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| RESEARCH ARTICLE

Exploring Teachers' Readiness to Adopt an Integrated Language and Content Framework for Digital Design Training at OFPPT institution

Addi Ayoub[1] ✉ **and Cherif Teimi**[2]
[12]*Faculty of Languages, Letters and Arts; Ibn Tofail University, Kenitra, Morocco*
Corresponding Author: Addi Ayoub, **E-mail**: ayoub.addi@uit.ma

| ABSTRACT
This exploratory study suggests a conceptual framework for integrating language and content teaching tailored specifically for digital design trainees at the OFPPT's City of Professions and Competencies in Agadir. The framework facilitates collaborative efforts between language and content instructors to establish language-teaching objectives based on two key considerations: content-obligatory language, which is essential for understanding digital design concepts, and content-compatible language, which can be naturally integrated into digital design coursework to provide additional language practice. The implementation of this framework is illustrated through its application in various instructional settings within the digital design program. Preliminary findings suggest that this integrated approach enhances trainees' comprehension of digital design principles, improves language proficiency, and fosters a more engaging learning environment. The study concludes with broader implications for integrating language and content teaching in vocational education settings, offering insights and recommendations for educators and curriculum developers. The article also provides an overview of Educators' and trainees' preparedness to integrate language and content teaching in their classes.

| KEYWORDS

Language and content integration, Conceptual framework, Content-obligatory language.

| ARTICLE INFORMATION

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1. Introduction

In today's globalized and digitally driven world, integrating language proficiency with specialized content knowledge is becoming increasingly essential, particularly in vocational education. Digital design, a field that combines technical skills with creative expression, demands not only mastery of design principles and tools but also effective communication skills. This necessity is especially pronounced in non-native English-speaking regions where digital design training programs must address both technical and linguistic competencies to prepare students for the global market.

The Office for Vocational Training and Employment Promotion (OFPPT) in Morocco has established the City of Professions and Competencies in Agadir to provide advanced training in various fields, including digital design. However, a significant challenge remains: ensuring that students acquire both the specialized content knowledge and the language skills required to excel in their careers. Traditional teaching methods often treat language and content as separate domains, leading to gaps in students' ability to apply their language skills in professional contexts.

To address this challenge, this study proposes a conceptual framework for the integration of language and content teaching tailored specifically for digital design trainees and assesses educators' readiness to integrate this model. This framework emphasizes the collaboration between language and content instructors to identify and focus on two types of language objectives: content-obligatory language, which is critical for understanding digital design concepts, and content-compatible language, which can be naturally incorporated into the curriculum to enhance language practice.

By implementing this integrated approach, the study aims to improve the educational outcomes of digital design trainees at the City of Professions and Competencies. Through a combination of theoretical insights and practical applications, this research seeks to demonstrate the benefits of a holistic educational model that bridges the gap between language learning and content mastery. The findings and implications of this study will provide valuable guidance for educators and curriculum developers striving to create more effective and engaging learning environments in vocational training programs.

1.1 Aim of the Study

The study aims to establish a pedagogical framework that integrates language learning with content-specific instruction for Digital Design trainees. This approach seeks to enhance the trainees' linguistic proficiency while simultaneously advancing their technical skills. By doing so, it aspires to prepare trainees not only to excel in their professional domains but also to operate effectively in a globalized job market where both technical expertise and language skills are paramount.

1.2 Significance of the Study

The significance of this study lies in its potential to bridge the gap between language education and vocational training. In the context of OFPPT's City of Professions and Competencies in Agadir, this integrated approach addresses several critical needs:

Enhanced Employability: By equipping trainees with both technical and language skills, the study aims to boost their employability in an increasingly competitive and international job market.

Holistic Education: The framework promotes a holistic educational experience that combines cognitive, technical, and linguistic development, fostering well-rounded professionals.

Innovative Pedagogy: Introducing an integrated teaching model can serve as a pioneering approach in vocational education, setting a precedent for other training institutions to follow.

Meeting Industry Demands: The dual focus on language and technical skills ensures that graduates are better prepared to meet the demands of industries that require both expertise in digital design and the ability to communicate effectively in a global context.

Cultural Competence: By learning a foreign language, trainees also gain cultural insights that can enhance their ability to work in diverse environments, further broadening their professional horizons.

In summary, this study aims to create a robust framework that not only enhances the educational experience of Digital Design trainees but also significantly improves their career prospects and ability to navigate the complexities of a globalized workforce.

2. Review of Literature

The integration of language and content teaching, commonly known as Content and Language Integrated Learning (CLIL), has gained substantial traction in recent educational research. This review will connect key concepts from Marguerite Ann Snow, Myriam Met, and Fred Genesee to the integration of CLIL within vocational education, specifically digital design training at the (OFPPT) "the City of Professions and Competencies in Agadir.

Marguerite Ann Snow, a leading figure in CLIL, emphasizes the importance of contextualizing language learning within subject matter instruction. Snow's work demonstrates that integrating language instruction with content areas enhances learners' engagement and retention. Snow's framework aligns with vocational education goals, where the practical application of language in technical contexts is crucial. Her approach supports the notion that language learning should be embedded in real-world contexts, making it highly relevant for digital design training.

Myriam Met, another pivotal figure in CLIL, focuses on the development of cognitive academic language proficiency (CALP) through content instruction. Met argues that students acquire language more effectively when it is taught in conjunction with meaningful content. In the context of digital design, Met's emphasis on CALP is pertinent as it ensures that trainees develop the sophisticated language skills required to understand and produce complex technical documentation and presentations.

2.1 CLIL in Digital Design Training

Fred Genesee's research on bilingual education provides a robust foundation for understanding the cognitive benefits of CLIL. Genesee highlights that bilingual and immersion programs can lead to enhanced cognitive flexibility, metalinguistic awareness, and overall academic achievement. Applying Genesee's findings to digital design training suggests that integrating language learning with technical education can improve problem-solving skills and creativity, essential traits for digital designers.

2.2 Technological Integration in CLIL

The incorporation of technology in CLIL has evolved significantly, providing innovative tools to enhance learning. Snow's and Met's frameworks both acknowledge the importance of multimedia resources in facilitating language and content integration. Studies have shown that digital tools can enhance both language acquisition and technical skills by providing interactive and engaging learning experiences. In digital design training, the use of design software, online collaboration tools, and multimedia resources aligns with the technological competencies that students need to develop.

2.3 Practical Applications and Case Studies

Recent case studies have shown the efficacy of CLIL in vocational settings. Snow's work in particular stresses the importance of teacher training and curriculum development for successful CLIL implementation. Similarly, Met's emphasis on structured content and language objectives ensures that both language and subject matter are effectively addressed. For instance, a study on CLIL in technical schools demonstrated significant improvements in students' technical and linguistic competencies, highlighting the practical benefits of an integrated approach.

3. Research Methodology

This study adopts a mixed-research design to assess teachers' awareness and trainees' perspectives regarding the integration of language and content teaching in digital design training at OFPPT's City of Professions and Competencies in Agadir. Data will be collected through online surveys distributed to both language and content instructors, as well as digital design trainees. The survey will include structured, close-ended questions designed to evaluate participants' familiarity with the integrated teaching approach, their perceived benefits and challenges, and their readiness to adopt such a framework. Likert-scale items will measure attitudes and perceptions, while demographic questions will provide contextual insights. The collected data will be analyzed using descriptive and inferential statistical methods, including frequency distributions, mean scores, and correlation analysis to identify trends and potential relationships between participants' backgrounds and their perspectives. Ethical considerations, such as informed consent, confidentiality, and voluntary participation, will be strictly adhered to throughout the study. The research is grounded in the Content and Language Integrated Learning (CLIL) framework, which provides a foundation for integrating subject-specific content with language instruction. The work of Marguerite Ann Snow, Myriam Met, and Fred Genesee informs the study, emphasizing the importance of addressing both content-obligatory language essential for mastering digital design concepts and content-compatible language, which can be naturally incorporated into coursework. Snow's theory of contextualized learning supports the alignment of language instruction with vocational skills, while Met's focus on Cognitive Academic Language Proficiency (CALP) highlights the need for a structured approach to technical vocabulary development. Genesee's research on bilingual education further reinforces the cognitive and professional advantages of integrating language and content learning in vocational training. This theoretical framework provides the basis for interpreting the survey findings and assessing the feasibility of adopting the integrated model within the OFPPT context.

