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Exploring the Potential of CLIL: Focusing on Local Culture*

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This article examines Korean college students' general perspectives of content and language integrated learning class situating local culture and facilitating factors that enhance their increase of content knowledge and language skills through the course. This longitudinal study employed a classroom-based qualitative, mixed method research design. The data were drawn from before- and after- course survey questionnaires, in-depth semi-structured interviews, classroom observations, and video recordings of students' group presentation. Overall, the findings have shown that students achieved considerably the dual goals: language and content. What is more, students overall got motivated from experiencing the content and language integrated learning class. The interview data pointed to three main contributing factors playing crucial role for enhancing students' content knowledge and language skills: a content-driven approach; communication practice through interactive class; and cognitive engagement process. The CLIL class enabled the students to dynamically interact with their peers, construct their own understanding of content knowledge, and enhance their content-related language ability in learning process. This study suggests that adopting CLIL approach situating local culture offers rich potential for broadening and deepening knowledge of their own culture and language skills.

[local culture/CLIL/cognitive process/interactive learning/communication skills]

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I. INTRODUCTION

English has been widely recognized as a global language in the world. According to a statistical report, around 1.5 billion people use it competently and/or fluently in the early 2000s (Crystal, 2003). Nowadays, more people speak English as a second or foreign language. With the trend of English as a global language, scholars (Byram, 1997; Kramsch & Sullivan, 1996) proposed the importance of intercultural communication skills with focusing on acquiring knowledge of and positive attitudes toward their own and another culture. The perspective of English as a global language will make students perceive both their own culture and other cultures in an intercultural perspective (Niżegorodcew, 2015). Therefore, knowing and learning about local culture as well as other cultures in English will be to lay foundations for intercultural communication in this globalizing world.

The impact of globalization has highlighted the necessity of better language and communication outcomes. Various English language teaching approaches have been developed and adopted in educational contexts in order to examine most suitable language teaching and learning approach. One of the most prominent perspectives allied to communicative language teaching is content and language integrated learning (CLIL). CLIL is a dual-focused approach in which attention is given to the content and language (Coyle, 2006). CLIL has been adopted by the European network of administrators, researchers and practitioners since the 1990s (Coyle, 2006). This approach is a fast developing phenomenon in European countries and can be understood as a best educational practice since it suits the demands of globalization era.

As globalization and the emergence of new technologies introduced us into the 'Knowledge Age' (Coyle, Hood, & Marsh, 2010, p.5), there has been increasing movement of unlimited resources and ideas across national boundaries, and the importance of cognition and communication became more significant in education. Over the recent decades, education has highlighted the complementary aspects of learning between content and language. The new wave of knowledge is strengthening the position of CLIL as an educational approach (Coyle at al., 2010).

In Korean contexts, some universities have offered courses integrating content and language teaching approach in order to help students more competitive in this globalizing world. Research on the effect of content and language integrated instruction[1] in higher education settings has been conducted (H. J. Ahn & E. H. Kim, 2012; A. Kang, 2007; H. J. Oh & E. H. Lee, 2010; H. S. Park, 2006). Distinguished from content-based

[1] The terms, content-based instruction (CBI) and content and language integrated learning (CLIL), have been used interchangeably internationally (Dalton-Puffer, 2007).

instruction, CLIL provides the well-developed pedagogical model of integrating content, cognition, communication, and culture (Coyle at al., 2010). However, there is neither known study adopting CLIL approach in Korean contexts, nor studies on CLIL approach situating Korean culture in Korean contexts. Therefore, this study will examine students' general perspectives of the CLIL class situating the local culture and factors fostering their content knowledge and communication skills[2] through CLIL with the following research questions.

1) To what extent does the CLIL class focusing on local culture support students' content and language learning?
2) What are the crucial factors that contribute to the increase of learners' content knowledge and language skills in CLIL class?

II. PREVIOUS RESEARCH ON CLIL APPROACH

Many universities in Korea have offered various courses adopting content and language integrated instruction. Previous studies reported positive and/or challengeable experiences of college students participating in content-based instruction courses (H. J. Ahn & E. H. Kim, 2012; A. Kang, 2007; H. J. Oh & E. H. Lee, 2010; H. S. Park, 2006). Coyle at al. (2010) distinguished CLIL from other approaches such as content-based language learning and bilingual education. According to them, CLIL is "the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (p. 6). They addressed the recent model of CLIL approach, which is called 'the 4Cs framework' (p. 41). The CLIL model consists of four interrelated perspectives: understanding of the content (content), engagement in various types of experiential study (cognition), interaction in the communicative context (communication), and development of intercultural awareness by positioning self and otherness (culture). To be more specific, content matter in CLIL contexts is not only about acquiring knowledge and skills, but it is about the learner creating their own knowledge and understanding and developing skills[3] (Coyle, 2002). For CLIL teaching to facilitate effective learning, learners also have to be cognitively engaged. Therefore, effective content learning has to consider not only knowledge itself, but also how to apply it through various types of cognitive processing such as remembering, understanding, applying, analyzing, evaluating, and creating. Regarding communication skills, CLIL methodology suggested a conceptual representation, Language Triptych:

[2] Communication skills and language skills are used interchangeably in this study.
[3] Coyle (2002, p. 9) termed this learning process as personalized learning.

