# Vocabulary Acquisition Through Content and Language Integrated Learning

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**Abstract**—This study aims to explore the learning outcomes of EFL learners with a focus on Vocabulary Acquisition (VA) taught through CLIL (Content & Language Integrated Learning) in comparison to the conventional language teaching of EFL units. Linguists proposed several methods and trends in the field of language learning. CLIL is the most recent and effective method that gained widespread popularity and is widely utilized and implemented in Europe and other parts of the world. It is a dual-focused method of language teaching, especially in foreign or second language teaching with a focus on the content or the subject. This highlights language teaching through content, the learners are taught science, geography, history, or physics with a special focus on language structures simultaneously. Using a mixed methodology, the experimental research method of pretest and post-test was utilized to find out the answers to the research questions. The study was conducted at a military institute that explored gaining the level of VA among EFL learners by conducting the pretest and posttest research design. The study revealed that the learners taught through CLIL units achieved greater Vocabulary Acquisition than the EFL learners of the target language.

**Keywords**—Content & Language Integrated Learning, English as a Foreign Language, Second Language Acquisition, Vocabulary Acquisition, Cadet College Petaro

## 1    Introduction

This paper overviews the study that motivated the author to conduct this study at Cadet College Petaro (CCP) Hyderabad, Sindh. The information about the problems of Vocabulary Acquisition faced by all cadets at CCP was based on the experience of the author-an English language teacher at the institute. It further explains the objectives of the study and the research questions. The motivation for learning and teaching in English began long ago in 1996 when the author started teaching English. Some areas need to be worked on; therefore, some teaching strategies were taken up for the study, and Content and Language Integrated Learning (CLIL) was observed as interesting and updated for the overall learning English language learning emergence of CLIL in

Europe in the mid-90, this brought a revolutionary change [1] and became an umbrella term for all the methods focusing on content and language both, in the teaching of English as a foreign or second language [2]. According to [1] CLIL provides a natural platform for students of any age to build any other form of language learning. This motivation for the natural use of learning can enhance the learners' interest in the language learning process. The CL dual-focused educational context in which an additional language thus not usually the first foreign language of the learners involved is used as a medium in the teaching and learning of non-language content [3]. The purpose was to investigate and find out the impact on learners while teaching through CLIL. It also investigated whether the learners taught through CLIL units better understand vocabulary acquisition. This study aims to answer the following questions:

- What is the perception of EFL teachers regarding Vocabulary Teaching-Acquisition in EFL classrooms?
- What is the level of learners' vocabulary proficiency before CLIL intervention?
- What are the effects of CLIL teaching on learners' vocabulary proficiency?

The dual language policy of Europe gives birth to Content & Language Integrated Learning (CLIL). The term "Content & Language Integrated Learning (CLIL)" was coined in 1994 by experts in languages after a long debate and research under the European Commission [4]. It is popularly known as CLIL in English, EMILE in French, and BILI in German [5]. The term "Content and Language Integrated Learning (CLIL)", being an umbrella term, refers to about half of a dozen or more educational and language learning approaches e.g., Bilingual Educational Approach, Content-Based Instruction (CBI), Immersion, Bilingual Course Teaching, Multilingual Education, Language Showers, and Enriched Language Programs [6]. CLIL, therefore, provides a combination and a simple way of applying knowledge learned through these various approaches, it is a common term for all those approaches in Europe which are used to teach content through a foreign language [6]. 'The teaching strategy survey shows that the more advanced strategies the teachers apply the more effective results they achieve. There is a great need for teacher-training programs to update them with the latest teaching methods, which ultimately will affect the performance of ESL learners. The ESL teachers should be equipped with the updated methods and the approaches applied in Classrooms for communicative competence' [7]. Figure 1 illustrates 4Cs framework as follows:
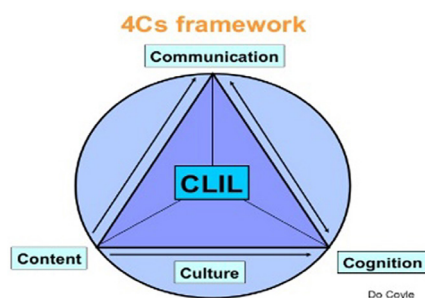


**Fig. 1.** Content & language integrated learning

Coyle [8]–[9] argue that teaching or learning will be considered successful in CLIL classes when all these four elements (4Cs) are involved while material selection collection. Meyer [10] designed a CLIL-Pyramid to present the idea of 4Cs a framework that can only work successfully when all these four Cs are involved in lesson planning and material building or construction.

