CLIL/CBI to EMI: Curriculum design and implementation at the university level

Tetsuo Harada

Faculty of Education and Integrated Arts and Sciences

Waseda University

tharada@waseda.jp

CBI/CLIL and my career

- **UCLA ESL Service Courses**: Advanced English as a Second Language
  - History: Immigration to the United States
  - Communication Studies: The First Amendment to the United States Constitution
- **CIBER (Centers for International Business Education and Research) Program**: Anderson Graduate School of Management, UCLA
  - MBA: Integration of advanced Japanese with business
  - Economics and finance: Hokkaido Takushoku Bank, which went bankrupt in 1997

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CBI/CLIL and my career

- **Department of Asian Languages and Cultures, UCLA**
  - Japanese literature (Hideo Levy) and advanced Japanese reading
  - Introduction to Japanese linguistics and advanced Japanese
- **Elmarino Language School, Culver City, CA**
  - **Japanese Immersion Education**

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CBI/CLIL and my career

- **School of Education, Waseda University**
  - **English for General Purposes**
    - History: Immigration to the United States
    - Psychology
    - Education in the US: 1) Declining By Degrees: Higher Education at Risk, 2) Testing Our Schools: No Child Left Behind (NCLB) (原田, 2008)
  - **Department of English Language and Literature**
    - **EMI courses:** Advanced Phonetics, Bilingual Education, Second Language Acquisition (SLA), etc.

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CBI/CLIL and my career

- **School of Education, Waseda University**
  - **Graduate School of Education**
    - **EMI courses**: Teaching English as a Foreign Language, SLA, CBI/CLIL, Bilingualism and Bilingual Education
  - **Department of English Language and Literature**
    - **CBI/CLIL Curriculum Design** (Harada, 2017)
    - **EGP** (English for General Purposes) > **EAP** (English for Specific Purposes) > **EMI** (English medium instruction)

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Today's Talk

- CBI and CLIL: The Same or Different?
- Contextualize the Curriculum Development
- Curriculum Design
- New Curriculum in the School of Education's Department of English Language and Literature at Waseda University
- Challenges
- Underlying Principles

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Today's Talk

- Harada, T. (2017). Developing a content-based English as a foreign language program: Needs analysis and curriculum design at the university level (pp. 37-52). In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: New perspectives on integrating language and content* (2nd ed.). Ann Arbor, MI: University of Michigan Press.
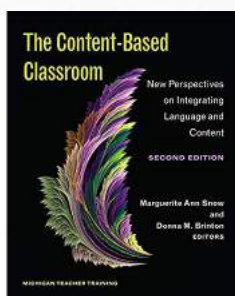
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CBI and CLIL: The Same or Different?

- **Content-based instruction (CBI) or content-based language teaching (CBLT)** is a "heuristic label for a diverse group of **curriculum approaches** which share a concern for <u>facilitating language learning</u> broadly defined, through **varied** but <u>systematic linking of subject matter and language</u> in the context of learning activities" (Davison & Williams, 2001, p. 57).

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CBI and CLIL: The Same or Different?

- Content and Language Integrated Leaning (CLIL) is a **dual-focused** educational approach in which an **additional language** is used <u>for the learning and teaching of</u> **both** <u>content</u> **and** <u>language</u>. That is, in the teaching of leaning process, there is a focus <u>not only on content,</u> and <u>not only on language</u> (Coyle, Hood, & Marsh, 2010).

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CBI and CLIL: The Same or Different?

- [Content-based language teaching] … may share some basic theories and practice but <u>are not synonymous with CLIL</u> since there are some fundamental differences. CLIL is **content-driven** … (Coyle, Hood, & Marsh, 2010, p. 1).

- What separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education, is the planned pedagogic integration of contextualized <u>content</u>, <u>cognition</u> (Met, 1991; Chamot, 2009 for cognition in CBI), <u>communication</u> and <u>culture</u> into teaching and learning practice (Coyle, 2002, cited in Coyle, Hood, & Marsh, 2010, p. 6).

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CBI = CLIL: For better education and research (e.g., Brinton, 2017; Cenoz, 2015)

- The central tenet of both CBI and CLIL is that <u>language and content are integrated</u>.
- They have much to learn from each other.
- They also share many of the same implementation issues.

