The study aimed to offer fresh perspectives on education by proposing a new didactic framework that incorporates both approaches. The author's CLIL suggestions seek to meet the growing demands for bilingual education, emphasizing the significance of language learning as well as providing students with increased opportunities for future employment and global citizenship preparation. While CLIL and IB share common objectives, implementing the latter involves a comprehensive curriculum structure that is widely adopted in numerous schools worldwide.

CLIL - despite being viewed as an elitist method - is increasingly expanding in various educational environments through diverse models that cater to different opportunities and needs. Banegas and Tavella suggest that CLIL can be conceptualized within a spectrum with varying approaches at both ends Banegas, & Tavella, (2021).

CLIL as an educational approach: As an educational approach, sometimes viewed as content driven CLIL, CLIL means teaching a school subject through the medium of an additional language. This model is usually in the hands of a content teacher, who may be supported by an L2 teacher.

CLIL as a language learning approach: CLIL as a language teaching approach is sometimes called language driven CLIL. It means that English language learning lessons are contextualized in topics from school subjects, but the teaching is in the hands of an L2 teacher, and the main aim is learning English through curriculum content.

Hemmi and Banegas (2021) suggest that both content-driven and language-driven approaches are based on a formal educational setting, with a focus on topics and themes guiding the curriculum. In non-native speaking countries, such as those where high school textbooks aim to stimulate student interest through their content,

this is the prevailing understanding. However, in Egypt - our current study location - content serves as a means for developing language proficiency.

Dalton-Puffer (2021) emphasizes the significance of facilitating collaboration between subject teachers and language teachers to determine the essential learning objectives in a given subject area, as well as to coordinate the language instruction necessary for comprehension. However, limited staff resources may hinder this collaborative approach from being consistently realized.

Accordingly, Mukadimah and Sahayu (2021) conducted a study on incorporating Content and Language Integrated Learning into the English curriculum for vocational high school students. They utilized a literature review method, analyzing ten articles published between 2014-2020 that met specific criteria. The findings of their study revealed that the integration of CLIL has a beneficial high rated impact on both linguistic aspects and nonlinguistic skills such as problem solving, communication, intercultural awareness, and motivation in learning. Additionally, they proposed an implementation model for integrating CLIL into the curriculum of vocational high schools.

Standards of CLIL Based Curriculum

The popularity of the CLIL approach is growing, leading to a demand for specific teaching materials across all levels of education. This has resulted in a shortage of CLIL resources, as pointed out by researchers and educators (Moore and Lorenzo, 2007; Coyle, Hood & Marsh, 2010). As a result, teachers and researchers are often required to create or adapt materials to suit their needs, adding to their workload. Given the reliance on textbooks by many teachers, this study will focus on developing an Egyptian EFL curriculum for secondary stage using the CLIL approach and providing an assessment checklist.

The literature review e.g., López-Medina (2021); Hwang & Kim (2019); Brown (1989) shows that there are three traditional methods for choosing and assessing EFL textbooks in line with CLIL standards.

- 1) The Impressionistic Method
- 2) The Checklist Method
- 3) The In-Depth Method.

These three approaches were examined to identify their primary strengths and weaknesses. The checklist method appeared to be the most suitable due to its systematic approach and user-friendly nature. Given the complexity of CLIL, which encompasses various aspects, we opted for a framework to address it within the EFL Curriculum for Secondary Stage in Egypt. Therefore, we chose Coyle's 4 Cs framework because it is widely recognized among CLIL teachers and allows for the development of a checklist that aligns with the integrative nature of CLIL. Coyle's

four categories (content, cognition, communication, and culture) form the sections of the checklist.

Design of the study

The researcher employed a Mixed Design Approach with Sequential Transformative Design. Considering the study's objectives, the researcher utilized specific methods and designs as follows:

- 1) The qualitative approach (Qualitative Design) to answer the first and the third questions of the study. That was to determine the CLIL approach standards that should be met in the content of EFL curriculum for the secondary stage ending with the formulation of the general and procedural framework for developing the content of EFL curriculum for the secondary stage based on CLIL approach.
- 2) The quantitative approach (Quantitative Design) to answer the second question of the study. That was to determine the degree of availability of CLIL approach standards in the content of EFL curriculum for the secondary stage through the CLIL Standards content analysis form.

