

---

**Analyzing an English Textbook Developed for Students Majored in International Studies at University of Foreign Language Studies – The University of Da Nang, Vietnam in CLIL Perspective.**

Luu Quy Khuong\*

University of Foreign Language Studies – The University of Da Nang, Vietnam \*

---

**ABSTRACT**

Content and Language Integrated Learning (CLIL) is an educational approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. CLIL is a new didactic approach to teaching subjects integrating two features – linguistic and factual. This paper aims at first presenting some views relating to content and language integrated learning (CLIL), differentiation among teaching general English (GE), teaching English for specific purposes (ESP), and CLIL. Then, it applies the CLIL perspectives to analyze some specific features of an English textbook developed for students majored in International Studies of Faculty of International Studies at University of Foreign Language Studies – The University of Da Nang (FIS). Finally, some suggestions to ensure the effectiveness of teaching and learning this textbook at FIS are also provided.

**Keywords:** *CLIL; textbook; subject teacher; content-based instruction; Faculty of International Studies*

© Copy Right, IJAHSS, 2020. All Rights Reserved.

---

**Introduction:**

At present, with the impact of globalization in terms of economy, culture and society, English has been prioritized as the number one foreign language taught at all education levels in Vietnam. Higher education is directed to train students for the globalization and integration; however, this aim seems still far to be reached. Despite the introduction and emphasis of English in the educational curriculum for decades, many Vietnamese graduates cannot use English effectively for job interviews or for communication in the workplace, and the students of Faculty of International Studies, University of Foreign Language Studies – The University of Da Nang (FIS) is not out of the trend. Thus, to promote their jobs opportunities require that FIS should provide the students with English competence not only in daily communication but also at work. To put this aim into reality beside teaching GE to students, FIS has developed an English textbook entitled “Advanced English for International Studies” for students majored in International Studies in the CLIL approach. This paper is to present some essential knowledge about the theory of content and language integrated learning (CLIL) as the framework for analyzing some specific CLIL features of the above - mentioned textbook and single out some suggestions for teaching and learning the textbook effectively

**Research design:**

**Research questions**

1. What are specific features of textbook Advanced English for International Studies in the CLIL perspectives?
2. What are the suggestions for teaching and learning textbook Advanced English For International Studies effectively in terms of the CLIL perspectives?

**Research methods**

This research was conducted with the following research methods

- Document analysis: analyzing documents for theoretical basis of the research.
- Qualitative method: The qualitative method in this study was mainly based on the documentary analysis and descriptive analysis to seek the descriptive information about the specific features of the textbook in CLIL perspectives.

**Literature review and theoretical background:**

**Literature review**

Coined in 1994 in Europe, Content and Language Integrated Learning (CLIL) has become more and more common in Europe, Asia, Africa, South America and Southeast Asia. It can be seen some pioneers in this area as follows. Marsh, D., Maljers, A. and Hartiala, A-K. [1] provides a brief view of the application of CLIL IN European schools. Serra [2] implemented a longitudinal research on the assessment of CLIL at primary school. Gajo[3] studied the interrelationship between linguistic knowledge and subject knowledge and the way bilingualism promotes the subject development. Lasagabaster[4] conducted CLIL in reality and investigated people’s attitudes towards trilingualism. Coyle, Hood and Marsh [5] provided the background to CLIL movement and explore different curricular models, and variations of CLIL involving primary secondary, tertiary and vocational contexts, classroom practice, and ways of sustaining and critically evaluating CLIL. In addition, the authors gave out their view on the future in terms of social, cultural and economic developments, and positions CLIL as having the potential to play a major role within educational systems across the globe. Llinares, Morton, Whittaker [6] explore data collected in real CLIL classrooms from two interrelated perspectives: the CLIL classroom as an interactional context for developing language and content, and the genres and registers through

which the meanings of the different academic subjects are enacted. Marsh [7] focuses on integration, inclusion, language awareness, impact of language learning and use on mind and brain, and CLIL as an educational approach.

CLIL has obviously been studied by some methodologists. However, by my knowledge, there is no evidence that any research on applying the CLIL approach to analyze a particular English textbook for learners majored in a particular subject. Especially in Vietnam, CLIL is a new concept in language teaching and learning. Therefore, there have not been many researches on this area.

