



# **What Materials Could Motivate University Students in CLIL English Classes?**

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# English Medium Instruction at the University-level

**CLIL**

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

**EMI**

(Macaro et all, (2018)

**Content-based  
Language Learning**

**Immersion**

# How Is CLIL Different from EMI?

- Macaro, et al. (2018)

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

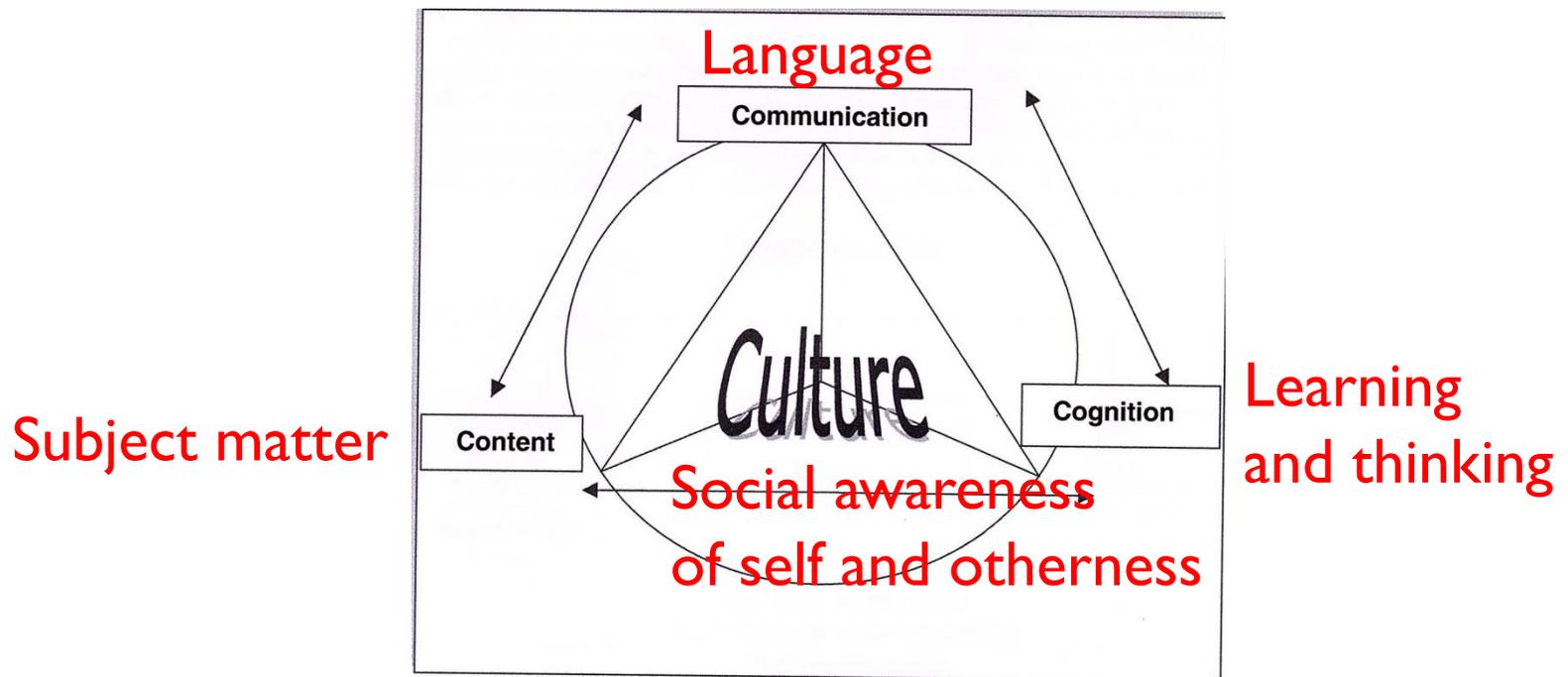
North America vs. mainly in Europe  
immersion, content-based  
language learning = CLIL } EMI

# 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)



Adapted from "Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies," by Do Coyle, 2007, *The International Journal of Bilingual Education and Bilingualism*, 10(5), p. 551.