"language *of* learning, language *for* learning, and language *through* learning" (Coyle et al., 2010, p. 36) which could integrate content with language learning and using. Language *of* learning is to acquire language specific to subject theme or topic. Language *for* learning is to learn language needed to operate in a language learning environment, for example, language required for group work, asking questions, debating, and so on. Language *through* learning focuses on capturing language needed by individual learners to support and advance thinking process while acquiring new knowledge. Finally, the cultural perspective in CLIL opens the door of intercultural experiences which are integral to understanding global citizenship. Intercultural awareness and understanding within the classroom and beyond are emphasized in CLIL contexts.

Empirical research on CLIL programs opines that compared to non-CLIL classes, students gained more benefits in terms of English language achievement and motivation when participating in CLIL programs. Lasagabaster (2011) investigated English achievement and student motivation in CLIL and EFL classes. He investigated the relationship between motivation and overall English proficiency and linguistic and motivational outcomes in CLIL provision compared to the traditional EFL approach. The subjects were 191 secondary school students from the Basque Country, where English is a foreign language for all the participants. The participants were divided into the EFL group and CLIL group. The result showed that the CLIL students were more motivated than their EFL counterparts in terms of interest and instrumental orientation, attitudes towards learning situation, and effort made. The motivation and the overall English achievement were correlated significantly. In other words, students with stronger motivation performed better on the overall English test than the less-motivated students. In the same vein, Sylvén and Thompson (2015) also compared motivation and its impact on language learning in CLIL classes and non-CLIL classes. The results indicate that pupils in CLIL classes have more interest and positive attitudes in language learning, and show stronger ideal L2 self, more English self-confidence, and higher willingness to communicate in English. They avoided overstating the effect of CLIL, and underscored that motivation is a potential trait of CLIL students rather than an effect of CLIL.

As Coyle et al. (2010) pointed out, when learners have a more positive attitude toward subject or topic, this may foster their motivation toward learning the language. Aguilar and Rodríguez (2012) investigated the effect of proficiency on CLIL benefits in engineering students at a Spanish university. The participants revealed improvement in listening skills and vocabulary acquisition and use. CLIL students were also seen to outperform non-CLIL counterparts in written production (Ruiz de Zarobe, 2010). However, whereas the desirable outcomes in language competence and affective factors were found in CLIL programs, problems were also found. Researchers pointed out teachers' inadequate qualification in terms of skills and language proficiency and slow

pace of delivery as one of the crucial factors in producing negative results of CLIL approach (Aguilar & Rodríguez, 2012; Hincks 2010). CLIL can be an effective instruction for both language and content learning for English language learners, but it per se does not assure effectiveness of teaching and learning. It depends on various situational and contextual components (Coyle, 2006).

III. RESEARCH DESIGN

This study employed a classroom-based qualitative, mixed method research design for sixteen-week period: before- and after-course survey questionnaire, in-depth semi-structured interviews, and video clips of students' group presentation were collected.

The video clips of students' presentation were used for the researchers' own recall as a complementary form of representation during the findings and conclusions. As for the example of our own recall, the photos of group presentations (Figure 1) allowed the researchers to understand better and more vividly what kinds of activities were conducted in the real classroom and how the students were reacting to the group presentation activity since these photos included their gestures, facial expressions, and movement, which written description is not able to offer. According to Emmison and Smith (2000, p. 4, cited in Dicks et al, 2006, p. 79), visual data is not "what the camera can record but […] what the eye can see."

1. Participants

The participants of the current study was 39 students who were taking Korean culture and English course offered by English department as an optional module at a university in fall semester, 2015. Of the 39 participating students, 31 participants were majored in English language, while the major of another 8 participants varied such as Theology, Japanese language, and Social welfare. All participants (n=39) participated in before- and after- course survey questionnaires. In the before- course survey, the participants self-evaluated their language proficiency level. Regarding receptive skills, 79% of the students responded that their receptive skills were average or good. In regard to productive skills, 71% of the students replied that their skills were poor or average. Overall, the students identified that their receptive skills were better than productive skills.

As shown in Table 1, since nine participants voluntarily participated in two in-depth interviews after the mid-term and final examination each, in this data collection stage, convenient sampling was used according to their availability and accessibility.

TABLE 1

Background Information of Interview Participants

Participants	Grade	Major	Gender	English proficiency
Student 1	4th	English Language	Male	Average
Student 2	4th	English Language	Male	Poor
Student 3	2nd	English Language	Female	Good
Student 4	2nd	English Language	Male	Poor
Student 5	4th	English Language	Male	Poor
Student 6	3rd	Japanese Language	Female	Excellent
Student 7	3rd	Social Welfare	Female	Very poor
Student 8	4th	English Language	Male	Average
Student 9	3rd	English Language	Female	Average

Note. The participants' English proficiency was self-reported by themselves in the before course questionnaire.