## **Theoretical background**

### ***The concept of CLIL***

According to Coyle et al. [5], “Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven even if the emphasis is greater on one or the other at a given time.” Marsh et al. have the same idea on CLIL and added that the objective of CLIL is “promoting both content and language mastery to pre-defined level.” [5]

*An additional language* is often a learner's “foreign language”, but it may also be a second language or some form of heritage or community language. Coyle et al. [5] use an inclusive term “CLIL vehicular language” to refer to the language(s) used in CLIL settings.

It is important to note that CLIL is not a means of simplifying content or reteaching something students already known in a new language. CLIL courses should truly integrate the language and content in order to be successful – and success is determined when both the subject matter and language is learned. The operational success of CLIL has been in transferability not only across countries and continents, but also across types of schools. The educational success of CLIL is in the content-and language-learning outcomes realized in classrooms.

### **The driving forces behind CLIL**

Coyle et al. [5] provide two major reasons underpinning the interest in CLIL within a specific country or region as follows.

- Reactive reasons (responding to situations)

There are countries in the world where the language of instruction is foreign to most of the learners in schools and colleges. An official language may be adopted as the medium of instruction for some part of schooling, often at secondary level, which acts as a language of national unity. Language policy in these countries needs to be implemented with language pragmatism and CLIL emerges as one solution for achieving this in different countries. CLIL plays a role in providing a pragmatic response towards overcoming linguistic shortcomings, and in promoting equal access to education for all school-aged students, including those with additional support needs.

In the reactive scenario, the problem of medium of instruction is recognised, and followed by methodological and curricula adjustment. Methodologies, sometimes called language-supportive, or language-sensitive, can be introduced for the teaching of subjects across the curriculum. This means that all teachers need to take responsibility for language development through a dual focus when teaching other subjects. The type of approach may differ, but any language burden on children or students can be alleviated if CLIL methodologies are embedded in teaching and learning.

- Proactive reasons (creating situations)

The other major reason for the interest in CLIL is its proactively identifying solutions by which to enhance language learning, or some other aspects of educational, social or personal development. Although CLIL is not synonymous with English language learning and teaching, the potentially huge global demand for learning English shows that it is a popular vehicular language in non-Anglophone areas. Thus, CLIL may be increasingly adopted as a proactive means by which to maximize the potential for success.

### **Main benefits of CLIL**

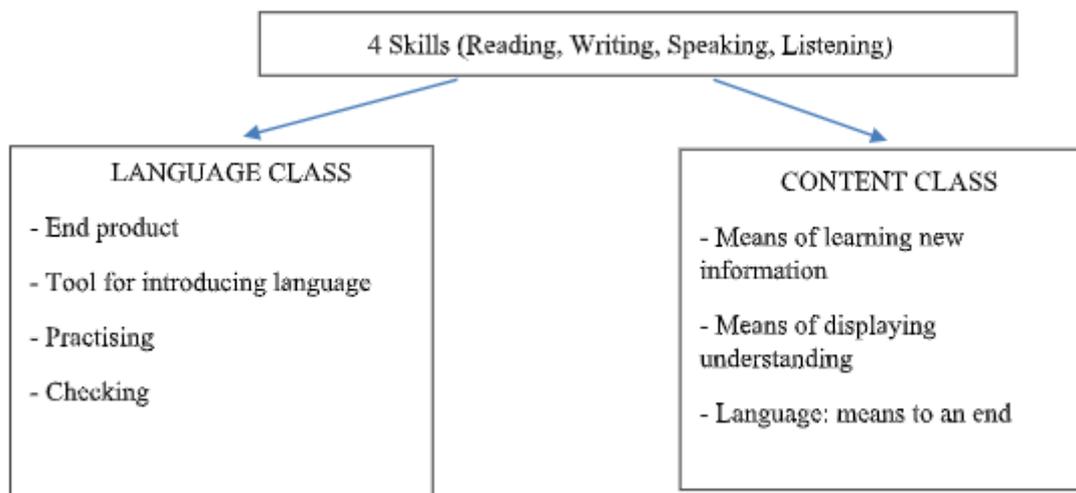
- Many teachers see CLIL as a more natural way to learn a language; when a subject is taught in that language there is a concrete reason to learn both at the same time. And as students have a real context to learn the language, they are often more motivated to do so, as they can only get most of the content if they understand the language around it.

- Being content focused, CLIL classes add an extra dimension to the class and engage students, which is especially advantageous in situations where students are unenthusiastic about learning a language.

- It has the advantage that multiple subjects can be taught in English, so that students’ exposure to the language is increased, meaning their language acquisition is faster.

