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TEACHERS AND LEARNERS PERCEPTION: CASE STUDIES WITH CLIL FOR MILITARY UNDERGRADUATES

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Abstract:

This paper is a preliminary report on the teachers' and learners' perception on case studies with CLIL program carried out during an EAP course in the National Defense University of Malaysia (NUDM). Content and Language Integrated Learning (CLIL) is relatively very little known in the military context. However recently researches have revealed that CLIL is becoming popular and widespread in many universities. Based on CLIL benefits and dual-focus approach, teachers and curriculum developers have adapted accordingly to their course objectives and requirements. On the other hand, the case study method is an active teaching and learning method which provides rich contextual information and opportunities for language learners to develop more possible ways to learn and use the language creatively and practically in various language situations. This paper discusses preliminary findings of an EAP course for undergraduates in NDUM where the case study method and Content and Language integrated Learning is collaborated. A total of 84 military cadets and 3 teachers from an EAP program participated in the study. The questionnaire items were structured for the students and semi-structured interviews were designed for the teachers. The overall results projected the students' and teachers' positive views about case study and CLIL pedagogy that contributed towards language achievement. The paper concludes with discussion highlighting key issues that remain to be addressed and outline direction for future research.

Keywords:

Curb Diversity, Contextual Information, Language Creativity, Language Situations, Military Context

Introduction

The Military Academy of Malaysian was formed on 8th March 1995, after which it was named as the National Defense University of Malaysia (NDUM). The aim of the University is to train undergraduate officers to be graduate officers in the Malaysian Armed Forces (MAF). The curriculum in NDUM is dual focused where academic subjects and military skills are simultaneously emphasized. Upon graduation, officer cadets are commissioned and assigned into the respective branches of the Armed Forces: Army, Navy and Air force.

Over the years student numbers and their diversity have considerably increased in NDUM. This diversity poses a great challenge to the English language lecturers to have students who are being exposed to military teaching strategies during military skill training and to incorporate language teaching strategies in the language classroom. In order to achieve greater academic gains a collaborative pragmatic strategy is undertaken to create an effective learning environment which provide opportunities to both the language teachers and military instructors to achieve their respective objectives.

The idea of Content and Language Integrated Learning (CLIL) in the NUDM is new and is still at the initial stage. The reasons of implementing CLIL in an EAP program is to explore the effectiveness of CLIL Education as a multi-perspective approach in language education. In addition, introducing a new approach in a language program can be seen as a good effort bringing "new culture, new ways of thinking, feelings, and methods in the language classroom. In the MAF the narrow version of CLIL is noticeable in Content-Based (CBL) and ESP instruction. Therefore, it is viable that the features of CLIL adapted in the military context to for language education in the MAF.

Doiz, Lasagabaster and Sierra (2011), reported from a faculty perspective, CLIL program may have the following benefits: improve in individual language proficiency, academic gains in access to teaching materials, and classroom benefits in terms of students' motivation and commitment. Although researchers in many countries have done studies to explore the effectiveness of CLIL education as a multi-perspective approach, not many countries have introduced CLIL into the military situation. Marsh (et al. 2002) pointed out that the application of CLIL pedagogical approach for the Polish Armed Forces trainees had improved their lexical comprehension and the reading skill. Besides, they claimed that CLIL was helpful in the development of the receptive skill and contributed greatly to the trainees' academic gains.

CLIL teachers are always content teachers, and sometimes a teacher may have expertise in more than one subject which is considered as a plus point for the teacher in the CLIL program. It is the choice of the individual educator to give emphasis on the content or language during implementation in order to obtain the desired outcomes. According Wolff. D. (2009), with regards to the issue of language and content teachers' role in CLIL classroom which he pointed out from the article "benefits of CLIL for teachers": CLIL teachers who are trained as language teachers tend to comprehend better about the importance of content in language teaching. As a result of incorporating subject content in teaching of language, a context is established where language is learned more meaningfully. Learners' construct meaning by linking prior experiences with context that could contribute greatly to the comprehension of subject content and development of language skills. As the learners become familiar and comfortable with the content, they tend to be more like-minded when they are in their study- field classroom. The pedagogical approaches of CLIL to integrate language and content instruction in the classroom

could promote learners to use the language in various situations: language learning, subject learning and military skill learning situations. Wesche and Skehan. (2002), pointed out that CLIL provides effective input form variety of resources which could influence individuals to use the language creatively in various situations.

