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Implementing a Content and Language Integrated Learning in a Korean College Context

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The present study aimed at examining the implementation of Content and Language Integrated Learning (CLIL) in a Korean college context, focusing on class contents and student perceptions. The study used the class syllabus, all class materials, and an online questionnaire survey. For the participants, 51 Korean college learners participated in the study. In terms of student perception of CLIL classes, the findings of the study revealed that the students′ overall perception was positive, indicating that more than 70 percent of the students considered CLIL worthy to be taken. However, vocabulary was deemed the most difficult in CLIL classes rather than understanding concepts and listening in English. While some students stated that they could understand the importance of vocabulary to effectively comprehend the English lecture, others complained that they had to learn content with unknown vocabulary. Thus, the students preferred CLIL classes, using familiar topics in that the lecture was conducted in English. In addition, some students preferred to use both Korean and English in future CLIL classes because of their low English proficiency. Finally, the study concluded with suggestions for the successful implementation of future CLIL classes in Korean tertiary contexts.

[Content and Language Integrated Learning/British and American culture/student perceptions of CLIL/ Korean EFL college contexts]

I. INTRODUCTION

English has been used as a medium of instructing content in ESL/EFL contexts, and this has become an international phenomenon (Lee, 2021; Macaro, Curle, Pun, An, & Dearden, 2018). In particular, in Asian contexts, English-medium instruction (EMI) has been considered as an essential element in their internalization endeavors and has shown rapid

growth (Aizawa & Rose, 2019; Paul & Kim, 2020). According to Dearden (2014), a survey reported that more than 90% of Asian higher institutions responded that they provided EMI to their students.

About EMI, Content and Language Integrated Learning (CLIL) began in Europe in the 1990s and has become a well-recognized educational approach in higher education (Bruton, 2013). According to Marsh (2002), CLIL tried to offer ″a dual-focused learning environment whereby the student learns a subject and language simultaneously″ (p. 177). Since there has been a growing interest in CLIL in European settings, research in this field has substantively expanded in Europe (Barrios & Acosta-Manzano, 2020). However, CLIL was deemed as a relatively new concept in Asian contexts. Even though some studies examined the implementation of CLIL in Korean contexts (Kang & Kang, 2009; Kim & Na, 2010; Kwon & Lee, 2012; Lee, 2017), they mostly focused on the context of primary education. These studies concerned student improvement of English ability and instructional model development, involving Science and Arts in the school curriculum.

However, in Korean higher education, a few studies were only conducted into CLIL. They were mainly concerned with teaching introductory science-related subjects in an intensive English camp for incoming Science and Engineering freshmen and examining correlations between Willingness to Communicate (WTC) and learner perceptions of CLIL (Kim, Park, & Baldwin, 2021; Lee & Sung, 2014). Thus, it was worth investigating CLIL in a Korean tertiary context, focusing on the class content and student perception. Moreover, there has not been any research, employing cultural topics and theory of intercultural communication in CLIL classes and providing an instructional model in higher education. Therefore, the researcher believed that this study would make a contribution to CLIL research and provide new insight into current learning in Korean higher education. Thus, the study aimed at examining the implication of CLIL based on cultural contents and students' perception of CLIL classes. To achieve the research goals, the present study had the following research questions:

a) In which ways were CLIL classes taught for Korean EFL college learners in terms of course contents?
b) In which ways did CLIL classes affect Korean EFL college learners′ understanding of cultural contents?
c) What were Korean EFL college learners′ perceptions of the CLIL classes?