- CLIL also encourages students to develop 21st Century skills, including the ability to think critically, be creative, to communicate and collaborate.
- It is a better preparation for students' professional life.

### The Use of Language in Language Teaching versus Content Teaching



### Analyzing Some Features of English Textbook “Advanced English for International Studies” in CLIL Perspective: An Overview of English Textbook “Advanced English for International Studies”

Textbook “Advanced English for International Studies” (AEFIS) was compiled by Luu Quy Khuong, Le Thi Phuong Loan and Nguyen Thi Quynh Hoa, published by Da Nang Publishing House in 2020 under the Decision No 935/QĐ-ĐHNN dated on October 19<sup>th</sup>, 2016 by the Rector of University of Foreign Language Studies – The University of Da Nang. These three co-authors are lectures at University of Foreign Language Studies – The University of Da Nang. The following are some specifications of the textbook.

- Name of the course for which the textbook AEFIS was compiled: Tieng Anh nang cao (Advanced English)  
For the undergraduate training programmes: International Studies and Oriental Studies
- Number of credits: 04
- Type of course: compulsory
- Courses previously learned: Courses for English proficiency Level 3 (in the six-level system of English proficiency issued by Vietnam MOET).

Textbook AEFIS aims to help learners develop their communicative competence in English in the context of international integration. More specifically, it provides the learners with systematic word knowledge and skills for dealing with English reading and listening comprehension skills on topics relating to history, economics, politics, cultures, society, and laws of majors in International studies and Oriental studies. In addition, it helps learners to develop their critical thinking and express their ideas in both spoken and written forms.

Textbook AEFIS consists of 15 units covering 14 themes and 01 unit of a field trip project. Each unit includes various activities arranged in the sequence namely Warm-up, Reading Comprehension; Listening Comprehension. At the end of each unit, there are Extra reading passages playing as input for the Warm-up and Speaking sections. Attached to the textbook is a CD containing all audio files for listening comprehension sections of Unit 1 to 14. Before its publication, the textbook has been piloted for 2 academic years 2016 - 2017 and 2017 -2018. It was put into the list of textbooks officially used for teaching and learning in University of Foreign Language Studies – The University of Da Nang under the Decision No 267/QĐ-ĐHNN dated on May 29<sup>th</sup>, 2020 by the Rector of University of Foreign Language Studies – The University of Da Nang.

### Analyzing CLIL Features of English Textbook “Advanced English for International Studies”

#### Connecting content learning and language learning

As for the content learning, it can be seen from the overview of the book in the previous section, the content of the textbook shows topical issues on different aspects of the contemporary world such as gender equity and equality, races

and racism, Asia Pacific, the Europe and the EU, world politics and many others. As for language learning, each unit helps the learners develop their 4 language skills with various tasks as follows:

TF: True-False statements

GF: Gap-filling

MC: Multiple choice questions

CQ: Comprehension questions

V: Vocabulary

TC: Table completion

M: Matching incomplete sentences.

Let analyze some units from the textbook for illustration of this feature.

WARM-UP	READING	LISTENING	SPEAKING	WRITING	EXTRA READING
<b>UNIT 1: GENDER EQUITY AND EQUALITY</b>					
<ul style="list-style-type: none"> <li>- Gender expectations</li> <li>- Gender roles</li> </ul>	<ul style="list-style-type: none"> <li>- TF: US women on the rise as family breadwinner</li> <li>- GF: "Pink Tax" forces women to pay more than men</li> <li>- TF/MC: UNESCO report shows empowering women has huge benefits for the environment</li> <li>- V/CQ: Men and Women: Long live the difference</li> </ul>	<ul style="list-style-type: none"> <li>- TF: Gender pay gap</li> <li>- MC: Gender inequality and chores</li> <li>- CQ: Relationships and colours</li> </ul>	Techniques: <ul style="list-style-type: none"> <li>- Listing</li> <li>- Reasoning</li> <li>- Debating</li> <li>- Defending an opinion</li> </ul>	Gender tax/Pink tax	<ul style="list-style-type: none"> <li>- Global gender inequality</li> <li>- How to close a gender gap: Let employees control their schedules</li> </ul>

<b>UNIT 4: RACES AND RACISM</b>					
<ul style="list-style-type: none"> <li>- Skin colours</li> <li>- Racial stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>- TF: Apartheid</li> <li>- GF: Races vs. Racism</li> <li>- V/TC: Civil rights for black Americans</li> </ul>	<ul style="list-style-type: none"> <li>- TF: A campaign against racism</li> <li>- GF: A trial to a former KKK leader</li> <li>- CQ: Nelson Mandela</li> </ul>	Techniques: <ul style="list-style-type: none"> <li>- Defining causes and proposing solutions to types of discrimination</li> </ul>	Racism	Ageism in the workplace hurts us all

Thus, textbook AEFIS initiates and enriches the learners' knowledge of their major which is the International Studies, at the same time, develop their language skills.