According to Merriam- Webster (2017) "case study is a situation in real- life context that can be looked at or studied to learn about something." According to Kreber (2001), a *case study* in the educational context is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the workplace. Kardos and Smith (1979) pointed out that a good case study has the following features: It involves real life (true identities may be concealed), consists of many parts and each part has its problem for analysis, includes adequate information for the reader to analyse the issues for solutions and it contains the setting, personalities, sequence of events, problems and conflicts. Grant (1997) emphasised that using case studies in teaching provides wide range of real-life examples, which could be used to contextualize the theoretical concepts. He further added that case study method is a useful pedagogical instrument which projects interactive learning where there is a shift from teacher centred to student centred. In addition, Mestoe and Croft (1999) stressed introducing case studies in the classroom would enable learners to link theory and practice which would contribute in developing "a core of transferable skills." It may be useful to think that collaborating "CLIL pedagogy – Case study method" in a language classroom is an innovative effort to provide meaningful teaching and producing effective communicative output.

Teaching English language in the military context is a challenging task for language teachers. According to Smucny and Stover (2013), military environment is mission centred, hierarchal, highly stressful and culturally oriented. The military students and staff are duty bound, disciplined and should demonstrate utmost obedience in all situations. Understanding the military culture can make a great difference for teachers in the language classroom. Military cultural knowledge enables language teachers to adapt and develop strategies and materials for effective teaching and learning. Moreover, giving due consideration to the military culture during language teaching and learning, it would guide us to get a better insight into the contextualization of language learning.

Literature Review

CLIL
"CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels." Maljers et al. (2010), the term CLILL was defined in 1994, and launched in 1996 by university commission Finland. It is defined as "subjects are taught through a foreign language with dual-focused aims, namely the learning of content, and simultaneous of a foreign language (Euridice 2006). According to Coyle (2007), CLILL pedagogy has obtained recognition because it offers many benefits and establishes a suitable environment for learning. He states that CLIL promotes bilingualism which is considered as an effective language teaching approach and he believes that bilingual approach could increase comprehensible input which offers opportunities for language development. Gajo (2007) highlighted that employing bilingualism strategy is one way to provide effective comprehensible input directly to the learners which is used to generate ideas, to organize

thinking and to negotiate, Coyle et al. (2010) showed that CLIL curricular model comprises of four areas: content, communication, culture and cognition. They claimed that these 4Cs are contextualized building blocks which provide a comprehensive approach towards language teaching and learning.

Content
This is very much related to the prior knowledge, connections with other areas and skills and the target language requirements. It also arouses the interest and motivation of the learners. They defined that for effective comprehensibility, content depends on language, and for effective language learning depends on the content.

Communication
The Interaction and development in language using and learning. Learners are motivated to produce subject language orally as well as in writing form and to involve in effective interaction

Cognition
Enhancing the thinking and learning process using the language skills. It Involves Lower order thinking (LOT) and Higher order thinking (HOT) skills which are exclusive in CLIL.

Culture
To develop intercultural understanding and global citizenship.

Using Content and Language
In CLIL, content- based instruction is employed where second language competencies are enhanced through curriculum content (Dalton-Puffer, 2007b). In content-based instruction classes language-learning objective is secondary and the teacher emphasises on the meaning alongside with form for effective learning outcomes (Daftor-Pufter, 2007). Based on Piaget's theory, Dieter Wolff (2009) pointed out that content-based instruction increases knowledge-construction and knowledge- acquisition which is crucial in for language learning process. In addition, Wolff shared the idea that the process of scaffolding to comprehend the content helps learners to use the target language to learn the content effectively, and to use the content to learn the language effectively. It should be noted that the focus on the content would increase the degree of comprehensibility through contextualising and scaffolding which contributes greatly for effective language learning. In the language classroom, instead of using content as a vehicle for teaching language we use language as a means of teaching the content, where language learning is the primary outcome. However, according to Coyle, Hood and Marsh (2010), the content decides the language needed to be learned. However, they pointed out that the emphasis on content or language in a particular lesson depends on the lesson objectives and individual educator.

