What Materials Could Motivate University Students in CLIL English Classes?

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- CLIL
  (Coyle, et al., 2010; Coyle, 2007, 2015)

- EMI
  (Macaro et al., 2018)

- Content-based Language Learning

- Immersion
How Is CLIL Different from EMI?


  English medium instruction (EMI) is an umbrella term of this type of education.

  North America vs. mainly in Europe
  
  immersion, content-based language learning = CLIL \[\]
  EMI
How Is CLIL Different from EMI?

• Coyle (2007)"its [CLIL's] distinctiveness lies in an integrated approach, where both language and content are conceptualised on a continuum without an implied preference for either" (p. 545)

• Coyle (2015)“for CLIL to be effective it had to be context-embedded and content-driven yet with specifically-determined target language outcomes" (Coyle, 2015, p. 86).
How Is CLIL Different from EMI?

The 4Cs Framework (Coyle, 2007; Coyle, et al., 2010)

How Is CLIL Different from EMI?

Ikeda (2019)

"teachers' intentional incorporation of the 4Cs in their lessons is what differentiates CLIL from other content-based approaches such as Content-Based Instruction (CBI), English-Medium Instruction (EMI), and immersion " (p. 25).
CLIL in Japan

- CLIL in Japan is mostly a soft version of CLIL or language-led CLIL implemented in English classes by ELT teachers (Ikeda, 2019: Sasajima, 2011).

- CLIL in Japan is still in its “infancy” (p. 29) and in a “grassroots endeavors” (p. 27) stage implemented by researchers, teachers, and teacher trainers who are interested in this innovative approach to improve their instructions and the government has recently shown an interest in this approach and has provided research funding for some projects. (Ikeda, 2019)
A Major Problem of CLIL

- A lack of appropriate teaching materials for CLIL classes (Meyer, 2010, Thuy, 2017)
Lack of Appropriate CLIL Textbooks

A lack of appropriate textbooks for CLIL (in Vietnam as well as in other Asian countries and even in Europe). (Thuy, 2017)

- Most teachers use either textbooks written for English native speakers or translations of textbooks written in their mother tongue but both of them are **not suitable** (Thuy, 2017).
Importance of Textbooks

- **Textbooks** significantly impact students because they are "high prestige sources of input" (Bardovi-Harlig, 1996, p. 6) to students.
Importance of Textbooks

- Due to a lack of appropriate teaching materials, many CLIL teachers develop their teaching materials by themselves (Meyer, 2010).

- Sheldon (1988) indicated that “for students, teacher-generated material (which potentially has a dynamic and maximal relevance to local needs) often has less credibility than a published textbook” (p. 238).
Importance of Textbooks

- Choice of textbooks will be the decision of "the route map" (Sheldon, 1988) of the courses.
Autonomy

- Benson (2006) discussed that autonomy in language teaching and learning had attracted teachers and researchers’ interest specifically since the beginning of the 21st century.
Autonomy

- Little (2002) indicated that autonomy could promote students' motivation for learning because of their active commitment to their own learning.

- Csikszentmihalyi (1996) maintained that the success of university-level education depended on how teachers could intrinsically motivate students to learn.
Research Questions

(1) English textbooks with what kind of content might attract non-science-major Japanese university students?
Research Questions

(2) What kind of impression will students have of their learning in terms of each component of Coyle's (2007) 4Cs' framework?
Research Questions

(3) What impressions will students have of students' autonomy in the course?
Methods (Participants & Courses)

- Participants: 55 male and female Japanese university sophomores with majors in either politics and economics or sociology and social psychology (English level: CEFR A2-B1)

- Courses: One year long academic reading and writing compulsory English courses (90 minutes, once a week, 30 meetings for the entire course)
Methods (Textbooks)
Methods (Class Procedure)

1. In the first class of each semester, students were divided into 4 groups and chose a chapter of the textbook which they would like to study and would be in charge of in groups. (4 topics in each semester)

2. The group in charge of the chapter gave an introductory presentation.
Methods (Class Procedure)

3. Students read the chapter of the textbook and learned the content. (Group ↔ Individual)

4. Students read related online articles chosen by the group in charge. (Group ↔ Individual)

5. The group in charge led class discussion based on their readings.

6. Students wrote an opinion essay about the topic after the teachers’ instructions on how to write well-structured opinion essays.
Results & Discussion
(Research Question 1)

(1) English textbooks with what kind of content might attract non-science-major Japanese university students?
Post-course Questionnaire
(Q9. If you had had a choice, which textbook would you have liked to study?)