Ancient people believed in the power and magic of words, they believed to know the name of a certain object is to know about the object and to control it, these primitive people also hid their true names or identity from their enemies to save themselves. Greeks and Romans were the greatest thinkers and philosophers, they valued their languages, and they respected and honored those who spoke their languages because they believed in supremacy and domination through language [11]. What distinguishes CLIL from other Bilingual approaches is that 'content is not so much taken from everyday life but rather from content courses e.g., Biology, Geography, mathematics, history, etc.' [6] and [12]. The aims of Content & Language Integrated Learning (CLIL) are often explained through [8]–[9] four Cs conceptual framework, which explains plant, communication, cognition, and culture are interrelated [13]. Coyle [8] argues that teaching or learning will be successful in CLIL classes when all these four elements (4Cs) are involved in and collection. Meyer [14] designed a CLIL-Pyramid to present the idea of the 4Cs framework that can only work successfully when all these four Cs are involved in lesson planning and material building or construction.

## 2　Research methodology

### 2.1　Mixed research methods

The author applied mixed methodology for this study because mixed methodology gives broader knowledge to understand and analyze the data. To measure the research questions of this study, the author designed an interview protocol to measure the data qualitatively. The interview consisted of 10 questions based on the first research questions. The interview was taken with English language teachers. The questions were open-ended, allowing them to respond in a detailed manner. The idea of teachers' teaching was also considered which elaborated more on the research. These interviews provided the data to develop the study's major themes, which were included in the discussion section.

### 2.2　Pretest-posttest experimental method

Specifically, the Experimental method is used in this study to ensure internal and external validity. It requires the number of independent variables investigated and includes a pretest and posttest or may not. The experimental research method is an endeavor to investigate the problem scientifically and systematically [15]. The pretest and posttest are probably the most common research design in the experimental method. The control group has applied special behavior or treatment. Both the control and experimental groups can participate in the pretest and posttest. The main purpose of conducting the pretest is to apply the same treatment to both experimental and control groups while the author would determine the results after conducting the post-test [16].

Pretest–Posttest Experimental Method is applied to this study to divide the population into two groups, i.e., the control group and the experimental group. The experimental group was taught the course of Pak Study for three months (three classes in a week) the through CLIL approach to observe the influence of CLIL while the control group was taught the same course by the same teacher (the author).

### 2.3 Research design & sampling

This study aims to apply Mixed Methodology i.e., Quantitative and Qualitative Methods in this research. The experimental research method of pretest and post-test was applied to get the answer to two research questions of the study to collect the data from the Pre-test and Post-test of the learners. The Pre-test from learners was conducted; there were about 90 cadets of class IX of the CCP. The total number of cadets in college was 130 in class IX. The (N=90) cadets were selected to participate in the study. The cadets were divided into two groups one was the control group and another was the experimental group, each group contains 45 cadets, one group was taught through normal units and another group was taught through CLIL units. The division of the cadets was made on the base of their houses (hostels). The 90 cadets reside in three different houses, 30 from each house. The authors conducted their classes in the evening in their anterooms (recreation rooms) in their respective houses. The cadets were taught on alternate days i.e., Monday, Wednesday, and Friday for one hour. The two groups were taught for 36 hours in three months. They were taught the same book and the same topics by the same teacher. The author conducted two classes on the days mentioned, one for the experimental group and another for the control group. The experimental group was given more language-focused units as compared to the control group. The teacher taught the same topics to both groups, but units for the experimental groups were prepared under the influence of CLIL focusing more on vocabulary learning, the unit was language structured, and at the same time, the content was also paid due attention. The Pre-test indicates the level of vocabulary acquisition cadets before the study. A Post-Test was conducted at the end of the research to investigate whether the cadets taught through CLIL units can achieve higher vocabulary levels than their acquisition taught through EFL units or vice versa. The interviews were conducted with four English regular faculty members of the CCP and discussed to observe the population's desired data. The four English Teachers were interviewed later it was transcribed to get the themes from the interviews by using thematic data analysis of the teachers. This process was facilitated to acquire more information collected through Qualitative Methodology to analyze the data collected through interviews. The English teachers did not participate in the quantitative data of the study.

