

Maximizing Synergies: Combining COIL and CLIL in Tertiary Education

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CLIL & COIL

CLIL

Since mid-1990s (Europe)
language-driven (soft) – common
in JP; content-driven (hard)
flexibility, fostering learner
autonomy, global competencies &
agency, shift between language
and content as required

COIL

Since 2004 (SUNY)- 2014 in JP
Innovative & cost-effective,
nurturing learners' intercultural
skills and openness, fostering
confidence in utilizing ELF,
higher levels of student
engagement



CLIL/COIL course

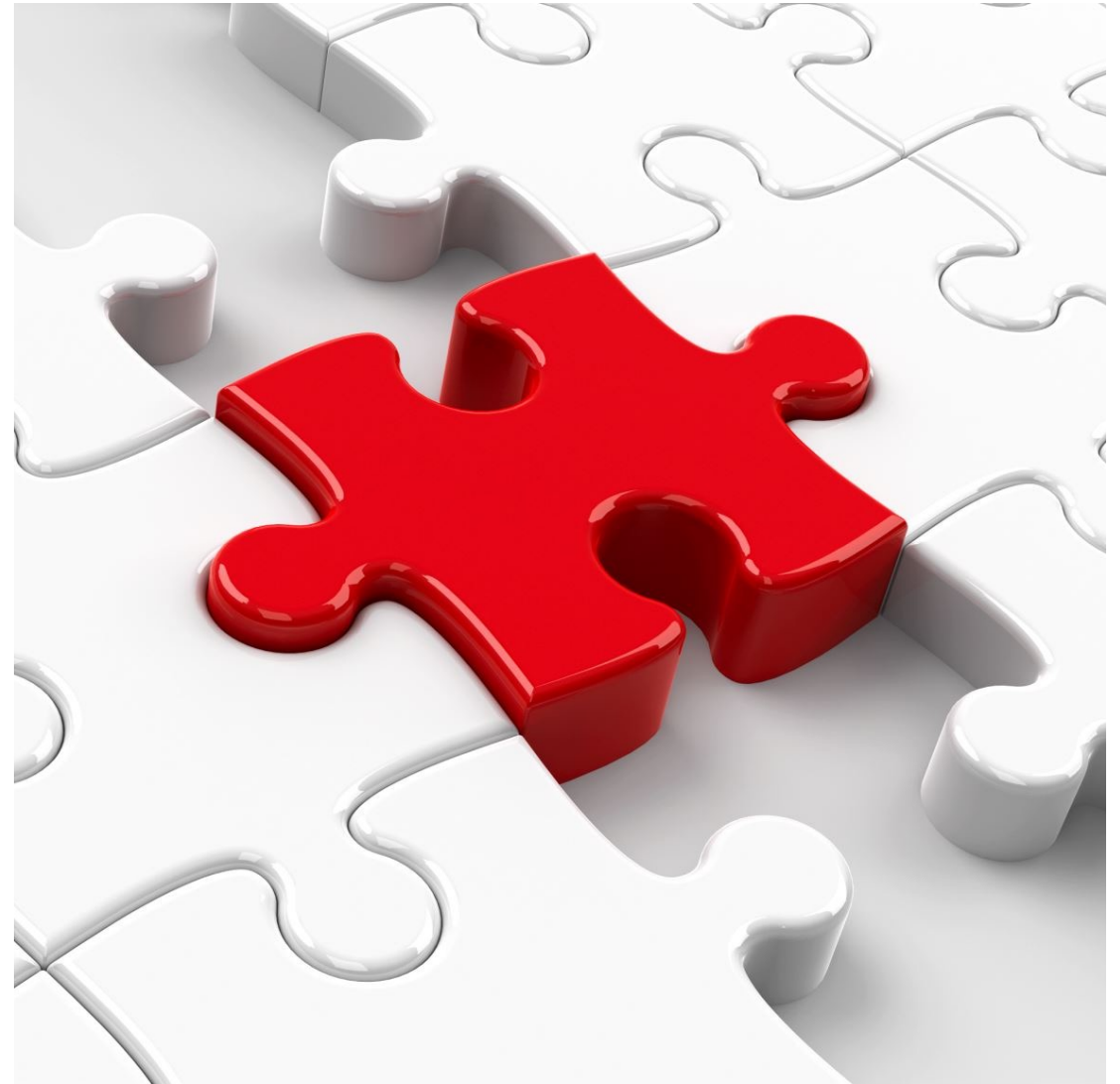
limited research exploring the integration of CLIL & COIL in a single course:

- Saito et al. (2023) CLIL/COIL course between JP and the US
- Ayunts et al. (2022) → CLIL/COIL course between Brazil and Armenia

This study: a hard CLIL/COIL course titled 'Internationalization of Higher Education (IoHE)' between JP and the US

Main exploratory research question

What are the potential difficulties and advantages associated with the combined application of COIL and CLIL within a single course at the university level?