The New Hello Curriculum for 1st Secondary

The current study aimed to enhance the content of The New Hello Curriculum for 1st Secondary using CLIL standards. The Curriculum (1st & 2nd term) includes a comprehensive study of various subjects and topics to provide students with a well-rounded education. In line with this, the English language component of the curriculum emphasizes vocabulary, grammar, pronunciation, phrases, as well as the four skills of communication: listening, speaking, reading, and writing skills.

The English curriculum employs a range of teaching content, including lesson modules covering topics like 'Health and Safety,' 'Robots,' and 'A Good Education.' It integrates language learning strategies such as role plays, group discussions, multimedia presentations, and written assignments. These lessons also contribute to the development of students' critical thinking and decision-making abilities through contextual learning experiences focused on exploring technological advancements or discussing educational experiences.

Instruments of the study

The current research utilized two primary instruments the CLIL standards checklist and the CLIL standards content analysis form. Each instrument will be explained further.

1) The CLIL Standards Checklist

Due to the complexity of CLIL, which encompasses various aspects, the current study utilized a framework in the EFL Curriculum for the Secondary Stage in Egypt. It adopted Coyle's 4 Cs framework as it is widely recognized and familiar among CLIL teachers around the world. Additionally, this framework allows us to

create a checklist that aligns with the integrative nature of CLIL. The four categories proposed by Coyle (content, cognition, communication, and culture) serve as sections within the CLIL standards checklist, as follows:

- 1) The **Content** criteria consisted of (16) standards related to the development of knowledge, skills, and understanding in specific areas of a defined curriculum.
- 2) The **Cognition** criteria included (11) standards that pertain to the development of cognitive and thinking skills.
- 3) The **Communication** criteria include (9) standards that emphasize the importance of using language for learning and simultaneously learning to effectively use language. The central focus is on interactive communication rather than simply reacting passively.
- 4) The **Culture** criteria encompasses (11) standards that pertain to gaining a deeper understanding of ourselves and other cultures, as well as embracing our role as global citizens.

The prime form of the checklist was designed based on reviewing the literature and previous related studies concerned with CLIL-based curriculum, standards of CLIL-based curriculum, and CLIL-based development criteria for EFL curriculum. A three-point rating scale ranging from highly required to not required is incorporated into the checklist.

A. Validity of the Checklist

The checklist was submitted to a panel of jury specialized in the domain of curriculum and instruction (TEFL) so as to determine the degree of salience of each Criterion and standard and its appropriateness for analyzing the content of first-year secondary EFL curriculum according to the availability of these standards. The jury members contended that the skills subsumed into the checklist were largely adequate and appropriate to its purpose.

2) The CLIL Standards Content Analysis Form

Based on the final version of the checklist, the researcher designed the content analysis form that has been used for the purpose of analyzing the content of the EFL curriculum for the secondary stage based on CLIL approach standards. The form includes a five-point rating scale that assesses availability, ranging from excellent to poor.

A. Validity of the Content Analysis Form

A group of experts in the field of curriculum and instruction (The Jury members) reviewed the content analysis form to assess how relevant each standard and indicators are for analyzing first-year secondary EFL curriculum. The jury members found that the form adequately covers the necessary CLIL standard and indicators for its intended use.

Materials of the Study

1) The Developed EFL Curriculum for Secondary Stage in the light of CLIL Approach

The Developed EFL Curriculum for Secondary Stage based on CLIL was the initial scope of the current study. It's worth mentioning here that the researcher kept the overall organization of the original content intact, with divisions into modules and units. Additionally, linguistic elements governed by grammatical rules were upheld, as these rules have been ingrained in students since earlier educational stage. Any changes to their arrangement would require a central development project within The National Standards Document for EFL. Based on the content analysis of the New Hello Curriculum for 1st Secondary (1st & 2nd term), the researcher proposed the developed EFL curriculum as follows:

A. Contents of the Developed Curriculum

The developed curriculum includes four modules that cover both content and language. The modules are Geography & History, Science, Mathematics, and Environment. Each module is composed of three units. The provided table outlines the contents of the developed curriculum.

Table (2) shows the modules and units of the developed curriculum for 1st Secondary

Modules	Units
Geography & History	Unit (1): Countries in Africa
	Unit (2): Deserts and Rainforests
	Unit (3): The Middle Ages
Science	Unit (4): Health and Safety
	Unit (5): Nutrition
	Unit (6): Environmental Issues
Mathematics	Unit (7): Art and Drawing
	Unit (8): Sine and Cosine Graphs
	Unit (9): Pythagoras
Environment	Unit (10): Sustainable Energy
	Unit (11): Global Warming
	Unit (12): Water

As shown in the above table, the newly developed curriculum is comprised of four comprehensive modules, each offering a deep dive into three interconnected units. Following the widely recognized 4 Cs framework of CLIL – Content, Cognition, Communication and Culture – these modules delve into key areas essential for CLIL teachers worldwide.