# 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

(I) 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

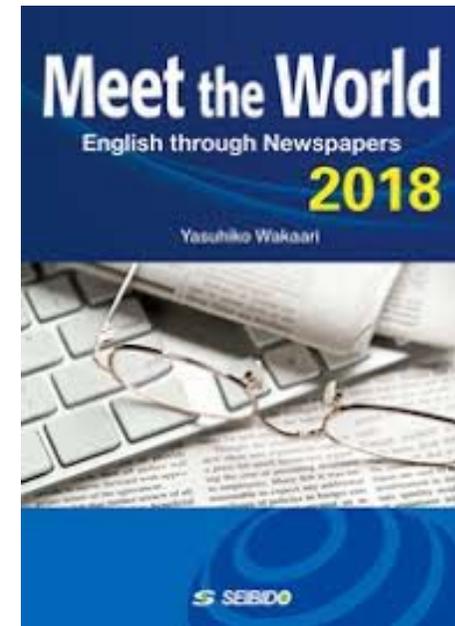
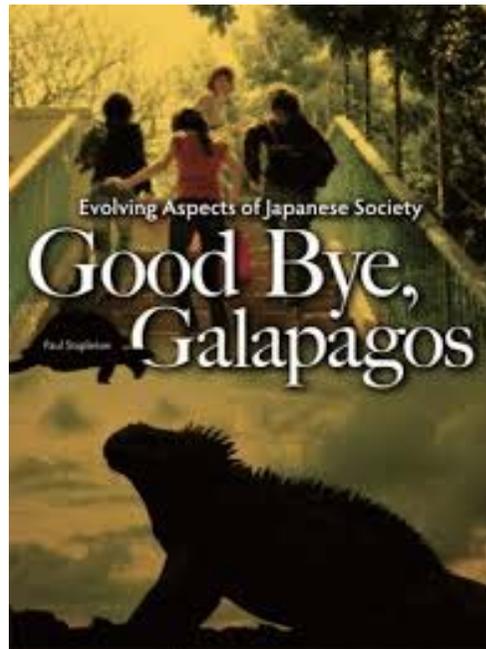
(3) What impressions will students have of students' **autonomy** in the course?



## 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  $\Leftrightarrow$  Individual)
4. Students read related **online articles** chosen by the group in charge. (Group  $\Leftrightarrow$  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.



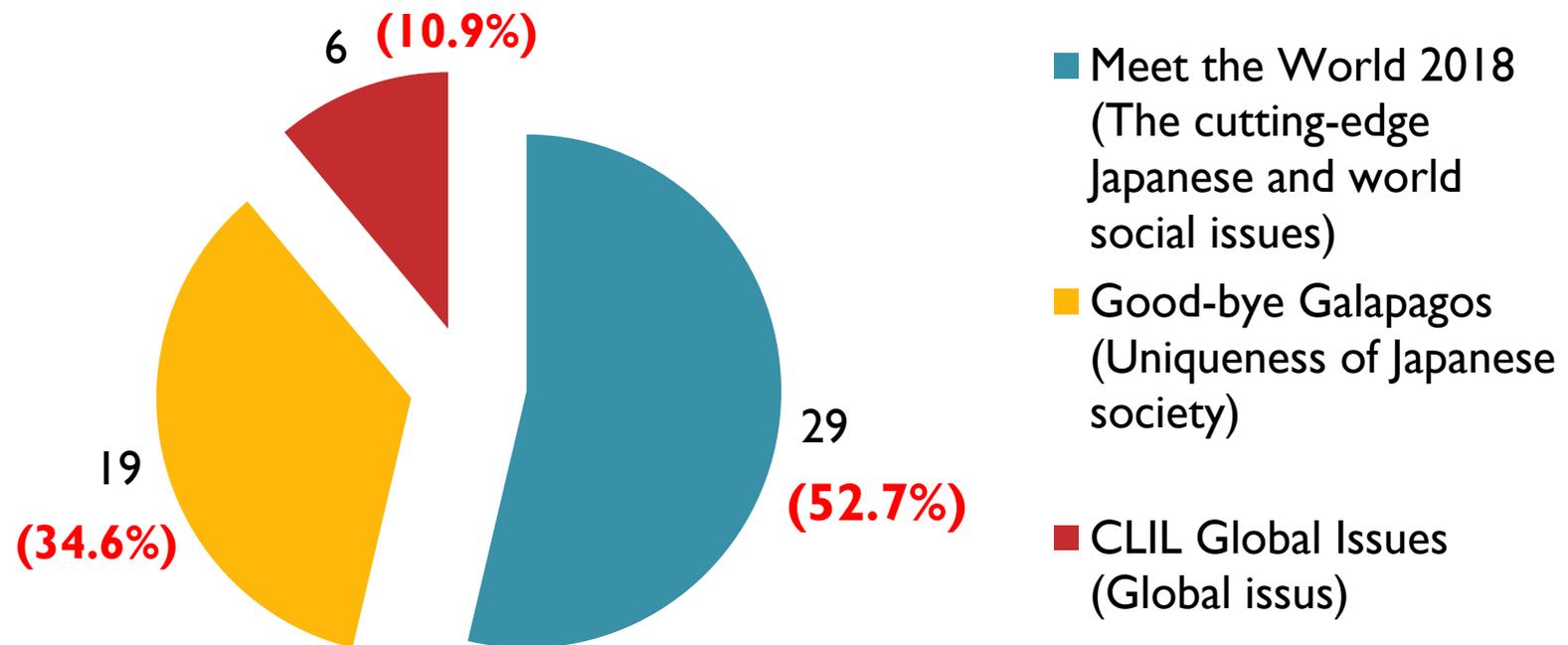
# Results & Discussion (Research Question I)

