



## **Pre-Service Language Teachers' Perceptions of Content and Language Integrated Learning (CLIL)**

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### **Abstract**

This study aimed at exploring pre-service language teachers' perception of content and language integrated learning (CLIL). To this end, the researcher presented a lesson through CLIL and pre-service teachers observed the techniques and procedures for integrating form and meaning. They were then asked to reflect of the techniques and provide the researcher with their perceptions in written form. Having analyzed the written data through the coding schemes of grounded theory, the researcher conducted open-ended interviews to expand the breadth and depth of emerged concepts and categories. Theoretical sampling together with iterative data collection and analysis revealed the strengths and weaknesses of this approach. It also revealed suggestions for improvement.