2. Sources of Data and Data Analysis

1) Questionnaire

For a survey of the students' overall perspective of content and language learning in the CLIL course, before- and after-course questionnaires were administered to course-takers. The survey questionnaire contained both closed and open-ended questions. The questionnaires were employed with two different purposes: (i) a before-course questionnaire aimed to investigate the students' English proficiency levels, their learning background of Korean culture, and their expectations and needs from the course before the course; (ii) an after-course questionnaire was administered to explore the students' CLIL experiences, actual academic benefits they obtained, and practical suggestions after the course.

Respondents were required to choose an alternative by ticking statements and to fill in some answers on a 5-point Likert scale (Dörnyei, 2003). They were also asked to choose or write crucial factors which contribute their language and content learning. This aimed to procure students' individual and detailed impressions about the course. The questionnaires regarding content and language learning were developed based on Kang's (2007, 2015) study. Even though those studies had to do with content-based learning, some implications were able to be obtained in developing questions regarding students' achievement in content and language learning.

2) Semi-Structured In-depth Interview

The main aim of the two semi-structured in-depth interviews was concerned with

responding to given research questions: (i) to what extent does the CLIL class focusing on local culture support students' content and language learning?; and (ii) what are the crucial factors that contribute to the increase of learners' content knowledge and language skills in CLIL class?

Like survey questionnaires, the interview questions were developed, modelling Kang (2007, 2015)'s study. As Kang used qualitative in-depth interview as a main research instrument to investigate cognitive academic language proficiency in the use of CBI, the researchers modified and adapted the interview questions according to the purpose of this study.

After the mid-term and final examination, nine students voluntarily participated in two interview sessions. Semi-structured interviews for participants were chosen as the main interview style for this study. However, a combination of two types of interview was formed during the interviewing process: focus group interview (1st interview) and concurrent individual interview (2nd interview), for there were different aims of each interview.

(1) Focus Group Interview

Two groups (4 in one group, 5 in another group) were invited for the focus group interview session after the mid-term exam and group presentation. Krueger and Casey (2000, cited in Patton, 2002, p. 386) stated the advantage of focus group interview is that "interactions among participants enhance data quality. Participants provide checks and balances on each other, which weeds out false or extreme views." In this regard, the prime concern of the researchers was to encourage "participants to share view or great diversity of views" (ibid, p. 386) through interactions and to discuss what they wanted to discuss, especially focusing on how the course helped or did not help them obtain content and language knowledge. This is because the teacher-researchers would like to explore students' general perspectives about content-language-integrated learning through the lively collective interaction. This may bring forth "more spontaneous expressive and emotional views than in individual" (Kvale & Brinkmann, 2009, p. 150). Indeed, interviewees in the study listened to each other's responses and share a variety of viewpoints.

(2) Individual Concurrent Interview

The teacher-researchers conducted individual qualitative in-depth interview with their participants at the end of the course to explore contributing/facilitating factors for learning content and communication skills through CLIL class. The main aim of this interview is to elicit the inner thoughts or cognitive processes that illuminate what was/is going on in a person's mind during the course from both their past and current language

learning experiences. Barkhuizen, Benson, and Chik (2014, p. 24) termed this kind of interview as “concurrent interview” and in concurrent interview, “participants discuss both their past and current language learning experiences.” They went on to say that “participants recount their past history of learning, as well as learning experiences and incidents that take place during the period of data collection” (ibid, p. 24). In this sense, these concurrent interviews allowed the researchers to gain participants’ retrospective accounts and learning experience during a course and to obtain a more detailed and deeper description of the complexity of students’ feelings, understanding, perceptions, and actual benefits of the course. All interviews were fully recorded and transcribed and participants’ anonymity was secured.

(3) Data Analysis

The researchers confirmed and checked in more detail by forming the recurring themes emerged inductively from analysis of students’ interview data. This process developed patterns, themes, and categories. Patton (2002, p. 453) termed this as content analysis, saying that “content analysis sometimes refers to searching text for recurring words or themes.” Through the content analysis, the data were coded accordingly. The researchers then underwent three steps: pre-coding, open-coding, and coding, making breaking recurring themes down into smaller themes (J. Y. Sim, 2011). The researchers double checked each other and comment on their data analysis in order to enhance the coder reliability of the findings.

3. Research Process

The study was conducted over a semester period of sixteen weeks in 2015. The research began by administering before-course questionnaire survey to course-takers (n=39). After-course survey questionnaires were conducted after final exam. To make a triangulation, semi-structured interviews were also conducted after finishing their mid-term and final exams. Nine students voluntarily participated in the semi-structured in-depth interviews (focus-group interview after the mid-term test and in-depth individual interview after the final exam). For practical purposes, interviews of participant students were audio recorded and students’ presentation was video-recorded.

4. Context

This course was offered by English department at a university as an optional module for all major students, aiming to help students to enhance (i) content knowledge of Korean culture; and (ii) English communication skills to express their own culture. To

achieve this dual goal, 4Cs framework (Table 2) suggested by Coyle (1999) was adopted as a main teaching method.