(I) 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





## Results & Discussion (Research Question 2)

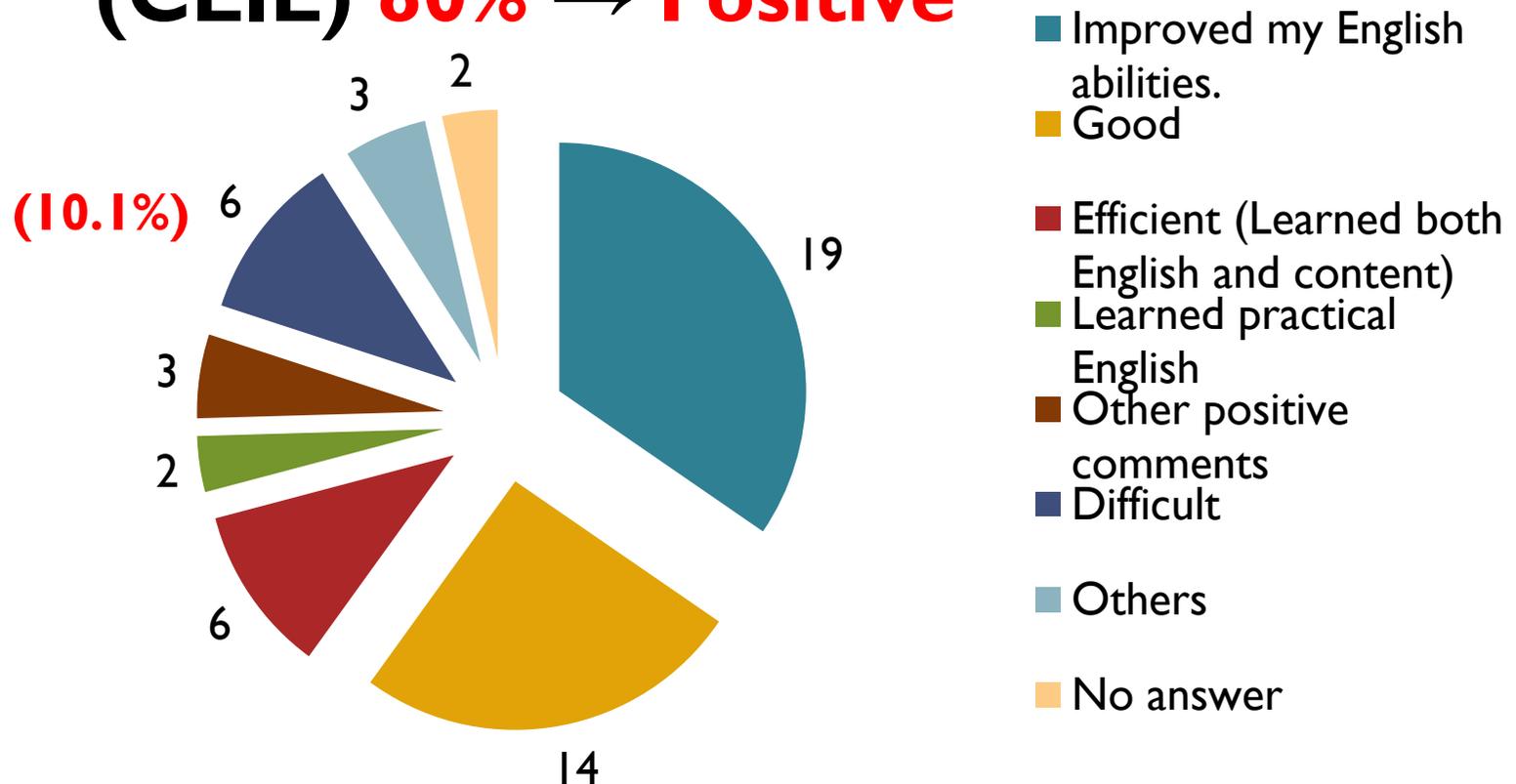
(2) What kind of **impression** will **students** have of their learning in terms of each component of Coyle's (2007) 4Cs' framework?