4. Findings and Results

This section presents the findings of the study aimed at assessing teachers' awareness and trainees' perspectives regarding the integration of language and content teaching for digital design trainees at OFPPT's City of Professions and Competencies in Agadir. The responses provide insights into the current practices, challenges, and readiness of educators to adopt an integrated teaching approach. A general analysis of the data reveals that while there is some awareness and effort to integrate language teaching with content instruction, significant challenges remain in terms of curriculum alignment, collaboration, and resource availability.

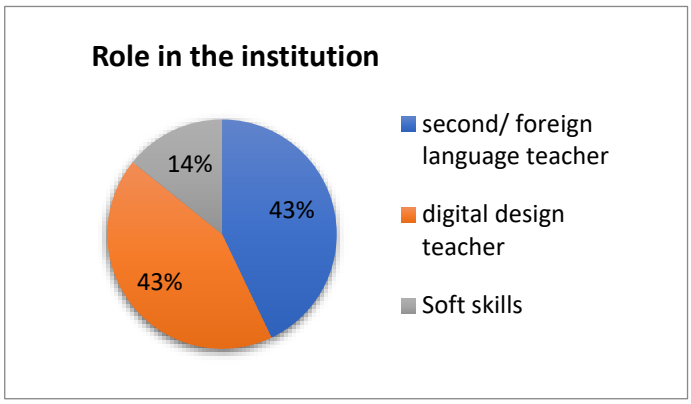
The findings are structured based on the research questions, with each section containing a visual representation of the data followed by an analysis and discussion.

4.1 Trainers' survey

4.1.1 Demographic information:

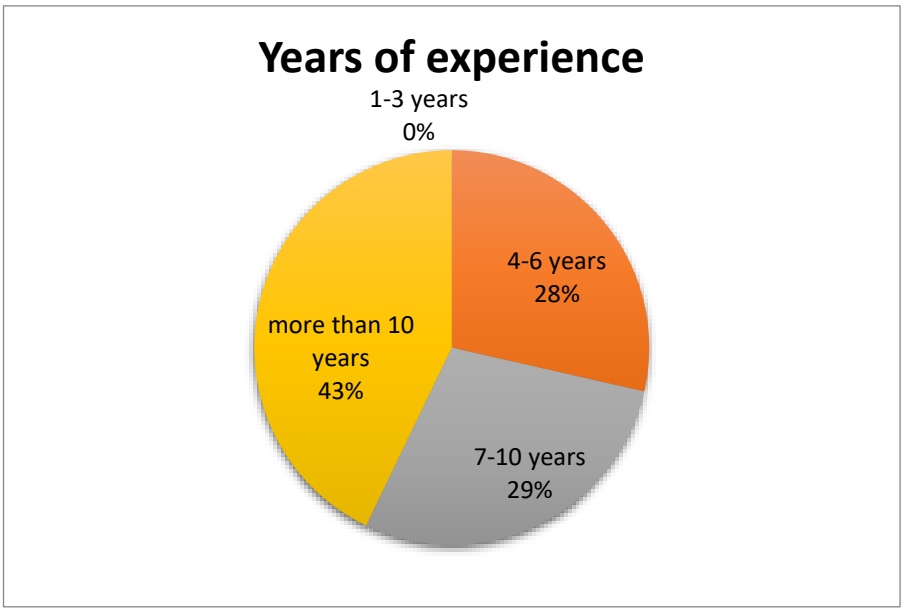
The chart below shows the different information of participants including their years of experience, educational level, and their role in the institution. A total of seven educators participated in the survey.

Figure1. Educators' roles



The survey included responses from participants in various roles, including second/foreign language teachers, soft skills (taught in English), and digital design teachers. The diversity of roles indicates a balanced representation of both language and content instructors, providing valuable insights into the integration of language and content teaching from multiple perspectives.

Figure2. Years of experience



Participants reported a range of teaching experience, from 4-6 years to more than 10 years. The majority of respondents have substantial teaching experience, which suggests they possess valuable practical insights into curriculum implementation and challenges.

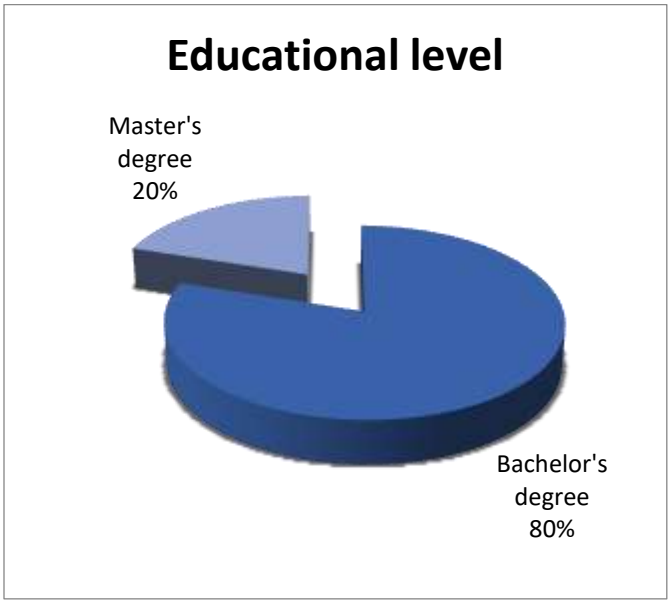


Figure3. Educational level

The majority of respondents hold either a bachelor's or master's degree, reflecting a well-qualified teaching workforce. This educational background suggests that participants have the theoretical knowledge required to understand and implement innovative pedagogical strategies, although further training in language-content integration may still be necessary to bridge practical gaps.

These demographic insights provide context for interpreting subsequent findings related to teachers' awareness, practices, and challenges in integrating language and content teaching.

4.1.1 Trainees' Course Evaluation

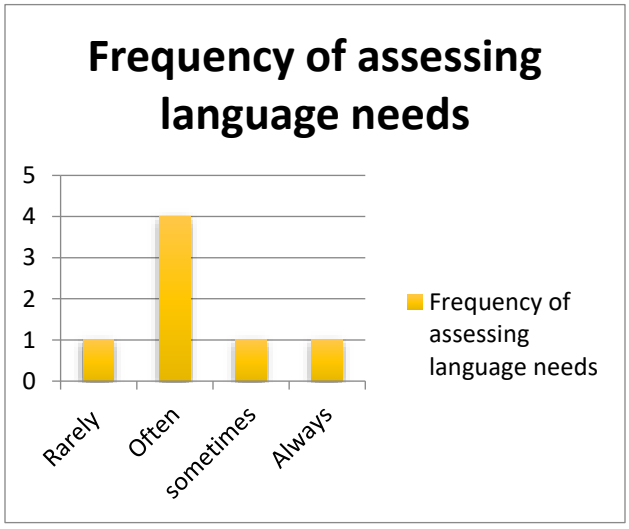


Figure 4. Frequency of assessment

This distribution suggests that while most trainees assess language needs regularly, the frequency varies. The fact that one respondent always assesses language needs might indicate a stronger emphasis on this aspect in their teaching practice. It could be valuable to explore what motivates this consistency, as well as any challenges faced by those who assess language needs less frequently.