Preferred Textbook

- Meet the World 2018 (The cutting-edge Japanese and world social issues) - 29 (52.7%)
- Good-bye Galapagos (Uniqueness of Japanese society) - 19 (34.6%)
- CLIL Global Issues (Global issues) - 6 (10.9%)
Results & Discussion
(Research Question 2)

(2) What kind of impression will students have of their learning in terms of each component of Coyle's (2007) 4Cs' framework?
Post-course Questionnaire
(Q1. What do you think about this learning method in which students learn specific contents in English?)

Learning Contents in English (CLIL) \(80\% \rightarrow \text{Positive}\)

- Improved my English abilities.
- Good
- Efficient (Learned both English and content)
- Learned practical English
- Other positive comments
- Difficult
- Others
- No answer
Post-course Questionnaire
(Q2. What do you think about learning English through content study?)

Learning English through Content Study (CLIL) 74.5% → Positive

- Improved my English abilities. 14
- Good. 12
- Being able to understand the content well. 7
- Practical (Useful skills for the future) 5
- Others 3
- Difficult 7

(12.7%)
Post-course Questionnaire
(Q3. What do you think about balance between learning English and Learning Content?)

Balance between English Learning and Content Study

- Good balance: 33 (60%)
- Wanted to study English more: 5 (9.1%)
- Wanted to study the content more: 10 (18.2%)
- Others: 4
- No answer: 3

(60%)
Post-course Questionnaire

(Q4. Have you acquired English reading skills, specifically, skills to read and understand authentic materials?)

**English Reading Skills**

81.8% → Positive

- Yes, very much. 2
- Yes. 6
- Yes, to some extent. 7
- I have acquired learning skills. 1
- Not so much. 2
- Others. 35
Post-course Questionnaire
(Q5. Have you acquired knowledge about the content you read about?)

The Content 98.2% → Positive

- Yes, very much: 7
- Yes: 38
- Yes, to some extent: 1
- I have acquired comprehension: 5
- Others: 3
- No answer: 1

- Total respondents: 49
Pre-course Questionnaire
(Q6. Have you acquired critical thinking skills?)

Critical Thinking Skills
92.7% → Positive

- Yes, very much: 7
- Yes: 3
- Yes, to some extent: 4
- Not so much: 1
- No answer: 40
Post-course Questionnaire
(Q7. What do you think about this learning method based on the group work?)

Cooperative Learning
74.5% → Positive

(25.5%)

14
13
6
6
3
3
6
2
6
2

Very good.
Good. We helped each other.
Good. We had various ideas.
Good. It was fun.
Good. I was able to be responsible.
Good. Sharing the burden was good.
Good. It was a fresh point of view.
Others

There were members who didn't contribute.
Results & Discussion
(Research Question 3)

(3) What kind of impression will students have of students' *autonomy* in the course?
Post-course Questionnaire
(Q8. What do you think about this learning method in which students autonomously decided the contents and learning materials of their study?)

Students' Autonomy

65.5% → Positive

- Good
- I was able to learn interesting topics.
- I was able to learn actively.
- It was easy to learn.
- Others
- Good with conditions.
- I prefer a teacher-centered style.
- No answer

(27.3%)
Implications

(1) University-level English teachers might want to choose a textbook whose topics include cutting-edge local and global social issues which are timely and familiar to the students' generation for their CLIL courses.

Science-major students

Students in other countries
Implications

- University-level English teachers probably should not choose a textbook whose content looks similar to what their students have already studied in high school in their native language.
Implications

(2) As additional materials, use of online newspaper articles that students themselves chose is highly recommended.

- Choosing appropriate online articles was difficult only for the students in the first group.
- Students are digital natives.
Implications

- The online newspaper articles helped students deepen their understanding on the topics and critically think of the issues.

- "concerned with interests of learners" (Benson, 2001, p. 21)

- "the learner's perspective" (Benson, 2001, p. 20)

- English teachers should give initiative on choosing learning materials for their students. University students are old enough to do it.
Implications

- It will be a good opportunity for students to begin access to major English newspaper’s online articles on a daily basis. It is good for students because…
Implications

- Online newspaper articles are a free open resource (good-quality authentic English)
- By reading them, students can improve their English reading skills,
- gain cutting-edge knowledge,
- improve their critical thinking skills,
- obtain perspectives as global citizens.
Conclusion

- Publication of textbooks designed for college-level "language-led" (Coyle, 2007, p. 545) CLIL courses is expected.

- What materials are appropriate may depend on the students' target language proficiency as well as their motivation to learn English.