Choosing a textbook for Korean culture and English was such a great challenge because most of the books related to Korean culture are written in Korean language. However, according to some CLIL experts (Vollmer, 1999; Coyle, 2010; Gong & Holliday, 2013), "systematic content learning and target language learning come together simultaneously" (Vollmer 1999, p. 243 cited in Steiert & Massler, 2011, p. 100). Considering this dual focus, the book *Korea - Culture Smart: The Essential Guide to Customs & Culture*[4] was chosen as a main textbook. Even though some information in the book shows slightly old-fashioned perspectives or information (i.e., Korean women's drinking culture or public amenities in Seoul, see, p. 91 & p. 116), this book dealt authentically with overall South/ North Korean history, geography, economy, and entertainment from a foreigner's perspective.

1) Incorporating 4Cs Framework: From theory to Practice

This section describes how the course was taught by incorporating core principles of 4Cs framework of CLIL.

(1) Content Matter: Integrating Content and Cognition

To obtain content knowledge, this course provided students with the teacher-researcher's lecture and experiencing fieldwork - visiting places where students can learn meaningful and authentic content knowledge about Korean culture. Since this kind of authenticity could not be obtained only through the textbook or lecture in the classroom, students were able to gain realistic and experiential learning.

Gong and Holliday (2013) emphasize the need of relevant content to learners' lives and interests and it will help them become plaricultural citizens who can communicate about their own cultures and express their own views in English. In this regard, this Korean culture and English class is likely to lead to a deeper understanding of self as Byram (2008) addressed.

(2) Communication: Language through Learning

The communicative approach adopting the three types of language learning so-called language triptych was incorporated in this course. Among the three interrelated

[4] This book is written by James Hoarse who had spent over thirty years in the British Diplomatic Service, with positioning to Seoul, Beijing, and Pyongyang. He had written numerous books and articles about East Asia, including Embassies in the East: The Story of the British and Their Embassies in China, Japan, and Korea from 1859 to the Present (Hoarse, 2012).

perspectives, language through learning was more focused than others to achieve cognitive demands with communication.

Coyle (2010, p. 63) addressed that "language through learning may emerge during mini-project preparation, if students work in groups to express a new idea." However, this CLIL class did not reject the essential role of lexis in language learning to promote communication skills. In addition, the class encourages students to participate in learning process as active learners rather than traditional language lessons like empty vessel waiting to be filled (my emphasis). In this sense, vocabulary quiz show to familiarize (or review) them the target vocabulary, group discussion related to today's topic, and mini-drama[5] such as tableaux was conducted. All these activities were based on group work.

(3) Cognition

As for cognition, each lesson involved meaningful tasks or activities entailing higher-order thinking skills[6] (hereafter, HOTS) of three cognitive process dimensions: analyzing, evaluating, and creating (Coyle et al., 2010, p. 30; Ikeda, 2011, p. 8). In this regard, group presentation was given to students, which demanded for their own interpretation and reconstruction of the content relevant to Korean culture rather than just transfer the knowledge from the lecturer (see Appendix A for presentation topics).

For example, one group (group A) chose one of Korean historical figures Ahn Joong-Guen[7] as their presentation topic. During the presentation process, students reconstructed Ahn's life and historical background by creating English musical and evaluated his contribution to Korean independence movement. Another group (group B) chose a plastic surgery as one of the social phenomenon in Korea for their presentation topic. The students in this group did a survey to collect college students' general perspectives of the reasons for plastic surgery phenomenon prevalent in Korean society. These activities are closely tied up with three cognitive process mentioned above. The Figure 1 shows the photos of students' presentation.

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[5] The aim of these activities to make students actively engage in the class by perceiving the need to express their thoughts or knowledge.

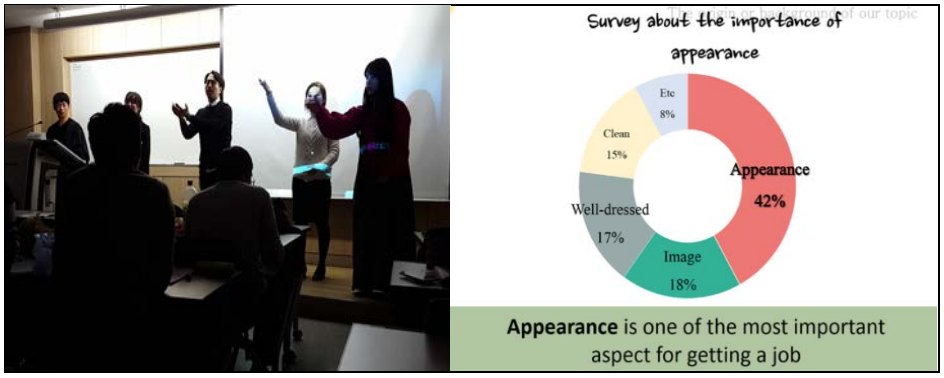
[6] According to Bloom's taxonomy, higher-order processing involves analyzing, evaluating, and creating (cited in Anderson & Krathwohl, 2001, p. 31).