Methodology

Mixed-methods research design (Creswell & Clark, 2017)

A leading private Japanese university

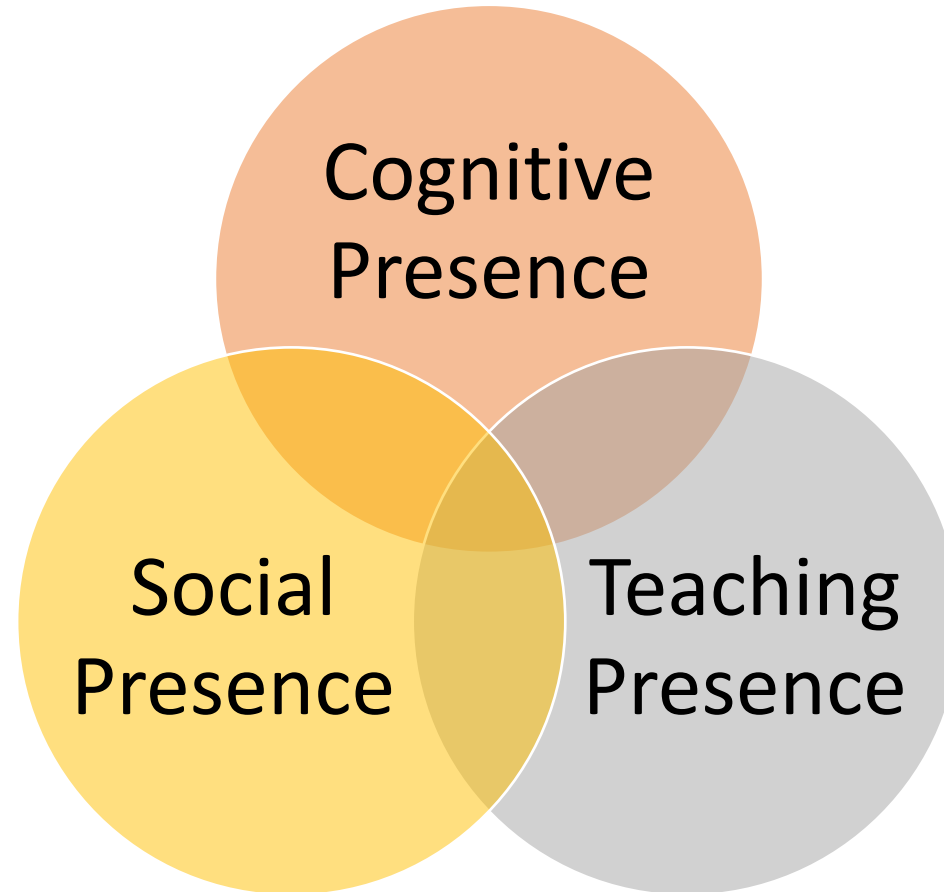
Undergraduate Japanese and American/international students

Student reflective report and a qualitatively-driven survey data (via Google forms) gathered at the end of the course

Fall 2021 & Fall 2022, two student cohorts (2021, N=60, 2022, N=61, in total 121 students)

Theoretical background

The Community of Inquiry (CoI) framework (Garrison, Anderson & Archer, 2000).



| Variables | Categories | 2021 % (N=60) | 2022 % (N=61) |
|--|-------------------------------------|---------------|---------------|
| Satisfaction with the course | 5 (very satisfied) | 51.3 | 51.9 |
| | 4 (satisfied) | 38.5 | 33.3 |
| | 3 (neither satisfied nor satisfied) | 10.2 | 14.8 |
| | 2 (dissatisfied) | 0 | 0 |
| | 1 (very dissatisfied) | 0 | 0 |
| Satisfaction with the COIL component | 5 (very satisfied) | 46.2 | 48.1 |
| | 4 (satisfied) | 38.5 | 37.1 |
| | 3 (neither satisfied nor satisfied) | 15.3 | 14.8 |
| | 2 (dissatisfied) | 0 | 0 |
| | 1 (very dissatisfied) | 0 | 0 |
| Likelihood of recommending this course to other students | 5 (extremely likely) | 66.7 | 59.3 |
| | 4 (likely) | 23.1 | 29.6 |
| | 3 (neutral) | 10.2 | 11.1 |
| | 2 (unlikely) | 0 | 0 |
| | 1 (extremely Unlikely) | 0 | 0 |