II. REVIEW OF LITERATURE

1. Content and Language Integrated Learning and Its Conceptualization

Content and Language Integrated Learning (CLIL) was defined as an approach to second language teaching in which teaching was organized around the content or subject matter that students would acquire, such as history or science, rather than a linguistic or another type of syllabus. Students thus learned language and contents simultaneously, supporting the development of one another (Lyster, 2007). According to Richards and Rodgers (2014), CLIL was built around several core principles that can be stated as followed: First, students learned a second/foreign language (hereafter L2) more successfully when they used the language as a means of understanding content rather than as itself. This principle distinguished CLIL from traditional language courses where a language syllabus was employed as the basis for organization, and content was chosen according to how well it supported a linguistic syllabus. Second, CLIL better reflected students' needs for learning L2. This principle reflected that CLIL programs served to prepare students for academic studies in an English language environment. Lastly, the content offered the basis for activating both the cognitive and the interactional processes that were the starting point for L2 learning. A focus on the comprehension and expression of meaningful and engaging content was believed to activate a range of cognitive skills that were basic to learning and to intellectual as well as interactional processes that supported naturalistic second language development.

In terms of the conceptualization of CLIL, Coyle (1999) developed the 4Cs framework, supporting the development of CLIL pedagogies. The framework included 4 key components: content, cognition, communication, and culture (Coyle, 2015). Content denoted the subject matter. Cognition referred to the cognitive level of learning. According to Coyle (2007), acquiring content knowledge involved learning and thinking (cognition), and thinking processes required analysis. Communication meant language that reinforced "meaning-making and understanding (cognition) of the subject matter"; therefore, the interaction was crucial for learning (Coyle, 2015, p. 90). Finally, culture referred to "cultural and intercultural understanding to learning in contexts" where multiple languages were used (Coyle, 2015, p. 91).

CLIL has been used as an umbrella term that included various teaching methods from immersion to foreign language-medium instruction (Aguilar & Munoz, 2014). In Europe, CLIL and English Medium Instruction (EMI) were used without distinction, while Content-Based Instruction (CBI) was employed as a similar term in North America (Richards & Rodgers, 2014). However, in Asian university settings, EMI and CLIL were distinguished: The former meant teaching in English and the latter denoted teaching both language and the

subject content (Bradley, Cabell, Cole, Kennedy, & Poje, 2018; Yang & Gosling, 2013). Throughout this inquiry, the researcher intended to use the term, CLIL.

2. Relevant Research in CLIL

Relevant studies on CLIL showed that various types of CLIL have been used. In European contexts, Tatzl (2017) examined the design and evaluation of a presentation course taught through aviation-related content at an Austrian college. The findings revealed that the course attendance and engagement were high, and student evaluations (n = 41) suggested that the course met its targets. Both the questionnaire ratings and the free verbal survey feedback were overwhelmingly positive and accorded with teacher-assessed student performance in the final presentations. Additionally, interactive, practice-oriented, and video-backed design features, thus, enabled the students to enhance their language as well as presentation skills through aviation-related content.

Lappalainen (2010) examined how the language center at a Finnish university of technology implemented a CLIL course to develop students' communicative competency with multi-disciplinary cultural and ethical awareness. The CLIL course was composed of several methodologies, such as project-and problem-based learning and situational learning, rooting the students in real working life by imitating authentic corporate cases and industrial contexts. The course also provided the student's preparedness, ability, and mindset to deal with working life challenges and ways of working while applying their specialist discourse, which was the appropriate industrial jargon and linguistic practices. The course's learning outcomes and student feedback indicated that the CLIL pedagogy offered an effective method of preparing students for working life requirements.

In Asia, Uemura (2017) discussed the methodology, principles, and motivational factors of CLIL and its application for Japanese engineering college learners. Incorporated with Coyle's (1999) 4C, which involved content, communication (language), cognition, and culture, the course used various methods, such as goal setting, activating learner prior knowledge, using realia, think-pair-share, active listening tasks on consolidation, and self-, peer assessment, and oral presentation. For motivational factors, the course used authenticity, including authentic texts, authentic tasks, authentic language in use, and cooperative learning. The findings of the study stated that there were beneficial effects in light of the positive interdisciplinary collaboration for the CLIL classes.