Case Study
From the aspects of teaching and learning Bruner (1991) pointed quite a range of benefits from using case study method in language classroom: case study employs active learning, involves self-discovery, builds a critical thinking capacity and is enriched with contextual information. Kerber (2001) highlighted that using case study method in language teaching advocates a systematic development of the following steps:
1. Problem identification
2. Application of analytical tools for accumulating facts,

3. Arriving to a logical conclusion
4. Decision making.

He added that by employing contextual extraction steps in ESL classroom, students develop higher order thinking skills which obviously contribute towards creative language learning and language use. According to Ellet (2007), context is a crucial factor in case studies which entails specific role for the reader providing standardised focus, interpretation and yield valuable insights. Oxford (1990) claims that contextual strategies in language teaching enable learners to associate new words, phrases or expressions in a meaningful context for them to remember and use them effectively. Adapting case study materials in a CLIL classroom enables students to think critically in context and carry out analytical tasks such as looking into relationship of events, people, identify option, evaluate choices, thus helping them to reach well beyond what they could do on their own.

Military Culture

Mahalingam (2013), brought to limelight that generally military institutions are bound by the organisational structural systems, norms and the standard operational procedures which bound its member's behaviours, actions and decisions towards particular outcomes. The military culture emerges from these routines that emphasises norms and patterns that are very specific and unique. Macionis (2015) added that the cultural elements in a society or organizations influences members learning styles, behaviours, attitudes and communication strategies. Thus, it is useful to note that military context is greatly influenced by its culture, organizational structure and the organizational process where teachers should view them as opportunities in both language teaching and learning.

Smucny and Stover (2013) defined that in the military the trainees are inoculated with militarism hierarchal system, where military students are duty bound, disciplined and should demonstrate utmost obedience in all situations. According to Gundur. (2010), the regimentation environment in the military academy influences the cadets' behaviour patterns and their focus towards academic instruction and military training. In addition, he pointed out that military education is divided into theoretical and practical training. Theoretical lecturing is classroom oriented whereas practical training focuses on operations and administration, tactical exercises and drills which usually take place outside the classroom in a military register pedagogy. It provides evidence that the pedagogical diversity in the military context and in the language class room influences trainees' educational and social-cultural dimensions. The dual behaviour patterns of learners, learning styles, the military culture and regimentation of environment contribute greatly for language teachers toward effective planning and teaching.

Gagne' – Conditions of Learning Theory Adapted

Robert Gagne's theory of instruction provides valuable insights for teachers and learners. The behaviourist learning theory focuses on the contribution of the environment in shaping of individual behaviour. The theory of instruction focuses on behaviourism which consists three components:

1. Categories of learning.
2. Conditions of learning
3. The nine events of learning.

Gagne's taxonomy of learning outcomes is similar to Bloom's taxonomy of cognitive, affective and psychomotor outcomes. In view of Bloom's taxonomy concept, Gagne offers a parallel taxonomy which consists of: verbal information, intellectual skills, cognitive strategies, attitudes and, motor skills. The conditions of learning he breaks down into internal and external conditions. The internal conditions deal with the prior learning capabilities of the learner and the external conditions deal with the stimuli which is presented by the learner upon receiving the learning instruction. In order to transfer knowledge and skill the teacher promotes nine events of instruction which is based on the cognitive processing learning theory which includes: gaining attention, informing learners of the objectives, stimulating recall of prior learning, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance, enhancing retention and transfer. Gagne and Dick (1983) pointed out that instructional theories relate events, instruction to learning process and learning outcomes which will maximize learning, retention and learning transfer. It is notable that Gagne's theory of instruction provides an effective structure as a guidance for teachers during the planning process in regards to activities, content and instructional materials. Besides, the nine events of learning will be the foundation to enhance teaching and learning in the classroom where the teacher is expected to consolidate them with the CLIL principles to improve the overall language competence.

Vygotsky Social-cultural theory
Lev Vygotsky (1978) claimed that learning is influenced by social interaction and language are considered as a social tool which contributes to interactions and social learning. He further emphasised that "human learning presupposes a specific social nature and a process which learners grow into intellectual life of those around them". Thus, language is considered as a tool for educational development, acquiring knowledge and to develop social capabilities. Vygotsky' theory underlies the following learning concepts:

1. Development drives learning - According to Vygotsky learner's development is the results of dynamic interaction between the individual and society. The interaction process of the learner follows a sequence of steps: listening and monitoring, question and assimilating and adapting to role play in the new environment. Social interaction provides a driving force towards a higher order thinking skills which helps learners to comprehend complex concepts and interactions.

2. Zone of proximal development (ZPD) - the Gap between "what I can and what I can't do". Vygotsky claimed that learning occurs in this Zone through adult guidance and peer collaboration. To support learning in ZPD, Wood, Bruner and Ross. (1976), introduces the concept of scaffolding which they defined scaffolding as "the support given during the learning process which is tailored to the needs of the student with the intentions of helping the students achieve his/her learning goals". Scaffolding tasks includes: modelling, giving advice, coaching and cooperative learning.