The first captivating module delves into Geography & History with engaging topics such as Countries in Africa, Deserts and Rainforests and The Middle Ages.

Moving on to the intriguing realm of Science in the second module where students are guided through thought-provoking subjects including Health and Safety, Nutrition and Environmental Issues. Delving further into intellectual exploration, the third Mathematics module unfolds artfully crafted lessons surrounding Art and Drawing, Sine and Cosine Graphs, alongside Pythagoras.

Lastly comes an enriching fourth module focusing on Environment which navigates pivotal themes such as Sustainable Energy, Global Warming and Water - all designed to spark curiosity among learners. Through this carefully structured curriculum that encompasses Skills Development Language Acquisition Life Values Awareness Social Issues within Courses Study providing a holistic learning experience for students at every stage of their educational journey. The following table illustrate the scope and sequence of the developed EFL curriculum.

Data Analysis & Results

Results of the first Question

What are the standards for implementing the CLIL approach in the EFL curriculum for secondary stage?

To answer this question, an investigation was carried out involving a thorough examination of the CLIL approach relevant literature. The researcher compiled a collection of commonly implemented guidelines for curriculum development that are compatible with the CLIL approach. These guidelines focus on four key areas for combining language and content, known as the 4Cs (content, cognition, communication and culture). To assess their suitability for analyzing the EFL curriculum at first-year secondary level, these standards were presented to a focus group consisting of both local and international experts in CLIL and curriculum design (N=13). In relation to the qualitative elements of this aspect of the study, participants in the focus group were asked to share their opinions and feedback regarding the 4Cs standards. Their responses uncovered the following findings:

1) Standards Related to Content

The feedback from the focus group covers various aspects of the CLIL-based curriculum standards related to content. They emphasized that the content should be in line with the national curriculum framework, promote critical thinking among students, and be suitable for their cognitive abilities. The activities in textbooks should support language development and assist in acquiring content knowledge, while also providing opportunities to address interdisciplinary content. The curriculum should incorporate diverse educational scenarios such as experiments to facilitate learning of content, offer multiple modes of input to cater to different learning styles, and enable students to build on their existing knowledge. It is important for it to include activities that yield tangible outcomes while being age-appropriate and relevant to students' experiences. The order of contents needs

flexibility, visual elements should serve practical purposes, and suggested practice activities need variety and sufficiency. Furthermore, authentic material at an appropriate level should be included in the curriculum.

2) Standards Related to Cognition

The focus group's feedback covered various aspects of cognitive standards. They suggested that the curriculum ought to be challenging for students, linguistically adjusted to their expected level or slightly higher. The content and activities should support cognitive development and enable students to reflect on their learning process. Furthermore, study strategies need to be included in the curriculum, along with activities that facilitate both high-order and low-order thinking skills while providing appropriate support for cognitive skill advancement. These activities should cater to diverse learning styles, activate prior knowledge, and integrate written work with oral language practice.

3) Standards Related to Communication

The feedback from the focus group highlighted many points about communication-related curriculum development standards. They suggested that the curriculum should use clear and accurate language, incorporating appropriate linguistic functions for different tasks such as defining, describing, and hypothesizing. The key vocabulary items and phrases for each topic should be given emphasis in the curriculum to meet students' communicative needs with corresponding language support. The activities included in the curriculum need to create opportunities for meaningful use of the language by students through various grouping methods (individual, pairs, small groups, whole class) while also promoting foreign language skills application outside classroom settings and balancing teacher-student and student-student communication across different scenarios.

4) Standards Related to Culture

The feedback from the focus group included many suggestions about curriculum development standards related to culture. They suggested that the curriculum should include material for encouraging intercultural understanding at three different levels: surface culture (general outlook), sub-surface culture (concepts of politeness and body language), and deep culture (unconscious values and beliefs). The cultural references in the curriculum should be suitable for learning, providing a comprehensive perspective on intercultural education including students' own culture, foreign cultures, and global/universal culture. It should integrate elements of students' local culture while also incorporating balanced references to their own as well as other cultures. Additionally, it should link the content to learners' cultural background and surroundings by helping them develop awareness. The curriculum

must remain relevant within socio-cultural contexts with content free from stereotypical images or visuals specific to individual student cultures; ensuring sensitivity across all aspects covered in the curriculum.