### Language learning and language using

In the textbook, language learning is conceptualized within authentic contexts for use. This can be seen via the learning outcomes of each unit in the textbook. For example:

The learning outcome of Unit 10 named Asia Pacific

+ Skills and Knowledge: Upon completing the lesson, learners are expected to be able to:

- Define Asia Pacific as a geopolitical center with diversity in terms of history, culture, language, religions, economics, and consumer behaviors.

- Explain causes, occurrence and propose solutions to territorial disputes in Asia Pacific.

- Evaluate the increasing significance of ASEAN as a multilateral cooperation mechanism in the region

+ Language Focus:

- Vocabulary: Cultures, national concerns and interests of countries in Asia Pacific.
- Reading: Reading for general and specific information about Asia Pacific as a region, American pivot to Asia, and the Viet Nam – U.S. relations.
- Listening: Listening for specific information about regional conflicts, tensions, and Indonesia.
- Speaking: Listing, reasoning, debating, defending an opinion on territorial disputes in Asia Pacific.
- Writing: Writing a paragraph of 150 words about importance of ASEAN.

With the topic “Asia Pacific”, the learners have to practice using speech acts such as explaining, defining and evaluating. For the language performance, the four language skills are rehearsed to help learners develop the knowledge of countries in Asia Pacific with a vocabulary stock relating to various aspects of the region, for example, American pivot to Asia, the Viet Nam – U.S. relations, regional conflicts, tensions and territorial disputes in Asia Pacific.

### **Enhancing cultural awareness and intercultural understanding**

One feature worth noticing of textbook AEFIS is the cultural density. With 15 units the themes range from issues of one single country such as tourism in Vietnam (unit 5), Vietnam-US relation (unit 10), the South Africa apartheid (unit 4) or the UK Brexit (unit 7) to much large regional or global concern such as the global warming (unit 9), gender equity and equality (unit 1), the unilateralism after the terrorist attack on 11 September, 2001 (unit 12), poverty and charity (unit 5). Specially, unit 15 takes the learners to the cultural – historical places in Da Nang through a fieldtrip to the site. Unit by unit, the learners will be led from one specific culture to multicultural awareness. This is in accordance with Coyle et al. [5] claim that “Culture associated with a language cannot be ‘learned’ in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Cultural awareness may focus on knowledge about different cultures, but the move towards intercultural understanding involves different experiences.”

Through the contents of the passages for reading comprehension and listening comprehension, the learners’ English communicative competence in different cultural settings can be promoted. This is, in fact, a good preparation for their future employment at FDI companies in Vietnam or in ASEAN neighbour countries according to labour mobility within ASEAN Community. The speaking tasks also put the learners in problem-solving situations in various intercultural backgrounds. Therefore, they can be free from cultural shocks when studying with foreign lecturers at FIS-UFLS or when taking part in post graduate programmes abroad after graduation.

### **Integrating content and language learning**

Throughout the textbook the subject contents are introduced via the language skill practice.

Look at unit 1 above as an instance. With the theme “gender equity and equality”, the reading tasks focus on the issues such as “U.S. women on the rise as family breadwinner”, “Pink Tax” forces women to pay more than men”, “UNESCO report shows empowering women has huge benefits for the environment”. Through these reading exercises, learners are provided with new terminologies in the field of gender equity namely Pink Tax, physical and mental differences between men and women, etc. so that they can respect diversities in behaviors and expressions of their male/female group members contributing to more successful teamwork.

For developing speaking skill, there are many topics for group and pair discussion, for example, “Do women run countries differently than men do? Are women better leaders than men? Give reasons to support your view”, “Educating a daughter is like watering your neighbour’s garden”. Do you agree or disagree with this statement? Give reasons”, “Could there be absolute equality between men and women? Why/Why not?” and some others. These controversial speaking topics aim to put the learners in argumentations. They have to resort to the world female leaders such as Angela Merkel (Chancellor of Germany), Jacinda Ardern (Prime Minister of New Zealand), Erna Solberg (Prime Minister of Norway), Aung San Suu Kyi (de facto leader of Myanmar)... and compare with the male world leaders to find out the similarities and differences in the leadership between the two genders. In addition, by seeking information relating to the above-mentioned female leaders the learners’ knowledge and lexis are updated. Also, their critical thinking, group work skills are promoted.