[7] Ahn Joong-Guen was Korean independence activist who greatly contributed to Korean independence by assassinating Japanese prime minister, Ito Hirobumi under Japanese colonial period (Wikipedia, https://en.wikipedia.org/wiki/An_Jung-geun)

FIGURE 1

Photos of Students' Group Presentation

Photo A **Photo B**



(4) Developing Cultural Awareness

As regards to cultural issues, this course specifically dealt with South/North Korean culture and compared cultural similarities and differences between the countries. Group discussions or watching YouTube video clips were mainly conducted for understanding of mother culture (C1), leading students to raise students' awareness of wider transcultural local/global issues. The Table 1 describes CLIL class based on 4Cs framework and Table 2 shows in a row the detailed description of the contents of the subject, 'Korean Culture and English'. Table 3 displays the topics of class units.

TABLE 2

The Classroom Activities Based on 4Cs Framework in This Study

4Cs framework	Classroom Activities
Content	Content knowledge input through lecture, textbook, field work
Communication	Warm-up activities; vocabulary quiz show; prediction & guessing game; mini-drama (i.e., tableaux); Group discussion; group presentation
Cognition	Group discussion; group presentation
Culture	Comparing cultures between countries (i.e., South Korean culture vs. North Korean culture)

TABLE 3

The Description of Content-Language-Integrated Class: Korean Culture & English

Unit	Topic of the Unit
Week 1	Pre-course survey questionnaire; Introduction to class
Week 2	Korean Land & People
Week 3	Korean Values & Attitudes
Week 4	Korean Beliefs, Customs, & Taboos
Week 5	Korean Beliefs, Customs, & Taboos
Week 6	Koreans at Home
Week 7	Group field work;
Week 8	Mid-term examination
Week 9	Group presentation; 1st in-depth focus group interview
Week 10	Korean Food & Drink
Week 11	Korean Language & Culture
Week 12	Travelling Korea
Week 13	Communicating in Korea
Week 14	Essay tutorial for final exam
Week 15	Final exam
Week 16	Post-course survey questionnaire; In-depth individual interview

IV. RESULTS AND DISCUSSION

In this section, two main areas are covered to respond to the given research questions. First of all, we present descriptive statistics analysis in order to give an overview of the students' general experiences of CLIL class from the questionnaires (both before- and after- course survey questionnaires). Then, the results from the in-depth qualitative interviews are discussed with a thick-and-rich description of contributing factors to enhance their content knowledge and language skills in CLIL class.

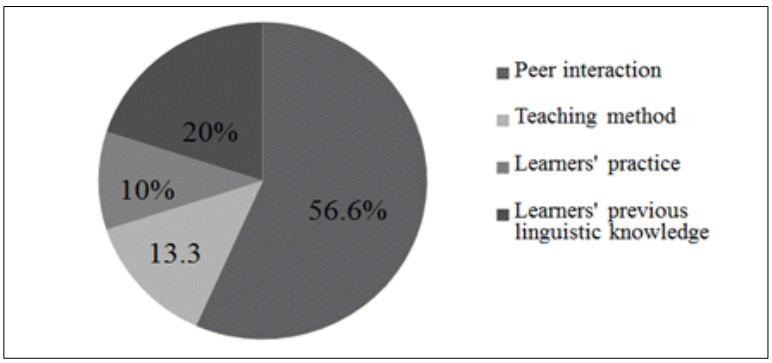
1. Overview of CLIL Experience

Survey result revealed that 82% of the participants have had no experiences of learning Korean culture in English before taking this course. When they were asked to reveal the reasons, 57% of the students expressed that they would like to learn, but they did not have opportunities to learn about it. Some students (27%) found the reason from the preconception that learning English should be accompanied by learning the culture of English speaking countries. A few of the respondents stated that they was not interested in or had never thought about it. As the survey result shows, most of the students did not have the experiences of learning the local culture in English.

Overall, this content and language integrated instruction gave positive influences on the participants' content and language learning. As for students' English language improvement throughout the course, 63% (24 students) of the participants reported that the course was *very much* helpful (1 student) or *somewhat* helpful (23 students) in improving their overall English language proficiency. Fourteen students selected *neutral* (13 students) or *not really* (1 student) on a scale of *very much* (5), *somewhat* (4), *neutral* (3), *not really* (2), and *not at all* (1). The next item probed specific language skills which have been improved through this course, if any. Among listening, speaking, reading, writing, and vocabulary, respondents (39%) expressed that speaking has been improved more than other skills. When asked to select a factor playing the most important role in improving English, around 57% of the respondents selected student interactions as the key factor rather than teaching method, learners' repetitive practice, and learners' previous linguistic knowledge.

FIGURE 2

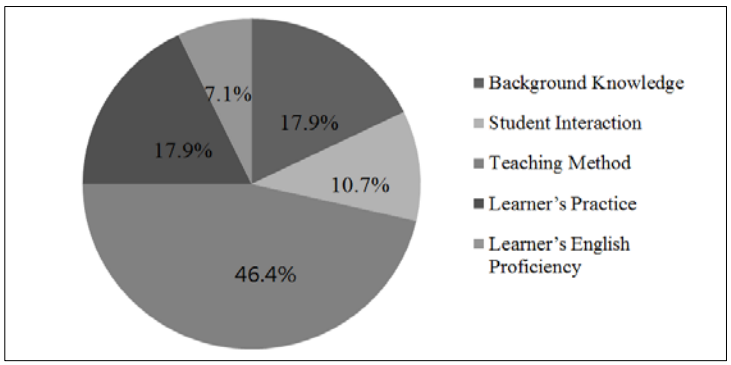
Factors for Improving English



The researchers also queried how much the participants have acquired content knowledge regarding Korean history and culture through this course. Among 39 respondents, 66% (25 students) of them expressed that the course was *very much* helpful (3 students) or *somewhat* helpful (22 students) in acquiring content knowledge. Thirteen students chose *neutral* (7) or *not really* (6), and nobody selected *not at all*. The students were also asked about a factor which plays the most important role in acquiring content knowledge. Among the factors, background knowledge, student interaction, teaching method, learner's practices, and learner's English proficiency, the teaching method (46%) was selected as the most important key factor in helping them acquire content knowledge.