# Post-course Questionnaire

(Q1. What do you think about this learning method in which students learn specific contents in English?)

## Learning Contents in English

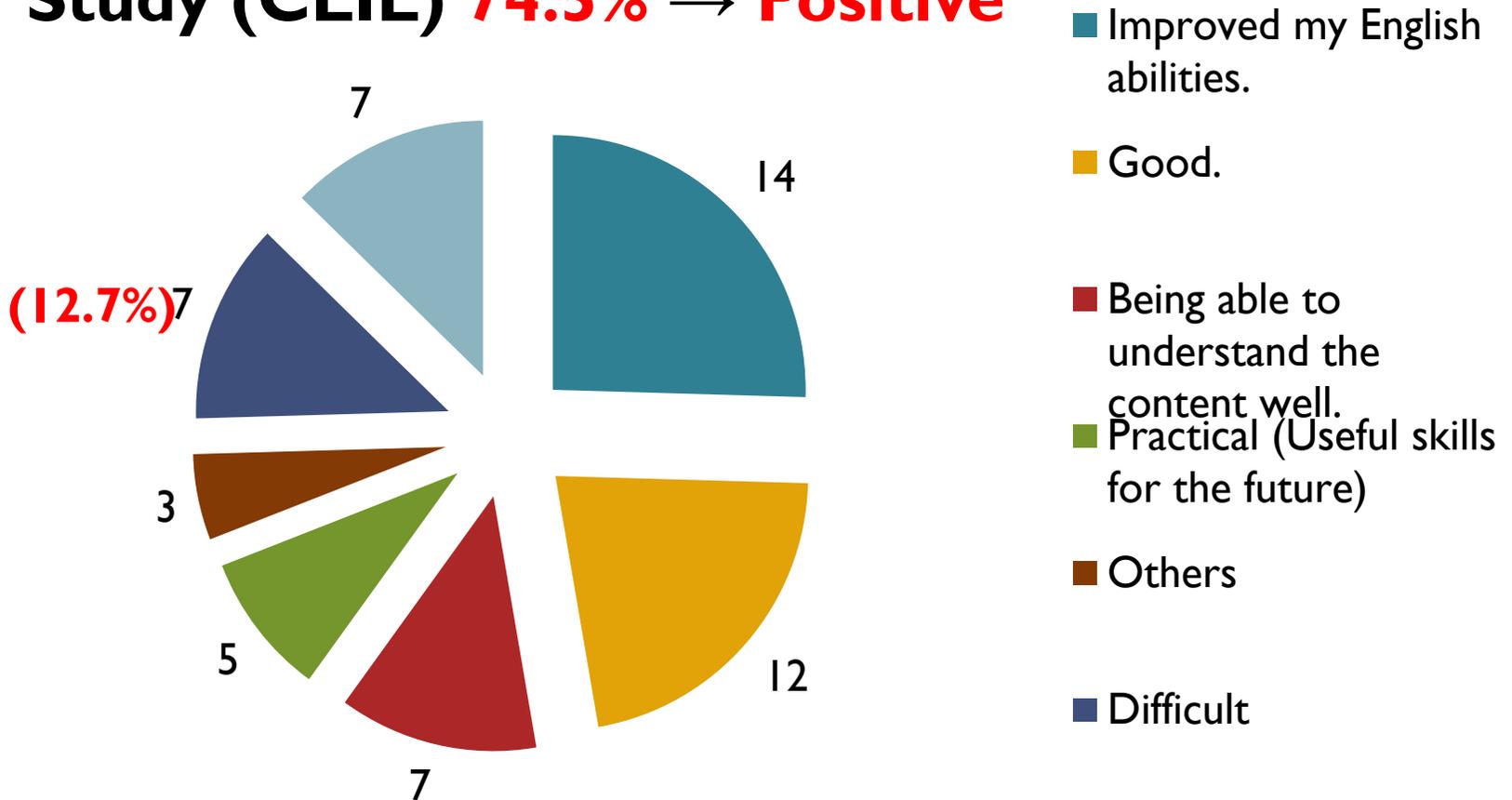
**(CLIL) 80% → Positive**



# Post-course Questionnaire

(Q2. What do you think about learning English through content study?)