O'Dwyer and Boer (2015) examined how Japanese college learners' involvement and collaboration in CLIL classes were a valid pedagogic tool to encourage learner reflection and engagement. The findings of the study showed that collaboration with classmates, which entailed discussing assessment decisions, could foster language development. If learners engaged in an informal discussion about their learning performance, they could review

previous learning, affirm progress, and make suggestions about future learning goals and how to improve their learning outcomes.

In Korean contexts, Kim, et al. (2021) investigated the effects of implementing introductory CLIL for science and engineering students. The results of the study revealed that most students considered the integrating content and language (ICL) classes helpful for students to develop a better understanding of content lectures and what to expect in regular content lectures. In addition, many students deemed student-centered activities, consisting of group work, motivating and effective. In the same vein, Lee and Sung (2014) examined Korean college learners' perceptions and correlational factors about willingness to communicate (WTC) in CBI class. The findings of the study indicated that there was not a statistical significance between learner characteristics and their perception of enhancement in English. However, the factors of WTC showed strong statistical significance with learners' perception of English improvement, increased confidence, and the extent of learning in the CBI class. In terms of challenging factors in the CBI class, the learners considered English presentation the most demanding. The learners also identified that their low English proficiency, peer pressure, and student-oriented classroom environment led them passive and less confident. Nevertheless, the CBI class enabled them to use various coping strategies to overcome such difficulties.

While a few studies on CLIL have been merely conducted in Korean university settings, most of the CLIL-related studies were conducted on Korean elementary school students. For example, Kwon and Lee (2012) examined English improvement of Korean elementary school students of 3 different English proficiency levels (novice, intermediate, and advanced) when taught through science in English. The contents included a content-based science textbook written in English, an EBS English education broadcast, and the operation of a content-oriented English web page. The results indicated that all three groups performed significantly better in the post-test while there were significant group differences in grade. Kim (2015) and Lee (2017) investigated the effect of CBI class using English movies. The results of the study revealed that learning and teaching heavily depended on the English expressions and short sentences, not understanding the contents in the motives. However, using a motive in the CBI class was helpful for elementary school children to enhance their motivation and satisfaction in the CBI class.

With regards to studies on students' perception in CLIL classes, relevant studies showed mixed results. According to Eriksson and Carlsson (2013), students of mechanical engineering at a Swedish university believed that communicative activities should include internship genres that students could use in their future careers. Aguilar and Rodriguez (2012) reported that most of the engineering students studying at a Spanish university felt positive about their CLIL experiences, but they were critical of the lecturer's insufficient levels of English. Kim and Rha (2010) revealed that Korean elementary school children had positive

attitudes toward the CBI classes, which involved language arts, math, social science, and science. In particular, they believed that a level of interest, interaction with teachers and peers, as well as the opportunity of learning English significantly increased in CBI classes. Nevertheless, the Korean elementary school children showed relatively low understanding of class contents, compared with the enhancement of English ability.

In sum, a lot of studies related to CLIL, CBI, and EMI classes were conducted in different educational contexts. However, it was noteworthy that the types, content composition, methodology of each program used seemed highly diverse. In European settings, most CLIL studies appeared to be related to English for Specific Purposes (ESP) in job-linked education whereas studies in Korean contexts focused on CLIL in school subjects in primary education. In terms of student perception, while many studies showed positive attitudes toward CLIL classes, there were also reluctant perceptions of the class. As a result, considering not many previous studies were conducted in Korean tertiary contexts, using cultural contents, it was worth examining CLIL in a Korean college setting, focusing on the class content and student perception.

III. METHODOLOGY

1. Research Design and Procedures

The current study used a mixed-method design. For the quantitative perspective, an online 5-point Likert scale questionnaire (n = 8) was used. An opened-ended survey question was conducted to investigate the students' perception of CLIL class from the qualitative perspective. In terms of the research procedure, the online questionnaire was administered at the end of the 14th week of the semester. The study procedure was conducted after student consent.