FIGURE 3

Factors for Acquiring Content Knowledge



Regarding activities in the course, respondents selected group activity (52%) and field trip (42%) as their favorite activities rather than English presentation and final exam in this course. What they like least was final exam (70%) compared to group activity, English presentation, and field trip.

2. Development of Content Knowledge and Language Skills

Through in-depth interview data, this section discusses possible factors that promote learners' content knowledge and language skills through CLIL class. In particular, the three main factors were categorized from the data: (i) a content-driven approach: learning local culture; (ii) communication practice through interactive class; and (iii) cognitive engagement process.

1) Content-Driven Approach: Learning Local Culture

The students' engagement to learning process is very important since they should become a part of the learning. Learning a local culture as a subject in EFL classroom can be a way to involve the students in the English learning process (Royani, 2013). This is because content of local culture contains the local history, economy, beliefs, values, and culture. In addition, local culture is the culture where the learners live. It means that the students are common with the culture, which can lead students' active participation, interest, and motivation to achieve content knowledge (Coyle, 2002). Dalton-Puffer also supports this point, citing recent research that "CLIL students acquire a higher degree of procedural competence in the subject" (Vollmer et al., 2006 cited in Dalton-Puffer, 2011, p. 188), which is termed content outcomes.

During this course, the understanding of pluricultural issues such as comparison between South/North Korea, Korean history, economy, and culture was expected to raise the students' content knowledge. Indeed, students showed a sense of enjoyment of the content and, furthermore, motivation toward learning their own culture in that they were able to acquire deeper understanding of self culture through CLIL class (Byram, 2008; Coyle et al., 2010). Two students commented:

> Most of English classes or compulsory major classes emphasize other countries' culture, but I think knowing Korean culture first is more important. Also, I am very glad to know much about North Korea through this class. I was able to compare similarities and differences between cultures. I haven't learned about North Korean culture before. It is a starting point of becoming global citizen. (Student 1)

> I have a part-time job as a tour guide for Japanese tourists because my major is Japanese. At first, my major concern was my weak Japanese language, but I came to realize that the lack of knowledge of Korean history or culture was a big obstacle for my job. I gained lots of knowledge about Korean culture. Now, I want to learn more about it. (Student 6)

The first interview quotation may be consistent with some recent research (Coyle et al., 2010, p. 55) in that the "CLIL offers rich potential for developing notions of pluricultural citizenship and global understanding." As Tomalin and Stempleski (1993) mentioned, it is important to achieve cross-cultural understanding—awareness of students' own culture along with other cultures. Moreover, the two interviews shed further light on the importance of local culture. Adosari (2013, p. 11) supports this well that "the students' background heritage was a significant factor that affected their performance in cross-cultural competence and their perceptions of the relationship between language and culture." In other words, introducing local culture in teaching content rather than overloading students with Western culture is recommended in foreign language teaching as explored by Mckay (2003) and Kilickaya (2004).

> I took this course because initially I thought I have already much knowledge about 'Korean culture', it must be easier to get a good grade than other modules. However, soon I realized that I have got very superficial knowledge about Korean history and culture. One of the biggest outcomes in this module is that I was able to acquire the knowledge about overall flow of Korean history very accurately. Now, I can introduce, at least, Korean history to foreign friends. (Student 3)

> To be honest, the knowledge about Korean culture has more increased than English skills

> through the course. If this course is just general English course like TOEIC, I must have felt resistant. However, I really liked the content about Korea and felt more enthusiastic to learn more about it because Korean culture is 'ours'. I came to know that 'soju' originate from Japan. I thought 'soju' is traditional Korean alcohol before taking this course. (Student 4)

As shown in the interview data, the local demands reflecting global trends have an inescapable impact on the motivation of students (Ushioda, 2013). This increased motivation to learn more about subject content results in active desire to use their knowledge obtained:

> I would like to strongly recommend for school to provide post-course session, for example, the course that we take foreigners to some places to explain Korean heritage. Then, we don't forget what we learned in this course. (Student 6)

> I really hope that schools offer the module 'Korean culture and English II' next semester. Then I can learn about Korean culture in a more in-depth level. (Student 7)

Some research (e.g., Ikeda, 2013; Lasagabaster, 2011) has revealed that CLIL has a clear effect on increasing content knowledge and learner motivation. Local content-driven approaches to L2 instruction seek to bring positive academic impact on L2 learning as well as a vehicle for teaching academic subjects as interview data proved.