### 2.4 Research instrument

The study designed a tool to achieve firsthand information through the learners by conducting tests and later Pre-tests to measure the improved capability of learners after three months of teaching in CLIL classrooms. The author studied the available vocabulary measuring tools/models but could not be satisfied and tried to design a new tool

on the available model of Prof. Paul Meara's Lex Test Series. Paul [17] is an emeritus professor at the University of Wales Swansea and developed Lex vocabulary testing tools that enable this study to find out or investigate the vocabulary level of L2 learners. The Lex Test series is based on the research that was carried out at the University of Wales Swansea.

### 2.5 Vocabulary acquisition test (VAT)

At first, it studied and investigated the available authentic options for the Vocabulary Acquisition Test (VAT). The test models were found such as the Vocabulary Size Test of Paul Nation [18]–[19] New Vocabulary Levels Test (NVLT) [20], CATSS by [21], and Vocabulary Levels Test (VLT) of [22]–[23], a few soft wares were also tried and tested like CATTSS and Paul Meara's_Lex Test Series. Prof. Paul Meara's_Lex Test Series was found suitable and most related to the author's test therefore, the author developed software to acquire data on vocabulary from the sampling on the model of_Lex vocabulary tests v2.0 of Prof. Paul Meara, Centre for Applied Language Studies, the University of Wales Swansea. The Lex suit was first published in 2001 and was supported by a development grant from the EU's Leonardo Program (The Lex tests are now provided as a set of stand-alone modules, which can be separately downloaded from the_lognostics website http://www.swan.ac.uk/cals/calsres/lognostics.htm). The software for vocabulary Acquisition was developed by an IT expert Assistant Professor Hassan Mughal at CCP. The software development needed an IT and computer languages expert who can develop the software to run on the computers and take the population test. The author helped the computer expert in designating the software and provides the available models to help develop the software on the pattern of_Lex vocabulary tests v2.0 of Prof. Paul Meara. The software is modeled on Prof. Paul Meara's X-Lex series of Tests. The Test provides 1000 words, which are taken from the last four chapters (The Population of Pakistan–Culture of Pakistan–Education in Pakistan–Education in Pakistan–Pakistan–A Welfare State) of the book designed and developed by Sindh Textbook Board, Jamshoro [24]. The software was installed in the six computers of the anterooms of the two houses. The cadets were given a brief introduction to the software before the pretest and the same briefing was again given before the posttest. Both groups were taken the same tests showing the same word list because both groups were being taught through the same book and the same content therefore, they were observed with the same test but both groups were taught through different approaches. The selection of the words was on the levels of 3 tier framework suggested by [25]–[26]. The selected words from the four chapters of the Pakistan Studies book were made on the 3-tier framework and were categorized accordingly. The author studied the three-tier formula of vocabulary teaching in detail while developing the software. The following is the 3-tier framework.

- Tier 1 – Basic Vocabulary
- Tier 2 – High Frequency/Multiple Meaning Vocabulary
- Tier 3 – Low-Frequency, Context-Specific Vocabulary

The tier 1 level has very basic words such as a book, girl, sad, run, dog, and orange, they are normally nouns, verbs, and adjectives and have no similar or multiple meanings.

While words included in Tier 2 are considered high-frequency level and are used in maturating conversation, these words have important and multiple meanings and can also be used for reading comprehension. The third-tier words are considered at a low-frequency level and are used in specific domains, therefore these words are not commonly used, these words are used in a specific environment, for example, in the courses of schools. Most of these words a content-specific words [25]. The software could save the name, date, and data taken by the respondent; it can be printed out. The software can show the percentage of right and wrong answers on the screen while the test progresses. It produced the result in percentages at the end of the test. The print of the test shows both percentages of wrong-attempted and right-attempted options. After the test, the results of both tests were printed and analyzed through simple formulae of percentages through MS. Excel. The required percentages of the pretest and posttest were again compared with a simple percentage calculation. The following are two figures for the software.
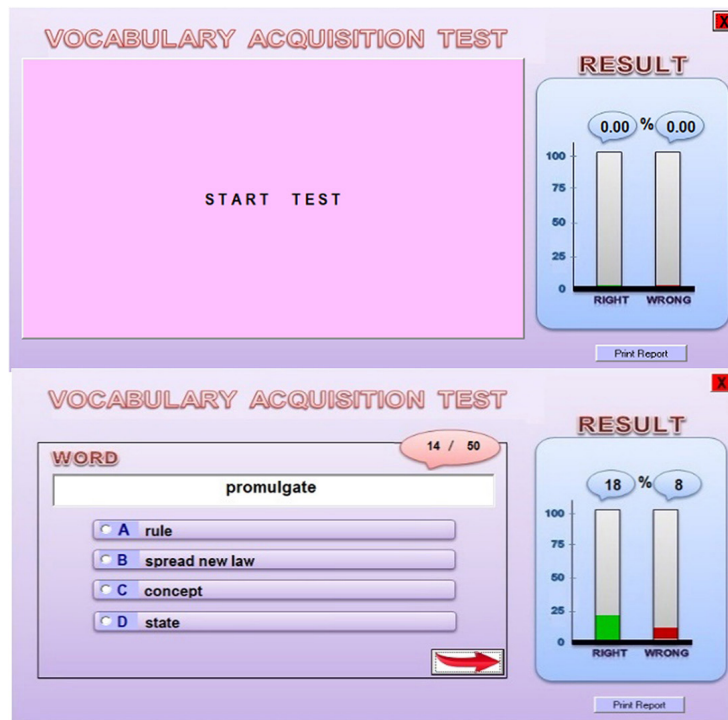