Based on these findings, the researcher developed a content analysis form to analyze the EFL curriculum for first secondary stage EFL curriculum using CLIL approach-based standards. The quantitative analysis of these results will be discussed in the upcoming section.

Results of the Second Question

To what extent are the CLIL approach standards incorporated into the content of the EFL curriculum for secondary stage?

To answer this question, the researcher designed the Content Analysis Form to analyze the EFL curriculum for first-year secondary stage based on CLIL approach standards. A series of standards pertaining to the content analysis process were defined, which include:

A. **Purpose of Analysis:** The aim of the analysis was to determine whether the EFL textbook for the first year of general secondary stage - both semesters - incorporates the standards of CLIL approach.

B. **Units of Analysis:** The analysis utilized "paragraphs" as the units of analysis, containing content related to the established standards and indicators for objectives, content, activities, and assessment questions.

C. **Analysis Categories:** In order to ensure that the content of 1st secondary EFL curriculum adheres to the standards for the CLIL approach, the study identified main analysis standards as well as their sub-indicators. These include the 4Cs of the CLIL approach (content, cognition, communication and culture), which are further broken down into specific sub-indicators.

D. **Analysis Sample:** The analysis sample included EFL textbooks for the first year general secondary stage, **divided** into two books for the first and second semesters.

E. **Analysis Guide:** The analysis guide was prepared by determining the EFL textbooks for the first year general secondary stage as the sample for analysis. This involved identifying procedural objectives, content paragraphs, vocabulary, activities, and assessment questions while excluding cover pages, introductions, and indexes. The following table shows the EFL textbooks description.

Table (3) shows description of EFL Textbooks for 1st Secondary

Textbook	Pages	Edition	Year	Paragraphs	Modules	Units
New Hello Term (1)	133	3 rd	2021	931	2	6
New Hello Term (2)	130	3 rd	2021	1014	2	6
Total	263	3 rd	2021	1945	4	12

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As shown in table (3) The first-year New Hello textbooks contain (263) pages of content spread across six study units and a total of (1945) paragraphs. The analysis focuses on using the paragraph as the unit of examination, adhering to specific rules such as excluding introductions to books, main and sub-headings, and considering each question within the context of the text as a separate paragraph.

The content analysis form compromised (47) indicators divided into four main criteria that serve as categories for conducting the analysis. Each indicator is considered as a category based on which characteristics of content can be classified. Repetition is treated as an enumeration unit while any paragraph applicable to the indicators in the final list receives a checkmark (✓) in the used a 5-likert scale detailed statement to record results. The following table shows the 5-Likert scale description criteria used in the current study.

Table (4) shows the 5-Likert scale description criteria

Likert scale	Interval	Difference	Representation Description
1	1.00 – 1.79	0.79	Very poor
2	1.80 – 2.59	0.79	Poor
3	2.60 – 3.39	0.79	Average
4	3.40 – 4.19	0.79	Good
5	4.20 - 5.00	0.79	Excellent

The results regarding the CLIL **Content** indicators included in EFL Curriculum for 1st secondary stage were as follows:

Table (5) shows frequencies and percentages of the CLIL Content indicators included in EFL Curriculum for 1st secondary

N	CLIL Content Indicators	Freq.	Pct.	Mean	SD	Rank
1	The contents of the curriculum agree with those prescribed by the national curriculum framework.	15	5%	1.09	0.077	11
2	The contents of the curriculum challenge learners' thinking.	20	6%	1.04	0.076	10
3	The contents of the curriculum are accessible for the students' cognitive level.	21	7%	1.03	0.079	7
4	The textbook activities integrate language development and content acquisition.	13	4%	1.11	0.082	13
5	The contents of the curriculum offer opportunities for cross-curricular content to be addressed.	25	8%	2.16	0.083	3
6	The contents of the curriculum offer	13	4%	1.11	0.085	13