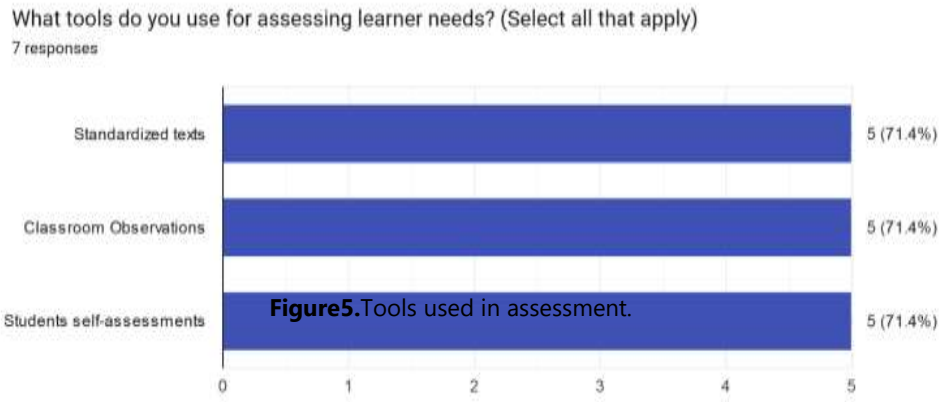


Figure5. Tools used in assessment.

The chart illustrates the tools used for assessing learners' needs, based on responses from five trainees. All respondents (100%) indicated that they use **standardized texts**, **classroom observations**, and **students' self-assessments** for evaluating learners' needs. Each of these tools was selected by 5 trainees (71.4%).

4.1.2 Content obligatory language:

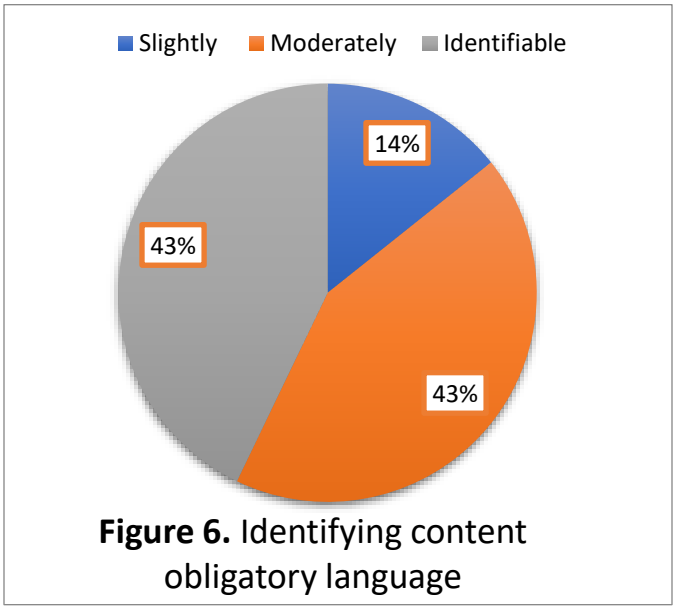


Figure 6. Identifying content obligatory language

This chart reflects how trainers perceive their ability to identify content-obligatory language in digital design courses. The responses are categorized as "Identifiable," "Moderately," and "Slightly." The majority of trainers (43%) find the content-obligatory language to be "Identifiable," meaning they can pinpoint the language necessary for understanding key content. Another 43% rated it as "Moderately" identifiable, indicating that they can recognize some, but not all, of the critical language. Only 14% of trainers described it as "Slightly" identifiable, suggesting that a small portion feels challenged in recognizing the essential language in the content.

These results show that most trainers feel reasonably confident in identifying the language required for teaching digital design concepts, though a considerable number may experience some difficulty in fully recognizing or articulating all the language necessary for effective instruction.

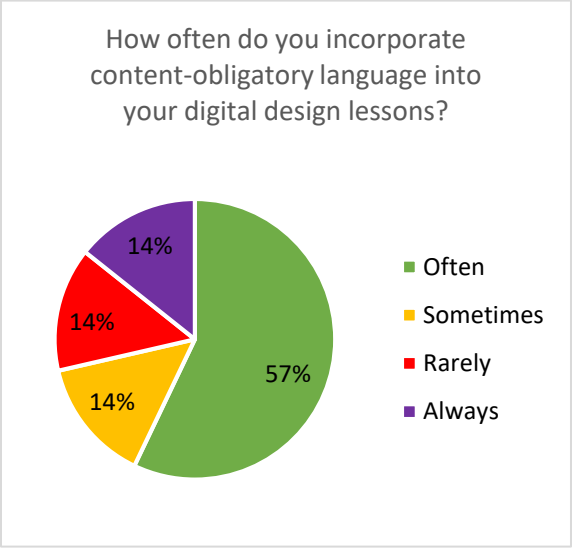
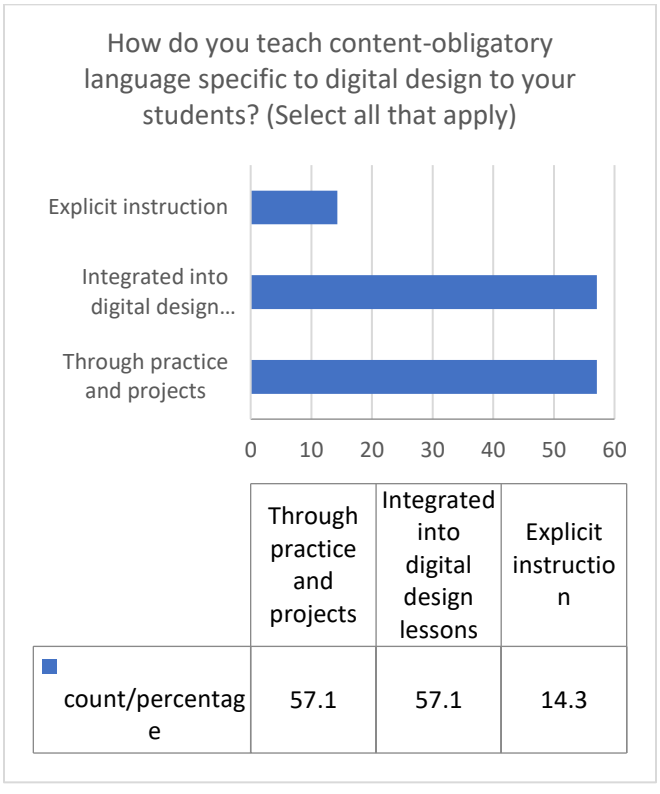


Figure 7. Content incorporation

The pie chart represents the responses of trainers on how frequently they incorporate content-obligatory language into their digital design lessons. The majority of respondents (70%) answered with "Sometimes," indicating a moderate integration of this language in their lessons. A smaller portion (10%) of trainers report integrating it "Often," while an even smaller proportion (5%) said they incorporate it "Always." The remaining 15% of respondents indicated that they do so "Rarely."

This suggests that while many trainers use content-obligatory language in their teaching, its frequency could be increased for a more consistent approach to language integration in digital design courses.



	Through practice and projects	Integrated into digital design lessons	Explicit instruction
count/percentage	57.1	57.1	14.3

Figure 8. Teaching content obligatory language

This bar graph shows how trainers teach content-obligatory language in digital design. The most commonly used methods are **integrating language into digital design lessons** and **teaching through practice and projects**, each chosen by **6 out of 7 respondents**. This indicates a strong preference for embedding language learning within practical and applied contexts.

In contrast, **explicit instruction** is the least favored approach, with only **1 out of 7 respondents** using it. This suggests that trainers prioritize contextual and hands-on learning experiences over direct language instruction in their teaching strategies.