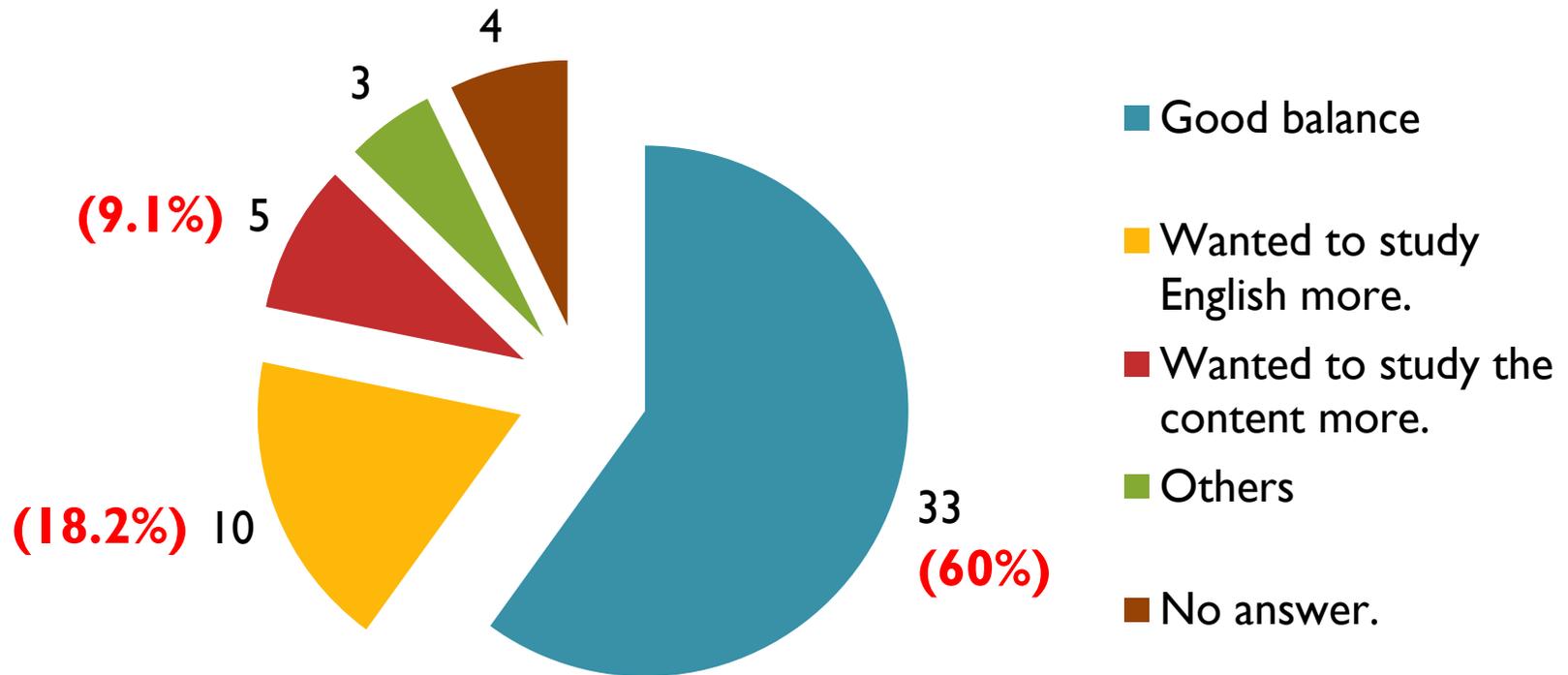
## Learning English through Content Study (CLIL) **74.5%** → **Positive**



# Post-course Questionnaire

(Q3. What do you think about balance between learning English and Learning Content?)