N	CLIL Content Indicators	Freq.	Pct.	Mean	SD	Rank
	varied educational situations such as experiments to facilitate content acquisition.					
7	The contents of the curriculum include multimodal input to address the visual, aural, tactile and kinesthetic modes of learning.	15	5%	1.09	0.086	11
8	The contents of the curriculum offer opportunities for students to build on prior knowledge.	25	8%	1.96	0.089	3
9	The contents of the curriculum promote activities aimed at the production of observable outcomes.	6	2%	1.18	0.093	16
10	The contents of the curriculum are appropriate for the students' age	34	11%	2.24	0.080	1
11	The contents of the curriculum are relevant to students' experiences	21	7%	1.03	0.071	7
12	The order of contents sequences is flexible	8	3%	1.16	0.077	15
13	The visual content of the curriculum is functional	23	7%	1.01	0.048	5
14	The activities suggested for practicing the content are varied	21	7%	1.03	0.056	7
15	The activities suggested for practicing the content are enough	23	7%	1.01	0.064	5
16	The contents of the curriculum contain authentic material at an appropriate level	32	10%	2.21	0.059	2
Total		315	6%	1.32	0.075	--

Table (5) indicates that the CLIL **Content** indicators frequencies in the EFL Curriculum for 1st secondary stage were generally **Very Poor**, (315) frequencies totaling with a range from (6 to 34) for every indicator. The total mean frequency was (1.32), ranging from (1.18 to 2.24). All CLIL content indicators fall below standard rates and need attention in the newly developed EFL curriculum. The content analysis reveals a lack of integration between language development and content acquisition in EFL textbook activities, as well as limited educational scenarios such as experiments to support content acquisition. Furthermore, there is a lack of activities aimed at producing observable outcomes within the curriculum contents. The results regarding the CLIL Cognitive indicators included in EFL Curriculum for 1st secondary stage were as follows:

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Table (6) shows frequencies and percentages of the CLIL Cognitive indicators included in EFL Curriculum for 1st secondary

N	CLIL Cognitive Indicators	Freq.	Pct.	Mean	SD	Rank
1	The curriculum is cognitively demanding for the target students.	45	8%	2.083	0.013	5
2	The curriculum is well adjusted linguistically to facilitate cognitive progression. (i.e. it fits the students expected level or is slightly above it)	36	7%	1.183	0.013	9
3	The curriculum presents a cognitive progression in its content and activities	63	12%	3.883	0.013	2
4	The curriculum provides opportunities for students to reflect on their own learning process.	42	8%	1.783	0.012	7
5	The curriculum provides students with study strategies.	65	12%	4.083	0.013	1
6	The curriculum suggests activities into which both high order and low order thinking skills are promoted.	45	8%	2.083	0.012	5
7	The curriculum provides sufficient and appropriate scaffolding for the development of cognitive processes.	35	7%	1.083	0.013	11
8	The activities are cognitively appropriate for the content	63	12%	3.883	0.013	2
9	The activities of the curriculum cater the needs of different learning styles	37	7%	1.283	0.013	8
10	The activities of the curriculum activate previous knowledge	63	12%	3.883	0.014	2
11	The activities of the curriculum relate written work to structures and vocabulary practiced orally	36	7%	1.183	0.009	9
Total		530	9%	2.401	0.012	--

Table (6) indicates that the CLIL **Cognitive** indicators frequencies in the EFL Curriculum for 1st secondary stage were generally **Poor**, (530) frequencies totaling with a range from (35 to 65) for every indicator. The total mean frequency was (2.401), ranging from (1.08 to 4.08). The results show that in some cases, CLIL cognitive indicators have been aligned with expected benchmarks, as the curriculum effectively demonstrates cognitive advancement through its content and activities, equipping students with effective study strategies. The curriculum's activities are cognitively suitable for the content and engage prior knowledge. Conversely, in other instances, certain CLIL cognitive indicators do not meet standard levels because the curriculum does not adequately adapt linguistically to

support cognitive development or provide adequate scaffolding. Additionally, the curriculum's activities fail to connect written tasks with orally practiced vocabulary and structures. The results regarding the CLIL Communication indicators included in EFL Curriculum for 1st secondary stage were as follows:

Table (7) shows frequencies and percentages of the CLIL Communication indicators included in EFL Curriculum for 1st Secondary

N	CLIL Communication Indicators	Freq.	Pct.	Mean	SD	Rank
1	The curriculum is written in an appropriately simple but entirely correct language.	63	13%	3.883	0.013	3
2	The curriculum employs the appropriate linguistic functions for each task. (e.g.: defining, describing and hypothesizing).	65	14%	4.083	0.012	2
3	The curriculum highlights the core vocabulary items and phrases for each theme.	48	10%	2.383	0.011	5
4	The curriculum predicts students' communicative necessities and provides the corresponding language support.	37	8%	1.283	0.012	9
5	The curriculum's activities create communicative gaps to allow students to use the language meaningfully.	45	10%	2.083	0.012	7
6	The curriculum includes activities to be carried out in different groupings (individual, pair work, small groups and whole class).	46	10%	2.183	0.013	6
7	The activities enable students to use the foreign language outside the classroom situations	39	8%	1.483	0.014	8
8	Activities are developed to encourage teacher-student and student-student communication	74	16%	4.983	0.012	1
9	Activities are balanced between individual response, pair work and group work	53	11%	2.883	0.001	4
Total		470	11%	2.805	0.011	--

