References - *Reports included in the scoping review*

Adipat, S. (2021). Developing Technological Pedagogical Content Knowledge (TPACK) through Technology-Enhanced Content and Language-Integrated Learning (T-CLIL) Instruction. *Education and Information Technologies, 26*(5), 6461-6477. https://doi.org/http://dx.doi.org/10.1007/s10639-021-10648-3

Arreguin-Anderson, M. G., & Alanis, I. (2017). Oral academic language by design: Bilingual pre-service teachers' purposeful infusion of paired strategies during science instruction. *Journal of Classroom Interaction, 52*(2), 31-44.

Baranova, T., Mokhorov, D., Kobicheva, A., & Tokareva, E. (2021). Assessment of the Application of Content and Language Integrated Learning in a Multilingual Classroom. *Education Sciences*, 11.

Batova, T., & Ruediger, S. (2019). Improving Student Outcomes in High-Enrollment Statistics Classes with the Structured Writing Approach. *Teaching Statistics: An International Journal for Teachers*, 41(3), 94-100. http://dx.doi.org/10.1111/test.12194

Casan-Pitarch, R., & Gong, J. (2021). Testing "ImmerseMe" with Chinese Students: Acquisition of Foreign Language Forms and Vocabulary in Spanish. *Language Learning in Higher Education*, 11(1), 219-233. http://dx.doi.org/10.1515/cercles-2021-2016

Chansri, C., & Wasanasomsithi, P. (2016). Implementing CLIL in Higher Education in Thailand: The Extent to Which CLIL Improves Agricultural Students' Writing Ability, Agricultural Content, and Cultural Knowledge. *PASAA: Journal of Language Teaching and Learning in Thailand*, 51, 15-38.

Chen, Y.-C., Aguirre-Mendez, C., & Terada, T. (2020). Argumentative Writing as a Tool to Develop Conceptual and Epistemic Knowledge in a College Chemistry Course Designed for Non-Science Majors. *International Journal of Science Education, 42*(17), 2842-2875. http://dx.doi.org/10.1080/09500693.2020.1837990

Cunningham, D. (2019). Telecollaboration for content and language learning: A genre-based approach. *Language Learning & Technology, 23*(3), 161-177.

Danilov, A. V., Zaripova, R. R., Salekhova, L. L., & Anyameluhor, N. (2020). Developing Computer Literacy of Bilingual Students via CLIL Methodology. *International Journal of Higher Education, 9*(8), 19-23.

Dansereau, D., Carmichael, L. E., & Hotson, B. (2020). Research and Teaching: Building First-Year Science Writing Skills with an Embedded Writing Instruction Program. *Journal of College Science Teaching, 49*(3), 66-75. https://www.nsta.org/publications/browse_journals.aspx?action=issue&id=121633

De la Barra, E., Veloso, S., & Maluenda, L. (2018). Integrating Assessment in a CLIL-Based Approach for Second-Year University Students. *PROFILE: Issues in Teachers' Professional Development, 20*(2), 111-126.

DeDieu, L., & Lovric, M. (2018). Student Perceptions of the Use of Writing in a Differential Equations Course. *Primus, 28*(2), 166-185. http://dx.doi.org/10.1080/10511970.2017.1337659

Elder, C. L., & Champine, K. (2016). Designing High-Impact "Writing-to-Learn" Math Assignments for Killer Courses. *Across the Disciplines, 13*(4). http://wac.colostate.edu/atd/hip/elder_champine2016.cfm

Filice, S. (2020). CLIL in Pharmacology: Enabling Student Voice. L*atin American Journal of Content and Language Integrated Learning, 13*(2), 313-338.

Finardi, K. R., Silveira, N., & C de Alencar, J. G. D. C. (2016). First Aid and Waves in English as a Foreign Language: Insights from CLIL in Brazil. *Electronic Journal of Science Education, 20*(3), 11-30.

Fitriani, I. (2016). Grass Roots' Voices on the CLIL Implementation in Tertiary Education. *Dinamika Ilmu*, *16*(2), 211-220.

Gastreich, K. R., & Milakovic, A. E. (2021). Science, Poetics, and Immersive Field Ecology: Generating New Knowledge through Interdisciplinary Inquiry. *Journal of Effective Teaching in Higher Education, 4*(3), 71-93.