In addition, the listening practice makes the input concentrating on the theme like “gender pay gap”, “gender inequality and chores”. To complete the writing task, learners are asked to “watch the video on gender tax at

'<https://www.youtube.com/watch?v=TgfP2mlf45o>' and write a paragraph of around 150 words to answer two questions given”.

With 14 themes covering various aspects of international studies, the learners, on the one hand, are provided with expertise relating to their major, on the other hand, can practice four basic language skills.

### Conclusions and suggestions:

In brief, from the above analysis, it could be concluded as follows.

- Textbook AEFIS can help learners develop language competence including ESP lexis, grammar and word use in appropriate settings together with promoting the language performance via practice of four language skills.
- Textbook AEFIS contributes to the enhancement of learners' major expertise which is knowledge of international studies with updated trend of world politics, diplomatic relations between countries in the world, or even hotly-debated topics of contemporary world namely climate change, cultural diplomacy, or territorial disputes; at the same time, increasing their understandings of intercultural interaction between countries of different political and economic background, cultures, gender and age structures.
- Besides, Textbook AEFIS also helps to develop learners' teamwork, critical thinking and problem-solving skills through writing and speaking tasks which require them to express their personal viewpoints and collaborate with others in dealing with issues raised in the tasks.

However, to ensure teaching and learning this Textbook AEFIS at FIS effectively, below are some suggestions.

+ For the lecturers:

- Giving equal weight to the language and content in teaching. That is, the class shouldn't be treated as a language class nor a subject class simply taught in a foreign language [8].
- Encouraging students to access to supporting websites such as CNN or Ted Talks to enhance content learning and develop their listening comprehension skills.
- Using various methods in the classroom such as
- Students' presentation
- Making use of students' group work to minimize the negative effect of large classes.
- Combining the traditional class sections with online learning to increase the interaction between the lecturers and the students
- Socratic method
- Task-based learning.
- Combining offline training with online training by asking students to do writing tasks and via UFLS – UD elearning/LMS system to save the class time for other activities like discussing or presenting.

+ For the UFLS – UD administrators and FIS Board of Deans

- Reducing the number of students in the classroom to a rational number.
- Offering training course on ICT to enhance the lecturers' IT capacity to design e-learning courses to support students' learning.
- Improving and upgrading the university IT infrastructure to meet the lecturers' and students' need in CLIL.
- Creating self-study space for students' groupwork out of the class time.
- Investment in a resource room with materials on specialized subjects written in English is very useful for students.

+ For the students

- Spending time on lesson preparation before coming to class.
- Actively getting involved class activities like pair work, group work, presentation.
- Constantly practicing English to improve their communicative competence in English, a very important basis for getting progress in CLIL classes.

### References

1. Marsh, D., Maljers, A. & Hartiala, A-K. (2001). *Profiling European CLIL Classrooms*. Jyvaskyla: University of Jyvaskyla.
2. Serra, C. (2007). “Assessing CLIL at primary school: A longitudinal study”. *Bilingual Education and Bilingualism*, 10, 5, 582–602

3. Gajo, L. (2007). "Linguistic knowledge and subject knowledge: How does bilingualism contribute to subject development?" *International Journal of Bilingual Education and Bilingualism*, 10(5): 563-581
4. Lasagabaster, D. (2009). "The implementation of CLIL and attitude towards trilingualism". *International Journal of Applied Linguistics*, 157, 23-44.
5. Coyle, D., Hood, P., Marsh, A. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.
6. Llinares, A., Morton, T., Whittaker, R. (2012). *The role of language in CLIL*. Cambridge: Cambridge University Press
7. Marsh, D. (2012). *Blended learning creating learning opportunities for language learners*. New York: Cambridge University Press.
8. Wiseman, J. (2018). *What is Content and Language Integrated Learning?* ([www.english.com/blog/content-and-language-integrated-learning](http://www.english.com/blog/content-and-language-integrated-learning), retrieved 10 December 2018).
9. Luu Quy Khuong, Le Thi Phuong Loan & Nguyen Thi Quynh Hoa (2020). *Advanced English for International Studies*. Da Nang: Da Nang Publishing House.