3. Language – According to Vygotsky language are intellectual tool which is important for knowledge learning and acquiring. It enables learners to involve in cooperative tasks to encourage interactions for construction of knowledge. Vygotsky (1978) highlighted that "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them, thus language is an education tool for learning."

4. Cultural Context – Vygotsky was one of the researchers who stressed on the effect cultural elements such as such as literature, religion and morals on learning. Kozulin

(2003) pointed out cultural aspect create a common ground for comprehend the roles of individual activities, observe behaviour patterns and take responsibilities. In addition, he highlighted that the sociocultural theory "not only does our mental activity determine the nature of our social world, but this world of human relationships and artefacts also determines to a large extent how we regulate our mental processes."

In conclusion the Gagne's theory of instruction explains the categories of learning, conditions of learning and events of instructions as a templet for teachers during the planning and teaching process. Based on the claims of Vygotsky, we could say that language plays an important role in the cognitive development and the learning process of individuals that is possible through communication and interaction by means of socialising. Vygotsky sociocultural theory proposes a social-cultural context. According to Khalaf (2013), the blending of these two theories utilising educational technology has more positive effects in certain practices, including curriculum, assessment and resources. There are many factors to be considered when deciding which theory is more valid. In the military context, there seems to be many teaching and learning practices that focus more on behaviourist learning. However, from the aspects of language learning and teaching, sociocultural forces are the core of the communication process. Thus, based on the literature review and from the researcher's point of view to facilitate military undergraduates' performance in language learning and military training, it is more practical for individual educators to decide on the theory that shows more tendency for particular situation to achieve the objectives.

This research was guided by the following questions:
1. How students perceive CLIL for their language development?
2. How students perceive case study materials for language development?
3. How teachers perceive the application of CLIL with case studies in the EAP program?
4. What are the teachers views on CLIL implementation in the military context?

Methodology

Participants Background
The participants were selected form the second-year undergraduate students in NDUM. 84 students were available at the time of the study and are willing to participate. There were three teachers who have been teaching EAP programmes in the university took part in this research.

Table 1

| | **Research Subjects** | |
Course	N= Students	N=Teachers
Human Resource	22	-
Strategic Studies	23	-
Medical	20	-
Engineering	19	-
Lang. Teachers	-	3
Total	84	3

Question Design

In order to collect the intended data. The questionnaires were developed in accordance to the research questions for the students and teachers. The instrument used in this study is a 5-point Likert Scale. Section A focused on students' perceptions on CLIL pedagogy and section B focused on case study method towards language development. For the teachers a qualitative data collection was conducted by interviewing teachers (n= 3). The teaches semi-structured questionnaires were directed on their perceptions about the CLIL approach and the implementation of CLIL pedagogy in the military context.

Results and Discussion

The findings were analysed according to the research questions. The **Table 2** below sums-up the percentage of students' responses to the questions.

Table 2. Findings of Students' Survey in Percentage

Mark your choice by choosing one number from 1 to 5 where:

1- Strongly agree, 2- agree, 3- not sure, 4- disagree, and 5- strongly disagree.

		Section A	1	2	3	4	5
1		The teacher Provides training in careful reading which build confidence and reading skills activities	39.7	43.6	9.6	6.6	0.5
2		The teachers uses bilingualism, translation skills and contextual clues to make me understand better.	19.2	64.8	8.6	7.4	0
3	I developed my reading abilities and use analytical tools to gather information.		23.9	52	10	9	5.1
4	I was able to develop my grammar and use it appropriately		6	20	7	41.7	25.3
5	I developed my vocabulary skills.		35.5	45.6	7.8	9.2	1.9
6		The teachers provide me with supportive materials in each stage of the Speaking stages Fully guided and partially.	31	53	5.2	9.8	1
		Section B					
1	Case study method enables me to use the analytical tools to generate facts and ideas from the text		31	53.6	10.7	2.9	1.9
2	Case study materials are rich in context and usually based on real events which are relevant and interest me.		33	35.2	22.9	7.7	1.2

3	Case study method builds my critical thinking capacity which helps me in group discussion and communication activities	33.2	47.6	12.6	4.8	1.8
4	I developed to work in groups which results in teamwork in the classroom	12.4	56.5	20.2	8.9	1.9

Content Comprehension

In terms of benefits for students' language, 19.2 % strongly agreed and 64.8 % agreed that understanding the content helps them to familiarise with the vocabulary and by acquiring sufficient vocabulary they were able to involve in the communication tasks assigned to them. From the aspect of bilingualism used by the teachers, 19.2 % strongly agreed and 64.8% agreed that the use of bilingualism really helped them to comprehend the text easily. 31% strongly agreed and 48% agreed to the teachers' concern of providing assistance and scaffolding the reading materials which greatly contributed to their development of communication skills. These findings inclined to answer research question 1.