## Balance between English Learning and Content Study

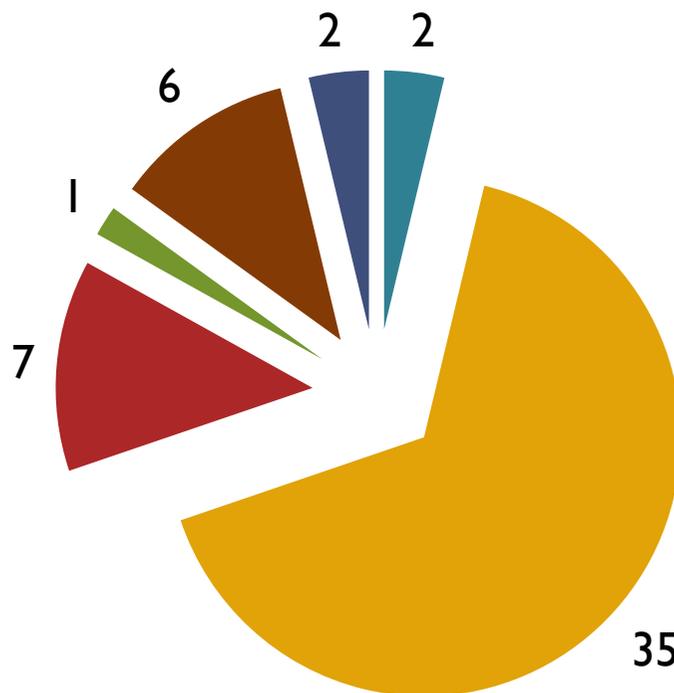


# Post-course Questionnaire

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

## English Reading Skills

**81.8% → Positive**



■ Yes, very much.

■ Yes.

■ Yes, to some extent.

■ I have acquired learning skills

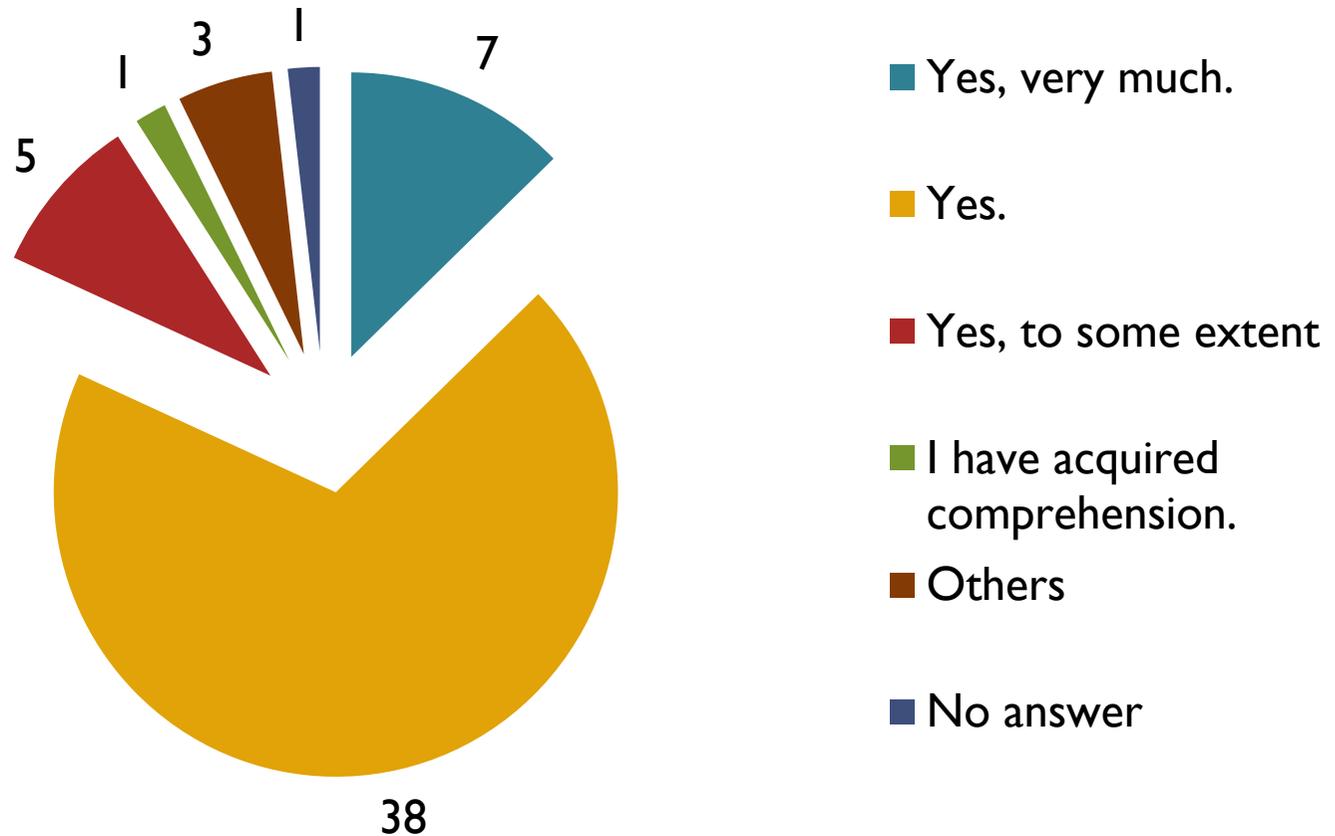
■ Not so much.