Godzhaeva, N. S., Logunov, T. A., Lokteva, M. S., & Zolotareva, S. A. (2019). Approaching CLIL from the Periphery: Integration of Content and Language in Russian Higher Education Institution. *European Journal of Contemporary Education, 8*(2), 280-293.

Granruth, L. B., & Pashkova-Balkenhol, T. (2018). The Benefits of Improved Information Literacy Skills on Student Writing Skills: Developing a Collaborative Teaching Model with Research Librarians in Undergraduate Social Work Education. *Journal of Teaching in Social Work, 38*(5), 453-469. http://dx.doi.org/10.1080/08841233.2018.1527427

Griffith, M., & Lechuga, C. (2018). Contrasting Learner Language in Social Sciences Education: A Case Study at the University of Malaga. *Universal Journal of Educational Research, 6*(10), 2364-2372.

Hanzawa, K. (2018). The Development of Voice Onset Time (VOT) in a Content-Based Instruction University Program by Japanese Learners of English: A Longitudinal Study. *Canadian Modern Language Review, 74*(4), 502-522. https://doi.org/10.3138/cmlr.2018-0196

Hernandez-Nanclares, N., & Jimenez-Munoz, A. (2017). English as a Medium of Instruction: Evidence for Language and Content Targets in Bilingual Education in Economics. *International Journal of Bilingual Education and Bilingualism, 20*(7), 883-896. https://doi.org/http://dx.doi.org/10.1080/13670050.2015.1125847

Huang, Y.-H., & Chuang, T.-Y. (2016). Technology-Assisted Sheltered Instruction: Instructional Streaming Video in an EFL Multi-Purpose Computer Course. *Computer Assisted Language Learning, 29*(3), 618-637. http://dx.doi.org/10.1080/09588221.2014.1000933

Isik, A. (2020). How Effective Is the Assessment Component of a Customized CLIL Program?. *Latin American Journal of Content and Language Integrated Learning, 13*(2), 241-287.

Jacobs, D. L., Dalal, H. A., & Dawson, P. H. (2016). Integrating Chemical Information Instruction into the Chemistry Curriculum on Borrowed Time: A Multiyear Case Study of a Capstone Research Report for Organic Chemistry. *Journal of Chemical Education, 93*(3), 444-451. http://dx.doi.org/10.1021/acs.jchemed.5b00424

Khanam, W. N., & Kalman, C. S. (2017). Implementation and Evaluation of the Course Dossier Methodology. *Canadian Journal for the Scholarship of Teaching and Learning, 8*(1).

Kim, E. G., Park, S., & Baldwin, M. (2021). Toward Successful Implementation of Introductory Integrated Content and Language Classes for EFL Science and Engineering Students. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect, 55*(1), 219-247. http://dx.doi.org/10.1002/tesq.594

Kim, J., & Kim, V. (2021). Rediscovering Feedback and Experiential Learning in the English-Medium Instruction Classroom. *Journal of University Teaching and Learning Practice, 18*(4).

Koffman, B. G., Kreutz, K. J., & Trenbath, K. (2017). Integrating Scientific Argumentation to Improve Undergraduate Writing and Learning in a Global Environmental Change Course. *Journal of Geoscience Education, 65*(3), 231-239.

Kuzmenkova, J., & Erykina, M. (2022). Complex Genre-Based Methodology for Teaching Academic Writing. *Iranian Journal of Language Teaching Research, 10*(1), 37-55.

Lamri, C. E., & Hamzaoui, H. (2018). Developing ELP students' reading skills through a blended learning approach. *Eurasian Journal of Applied Linguisitcs, 4*(2), 389-407.

Linvill, D. L., Tallapragada, M., & Kaye, N. B. (2019). Engineering Identity and Communication Outcomes: Comparing Integrated Engineering and Traditional Public-Speaking Courses. *Communication Education, 68*(3), 308-327. http://dx.doi.org/10.1080/03634523.2019.1608367

Liu, H. (2019). An Action Research into Task-Based CLIL Applied to Education Majors: From Chinese Students' Perspective. *English Language Teaching*, *12*(3), 94-107.