Table (7) indicates that CLIL **Communication** indicators frequencies in the EFL Curriculum for 1st secondary stage were generally within **Average**, (470) frequencies totaling with a range from (37 to 74) for every indicator. The total mean frequency was (2.8), ranging from (1.28 to 4.98). The majority of CLIL communication indicators were found to be within the standard range. The analysis

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of the content indicates that the first secondary EFL curriculum was written in a suitably simple yet entirely accurate language and that it incorporates appropriate linguistic functions for each task. Furthermore, curriculum activities were designed to promote communication between teachers and students, as well as among students themselves. However, some indicators suggest that the curriculum does not anticipate students' communicative needs nor offer adequate language support accordingly. The results regarding the CLIL Culture indicators included in EFL Curriculum for 1st secondary stage were as follows:

Table (8) shows frequencies and percentages of the CLIL Culture indicators included in EFL Curriculum for 1st secondary

N	CLIL Culture Indicators	Freq.	Pct.	Mean	SD	Rank
1	The curriculum presents contents for promoting intercultural awareness at three levels: surface culture (general attitudes), sub-surface culture (notions of courtesy and body language) and deep culture (unconscious values and attitudes).	40	7%	1.583	0.010	11
2	The curriculum's cultural references are pertinent (not forced) for content acquisition.	60	10%	3.583	0.009	4
3	The curriculum offers a perspective on all levels of intercultural education the students' culture, the foreign culture and global/universal culture.	48	8%	2.383	0.009	8
4	The curriculum includes aspects of the students' regional culture.	65	11%	4.083	0.010	3
5	The curriculum includes balanced references to the students' culture and others.	45	7%	2.083	0.010	10
6	The curriculum relates content to the learners' culture and environment	46	8%	2.183	0.009	9
7	The curriculum. guides students in developing cultural awareness	55	9%	3.083	0.008	5
8	The curriculum is relevant to the socio-cultural environment	74	12%	4.983	0.009	1
9	The content is free from stereotypical images	53	9%	2.883	0.006	7
10	The visuals relate to the students own culture	55	9%	3.083	0.006	5
11	Cultural sensitivities have been considered across the curriculum	66	11%	4.183	0.008	2

N	CLIL Culture Indicators	Freq.	Pct.	Mean	SD	Rank
Total		607	9%	3.101	0.009	--

Table (8) indicates that the CLIL **Culture** indicators frequencies in the EFL Curriculum for 1st secondary stage were within **Average**, (607) frequencies totaling with a range from (40 to 74) for every indicator. The total mean frequency was (3.1), ranging from (1.58 to 4.98). The majority of CLIL **Culture** indicators were discovered to be within the typical range. The content analysis of the curriculum reveals that the 1st secondary EFL curriculum incorporates aspects of the students' local culture, making it pertinent to the socio-cultural context and considering cultural sensitivities throughout. However, it does not adequately feature material aimed at fostering intercultural understanding and lacks equitable references to both the students' culture and others.

As demonstrated in the previous tables, the results regarding all the CLIL 4Cs indicators varied from **Average** to **Very Poor** presence. To summarize, the following table presents the degree of availability of all the CLIL approach standards (4Cs) in the content of EFL curriculum for secondary stage as shown below:

Table (9) shows The Degree of availability of CLIL approach standards (4Cs) in the content of EFL curriculum for secondary stage

N	CLIL 4Cs	%*	Freq.	Pct.	Mean	Disc.	SD	Rank
1	Content	16%	315	6%	1.32	Very poor	0.075	4
2	Cognition	27%	530	9%	2.4	Poor	0.012	3
3	Communication	24%	470	11%	2.81	Average	0.011	2
4	Culture	31%	607	9%	3.1	Average	0.009	1
Total		1945	480	9%	2.4	Poor	0.107	--

* is defined by dividing the frequency by the total number of analyzed units (paragraphs) of the textbooks = 1945

Table (9) indicates that the frequencies of all the CLIL 4Cs standards in the EFL Curriculum for the 1st secondary stage were generally **Poor**, with an average of (480) frequencies ranging from (315 to 607) for each standard. The mean frequency totaled (2.4), with a range from (1.32 to 3.1). The average percentage of CLIL 4Cs standards availability within the EFL Curriculum for the first secondary stage was only at (9%) of the total number of analysis units of the content. **Culture** standards had the highest average presence at a total mean of (3.1), followed by **Communication** standards at an average presence with a total mean of (2.8), then **Cognitive** standards in third place with a poor presence and a total mean of (2.4); lastly, **Content** Standards came fourth with very poor overall means totaling just (1.32).