4.1.3 Content-Compatible Language

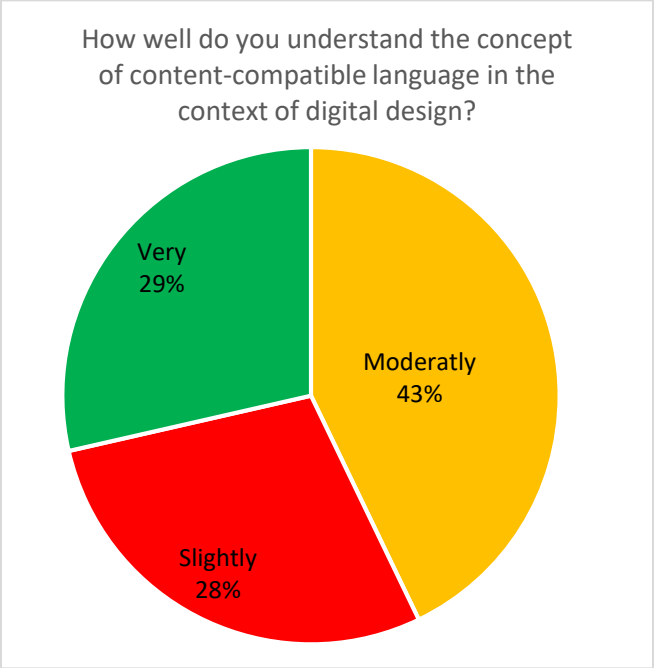


Figure 1. Understanding the concepts

This pie chart presents how well trainers understand the concept of content-compatible language in digital design. The largest portion of respondents (43%) indicates a moderate understanding of the concept, while 29% claim to understand it very well. A smaller group (28%) reports having only a slightly clear understanding of content-compatible language.

These results suggest that while the majority has a moderate understanding, there is still room for improvement, especially among those who report only a slight understanding of the concept. This could highlight an opportunity for further training or clarification on this important aspect of digital design instruction.

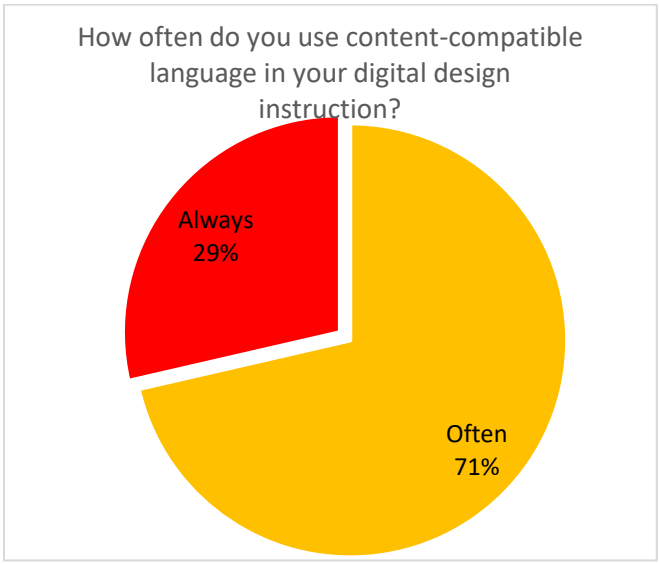


Figure 2. Usage of content-compatible language

This pie chart displays how often trainers use content-compatible language in their digital design instruction. The majority of respondents (71%) reported using this language **often**, while 29% indicated they use it **always**.

This suggests that most trainers are consistently integrating content-compatible language in their instruction, though there is still a portion who may not be doing so on every occasion. This could point to an opportunity for enhancing the use of content-compatible language in all instructional sessions to foster a more robust learning environment.

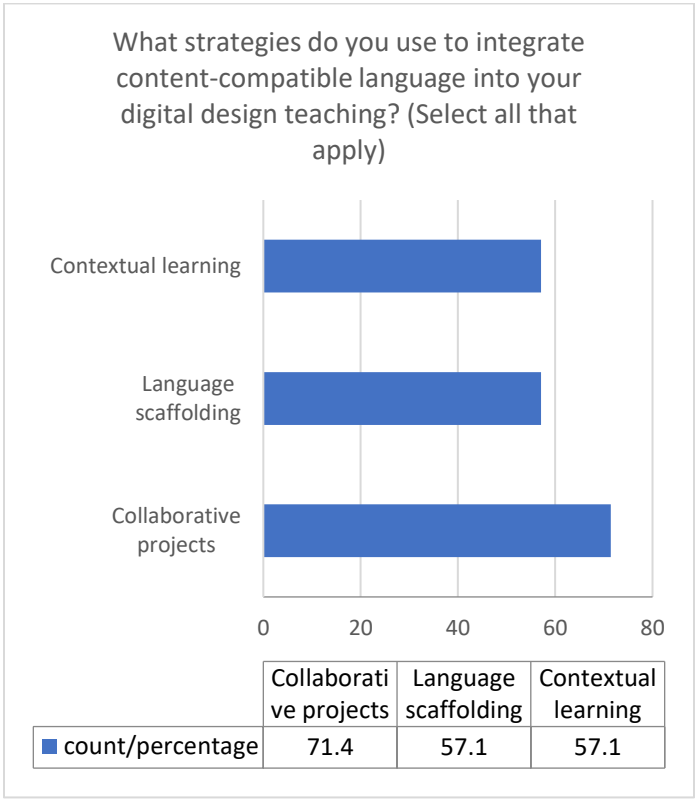


Figure 3. Strategies used

This bar graph illustrates the strategies trainers use to integrate content-compatible language into their digital design teaching. The most popular strategy is collaborative projects, which is the choice of nearly all respondents, followed closely by contextual learning and language scaffolding, both of which are also widely used strategies.

This indicates that trainers predominantly use project-based and contextual approaches to ensure the integration of content-compatible language. Language scaffolding also plays a significant role, suggesting that trainers support students by gradually building their language skills within the content.

4.1.4 Curriculum Alignment

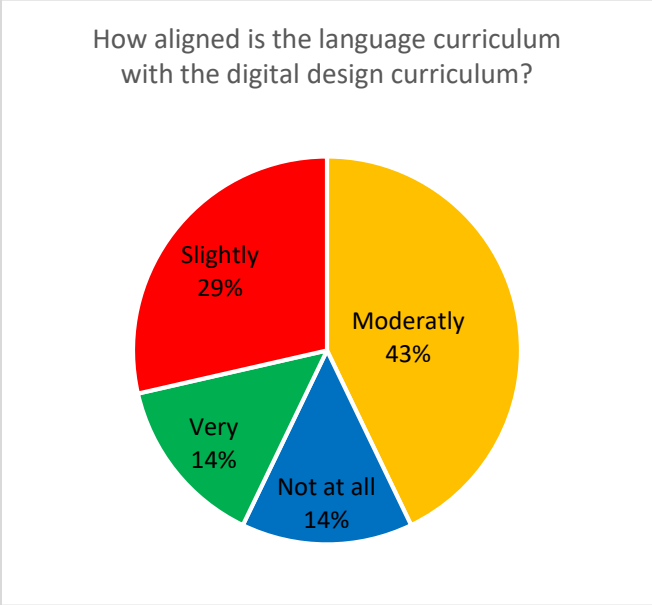
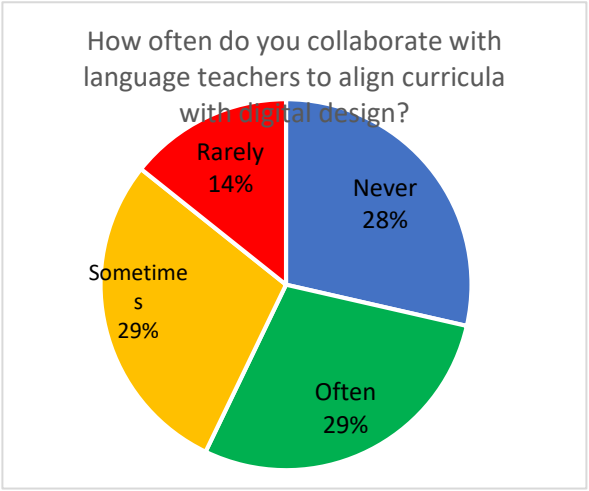


Figure 1. Curriculum alignment

This pie chart shows the alignment between the language curriculum and the digital design curriculum. The largest proportion of respondents (50%) indicated that the alignment is moderate. Approximately 29% of respondents felt that the alignment was very good, while 14% thought it was slightly aligned. Only 7% reported that the language curriculum is not at all aligned with the digital design curriculum.