**Fig. 2.** Illustration of word & vocabulary acquisition test

### 2.6    Results and discussions

This study shows the impact of teachers' teaching after their interviews. The result and findings of the study are based on two phases of the study. Initially, 90 cadets of the IX were taken for this study, 45 for the control group and 45 for the experimental group.

In the first phase of the research, all the cadets were taken a vocabulary test through the research instrument Vocabulary Acquisition test; a testing software designed by the authors on the model of [17], who had developed Lex vocabulary testing tools that enable an author to find out or investigate the vocabulary level of L2 learners. The 1000 words were randomly selected from the Pakistan studies book of class IX published by Sindh Textbook Board, Jamshoro, and prescribed by the Board of Intermediate and Secondary Education, Hyderabad.

## 2.7    Pre-test and post-test

The cadets are given a kit number upon their joining the college after their induction. The kit number becomes their identification for the rest of their life, they are recognized and referred everywhere with their kit numbers. The cadets were tested initially before the application of the CLIL. After teaching Pakistan Studies for three months through CLIL, another test was taken from both groups. The result of the Post-Test of both groups is given below. The CLIL technique was applied to the Experimental Group while the Controlled Group was teaching Pakistan studies normally in a traditional way.

## 2.8    Data analysis

After taking a Pre-Test to assess the vocabulary level of the cadets taught Pakistan Studies through traditional classes, the author took on a post-test after teaching through CLIL for three months to the experimental group while the control group continued the tradition of Pakistan studies. The data cogitated through post-test using Vocabulary Acquisition Test (VAT) was analyzed through a simple calculation of the MS. Excel spreadsheet which illustrates in Figure 2 results between the groups. Table 1 displays that only two cadets neither improved nor decreased, they both remained stagnant and did not bring any change in their results after the post-test. These two cadets belong to a controlled group. Figure 1 illustrates that about 21 cadets produced improved results from the control group, though CLIL teaching was not applied to these cadets, however, they improved their vocabulary efficiency in these three months and produced improved results. Their normal and traditional teaching of Pakistan Studies enables them to improve their vocabulary skills, this result shows that the progressive study may increase the vocabulary understanding of the learners. The list of Cadets whose results remained stagnant in the control group test. Figure 1 illustrates those 21 cadets who produced decreased results after the post-test, their result in the pre-test was higher than their post-test results. These cadets were taught Pakistan Studies through traditional classes, but they even went down than their previous results of the pretest.

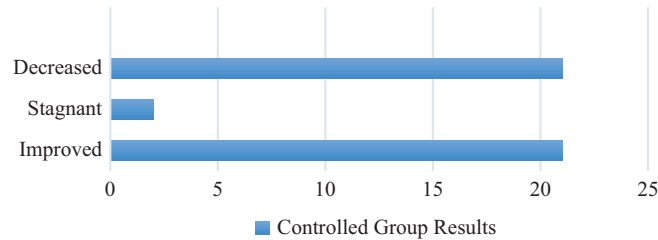Figures 3 and 4 illustrate the results of the control and experimental goups.
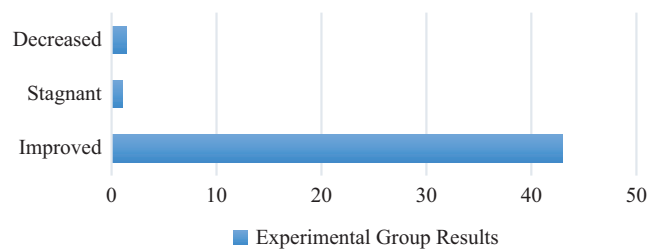
**Fig. 3.** Control group results