2) Communication Practice through Interactive Class

Language is used as a mediating tool for content learning in content-driven approaches. Content-driven approaches may include semi or total immersion (Dalton-Puffer, 2007; Grabe & Stoller, 1997). However, what needs to be done is to link the content and cognitive demands with communication. The three types of language learning so-called language triptych (Coyle et al, 2010, p. 59) were incorporated in this course, but language through learning was more focused than others to achieve cognitive demands with communication. They went on to say that "language through learning occurs when learners' active involvement of language and thinking" (ibid, p. 37).

Thus, active engagement of students for group work "activity to learn to 'think' in the language, not just learn about the language itself as the major learning focus" was encouraged throughout the course (Marsh & Langé, 2000, p. 8). One student said:

> I had an opportunity to collaborate with team members. We needed to search lots of

> information to prepare group presentation and discussion. While preparing group activities, we had to decide everything from presentation topic to presentation style. It was very demanding because we had to use only in English in the class; however, I learned a lot about content language about Korean culture and history through communicating with team members. Eventually, I wanted to communicate more fluently in English! (Student 2)

As can be seen in the interview data above, these team-based and interactive activities during the course seemed to be very beneficial to students in many ways. It was evident that, at first, by working in groups, students were engaged in a negotiative process with peers from team decision-making to collaborative planning. The focus of these communicative and interactive activities was not only on language forms but also on meaning through communication. This is tied up with Huang's study (2011) in that "a shift from form-focused lessons to meaning-focused lessons was responsible for students' motivated behaviors" (cited in Banegas, 2012, p. 40).

Moreover, this type of interactive class shifted English learning process from simpler, lower order skills to more complex higher order skills, eliciting more creative and constructive ideas from interactions with peers. For example,

> My group chose a 'social phenomenon' as a presentation topic. At first, we did not know what to do because the topic was not in the textbook. It was not a chapter summary presentation! Rather than memorizing and repeating the content from the textbook (lower-order thinking skills, hereafter, LOTS), we needed to collect fresh and creative ideas from group members, did lots of research, and even surveyed from other students. We could have a chance to create and develop *'our own classroom practice'* (HOTS-my emphasis). In addition, I was able to learn many content-related expressions and vocabulary, such as official name of North Korea, and communication skills. (Student 7)

The interview data above also encourages "the creative use of content-compatible language" (Coyle et al., 2010, p. 59). This shows the relationship between cognition and communication that "learners not only have access to the content language, but also to the classroom language needed to carry out the tasks" (ibid, p. 55). In this sense, "the CLIL approach seems to foster a more enriching learning environment in which the foreign language is used for communicative purposes" (Doiz et al., 2014, p. 221). The students were able to not only learn content language, but also enhance their self-confidence and motivation through peer scaffolding.

3) Connecting Content and Cognition: Cognitive Engagement Process

Students are required to be "cognitively engaged for CLIL to be effective", emphasizing the importance of cognitive process in CLIL class in that "it must challenge learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking" (Coyle et al., 2010, p. 29).

In this regard, group presentation enabled learners to engage in cognitively challenging tasks in terms that learners construct their own understandings by using "thinking skills, problems solving and creativity which connect with the content" (ibid, 2010, p. 58). For example, two students commented.

> In fact, we (students) were able to learn about Korean figure, social phenomenon, and historical events while presenting our topic. While researching the life history about Ahn Joong-guen, I came to know a lot about historical situations and flows. I realized that I have studied English a lot, but I have no knowledge about Korean history. I never forget this class. The most memorable class during my university years […] I felt a sense of achievement and confidence even though it was quite tough presentation. (Student 4)

> This presentation was much different from what we have done (traditional presentation) so far because the professor asked us to include various kinds of activities in the presentation (i.e. dramatization, statistic evidence, interactive activities with audience). At first, I felt very nervous since I did not know how to make presentation interactive, but it was a very creative because we (with team members) reconstruct our presentation. (Student 9)

The interview quotations above may be consistent with some recent research (Coyle et al, 2010; Dalton-Puffer, 2008) in that "together with cognitive and contents aims has played a much more prominent role in expert formulations of CLIL goals" (Dalton-Puffer, 2008. P. 3). The students were able to learn both content knowledge and content-related language at the same time through their active participation by articulating what they have discovered through presentation.

CLIL is about allowing individuals to construct their own understandings and be challenged since it explores the relationship between cognitive processing (learning) and knowledge acquisition (of content) particularly relevant to CLIL. Group presentation task was most challenging, but enhancing their HOTS for the students (according to the interview data), leading student-generated and learner-reconstructed knowledge. In this course, language was a means, not an ultimate goal of learning. As shown in the data, "when learners are cognitively engaged and interested in a topic, they will be motivated to acquire language to communicate" (Darn, 2006, p. 3, cited in Doiz et al., 2014).

V. CONCLUSION

As Marsh stressed dual focused aims [language and content] (Marsh, 2002, p. 2) in the CLIL class, this study has shown that students achieved considerably these dual goals. Survey result revealed that overall, the content and language integrated instruction adopting local culture gave positive influences on the participants' content and language learning in this class. What is more, students overall felt motivated from experiencing CLIL class.