2. Participants and Setting

The participants of the present study were 51 Korean students, majoring in English linguistics and literature at a university in southeast Korea. They were enrolled in 'Understanding British and American Culture'. The course was designed to enhance students' overall understanding of British and American culture and to build their intercultural understanding. Since the department has provided many classes in English–medium instruction (EMI) from freshmen, the participants were used to Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) classes. While the course was

originally designed for the 3rd grader, the participants' grade was mixed. Among the initial 51 participants, 3 students merely had a study abroad experience in English-speaking countries less than 6 months; therefore, they were included in the study. The detailed student profiles were described in the following Table 1 and 2.

TABLE 1
Summary of the Participants' Grade

Student Grade	Student numbers (*n*)
1	0
2	14
3	35
4	2
Total	51

TABLE 2
Summary of the Students' Experience of Studying Abroad

Length of stay	Student numbers (*n*)	Description
No experience	48	
Less than 6 months	3	1 month(mth) in Canada/2 mths in the US/4 mths in the Philippines
Total	51	

3. Data Collection and Analysis

1) Class Content

As a course work for English linguistics and literature majors, approximately 36 hours for 15 weeks were taught according to a content-driven CLIL. The content lecture involved British and American culture and theoretical concepts to build learners' intercultural understanding. The CLIL class consisted of class lectures and a student presentation in terms of characteristics of British and American culture. Class materials including syllabi and handouts were collected for analysis.

2) Online Questionnaire Survey

To evaluate the participants' perceptions of the CLIL classes and content lectures, an online survey, using the NAVER form, was administrated at the end of the semester. The survey included both opened and closed questions. The opened questions involved the participants' profile and if the participants' found the CLIL classes appropriate in terms of

difficulty level, and whether they perceived the CLIL classes helpful for their building of the intercultural understanding. The survey also asked how much of the content lecture the students understood, what the most challenging part of CLIL class was, and the most helpful part of the CLIL class was. The closed questions employed a five-point Likert scale ranging from "strongly disagree" to "strongly agree" (See Table 6 for the survey question). The Likert-scale question included how much of the content the participants understood and what the most helpful/challenging part of the content was.

4. Data Analysis

Regarding the content analysis, inductive content analysis was conducted on the class materials and the teaching approaches to enhance understanding of the materials and pedagogical practice that underpinned them. Concerning the questionnaire survey, the SPSS was used for analyzing the five-point Likert scale questionnaire. Finally, the student qualitative data were coded by highlighting the emerging themes and identified through close-reading analysis.

IV. RESULTS AND DISCUSSIONS

1. CLIL Class Contents

Based on Richards and Rodgers' (2014) contemporary models of CBI and CLIL, the researcher designed a type of Sheltered CLIL, which referred to a content course taught in the L2 by a content-area specialist to a group of L2 learners who have been grouped for the same purpose (p. 130). Regarding the class contents, Bennett's (2003) multicultural curriculum model was used. Bennett (2003) argued that cultural perspectives can be built into the curriculum when the core values and aims have been constructed. Hence, the current CLIL instructional model included British and American cultural contents and basic theoretical concepts of intercultural communication to improve students' intercultural understanding. The theoretical scopes and instructional contents were decided according to the course aims, student profiles, and the conception of student needs. The following Table 3 demonstrated the major scopes and topics covered in the CLIL course.

TABLE 3
Contents of the CLIL Course

N	Intercultural communication	British and American culture
1	Exploring culture: What is culture? Definition and characteristics, high-and low-context cultures, hidden aspects of culture	The United Kingdom: A historical outline
2	Culture and language: the principle of linguistic relativity, Sapir-Whorf hypothesis, different meaning of language in various speech communities	People of Britain and education
3	Differences between culture and races: aspects of ethnicity, cultural assimilation, cultural pluralism	British social class system and language according to the social class.
4	Culture and nonverbal communication, social values in different cultures	Historical outlines in American culture, the frontier tradition in America
5	Nature of stereotypes, cultural shock, and cross-cultural adjustment to reduce cultural conflicts.	Melting pot vs. Theory of Salad bowl, The multiethnic shift in American culture: the power of new immigrants, two different Americas
6	Teaching culture: curriculum models, using various cultural contents.	Cultural regions of America: the East, the south, the west, and the Alaskan and Hawaiian region.
7	Group presentation about British and American culture: British educational system, British regionalism, British tea culture, British and American English, Characteristics of Americanism, the spirit of rock, American housing culture, the meaning of prom, American educational system.	