■ Others

# Post-course Questionnaire

(Q5. Have you acquired knowledge about the content you read about?)

**The Content 98.2% → Positive**

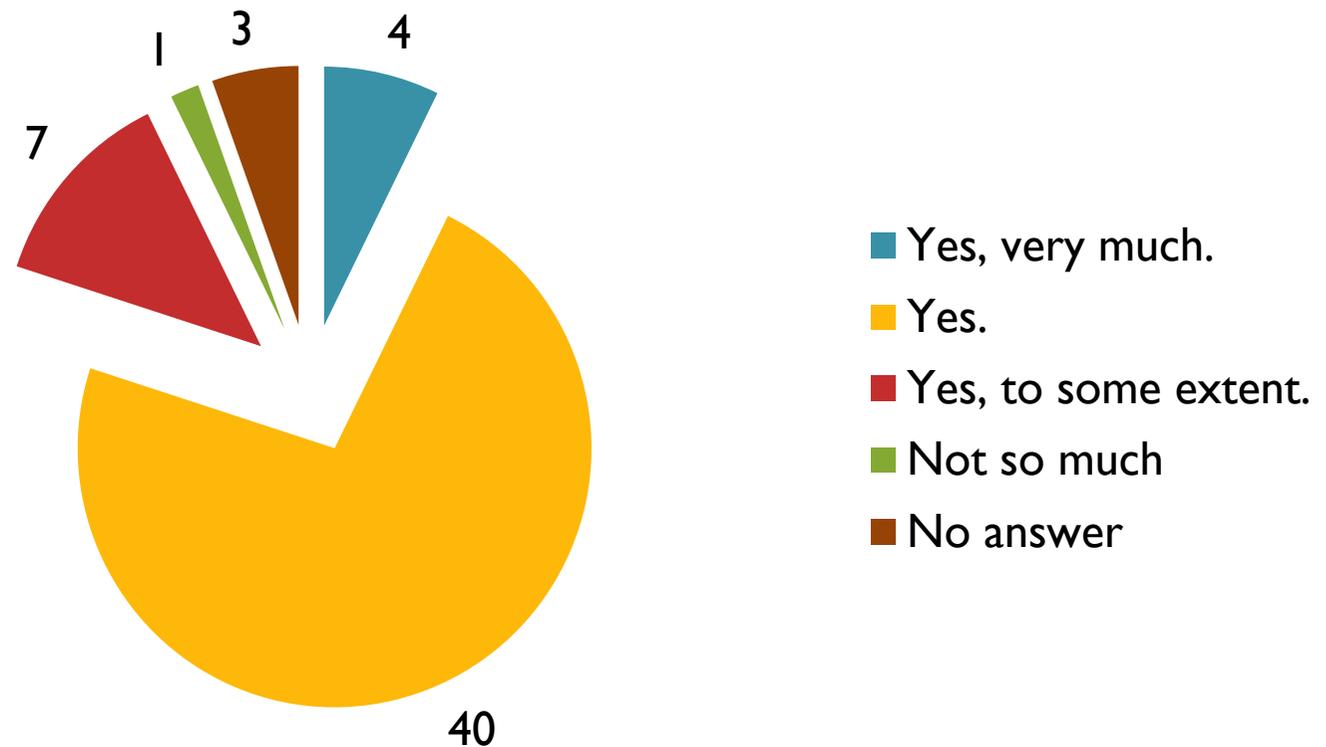


# Pre-course Questionnaire

(Q6. Have you acquired critical thinking skills?)

