

## عنوان مقاله:

Investigating the Impact of CLIL Approach on the Iranian Elementary Students' Math and Science Achievement

## محل انتشار:

پنجمین کنفرانس بین المللی پژوهش در علوم و مهندسی و دومین کنگره بین المللی عمران، معماری و شهرسازی آسیا (سال: 1399)

تعداد صفحات اصل مقاله: 12

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## خلاصه مقاله:

Present study investigated the impact of CLIL (content-based) approach on the Iranian students' mathematics and science achievement. The participants of this study were 52 students in both public and SAMA school. The first class was the experimental group, the students who enrolled in the bilingual approach in SAMA school, and the second class was the control group, the students who enrolled in the ordinary approach in the public school. Each group was consisted of 26 students (N=52). 26 students in SAMA school as the experimental group and 26 students in public school as the control group. All the participants of this study were in the elementary level of English proficiency. The control group was taught math and science in the ordinary approach and the experimental groups was taught math and science in the bilingual (content-based) approach. In order to collect the data, pre-test post-test design was used. Based on the Independent sample t-test, it was concluded that there is no significant and meaningful difference between the students who participated in the bilingual (content-based) approach in comparison with those participated in the ordinary approach, in math and science achievement.

## کلمات کلیدی:

Bilingual instruction, Content Based Instruction, Content achievement, Content and Language Integrated Learning, English proficiency

## لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1134192>