Luzik, E., Akmaldinova, O., & Tereminko, L. (2019). Developing Software Engineering Students' Readiness for Professional Mobility through Blended. *Advanced Education,13*, 103-111.

McCarty, L. A., & Faulkner, M. S. (2020). Integrating Writing and Mathematics: Journaling to Increase Learning and Enjoyment While Reducing Anxiety. *Teaching Mathematics and Its Applications, 39*(3), 145-159. http://dx.doi.org/10.1093/teamat/hrz010

Miller, L. (2015). Sports Communication as a Way to Develop Critical Competencies in the L2 Classroom. *RELC Journal: A Journal of Language Teaching and Research, 46*(1), 89-104. http://dx.doi.org/10.1177/0033688215572004

Moon, A., Zotos, E., Finkenstaedt-Quinn, S., Gere, A. R., & Shultz, G. (2018). Investigation of the Role of Writing-to-Learn in Promoting Student Understanding of Light-Matter Interactions. *Chemistry Education Research and Practice, 19*(3), 807-818. https://doi.org/10.1039/c8rp00090e

Murphree, D. (2015). Flipping the History Classroom with an Embedded Writing Consultant: Synthesizing Inverted and WAC Paradigms in a University History Survey Course. *Social Studies, 106*(5), 218-225. http://dx.doi.org/10.1080/00377996.2015.1059793

O'Brochta, W. (2022). Completing the Research Article Writing Process in an Introductory Course. *Journal of Political Science Education, 18*(1), 35-51. http://dx.doi.org/10.1080/15512169.2021.2002697

Ollerhead, S. (2020). 'The Pre-Service Teacher Tango': Pairing Literacy and Science in Multilingual Australian Classrooms. *International Journal of Science Education, 42*(14), 2493-2512. http://dx.doi.org/10.1080/09500693.2019.1634852

Ono, A., & Ichii, R. (2019). Business Students' Reflection on Reflective Writing Assessments. *Journal of International Education in Business, 12*(2), 247-260. http://dx.doi.org/10.1108/JIEB-08-2018-0036

Pessoa, S., Mitchell, T. D., & Reilly, B. (2019). Scaffolding the Writing of Argumentative Essays in History: A Functional Approach. *History Teacher, 52*(3), 411-440.

Pessoa, S., Mitchell, T. D., Gomez-Laich, M. P., Maune, M., & Le Roux, C. (2022). Scaffolding the Case Analysis in an Organizational Behavior Course: Making Analytical Language Explicit. *Journal of Management Education, 46*(2), 226-251. http://dx.doi.org/10.1177/1052562921994892

Sampaio, C., Regio, M., & Morgado, M. (2021). Implementing Integrated Content and Language in Higher Education in Accounting Classes: Implication for International Business Teaching. *Journal of Teaching in International Business, 32*(3), 236-261. http://dx.doi.org/10.1080/08975930.2022.2033668

Satilmis, Y., Yakup, D., Selim, G., & Aybarsha, I. (2015). Teaching Concepts of Natural Sciences to Foreigners through Content-Based Instruction: The Adjunct Model. *English Language Teaching, 8*(3), 97-103. https://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=eric3&AN=EJ1075223

Sato, T., & Hemmi, C. (2022). Development of Second Language Productive Skills through CLIL in a Japanese University: A Pre-Experimental Longitudinal Study. *Language Learning in Higher Education, 12*(1), 309-326. http://dx.doi.org/10.1515/cercles-2022-2040

Sherman, D., Parupudi, T., Mentzer, N., Chesley, A., Laux, D., & Baniya, S. (2020). Oral Communication in an Integrated STEM and Humanities First-Year Experience. *Journal of Technology Education, 32*(1), 50-64.