**Fig. 4.** Experimental group

The overall data of the control group shows that 21 cadets produced improved results while the same number of 21 cadets produced a decrement in their results in three months of teaching. While two cadets remained stagnant. They neither increased nor decreased. The study further reveals that 43 out of 45 cadets produced improved results in the posttest after three months of teaching through CLIL. This result vividly illustrates that CLIL teaching has an influence on vocabulary teaching in CLIL classrooms. This also shows that learners who are taught through CLIL strategies may have good results. While one cadet did not improve the results, his score was already high up to 83% whereas one cadet did not improve his result even in the experimental group. CLIL teaching for three months did not influence the results of this cadet. Therefore, it may be concluded that the treatment which was applied to the experimental group through CLIL teaching may have had better results. Tables 1 & 2 illustrate that only two cadets neither improved nor decreased, they both remained stagnant and did not bring any change in their results after the post-test. These two cadets belong to a control group.

**Table 1.** Stagnant

| | Pre-Test | | | Post-Test | | |
|---|---|---|---|---|---|---|
| **S. NO** | **Kit No** | **Right** | **Wrong** | **Kit No** | **Right** | **Wrong** |
| 1 | 15014 | 83.25% | 16.65% | 15014 | 83.25% | 16.65% |

The data further reveals that only one cadet has not produced improved results. His test score was already high up to 83 percent and remained stagnant in the post-test even after teaching for three months through CLIL. Table 2 illustrates the decreased results in the experimental group test.

**Table 2.** Decreased

| | Pre-Test | | | Post-Test | | |
|---|---|---|---|---|---|---|
| **S. NO** | **Kit No** | **Right** | **Wrong** | **Kit No** | **Right** | **Wrong** |
| 1 | 15019 | 56.61% | 43.39% | 15019 | 43.29% | 56.61% |

The data further discovered that one cadet did not improve his result even in the experimental group. CLIL teaching of three months did not influence the results of this cadet. His test score was already high up to 83 percent and remained stagnant in the post-test even after teaching for three months through CLIL. The results show that one cadet did not improve his result even in the experimental group. CLIL teaching for three months did not influence the results of this cadet. The overall data of the experimental group clearly shows that teaching through CLIL improved the result of the cadets. It produced a 98% percentage result. The data further shows that the cadets who were taught under the experiment CLIL have a better understanding of Vocabulary and they can improve their vocabulary acquisition skills when CLIL strategies are applied.

## 3    Discussion

Four English language teachers who are teaching at CCP were interviewed. The four ELT teachers were given a questionnaire (Interview Protocol) which was designed based on research questions. There were ten queries in the questionnaire which covered all the aspects of the research question. The teachers were interviewed with open-ended questions and the interview was transcribed at a later stage. The data collected through the interviews with the teachers was analyzed through the coding of the initial ideas or sense assumed from the interviews of the teachers were transcribed. The opening sense of the data is set to analysis for description [27]. After a thorough reading of the interviews, the author developed a broader sense of the study and categorized the data in a broader sense to form a larger picture of the overall data [28]. The data was iterative which needs thorough comprehension and understanding to narrow down into the codes and then to themes. According to the study [27] there are not any fixed and single-out guidelines to analyze the data in the quantitative study, but several different guidelines have been suggested by [29]–[30]–[27]. After the transcriptions of the interviews, the next phase was to generate the codes as [31] suggested: *"……...read the transcripts in their entirety several times, immerse yourself in the details, trying to get a sense of the interview as a whole before breaking it into parts* [31].*"* The author, after a thorough reading of the interviews, started to break down the data into parts and started labeling them to take out the most important points from the interviews. The labeling and coding