This suggests that while a moderate alignment is common, there may be room for improvement in creating a closer relationship between the language and digital design curriculums to better support integrated learning. **Figure 2**. Collaboration between educators.



This pie chart highlights the frequency with which trainers collaborate with language teachers to align curricula with digital design. The majority of respondents (43%) indicated that they collaborate **sometimes**, while 29% collaborate **often**. Smaller portions (14%) collaborate **rarely**, and 14% **never** collaborate with language teachers.

These results suggest that while occasional collaboration is common, a substantial number of trainers may not engage frequently enough with language teachers to ensure full alignment between the language and digital design curricula. Increasing collaboration could foster better integration and enhance the overall effectiveness of both curriculums.

4.1.5 Professional Development and Resources

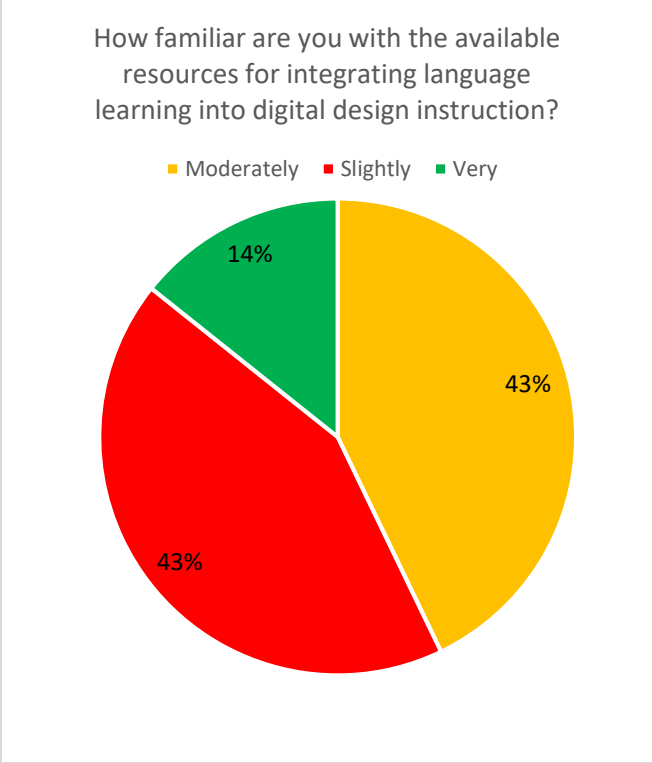


Figure 1. Familiarity with resources.

This pie chart shows trainers' familiarity with the available resources for integrating language learning into digital design instruction. A substantial 43% of respondents indicated they are very familiar with these resources, while another 43% reported being moderately familiar. Only 14% are slightly familiar with the resources.

This suggests that most trainers have a reasonable to high level of familiarity with the resources available for integrating language learning into digital design, but there might still be room for improvement in fully understanding or utilizing all the available tools.

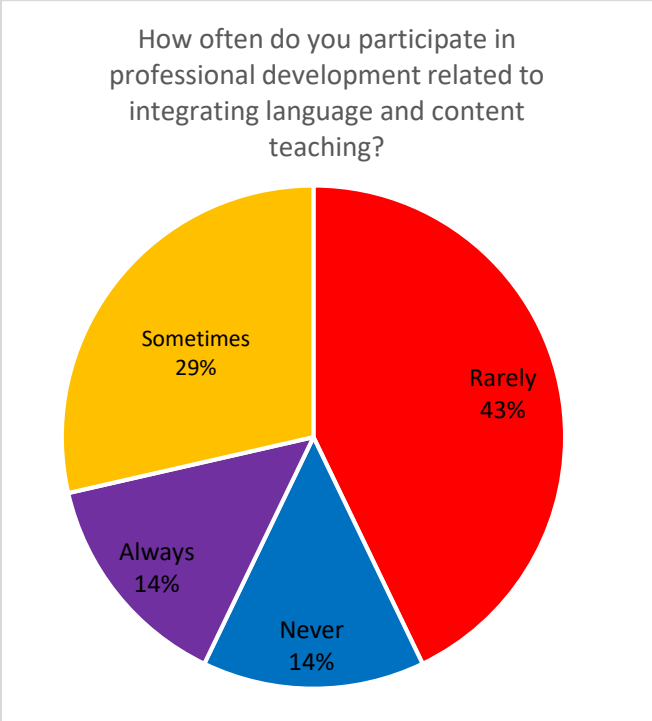
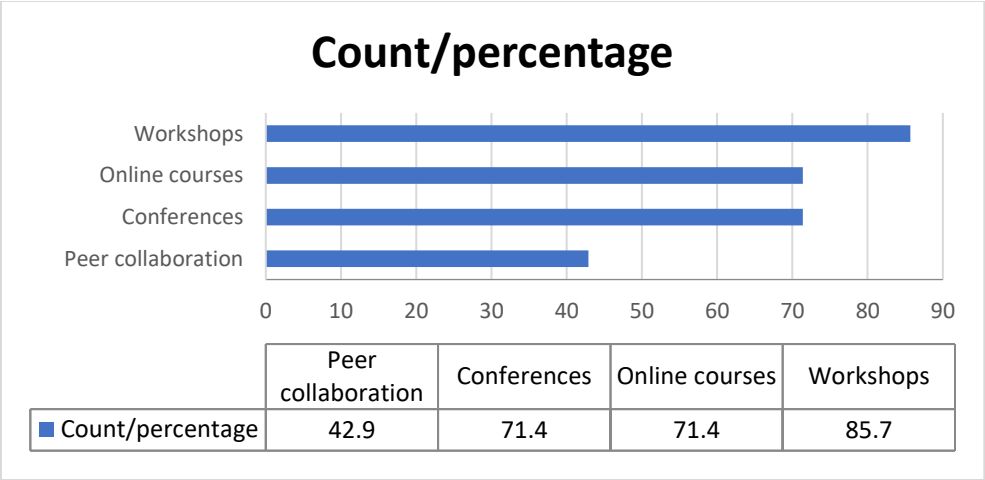


Figure2. Participation in professional development

This pie chart shows how often trainers participate in professional development activities related to integrating language and content teaching. A significant portion of respondents (43%) reported participating rarely in such professional development, while 29% engage in it sometimes. A smaller percentage (14%) participates always, and another 14% never engage in professional development on this topic.

These results suggest that professional development in this area is not a regular practice for many trainers, indicating a potential gap in opportunities for growth and support in integrating language and content teaching effectively.



	Peer collaboration	Conferences	Online courses	Workshops
Count/percentage	42.9	71.4	71.4	85.7

Figure 3. Beneficial practices for trainers

This bar graph illustrates the types of professional development that trainers have found most beneficial. Workshops are the most favored, with the largest number of responses. Online courses and conferences follow closely behind, both being highly regarded by a substantial number of respondents. Peer collaboration is also valued, though it appears to be less frequently selected compared to the other options.

This indicates that hands-on and interactive learning opportunities, like workshops and online courses, are the most preferred methods for professional development, while collaboration with peers is seen as useful but less commonly chosen.