Stewart, A. F., Williams, A. L., Lofgreen, J. E., Edgar, L. J. G., Hoch, L. B., & Dicks, A. P. (2016). Chemistry Writing Instruction and Training: Implementing a Comprehensive Approach to Improving Student Communication Skills. *Journal of Chemical Education, 93*(1), 86-92. http://dx.doi.org/10.1021/acs.jchemed.5b00373

Swart, F., de Graaff, R., Onstenk, J., & Knezic, D. (2018). Teacher Educators' Conceptualization of Ongoing Language Development in Professional Learning and Teaching. *Professional Development in Education, 44*(3), 412-427. http://dx.doi.org/10.1080/19415257.2017.1345775

Swart, F., Knezic, D., Onstenk, J., & de Graaff, R. (2019). Evaluating and improving teacher educators' language-oriented performance in content-based teaching. *International Journal of Educational Methodology, 5*(1), 71-86.

Tann, K., & Scott, A. (2021). Bridging Disciplinary Knowledge: The Challenge of Integrating EAP in Business Education. *Higher Education: The International Journal of Higher Education Research, 81*(3), 453-470. http://dx.doi.org/10.1007/s10734-020-00551-0

Tsai, S.-C. (2019). Implementing Interactive Courseware into EFL Business Writing: Computational Assessment and Learning Satisfaction. *Interactive Learning Environments, 27*(1), 46-61. http://dx.doi.org/10.1080/10494820.2018.1451896

Tseng, C.-T. H. (2017). Teaching "Cross-Cultural Communication" through Content Based Instruction: Curriculum Design and Learning Outcome from EFL Learners' Perspectives. *English Language Teaching, 10*(4), 22-34.

Uzun, K., & Topkaya, E. Z. (2018). The Effect of Genre-Based Instruction on Foreign Language Writing Anxiety among Pre-Service English Teachers. *Journal of Language and Linguistic Studies, 14*(4), 243-258.

Vega, M., & Moscoso, M. d. L. (2019). Challenges in the Implementation of CLIL in Higher Education: From ESP to CLIL in the Tourism Classroom. *Latin American Journal of Content and Language Integrated Learning, 12*(1), 144-176.

Walenta, M. (2018). Balancing Linguistic and Extra-Linguistic Gains in CLIL: A Case for Content-Based Structured Input. *International Journal of Bilingual Education and Bilingualism, 21*(5), 578-590.

Watts, F. M., Park, G. Y., Petterson, M. N., & Shultz, G. V. (2022). Considering Alternative Reaction Mechanisms: Students' Use of Multiple Representations to Reason about Mechanisms for a Writing-to-Learn Assignment. *Chemistry Education Research and Practice, 23*(2), 486-507.

Welsh, A. J., Shaw, A., & Fox, J. A. (2017). Research and Teaching: The Pairing of a Science Communications and a Language Course to Enrich First-Year English Language Learners' Writing and Argumentation Skills. *Journal of College Science Teaching, 46*(5), 64-72.

Xu, L. (2018). Learning and Retaining Technical Vocabulary with Enhancement Activities in an ESP Course. *English Language Teaching, 11*(10), 145-151.

Yancey, K. B., & Huot, B. (1999). *Assessing writing across the curriculum. Diverse approaches and practices*. Ablex Publishing Company.

Yang, J. Y., & Chen, W. C. (2015). Students Perspective of Using Content-Based Approach in ESP Class. *English Language Teaching, 8*(8), 18-30

Yang, W. (2015). Content and Language Integrated Learning Next in Asia: Evidence of Learners' Achievement in CLIL Education from a Taiwan Tertiary Degree Programme. *International Journal of Bilingual Education and Bilingualism, 18*(4), 361-382. http://dx.doi.org/10.1080/13670050.2014.904840

Yang, W. (2017). Tuning University Undergraduates for High Mobility and Employability under the Content and Language Integrated Learning Approach. *International Journal of Bilingual Education and Bilingualism, 20*(6), 607-624. https://doi.org/http://dx.doi.org/10.1080/13670050.2015.1061474

Yufrizal, H. (2021). The Impact of Project Based-CLIL on Students' English Proficiency. *Journal of Education and Learning (EduLearn), 15*(1), 11-18.

Yufrizal, H., Huzairin, & Hasan, B. (2017). Project Based-Content Language Integrated Learning (CLIL) at Mathematics Department Universitas Lampung. *English Language Teaching, 10*(9), 131-139.

Zhang, M., & Pladevall-Ballester, E. (2021). Discipline-specific language learning outcomes in EMI programs in the People's Republic of China. *Language and Education, 35*(4), 357-375.