of the data, later, were dropped down into broad themes. You need to drop down other data which do not particularly provide any proof or evidence of themes generated. The following model of "A Visual Model of the Coding Process in Qualitative Research" presented by [27] was followed to generate themes:
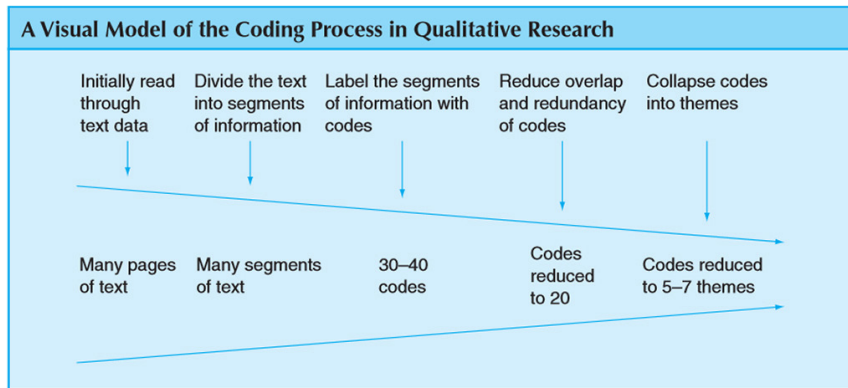


**Fig. 5.** A visual model of the coding process in qualitative research

### 3.1 Exposure to the target language

Teachers express that the exposure to the target language by the learners may be fruitful and useful, this exposure may be through some interesting texts or informative material which enforces learners' interest in the text and ultimately enable them to learn some new lexis. Scholars have the opinion that meaningful interaction will affect language learning capabilities:

> *"Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding* [32]*."*

While others say that the task of repeating words will enable learners to focus on vocabulary acquisition. Similarly, the immense use of words in sentences will also give strength to vocabulary learning. The same idea was shared by one language teacher:

> *"Students are asked to note down the words and repeat them or use them for a sufficient period the cadets are given a home task to use them repeatedly (ELT – 2)."*

The L2 learner did not receive the same amount of time and attention because it is considered a Second language. The second language learner is generally exposed to some specific items, according to the wish of teachers, for example, a teacher may like to teach phonetics to the learners, so would give his exposure to the learners of some phonological or lexical items [33]. "*Activities are designed to give understanding to students about semantic and phonological concepts (ELT – 2)."* Language atmosphere provides the opportunity for the learners to learn everything they see and listen to, it provides an opportunity to learn the language even outside of the classroom activities,

the learners may learn everything they observe in restaurants, stores, and cinemas even by reading streets signboard may increase their learning [34].

The first question of the research question also deals with the same idea generalizing the overall impact of the EFL teachers teaching vocabulary in the classroom without applying CLIL. The same English Language Teacher shared another useful idea for effective vocabulary learning: *"Another very important and useful method of recording, revising, and learning new vocabulary is to make learners maintain their dictionaries. This helps them record, memorize, revise, and practice new vocabulary at frequent intervals (ELT – 3)."*

### 3.2    Vocabulary teaching strategies

Most of the teachers discussed some useful strategies for teaching vocabulary, according to them some useful strategies for vocabulary teaching are group activities, silent reading, recording comprehension, and some interesting competitions among the groups. Teaching word families to learners is a useful activity for teaching vocabulary [35]. For example, if you are teaching animals, put them into one category. The same idea is shared by one teacher:

"*There are many strategies for vocabulary teaching. But I apply one strategy: I write a word on the board and ask the students to write all those words which relate to the written one. For Example, if I write the word "Human Body" students will all write related words like Nose – Lips, etc. (ELT – 4)."*

According to the study [12], it is not a matter of times that the learners are exposed to one lexical item, but the problem is of remembering and reusing the same lexical item to which he has been given exposure several times, here it becomes the duty of a teacher to provide a meaningful context to the learners for the better recycling and reuse of the word [35]. The same idea is shared by ELT 2 in the following words: *"In the classroom thorough word list of words for recycling of academic words is introduced for practice so that students should remember all academic words a day-to-day vocabulary (ELT – 2)."*

It is also necessary to keep a record of the vocabulary learned by the learner; usually, students make a long list or jot down a copy or register to keep the record. Another important strategy is eliciting vocabulary which may be in the form of writing synonyms or antonyms of the different words for learning and remembering [35]. The same idea is shared by one ELT in the following words: *"Well, I ask the students to be familiar with synonyms of the words which are in texts, poems, plays, and novels, prescribed in the syllabus. I even ask them to jot down the synonyms in their registers. Even sometimes, I switch over to antonyms to make them know about making antonyms (ELT – 1)."*

There are multiple strategies for teaching vocabulary i.e., contextualization, labeling, personalization, categorizing words, tic-tac-toe, word finders, and many more [35]. The research question of the study vividly refers here that the teachers of the English language are always ready to apply some new techniques and strategies for teaching vocabulary.