Results of the third Question

What is the proposed framework for developing the content of EFL curriculum for secondary stage based on CLIL approach?

The framework comprises the following subsequent bases:

1) The Main Principles of the Proposed Curriculum

The proposed curriculum was developed based on the findings of current research and the analysis of EFL curriculum for the first year of secondary stage. It also considered relevant studies on CLIL approach and its impact on meeting the needs of students studying EFL in the secondary stage. Additionally, the developed curriculum considered the features of secondary school curriculums that derived from the national strategy for developing pre-university education. It also drew from successful international educational practices and the results of comparative studies between Egyptian curriculums and those of developed countries, along with international educational standards.

The curriculum was developed based on cognitive principles, encompassing the nature of knowledge and the academic field. Psychological principles were also taken into account, considering the psychological aspects of secondary school students, including their characteristics, needs, and inclinations. Additionally, the social aspects were considered, focusing on society's problems, environment, and issues. Furthermore, educational principles were integrated, which involved organizing the curriculum elements and the educational process. This integrated system incorporated all educational bases related to objectives, evaluation, and linguistic features, specifically pertaining to the nature EFL teaching and its skills.

2) The Main Goals of the Proposed Curriculum

The main objective of the proposed curriculum is to enhance the content of EFL for first year secondary students by incorporating the CLIL standards. As a result of this overarching objective, several sub-goals have been identified, namely:

- The student should be able to grasp the fundamental concepts of EFL in order to develop self-esteem and achieve a level of proficiency.
- The student should be able to gather information from various sources.
- The curriculum should enhance students' comprehension of science, encouraging them to explore it further.
- The student should be able to connect written information with real-life situations.
- The curriculum should aim to develop students' critical thinking skills.
- The teaching methods employed should ensure that scientific knowledge is retained and not easily forgotten.

- The CLIL based curriculum should enhance the coherence and consistency of the content being taught.
- The curriculum should provide valuable information to students while avoiding unnecessary content.
- The curriculum should promote a variety of teaching methods that align with the students' needs.
- The curriculum should promote a variety of teaching aids, teaching activities and evaluation techniques that align with the first-year secondary students' needs.
- The student should utilize the information in their cognitive structure to solve problems.
- The curriculum should help the student to consistently apply critical thinking to evaluate his/her own progress.
- The student should effectively communicate with others using all four language skills: listening, speaking, reading, and writing.
- The student should have access to English content that caters to different areas of specialization.
- The student should develop cognition of how English is utilized as a foreign language in their everyday life.
- The student should acquire effective communication skills in English as a result of his/her studies.
- The student should gain exposure to various cultures and societies through his/her study of EFL.

3) Content of the Proposed Curriculum

The proposed curriculum includes the content of first-year secondary school EFL books for both the first and second semesters. The formulation of the content took into consideration the principals of the proposed framework and the main goals and sub-goals of the developed curriculum. Emphasis was placed on integrating language and content and ensuring a balanced inclusion of skills in the lessons, exercises, activities as well as the content analysis identified standards that were lacking in the current curriculum, as well as skills that were inadequately covered.

4) Teaching Aids of the Proposed Curriculum

To assist in achieving the main goals and sub-goals of the developed curriculum, a range of teaching aids and tools have been utilized. The criteria for selecting and utilizing these tools have been carefully considered. These tools include Tablets, laptops, blackboards, smart boards, the Internet, textbooks, the school library, and the resource room.

5) Teaching methods of the Proposed Curriculum

The employed teaching methods in the proposed developed curriculum were diverse, incorporating self-learning, brainstorming, problem-solving, cooperative learning, differentiated learning, constructivist learning, self-learning, and the communicative approach.