Social Presence

- *‘Also, since the class was conducted in collaboration with an overseas school, I was happy to hear the opinions of real students’. (Participant 12)*
- *‘It was my first time to take a class with students in US and it was fun. I enjoyed being able to experience things that I couldn’t experience in my regular classes’. (Participant 2)*
- *‘What I learned from this class is to complete the presentation as a group. There were many disagreements in my group, and it took me a long time to decide on a theme. However, at that time, [student A] and [student B] took the initiative to put it together. Once the theme was decided, the question creation and PowerPoint creation were smooth... I felt a sense of accomplishment that everyone in the team was able to work together’. (Participant 26)*

Teaching Presence

- *'At first, I was not very good at speaking English, so I tried to communicate using words I knew, although I am not sure if I could pronounce them well. American students speak very fluent English, so it was difficult for me to understand them. Therefore, I was able to understand little by little by watching the videos [via Flip] over and over again'. (Participant 1)*
- *'I strongly remember the struggles with posting the video on Flip. This does not mean I had difficulty with systems. Speaking English in front of a laptop was uncomfortable for me because I couldn't know if my English made sense. When I am talking in English, I usually ask if my English is well, or person gets what I want to say. Remote activities that I cannot do these things made me worried. However, this experience made me not only worried but also made me grow. Skills to make English drafts, presentations, knowledge of immigrants ... I feel new skills that I got through this class and experiences of the cooperation with COIL partner will be profitable for the future'. (Participant 84)*

Cognitive Presence

- *‘I could know the importance of having wider mind and looking at the other situations by comparing with Japanese current situation’. (Participant 24)*
- *‘I was able to learn that people of the same generation from other countries have similar opinions on the same issues, and I feel that this will increase the possibility of solving these problems [of globalization].’ (Participant 100)*
- *‘COIL activities were my first opportunity which involved students from other countries. I enjoyed feeling the difference in their and my way of thinking and culture in each activity each time. Especially, I was interested in that US student had a different way of thinking about gender differences’ (Participant 17)*

Social Presence

COIL - engaging with same-aged peers: familiarity, authenticity, and gaining insights through learning from the experience.

CLIL - PBL, collaborative learning: expand social network, comprehend the basic dynamics of teamwork, assume responsibility, and gain a sense of fulfillment upon the successful completion of group assignments.

Cognitive Presence

COIL - the opportunity to assess information within a global context: comparative approach (identification of similarities and differences), broadening cognitive horizons, personal growth, the appreciation of diversity, and the enhancement of respect for others.

CLIL - materials relatable to students, cognitive scaffolding, collaborative learning, reflective learning including reflective short reports

Teaching Presence

Issue: students' perceived inadequacies in English, specifically a lack of confidence in English pronunciation

COIL - asynchronous collaborative activities via Flip - flexibility to review videos, access transcripts

CLIL - structured and scaffolded activities, group work, seek clarifications from their instructor and peers

-->improvement in students' proficiency in English (specifically in areas of pronunciation, listening, and speaking), ultimately fostering their confidence

CLIL/COIL course



promote global competencies & prepare students for a globalized workforce, contributing to internationalization efforts in HE (de Wit, 2016; IIGE, 2021)



Flexibility, enhance critical thinking, particularly through cooperative educational approaches (Helm, 2020; Hemmi & Banegas, 2021)



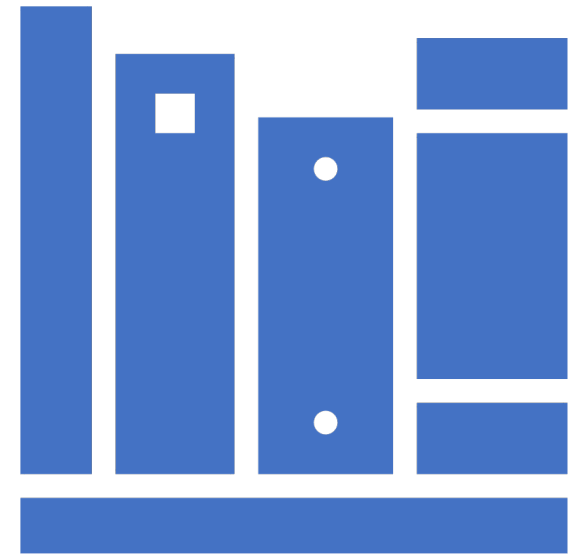
positive impact on student learning and engagement (Saito et al., 2023, Ayunts et al., 2022)



Students' self-perceived limitations in their English language competencies → the COIL as an incentive, exposure to a range of English dialects

Discussion

- Limitations: a single course at a Japanese private university, relatively small sample size (N=121), relied on self-reported data from student reflective reports and survey responses, did not assess the long-term impact of the integration of COIL and CLIL on student learning outcomes or their future academic and professional development.
- Implications: can promote student agency & enhance global competencies in HE.
- Future research: assessing the sustainability and transferability of these approaches across different contexts and disciplines



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