In particular, learning a local culture as content knowledge in CLIL class helped steer learners' attention and interests from language forms to communication skills. Since CLIL lessons are part of the learners' everyday experience taking place within the local, institutional, personal, and cultural context, the lessons should be thus "well-embedded in the matrix culture of the L1 and possess a high degree of familiarity for the learners" (Dalton-Puffer, 2011, p. 196). In addition, communication skills from interactive class and active cognitive engagement enabled the students to dynamically interact with their peers, construct their own understanding content knowledge, and helped form a new learning goal: willingness to study English and Korean culture more.

Given the fact that local culture as a CLIL content is beneficial, integrating local culture and context into English teaching curriculum is highly recommended for promoting a better understanding of one's own culture and its diverse patterns which could lay foundations for global understanding of other cultures. This research thus suggests that a local culture as a content in CLIL approach can facilitate the use of the various pedagogical notions mentioned above and contribute to increased students' active engagement and learning of content and language from the CLIL course.

The limitation of this study is that a single textbook written by an English author was selected and used in this CLIL class. Sometimes, students brought up cultural authenticity issues in class, but more in-depth discussions about those issues were not explored. In addition, further opportunities to utilize what they learned from this CLIL class, such as communicating with people from different cultures outside the class, were not integrated into the course curriculum. Students would be able to experience more meaningful learning if those opportunities are provided.

As for the further research, the study focusing on the CLIL learners' affective factors such as motivation, interests, and autonomous learning is highly recommended. Even though some research on the impact of CLIL on learner motivation has been conducted in other countries (Hood, 2006; Dai & Sternberg, 2004, cited in Coyle, 2010), there is scant (or none of) research on the affective matters of CLIL in Korean EFL context.

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APPNEDIX A

Presentation topics

1. Imagine that you are owning a travel agency and the agency is going to participate in competition held by Korean tourism Organization to get funding. In order to promote Korean tourism industry and help small travel agencies, Korean government encourages small travel agencies to apply for the competition. What would you like to develop new travel items to promote Korean culture?

2. Korean historical or current figure
   - The reason why you choose as your topic
   - The life history of the person you chose (including any difficulties/dramatic changes/ how to overcome the difficulties)
   - One's achievement/ contribution in Korean history, society, or world.
   - Your further suggestions on his/her achievement

3. Korean historical event
   - The reason why you choose as your topic/ The background of the event
   - The importance of the incident (event) in Korean society/history
   - The important influence on society (people/ history/Korea/world)
   - Your further suggestions on the historical event (positive or negative comments would be fine)

4. Korean social phenomenon
   - The reason why you choose as your topic/ Background of this phenomenon (origin)
   - The reasons why this phenomenon is important in Korean society (or world or Korean people)/
   - What kinds of effects do this phenomenon can give to society?

APPNEDIX B

Sample of survey questionnaires

1. Have you ever studied Korean culture (including history, politics, economy) in English?
   1) Yes 2) No
2. If you said ‘no’, what is the reason as you think?
   1) I have interested in it, but haven’t had opportunities to learn about it.
   2) I thought that English learning should be integrated with learning cultures of English speaking countries.
   3) Others _____
3. How would you evaluate your level of English by yourself?

Excellent	Good	Average	Poor	Very poor

4. Throughout the course, how much do you think your English have been improved?

Very much	Somewhat	Neutral	Not really	Not at all

4-1. If it has been improved as you think, what kinds of language skill has been improved most?
   1) Listening
   2) Speaking
   3) Reading
   4) Writing
   5) Vocabulary

4-2. If it has been improved, what factor is the most crucial in your English language improvement?
   1) Background knowledge
   2) Student interaction
   3) Teaching method
   4) Learners’ practice
   5) Learners’ previous linguistic knowledge
   6) Others _____

5. Throughout the course, how much do you think your content knowledge about Korean culture has been gained?

Very much	Somewhat	Neutral	Not really	Not at all

5-1. If it has been gained, what factor is the most crucial in learning content knowledge?

1) Background knowledge
2) Student interaction
3) Teaching method
4) Learners' practice
5) Learners' previous linguistic knowledge
6) Others _____

6. Throughout this course, what activities did you like the most?
   1) Group activity
   2) English presentation
   3) Field trip
   4) Final exam
   5) Others _____
7. Throughout this course, what activities did you like the least?
   1) Group activity
   2) English presentation
   3) Field trip
   4) Final exam
   5) Others _____

Sample questions for focus group interview

1. What did you like (dislike) the 'Korean culture and English' class?
2. Why did your group choose the topic for presentation?
3. How was your team work?
4. How did you like collaborative work for group discussion or presentation?
5. Did you learn from your peers? If so, what did you learn?

Sample questions for individual interview

6. In what ways do you think your needs have been met or not from the course?
7. What was the most enjoyable task in this course? What was the most challenging part in this course?
8. What aspects of the 'Korean culture and English' course have been influential in your English learning, and in what ways?
9. What aspects of the 'Korean culture and English' course have been influential in enhancing your content knowledge, and in what ways?
10. How would you describe the significance of learning local culture as a content in English learning?

Examples in: English
Applicable Languages: English
Applicable Levels: College or university

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