As Table 3 demonstrated, the current CLIL model included 6 different theoretical concepts of intercultural communications and British and American cultural contents. In addition, the current model included a group presentation about British and American culture. On the presentation, each group was required to present a British or American cultural content according to Peterson's (2004) classifications of big *C* and little *c* culture. Each group was able to select their cultural topic based on their interest. The topics each group choose were described in the last box of Table 3.

For the improvement of content knowledge, class activities were designed, following Coyle's (2015) 4Cs Conceptual Framework. For instance, to improve the students' content knowledge, reviewing tasks were conducted. They usually included lecture summaries, sharing notes with group members, and a pair gap-filling activity. To enhance students' cognition, each class activity was carefully designed to improve students' analytical skills and creativity. For communication, interactive activities, such as group discussions, problem-solving, peer editing, and group presentations were conducted. For culture, the

instructor demonstrated to the students how CLIL classes were taught differently in college contexts reflecting L2 cultural backgrounds.

To maximize student comprehension of content lectures, the present study adapted Anderson and Krathwohl (2001)'s taxonomy for learning, teaching, and assessing, which revised Bloom's (1994) taxonomy. The taxonomy included pre-and post-activities according to the cognitive process of dimension. The detailed description of CLIL activities was displayed in Table 4.

TABLE 4
CLIL Class Pre- and Post-Lecture Activities

The Cognitive Process Dimension	
Remembering	Pre: Activating schema Post: Summary
Understanding	Pre: Vocabulary teaching Post: Summary and gap filling
Applying and analyzing	Post: Compare and contrast
Evaluation	Post: Peer editing for a group presentation
Creation	Post: Group presentation

As displayed in Table 4, for students' understanding of the content lecture, the pre-activities involved activating students' content schemata, stimulating their background knowledge and pre-teaching vocabulary because of the importance of vocabulary to student understanding in CLIL (Nation & Webb, 2011). The post-activities aimed to amplify the effects of learning that the students acquired from the pre-activities and the content lectures. According to Bloom (1994), the goal of post-activity was to achieve higher levels of cognitive knowledge. To achieve the goal, the students were asked to apply, analyze, evaluate, and create their outcomes by completing the given tasks through the post activities, which were based on the learned contents. As a result, by completing both pre-and post-activities, the students ultimately not only acquired the knowledge but also the understanding of learned contents.

For instance, each post-activity included three major tasks. The first was to summarize the content lecture as a form of review. It helped the students clarify and confirm their understanding of the content and enable them to fill any gaps in their knowledge during the lecture. The second was a gap-filling activity for confirmation of the student's understanding. The final task was to give a group presentation on a certain part of British and American culture. Via the group presentation, the students reinforced their understanding of the content materials. Table 5 showed the samples of pre-and post-activities.

TABLE 5
Samples of Pre- and Post-Activities

Content: "Exploring culture"

Pre-activity	Brain storming	Ex) What do you think about when you hear the word culture? Ex) What experiences have you had interacting with people from other cultures?
	Summary	Ex) Based on the group work, please articulate your definition of culture.
Post-activity	Gap-filling	Ex) Write the following chart on the board, including the empty spaces:

Big *C* culture	Little *c* culture
literature	Popular music
geography	Food and cooking
Classical music and composers	Clothing and style

As a whole, the content lectures were typical regarding theoretical concepts of intercultural understanding and British and American cultural contents. The present study also focused on the necessary relationship between linguistic and cognitive demands and the importance of balancing the two variables according to Coyle's (2015) Conceptual Framework for CLIL pedagogies. With this frame, the instructor chose lecture contents with low cognitive but high linguistic demands to maximize the effects of the CLIL class. However, the positive aspects of the CLIL class and related activities may often have been overshadowed and confused due to unknown vocabulary, lack of student interaction, and lack of understanding of teacher direction. Even though the instructor attempted to interact by asking questions, class handouts for group work were often unanswered. It seemed that many students were not familiar with group discussions in English.