6) Teaching activities of the Proposed Curriculum

Teaching activities that are in line with the proposed developed curriculum have been carefully designed, following an integrated approach to combining language and content. These activities have the following criteria:

- Teaching activities have a clear purpose of developing the skills needed for integrating language and content.
- Teaching activities are directly connected to the goals and content of the curriculum.
- Teaching activities consider the unique characteristics, needs, preferences, and interests of the students.
- Teaching activities take into consideration the individual differences that exist among the students.

7) Evaluation Techniques of the Proposed Curriculum

The evaluation techniques and assessment process consisted of three stages: structural, initial or preliminary, and final. The envisioned evaluation techniques of the proposed curriculum were built upon a comprehensive evaluation that aimed to assess all aspects of the learner's personality.

8) The Validity of the Proposed Curriculum

The proposed curriculum scope and sequence was presented to a panel of national and international experts in curriculum design and CLIL approach with the aim of ensuring its validity. The experts evaluated the following aspects:

- The inclusion of language and content integration skills within the content of the Proposed Curriculum.
- The appropriateness of the content for first-year secondary school students studying EFL.
- The suitability of the methods used, and the consideration given to the principles guiding their use.
- The appropriateness of the activities employed.
- The appropriateness of the evaluation methods used to measure goal attainment and the diversity of these methods.

The opinions of the experts were taken into consideration when making changes to the content, exercises, and activities. Given this information, the researcher has reached the final version of the developed curriculum of EFL for the first-year

secondary stage. Subsequently, the researcher implemented a complete module, comprising three units upon a sample of first year secondary students to evaluate the effectiveness of the developed curriculum on the students ESP integrated skills. The subsequent section will outline the findings pertaining to the efficacy of the developed curriculum in fostering ESP integrated skills.

Conclusions

The results of the current study using CLIL approach to develop the EFL curriculum for secondary stage led to the following conclusions:

- 1) The existing EFL Curriculums for secondary school students are lacking in aspects that are necessary for the students to use English effectively in their university studies and future careers.
- 2) It has become essential to develop EFL Curriculums based on modern educational approaches and theories in order to give Egyptian secondary school graduates a competitive edge.
- 3) The use of the CLIL approach in several advanced countries should encourage curriculum planners in Egypt to consider extending the benefits of this approach in developing the currently implemented EFL curriculums.
- 4) The curriculum based on the CLIL approach connects students to real-life situations, helping them acquire content related to various subjects, cultural awareness of language use, cognitive aspects, and communication skills. This allows them to integrate the foreign language into real-time scenarios.
- 5) The CLIL method supports EFL students in engaging with the world around them, enabling them to acquire a practical language for adaptation, interaction, and engagement.

Recommendations

Based on the findings of the current study, the following pedagogical implications are suggested:

- 1) EFL curriculum designers need to be mindful of the CLIL approach and its potential to improve a variety of skills related to content, culture, cognition, and communication, which can benefit secondary students in learning a foreign language.
- 2) The utilization of CLIL-based resources helps students develop favorable attitudes towards learning specific university subjects after completing secondary education.
- 3) English teachers at the secondary level need to be aware that their students are preparing for university studies and should focus on developing their ESP skills relevant to their chosen fields of study within university.
- 4) The utilization of CLIL-based curriculum boosts students' motivation for learning English and fosters a social constructivist approach to learning.

- 5) CLIL enables the retention of learning materials over an extended period, encompassing both content and functions for organizing and sustaining resources by students beyond secondary education.
- 6) When developing English language courses, curriculum designers and faculty members should consider using the CLIL approach standards to support effective teaching of ESP skills.

Suggestions for further research

The study of the CLIL approach is not commonly found in the Arab world and within the Egyptian context. However, there are numerous signs suggesting that CLIL has the potential to effectively enhance students' EFL skills and in particular ESP skills. Efforts to reform education or curriculum development should consider underlying factors that influence EFL teaching practices based on CLIL for improvement. Further research is required to investigate:

- 1) Studying the effect of using teaching methods based on CLIL approach in developing students' EFL communication skills.
- 2) Studying the impact of using the CLIL approach in improving the teaching practices of EFL teachers in the general education stages
- 3) Studying the effectiveness of developing integrative skills in ESP through other approaches to curriculum development
- 4) Studying the effectiveness of using the proposed developed curriculum in developing EFL receptive skills such as listening and EFL productive skills such as speaking
- 5) Investigating the effect of CLIL teaching methods in reducing students' anxiety towards EFL learning.
- 6) Investigating the impact of CLIL curriculum on encouraging students to engage with international university subjects.

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