4.1.6 Collaboration between Digital Design Teachers and Language Teachers

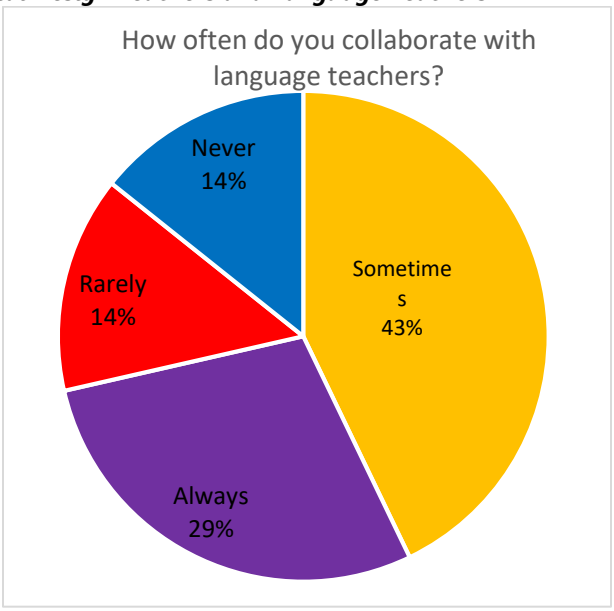


Figure 1. Collaboration with language teachers

This pie chart reflects how often trainers collaborate with language teachers. The majority of respondents (50%) indicated that they collaborate sometimes. A smaller group (25%) collaborate always, while rarely was selected by 14% of the respondents, and 11% never collaborate with language teachers.

This suggests that while some collaboration occurs frequently, a significant portion of trainers may not engage in regular, consistent collaboration with language teachers. This could indicate an opportunity to enhance collaboration to align content and language teaching more effectively.

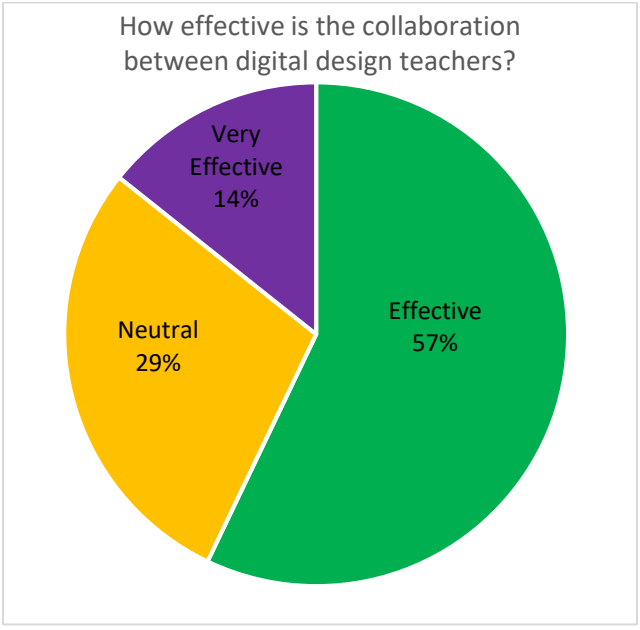


Figure 2. Effectiveness of collaboration

This pie chart indicates the perceived effectiveness of collaboration between digital design teachers. The majority of respondents (approximately 80%) believe that the collaboration is effective, with a small portion (around 10%) considering it very effective. A smaller group (around 10%) remains neutral on the effectiveness of this collaboration.

This suggests that, overall, collaboration between digital design teachers is viewed positively, but there may be opportunities for improvement to make it even more impactful for enhancing instructional quality.

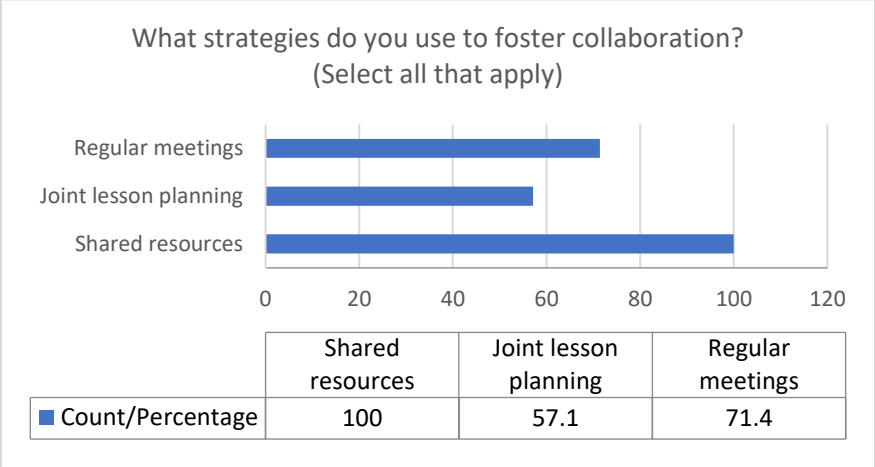


Figure 3. Strategies for collaboration

This bar graph highlights the strategies used by trainers to foster collaboration. The most popular strategy is shared resources, with a large number of responses, followed by regular meetings. Joint lesson planning is also an important strategy but is used less frequently compared to the other two.

These results suggest that trainers prioritize resource sharing and regular meetings as the primary means to encourage collaboration, while joint lesson planning is a useful but less frequently employed approach.

4.2 Trainees' Survey

4.2.1 Demographic information

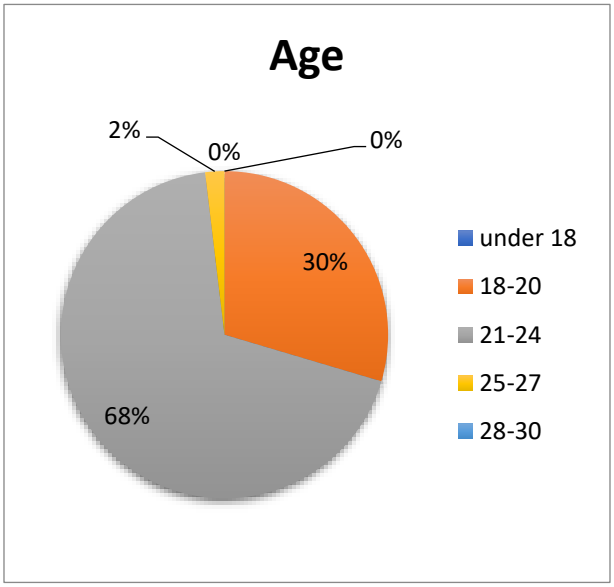


Figure 1: Age statistics.

This pie chart provides insights into the age distribution of the 54 survey respondents. The majority of respondents (68.5%) fall within the 18-20 age range, reflecting a young cohort. A smaller portion (29.6%) is in the 21-24 age range, while the remaining groups (25-27 and 28-30) account for only a small percentage. This distribution suggests that the majority of trainees in the study are relatively young, likely at the beginning stages of their careers or education, which could influence their perspectives on integrating language and content teaching. Their age group may correlate with certain expectations about learning styles, technological engagement, and language proficiency.

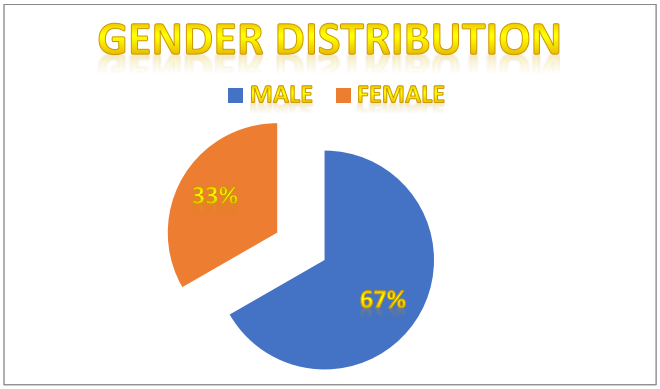


Figure 2. Gender distribution

This pie chart shows the gender distribution among the 54 respondents. The majority (66.7%) of participants identify as male, while 33.3% identify as female. This gender distribution could provide insights into how gender dynamics might influence perspectives on integrating language and content teaching in the Digital Design training program. Depending on the cultural and institutional context, there may be different expectations, experiences, or challenges faced by male and female trainees in this field.