2. Students' Perception of the CLIL Class

1) Survey Responses

This section presented the students' perception of the CLIL course according to the Likert-scale questionnaire. The following Table 6 indicated the average survey scores depending on the survey questions.

TABLE 6
Student Perceptions of the CLIL Course

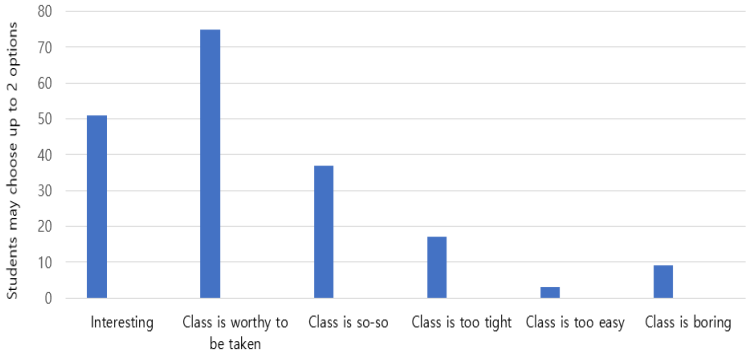
	Questions	*M*	*SD*
1	The content class was good overall.	4.16	0.863
2	The level of difficulty of the content class was appropriate.	4.09	0.942
3	The percentage of the content class that I understood was ... 1) 0-20% 2) 21-40% 3) 41-60% 4) 61-80% 5) 81-100%	4.19	0.897
4	The pre-tasks in CLIL class were helpful.	4.49	0.844
5	The post-tasks in CLIL class were helpful.	4.15	0.915
6	The CLIL class helped enhance my understanding of the content class.	4.46	0.882
7	The level of difficulty of the CLIL class was appropriate.	4.17	0.859
8	The CLIL class was interesting	4.11	0.947
	Average of the CLIL class	4.23	0.897

M: Mean, SD: Standard deviation

As displayed in Table 6, the students' overall perception of the CLIL course was positive, showing 4.23 of mean score on average over the 8 survey questions. On average, the students showed slightly higher satisfaction with CLIL classes than with the content lecture. While the CLIL classes scored 4.27 out of 5.00 over the 5 CLIL-specific questions (Q 4~8), the content lectures scored 4.15 out of 3 questions (Q1~3).

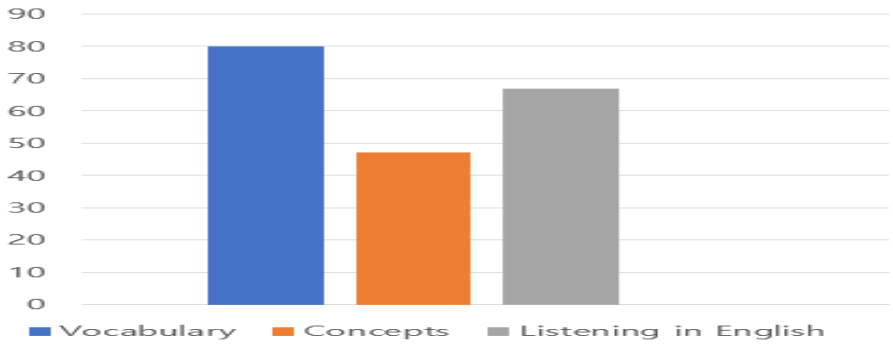
When looking at each question, question 4 on the survey, "The pre-tasks in CLIL class were helpful" received the highest average score (M = 4.49) across the other questions, and question 2, "The level of difficulty of the content class was appropriate" received the lowest score (M = 4.09). In addition, it was worth noting that the students seemed to be more satisfied with the pre-tasks in CLIL class than the post-tasks, indicating 4.49 and 4.15 mean scores respectively. The following Figure 1 outlined the students' overall positive attitude toward the CLIL classes.