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CBI = CLIL: For better education and research (e.g., Brinton, 2017; Cenoz, 2015)

- Common challenges:
  - the **effective collaboration** of content and language teachers:
  - the **language awareness training** of content teachers;
  - means of **"sheltering" content delivery** for L2 learners;
  - the **threshold level of English proficiency** needed for participants to benefit from delivery of content through the medium of English;
  - appropriate means of **assessing** both language and content

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Goals of the New Curriculum

1. Transition to **English as a medium of instruction (EMI)** for the upper-division content courses;

2. Prepare students for these courses at the lower-division level via content-based "bridge" courses in **English for academic purposes (EAP)**

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Three Primary Models of CBI and their Relationship with EAP and EMI

- **Theme-based instruction**: instruction that focuses on specific themes of interest and relevance to the learners. The themes create <u>the organizing principle for the course</u> and provide the point of departure for **skill- and language-based instruction**. Most often found in **EAP** courses (Brinton & Snow, 2017).

- **Sheltered instruction**: instructional models in which L2 learners are separated from the native speakers for the purpose of **content instruction**, which is delivered in the students' L2 (Brinton & Snow, 2017).

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Three Primary Models of CBI and their Relationship with EAP and EMI

- **Adjunct instruction**: instructional models in which <u>two courses (a content course and a language course) are paired</u>, with the content and language instructors collaborating to merge their instructional objectives (Brinton & Snow, 2017).

- Common applications of CBI in higher education contexts (Frodesen, 2017)
  - Theme-based instruction > **EAP** (English for Academic Purposes): language-driven
  - Sheltered instruction > **EMI** (English-medium instruction): content-driven

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Contextualize the Curriculum Development

- **The School of Education's Department of English Language and Literature at Waseda University**
  - About 600 undergraduate students (150 each year)
  - One third of them are in the Teaching Certificate program
  - The remaining 70% (despite being in the School of Education) are not enrolled in the Certificate program
  - The previous curriculum
    - Upper-division content courses in English and American literature, Linguistics, and English language teaching, almost all taught in Japanese

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Contextualize the Curriculum Development

- **The School of Education's Department of English Language and Literature at Waseda University**
  - The faculty's dissatisfaction with the previous curriculum and their B.A. recipients' ability to function in English
  - A student questionnaire: Not fully satisfied with their English ability
  - Didn't reach a professional or even functional level of English for both general and academic purposes

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Contextualize the Curriculum Development

- **The School of Education's Department of English Language and Literature at Waseda University**
  - The Department undertook a major revision of the curriculum, adopting the concept of **content-based instruction** (CBI) in 2016.
  - The plan involved:
    - transitioning to **English as a medium of instruction (EMI)** for the upper-division content courses
    - preparing students for these courses at the lower-division level via **content-based "bridge" courses** in **English for academic purposes (EAP)**

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Stages of Curriculum Design

Stage	Christison and Murray (2014)	Graves (2014)
1	understanding the context	guiding principles
2		contextual factors
3		learner needs
4	developing curriculum relevant to the context	program goals
5		program content
6	evaluating the curriculum	assessment

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Stage 1: Guiding Principles

- **how curriculum developers view language, language learning, learners, teachers, and content:**
  - different views of language and/or teachers/learners
    - language is rule-based?
    - teachers serving as facilitators?
    - learners are receptive vessels?
  - The stakeholders put everything relevant to learning and teaching on the table, sharing their beliefs and experiences with each other.

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Stage 2: Contextual Analysis

- **Analyze the social, economic, political, and institutional factors:**
  - the societal pressure for higher education in Japan to train students to reach a professional or functional level of English;
  - the government's proposal that English teachers in secondary school teach English only through English;
  - 70% (despite being in the School of Education) are not enrolled in the Teaching Certificate program and plan to work in major businesses..

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Stage 3: Learner Needs

- **This phase of the process focuses on the learners and identifies:**
  - what is not working well for learners in the current curriculum;
  - which goals of English and content learning they have in mind;
  - what their current levels of English are;
  - and/or whether they are adequately motivated to enroll in content courses in English.
- The most common way to analyze student needs is to:
  - Give students a questionnaire and/or;
  - Conduct an extensive needs analysis through focus-group interviews.

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Stage 4: Program Goals

- **Both the contextual and needs analysis will help determine the program goals for the curriculum**, including
  - the type of knowledge and skills students are expected to acquire;
  - the specific focus of instruction.
- The program goals are two-fold:
  - first to determine the English language skills students need to attain
  - second to delineate the content courses students are required to take for completion of their degree.

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Stage 5: Program Content

- **Decide upon and organize program content**
  - what should be taught;
  - how the content should be divided into courses;
  - how the courses will be leveled and sequenced.

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Stage 5: Program Content, cont'd

- **Year 1**: **English foundation courses** for both general and academic purposes;
- **Year 1: two CBI bridge courses**, one in English literature and the other in Linguistics;
- **Year 2**: **four required introductory major courses** conducted in **Japanese**;
- **Years 3 and 4**: elective **EMI** content courses;
- **Years 3 and 4**: short-term study abroad and internship programs;
- **Years 1 to 4**: additional elective English skills courses (e.g., Current Affairs in English, TOEFL Preparation).