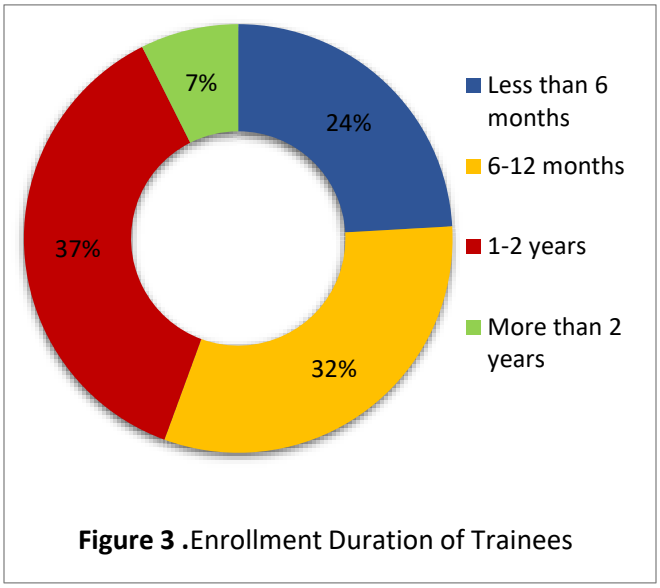


Figure 3 . Enrollment Duration of Trainees

The pie chart presents the distribution of trainees based on their enrollment duration in the Digital Design program, with a total of 54 respondents. The data reveals that the largest group of trainees (37%) has been enrolled for 6 to 12 months, followed by 31.5% who have been in the program for 1 to 2 years. A smaller proportion (24.1%) has been enrolled for less than 6 months, while only 7.4% of trainees have been in the program for more than 2 years.

These findings suggest that a significant portion of trainees (68.5%) has spent between 6 months and 2 years in the program, indicating a relatively moderate level of experience in digital design. The presence of newer trainees (less than 6 months)

alongside more experienced ones (more than 2 years) highlights a diverse learning environment where different levels of expertise coexist.

4.2.2 Integration of language and content

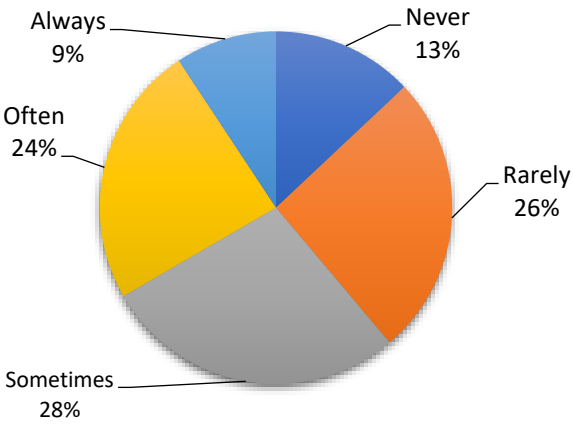


Figure 1 . Frequency of Language Learning Activities

The chart indicates the varying frequency with which language learning activities are integrated into digital design courses based on 54 responses. The largest proportion (28%) of respondents reported that language activities are incorporated "sometimes," followed by 25.9% who selected "Rarely." A notable portion of respondents (24.1%) indicated that these activities are integrated "Often," and 9% responded "Always." However, a fair percentage (13%) said that such activities are never included in their courses.

This suggests that while language learning activities are a recurring feature in digital design courses, their integration is not consistent, with most instructors incorporating them sporadically rather than as a routine part of the curriculum. Further analysis could explore the potential reasons behind this trend, such as time constraints or lack of training in integrating language learning within digital design contexts.

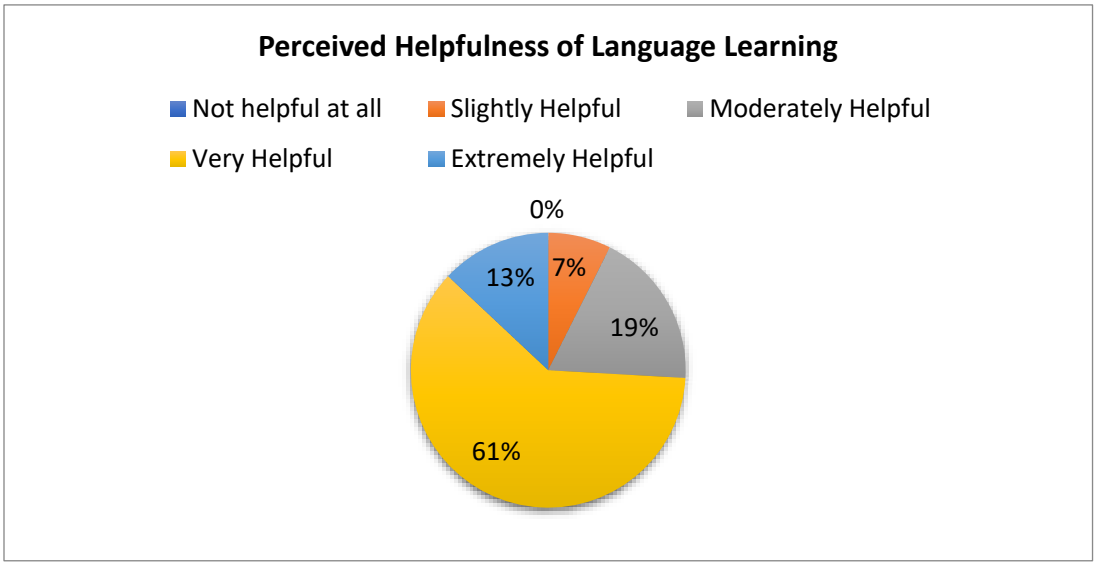


Figure 2. Perceived Helpfulness of Language Learning

This chart illustrates trainees' perspectives on how beneficial language learning is for grasping digital design concepts. The majority of respondents (61.1%) consider language integration "Very helpful," while 13% find it "Extremely helpful." A smaller portion (18.5%) views it as "Moderately helpful," whereas only 7.4% believe it is "Slightly helpful."

These findings indicate strong support for integrating language learning in digital design education. The high percentage of respondents who rate it as very or extremely helpful suggests that language proficiency plays a crucial role in understanding technical concepts, potentially improving comprehension and application in digital design. The limited number of trainees who find it only slightly beneficial may reflect personal learning preferences or fluency levels.

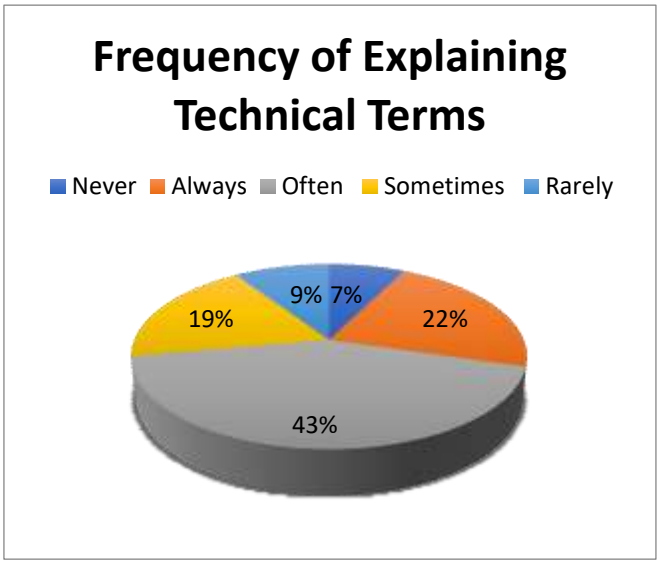


Figure 3. Frequency of Explaining Technical Terms

This chart examines how frequently instructors explain technical terms and language in digital design lessons, based on responses from 54 trainees. A significant portion of respondents (42.6%) indicated that this occurs "Often," while 22.2% reported that explanations are provided "Always." However, 18.5% said their instructors explain these terms "Sometimes," suggesting that language clarification is regularly integrated into some lessons. On the other hand, 9% of respondents noted that instructors "Rarely" provide such explanations, and only 7.4% claimed that technical terms are never explained during lessons.