## Critical Thinking Skills

**92.7%** → **Positive**

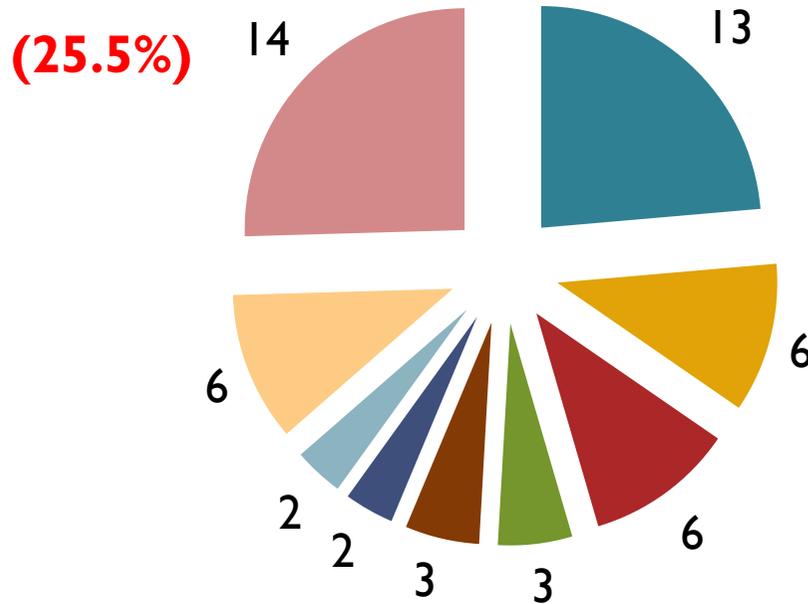


# Post-course Questionnaire

(Q7. What do you think about this learning method based on the group work?)

## Cooperative Learning

**74.5% → Positive**



- 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)

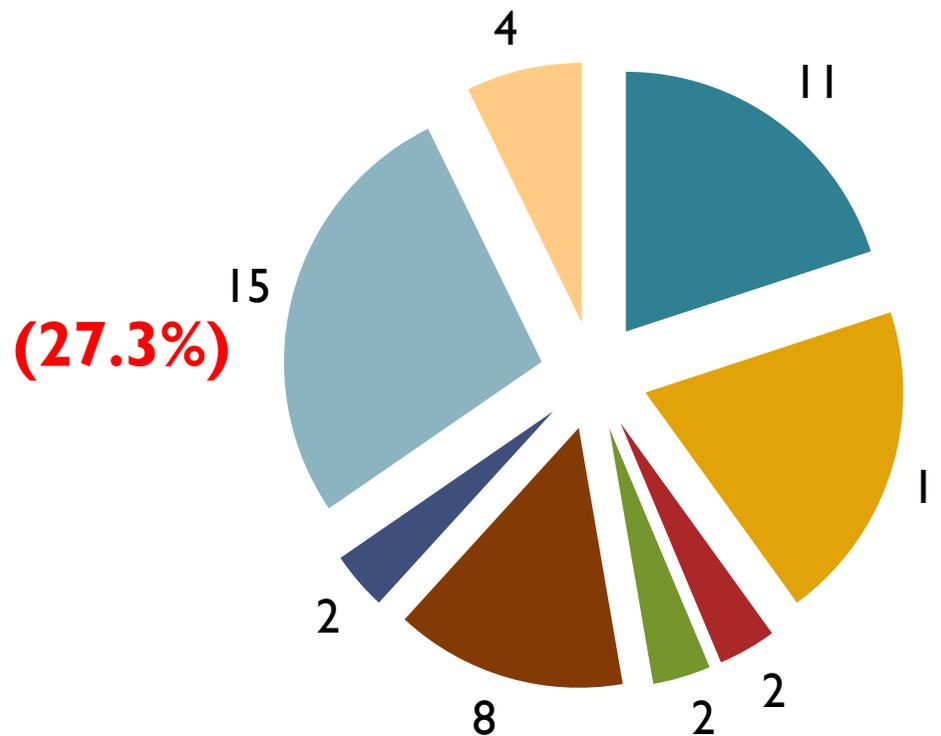
(3) What kind of impression will students  
have of students' **autonomy** in the course?

# 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

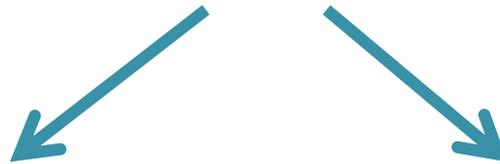
■ Good with conditions.

■ I prefer a teacher-centered style.

■ No answer

# Implications

(I) 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

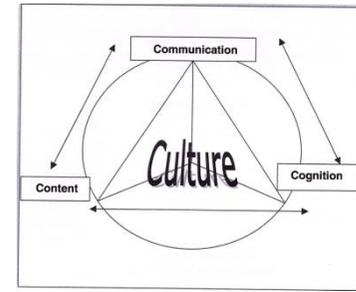
- The online newspaper articles helped students **deepen** their **understanding** on the topics and **critically think** of the issues.
- "concerned with **interests of learners**" (Benson, 2001, p. 21)
- "the **learner's perspective**" (Benson, 2001, p. 20)
- English teachers should **give initiative** 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.