### 3.3 Involvement of learners while teaching vocabulary

Learning vocabulary is a mental process that let the mind process a word consciously or unconsciously; learners need to take advantage by using new approaches, methods, techniques, and strategies [36]. The very idea is shared by one language teacher in the following words: *"Majority of the learners get involved if they are given new strategies and taught through new techniques, obviously my answer is 'Yes' (ELT–1)."*

One more teacher gives the same opinion as above: *"Though students are taking interest in the different activities, still it requires more concentration and focuses or effort to fill the loophole (ELT–2)." "Somehow I am satisfied with my learners who are active in the class and learn something and vocabulary from the books, but the same strategy can't be applied to all types of learners who need to go in a real context and communicate with the people to learn new things (ELT–4)."* Two English language teachers find it conditional to involve the learners when they are teaching vocabulary and in language teaching in general. The following lines vividly explain that the students are sometimes laid back or passive in the language class, learners take time to involve them, and earlier another teacher has also remarked if the learners have been provided with new strategies. *"In the course of teaching vocabulary to young learners, in the beginning, learners appear to be indolent and passive, however with time as they are involved in interesting and engaging activities, they are fully captivated (ELT–3)."*

### 3.4 Learners' total physical response (TRP)

The ELT teachers discussed in detail the response of the learners in the language classes. The overall response of the learners of language is consistent and foster the learning capacity of the learners because it provides the opportunity for all the participant of the class to involve in meaningful interactions [37]. One of the English Language Teachers seconded this opinion in the following words: *"Learners are positive in their response. Further, they feel a bit comfortable when any new assignment is on their way and seems to involve when they are given an atmosphere of interaction (ELT–2)."* While another teacher of English has almost the same opinion which needs to stress the group activity. Being in a group every learner has the chance to indulge and involve in a particular task assigned by the teacher in the class, the teacher's focus is to get the result through their group activities, he shares the following idea: *"While being in groups, every individual is responsible to carry out their assigned tasks individually. Later, each group is asked to come forward to present their work. This way every learner's work can be assessed (ELT–3)."*

### 3.5 Results

As for as the results of learners are concerned, almost all the teachers of the English language at CCP expect better results, as they believe that the outcome of the teaching is not 100% but they get the results though not the maximum, getting maximum results in vocabulary teaching is difficult according to one of the teacher because he believes it is not only teaching the new words to learners but the whole category of the world including its word family, roots and even lexical usage too. He responded by

considering the questions of getting maximum results in the following lines: *"The maximum result is targeted; however, it does not always turn out. Generally, teaching lexis does not only confine to words but also accompanies their usages and which word class they belong to. Also, if a word has more than one meaning that can also be brought to the learners' insight (ELT–3)."*

The overall result of the Pre-Test of the control group and experimental group was calculated and compared. The overall result of the Post-Test of the control group and the Post-Test result of the experimental group was calculated and then the Post-Test results of both groups were compared which showed results that 98% of the experimental group improved the efficiency in vocabulary acquisition through teaching under the approach of CLIL. Furthermore, the learners can also achieve a high degree of vocabulary acquisition if they are provided with new techniques and strategies of learning which involve them wholly and ultimately gives positive results in vocabulary learning.

## 4        Conclusion & recommendations

This study revealed the learning outcomes of the learners with a special focus on Vocabulary Acquisition (VA), taught through CLIL as compared to the normal language teaching of EFL units. The study focused on gaining the level of Vocabulary Acquisition (VA) among the learners by conducting the Pre-Test and Post-Test research design. The research outcomes discovered that the learners taught through CLIL units achieved greater Vocabulary Acquisition than the EFL learners of the target language. This study may be very helpful for those who are busy doing their research on Content and Language Integrated Learning (CLIL) in vocabulary acquisition in general. The Pakistani context does not support the opportunity to work on the approach of Content and Language Integrated Learning (CLIL). A small-scale work is being done in this context; however, the authors are encouraged to adopt and work on this new approach to language learning. This preliminary study in the Pakistani context will help the students and teachers to sharpen their skills of learning and teaching.

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