FIGURE 1
Students' Overall Attitudes of the CLIL Classes



As Figure 1 displayed, the 3 largest responses were 1) Class is worthy to be taken (*n* = 75), 2) Interesting (*n* = 51), and 3) Class is so-so (*n* = 37) respectively. It was worth noting that the largest response, which was "Class is worthy to be taken" was selected by more than half the participants. The following Figure 2 demonstrated the most challenging part of the content lectures.

FIGURE 2
The Most Challenging Part of the Content Lectures



As outlined in Figure 2, vocabulary was considered the most difficult in the content lectures (80%). Such a response may be because vocabulary related to British and American culture had a lot of words in history. That may be why the students might feel demanded to understand that unknown vocabulary. Compared with 'concepts,' 'listening in English' was also deemed difficult, receiving the second-highest percentage (67%). Namely, the results of Figure 2 indicated that most students expressed more difficulty in understanding target language than comprehending content lectures.

2) Open-Ended Responses

In the open-ended questions, most students indicated that vocabulary was the most challenging in understanding English lectures. This was to confirm the findings of survey responses. Nevertheless, some students reported that they had an opportunity to be aware of the importance of vocabulary. For instance:

> By taking this course, I understood the importance of vocabulary. Even though I tried to answer the teacher's question, I often did not answer it because of my lack of vocabulary skills.

Students also reported that the CLIL classes exposed them to English vocabulary which was essential for understanding a content lecture, but they had not learned previously. Therefore, the CLIL classes helped them learn the English terminology, which was required to understand the content lecture. For example:

> The class was helpful because I became familiar with the English terms that were essential for understanding the subject.

In addition, students stated that they were able to understand key expressions to comprehend English lectures effectively in academic settings. For example:

> It was great to have a chance to learn important words and expressions to understand the English lecture.

While many students revealed that the CLIL classes were helpful to enhance knowledge of both content and foreign language, some students made a complaint about unknown vocabulary. They reported that they had to spend a lot of time figuring out the meanings of unknown words because each time they could not interrupt the class to ask the teacher meanings of unclear words. Even though vocabulary was the major issue for students in CLIL classes, some students also stated that they enjoyed vocabulary activities, using Kahoot. Kahoot was a game-based platform and the students can take a vocabulary quiz on this platform. Several students mentioned that even though a quiz using Kahoot only took approximately 10 minutes of class time, it was a fun and memorable experience that motivated students to learn both content and language. One student also stated that a paper-based quiz was always stressful and nervous, so using an application like Kahoot was more interesting and engaging for students.

With regards to the difficulty levels of the content and CLIL classes, the findings of the questionnaire showed that some students complained about the difficulty levels of the contents. The students preferred to learn the content they were familiar with as the lecture was conducted in English. In particular, some of the students identified that abstract theoretical concepts of intercultural communication, such as high-and low-context cultures and hidden aspects of culture, were difficult for them to understand effectively. Thus, the students preferred that the instructor would use both Korean and English in the future CLIL class when teaching new and abstract concepts. For instance:

> The theory of understanding the categorization of culture (low and high-context cultures) is difficult and abstract. I prefer to explain the concept in both Korean and English.

Moreover, some students reported that they were not used to English group discussions and stated frustration during the preparation. These students mentioned that they preferred to use both Korean and English during the pair/group work. For example:

> It was frustrating to talk with members in English. There was a lack of interaction. For the group presentation, it is better to use both Korean and English.