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Stage 6: Assessment

- **Assessing students' L2 outcomes and evaluating the entire program**
- The curriculum planning process is cyclic (Brown, 1995):
  - After the assessment and program evaluation we return to the previous stages to make major or minor changes that further enhance the curriculum.

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Stage 6: Assessment, cont'd

- **Multiple measurements for both placement and diagnostic purposes**:
  - A university-based English placement exam (i.e., listening, reading, vocabulary and grammar) at the beginning and end of the first year;
  - The Criterion® Online Writing Evaluation tool;
  - The Versant English test to measure speaking ability;
  - The TOEFL IPT® test to obtain an objective assessment of their academic English skills.

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New Curriculum in the School of Education's Department of English Language and Literature at Waseda University

- The major function of the **CBI** portion of the curriculum is to prepare freshman and sophomore English majors to take the upper-division **EMI** content courses in TESL and Applied Linguistics.
- **The in-house EFL program**:
  - 160 EFL courses, in which no less than 4,800 students are enrolled;
  - Four proficiency levels of English (English for false beginners, elementary, intermediate, and advanced learners);
  - English majors are required to take five courses of 2 credit units each (including two advanced courses) in this EFL program.

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New Curriculum in the School of Education's Department of English Language and Literature at Waseda University

- **Required foundation courses**
  - General English Tutorial course
  - Communicative and academic writing courses
  - **Two content-based bridge courses** (15 students each class, offered in English only)

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New Curriculum in the School of Education's Department of English Language and Literature at Waseda University

- Elective **Japanese-medium** major courses
  - two courses on the history of British literature
  - two on the history of American literature
  - two introductory courses (on Linguistics and Applied Linguistics, respectively)
- Develop academic literacy in L1 > Supporting and accelerating content learning in English

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New Curriculum in the School of Education's Department of English Language and Literature at Waseda University

- **Elective EMI major courses**
  - No scaffolding of language will be given since students are expected to be autonomous learners.
  - The requirements of the courses will be similar to ones required in an English-speaking country (i.e., lectures, materials, reading assignments, essays, exams, projects).
  - The Department has unique human resources: The faculty members are specialists with considerable experience teaching EFL as well as teaching content.

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New Curriculum in the School of Education's Department of English Language and Literature at Waseda University

- **Other EMI or Japanese-medium major courses**
  - Junior and senior seminars
  - Senior thesis
- **Optional courses**
  - Short-term Study Abroad
  - Overseas Internship

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Main Challenges: Human Constraints

- The need for faculty members to arrive at **common beliefs and ideas** about the curriculum: many compromise solutions and agreements were required.
- **The heavy workload** for those faculty members who were most involved in the complex process of curriculum reform.
- The often complex process of **hiring content lecturers** who feel comfortable delivering their lectures in English
- The challenge of **ensuring a comprehensive understanding of CBI/CLIL and EMI curricular principles** by part-time lecturers
- The difficult process of **training faculty** new to the concept of CBI/CLIL

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Main Challenges: Budget Constraints

- Due to university-wide budget constraints, we were unable to increase the number of part-time instructors, and had to decide to **offer some content courses every other year.**
- For the diagnostic and summative assessment of students' language outcomes, we were forced to **raise academic fees**, which had to be approved by the School of Education.

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Main Challenges: Administrative Constraints

- Three administrative assistants
- But the Department head has always found it very challenging to **manage the many levels of administrative work** involved in the development of the new curriculum:
  - The approval by several committees;
  - The appointment of full-time and part-time faculty members to many current and new courses;
  - Discussions with administrative personnel;
  - The scheduling of courses.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 1

The working group is responsible for taking the initiative in proposing the curriculum revision, an involved and lengthy design process.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 2

Needs analysis is an essential tenet of curriculum design, which leads us to understand the contextual factors and needs involving both students and faculty.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 3

It is crucial to **assess students' proficiency** accurately as they enter the program, which helps to **triangulate data** from the needs analysis.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 4

The core element of curriculum development is for the stakeholders to **share common pedagogical philosophies and assumptions** about the curriculum.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 5

The working group proposes some organizing principles of the curriculum, and decides on its detailed content, which serves as **a blueprint for the implementation of the new curriculum**.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 6

Good coordination of the Department with other departments and the administrative staff is a must.

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Principles of Designing an EFL University-Level Content-Based Curriculum

Underlying Principle 7

The assessment and program evaluation (i.e., formative and summative evaluation) help to further improve the quality of the curriculum for the following semester or year.

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Summary

- CBI = CLIL

- Curriculum Design

- New Curriculum in the School of Education's Department of English Language and Literature at Waseda University

- Challenges

- Underlying Principles

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