These results suggest that while there is a notable effort to explain technical language, this practice is not consistent across all lessons. The variation could point to differences in teaching styles, or it could reflect the complexity of integrating language and content in technical fields. Enhancing the frequency of these explanations may help improve trainees' comprehension and retention of digital design concepts.

4.2.3 Support and Resources

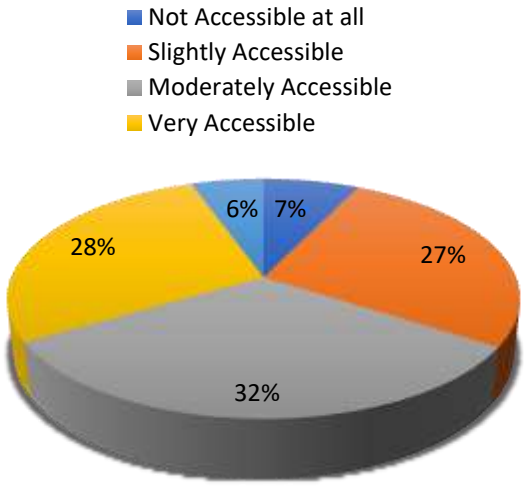


Figure 1 . Accessibility of Additional Language Learning Resources

The chart presents respondents' views on the accessibility of additional language learning resources offered by the program. A significant proportion of trainees (33.3%) found these resources to be "Moderately accessible," followed by 27.8% who found them "Very accessible." A smaller percentage (25.9%) indicated that the resources are "Slightly accessible," while 7.4% of respondents stated that they are "Not accessible at all." Only 5.6% described the resources as "Extremely accessible."

These results suggest that while language learning resources are somewhat available to trainees, there may be room for improvement in terms of their accessibility and visibility. Ensuring that these resources are more readily available or better promoted could enhance the learning experience and help integrate language more effectively into the digital design curriculum.

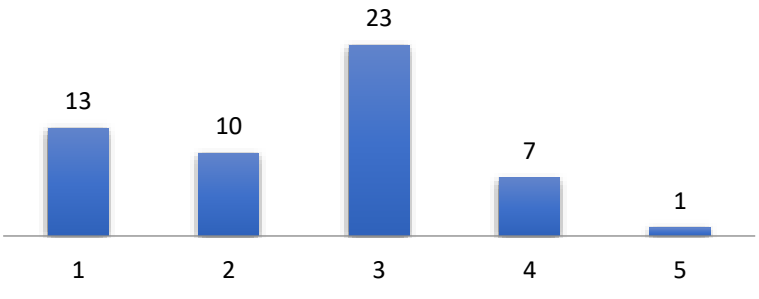


Figure 2. Trainees' Satisfaction with Instructor Support

This chart displays trainees' satisfaction levels regarding the support they receive from instructors in integrating language and content learning. The majority of respondents (42.6%) rated their satisfaction at a neutral level (3 on the scale). A notable proportion expressed low satisfaction, with 24.1% selecting 1 (least satisfied) and 18.5% selecting 2. Meanwhile, only 13% rated their satisfaction as 4, and a mere 1.9% gave the highest rating of 5.

These findings indicate that while trainees acknowledge some level of support from instructors, overall satisfaction remains moderate to low. The relatively low percentages of higher ratings suggest that many trainees feel there is room for improvement in how instructors facilitate language learning alongside digital design concepts. This highlights a need for enhanced instructional strategies or additional resources to support language integration more effectively.

5. Discussion and implications

The results of this study offer important understandings concerning teachers' readiness towards accepting a conceptual model for language and content teaching in digital design training at OFPPT's City of Professions and Competencies in Agadir. This is in agreement with previous literature highlighting the issues and possibilities posed by the implementation of content and language-integrated learning (CLIL) in vocational and technical education.

This study reiterates the earlier works of Coyle et al. (2010) and Dalton-Puffer (2011) regarding the need to equip educators with appropriate teaching and language skills for fulfilling students' dual learning requirements. Similar to these studies, our results suggest that teachers, even if they acknowledge the significance of language-sensitive teaching, instruction framed within a clear organizational schema, this was Lyster's (2017) contention regarding the impact of professional training on teachers' preparedness to utilize CLIL approaches in multilingual settings.

Moreover, the research builds on Mehisto, Marsh, and Frigols' (2008) model by showing how digital design trainees require not only language support but also an application of technical language integration pertinent to the industry. The examined vocational context of CLIL-themed instruction diverges from traditional CLIL across disciplines focus by bringing to light other issues, such as the incorporation of domain-specific teaching materials, strategies, and authentic tasks.

Another key finding relates to teachers' attitudes toward adopting the proposed framework. While previous studies (e.g., Margarette Ann Snow) have noted resistance to CLIL due to concerns over content mastery and linguistic competency, our results suggest a more open stance among vocational instructors, provided that adequate training and institutional support are available. This indicates a shift in perception, possibly influenced by the growing recognition of the role language plays in employability and professional communication.

6. Conclusions and Recommendations

All in all, this research highlights the importance of addressing the integration of language and content in teaching and instructional design in vocational training systematically. The findings concerning teachers' preparedness and notable challenges contribute to the debate on CLIL and language-focused pedagogy in the context of technical education. It is necessary to design and modify policies to aid instructors in the integration of content and language teaching.

Given that teachers acknowledge the value of integrating language and content but lack the necessary strategies, structured training programs should be implemented to enhance their readiness. Workshops, coaching, and ongoing support can ensure that educators develop the skills needed to apply language-aware teaching in technical fields.

Further studies should examine how different levels of linguistic proficiency impact learning outcomes in vocational training. Additionally, investigating the long-term effects of content and language integration on students' employability and workplace communication skills would provide deeper insights into the effectiveness of such frameworks.

The primary objective for CLIL classrooms is to improve the communicative competencies of learners through subjects taught in class. In this approach, society contributes significantly to a learner's process of acquiring a second language and, as evident in the previous classroom practices, the CLIL approach seems to be effective in teaching both content and language simultaneously. The practices mentioned above are framed within the context of a social environment that supports content and language learning and application in real-life scenarios. Activities and tasks designed for the class enhance learners' motivation, cognitive skills, and creativity, thereby improving the integrative learning of content and language. CLIL allows for scaffolding where learners can freely explore the boundaries of their imagination and critical thinking, use their language skills, and learn through various content materials. On the other hand, resources meant for content language-integrated teaching need to be tailored to meet the criteria for effective English language teaching.

As a recommendation, the study suggests there is scope for further investigation into designing interdisciplinary materials aimed at teaching language and content integration.

In spite of the insightful information this study provided, a number of limitations should be noted. First, the results may not be as generalizable to other vocational institutions or subject areas due to the small sample size, especially among trainers. Second, self-reported surveys were used to gather the data, which makes them vulnerable to response biases like social desirability or

question misinterpretation. Furthermore, the study only looked at one OFPPT facility in Agadir, and the particular contextual elements—like trainee demographics, trainer background, and institutional support—might not be typical of larger vocational training settings. Assessing the long-term effects of combining language and content instruction on students' academic achievement or employability is further hampered by the absence of longitudinal data. More thorough sampling should be taken into account in future studies.

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