In sum, the results of the open-ended questions revealed that most students considered vocabulary the hardest to understand CLIL lecture effectively. However, it seemed apparent that the students recognized the importance of understanding key terms in English for successful CLIL. It was also worth noting that the level of the content should be adjusted according to the students' L2 proficiency. Based on the findings of the study, when the students had a low level of English proficiency, it seemed appropriate to use basic content to involve more students in English speaking and listening activities. In addition, as some students already pointed out, the instructor may use both L1 and L2 when explaining abstract and difficult concepts. Finally, the instructor needs to closely examine students' language levels and play the role of a facilitator to perform collaborative and interactive group work.

V. CONCLUSION

The present study investigated the implementation of CLIL in a Korean university context. The results of the study showed that most students considered the CLIL classes helpful for the students to enhance both content and linguistic knowledge. In addition, students reported the pre-and post-activities, such as a vocabulary quiz, using Kahoot was particularly interesting and motivating for their L2 learning even though vocabulary was deemed the hardest to understand CLIL classes.

Considering that the study employed Coyle's (2015) 4Cs Conceptual Framework, it seemed that Coyle's Framework provided useful guidance for designing and implementing the current CLIL model. As the researcher mentioned in the literature review, the implementation of CLIL has been used in various fields with distinctive models. Thus, it would be difficult to develop a CLIL model that educators and scholars all share. However, it seemed apparent that the findings of the current study demonstrated a unique CLIL model for English major students with the intermediate level in a Korean tertiary context. Hence, the researcher proposed 3 conditions for effective CLIL experience in the future.

When one designs a CLIL curriculum model in similar educational contexts, the researcher recommends 1) easy content, 2) a lot of language input, and 3) task-based activity to maximize CLIL experience. This proposal was based on Krashen's (1985) input

hypothesis, Vygotsky's (1978) sociocultural theory, and Coyle's (2015) 4Cs Conceptual Framework. First, according to Coyle (2015), lecture design and content selection were significantly important. For low and intermediate levels of students, familiar topics should be selected for the majority of contents. That was, teaching contents that students were used to and have studied in their L1 should be chosen. Krashen (1985) emphasized the importance of comprehensive input. Thus, easy content meant the simplification of the lecture content, which was appropriate for the student's current English proficiency and consequently placed lower cognitive demands on students. The lecture should be designed in a way that placed students comprehensible while stimulating students' background knowledge on the topic. The key terms and unknown vocabulary should be also incorporated here. That was, the lecture content and unknown vocabulary need to be expressed in simple terms with a slower speed.

Second, language was an important variable in CLIL class for communication of Coyle's 4Cs Conceptual Framework. As the students had intermediate English proficiency, both language and content learning may be too difficult for them. Therefore, activating content and lexical schema during the CLIL pre-activities would be important to stimulate background knowledge and understanding of unknown vocabulary.

Third, the task-based activity should be included in CLIL post-activities. According to Vygotsky's (1978) sociocultural theory, collaborative learning and interaction facilitated students learning. Furthermore, task-based activities during the CLIL post-activities would lead students to apply and analyze learned contents and consequently help students give a group presentation.

In addition, the students in CLIL class seemed to have different degrees of content knowledge even though they had a similar English proficiency. Therefore, it seemed crucial to develop materials that were not too difficult in most cases but to include advanced materials to a limited extent. In other words, easier materials should be mostly provided in class with mixing some advanced materials to stimulate students' motivation and participation.

Moreover, the instructor should consider the use of L1 when explaining the difficult and abstract terms and vocabulary for running an effective CLIL class. As the findings of the study already revealed, if necessary, the use of L1 may be helpful for students to enhance their understanding of content knowledge and unknown vocabulary.

Finally, the study had without limitations. The study merely included English-majored Korean college students with intermediate English proficiency. Thus, their implications may be limited to other similar contexts. In future studies, it would be important to continue relevant research and develop effective and various CLIL models for Korean college learners.

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Examples in: English
Applicable Language: English
Applicable Levels: Tertiary

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