Language Skills

In analyzing the first research question, in terms of language development the students responded that reading and speaking seemed to improve greatly with the CLIL method. It was noticed that students' use of bilingual while working in groups and during classroom activities offered opportunities for active classroom participation. Besides, teachers' dual-focus method made them confident to use the language skills more freely and flexibly throughout the course. This achieved two results:

From the students' opinion the language skills that benefited them from CLIL are reading (39.7 % strongly agreed and 43.6 % agreed) and the speaking skill (31% strongly agreed and 48 % agreed). Meanwhile the percentage of students responded on grammar were distributed unequally: 25.5 % strongly disagreed, 49.7 % disagreed, 15 % agreed and 3 % strongly agreed. The results clarify the following effort by the teachers in succeeding the objectives:

1. Give practice on communication problems – participating, expression, persuading and discussing.
2. Activities conducted made students aware about the form and functions of language in a particular situation.

Case Study Materials

In dealing with the second research question, probing into the impact of case study materials for language development - seen from the table, 53.6% of the students agreed and 31% strongly agreed with the case study materials used in the classroom. 33 % strongly agreed and 35.2 % agreed to the question that the case study materials are interesting and relevant to their disciplines. Majority of the students agreed or strongly agreed on the application of analytical tools to gather information which seems to be something new for them and it contributed greatly in terms of language and content acquisition: 31% strongly agreed, 53.6% agreed, 10.7% were not sure, 2.9% disagree and 1.9% strongly disagreed. According to William and Burden (1997), learners' attitude and motivation is developed in the language classroom by cultural beliefs of language learning and the target language requirements. The case studies

materials have direct relationship with immediate workplace culture and the target language used at their immediate workplace

Cooperative Learning

There were two questions referred to critical thinking capability and team work. Interestingly, majority of the students were of the opinion cooperative learning plays an important role to accomplish assign tasks: Working together, delegation of tasks, taking responsibility and questioning one another. 12.4% strongly agreed and 56.5% agreed with cooperative learning which contributes towards teamwork. It seems that cooperative situation create social interaction which support social interaction and enhance students' understanding and their communication skills. According to Kagan (1990) cooperative learning approach employed in a language classroom contributes towards a variety of learning activities of a subject through a sequence of stages: create, analyse and apply the concept. In terms of enhancing critical thinking and communication skills responses: 33.2 % strongly agreed and 47.6 % agreed, 12.6% not sure, 4.8% disagreed and only 1.8% disagreed. It is evident that the students sensed that they have a sense of esteem and in a better position to take advantage of the opportunities to classroom activities.

Teachers' Perspective

There were 3 senior teachers volunteered to participate in the semi-structured interview, whereby the focus was on two aspects: implementation and perceptions on CLIL approach. The teachers interview revealed that they are familiar with the CLIL features and its benefits through associated literature and their experiences teaching ESP programs in the military.

Pedagogical Approach

With regards to the teachers' pedagogical approach here is a brief summary of CLIL classroom conducted by the teachers.

1. **Collaborating Input**: Text selection and adaptation by content and language teachers. Case study materials are related to subject matter of students (management, strategic studies, and medical field). The cases were related to military incidents and events which had been adapted for language teaching.
2. **Content- comprehension stage**:   at this stage bilingualism is employed by the teacher to scaffold students' comprehension. Teacher emphasised content input thorough vocabulary development activities.
3. **Form-focussed stage**: analysing lexical and grammatical areas highlighting specific and relevant language forms aimed at reinforcing accuracy oral production.
4. **Analysis stage**: Facilitate learners to apply analytical tools (Ishikawa, six hats, Cort analyses.) Use to guide learners to exploit facts and details for output Learners develop negotiating skills, decision making skills, Problems-solving skills, cause-effect and making recommendations.
5. **Out-put stage**: Teacher facilitate and stimulate learners to involve, discuss, and ask questions and motivate learners to use English exclusively. organising and producing written and spoken work.

In view of the sequence of the lesson adapted by the teachers, there are indications that the teachers did not manage to cover all the nine events of instructional theory especially assessing performance, retention and transfer. However, it should be noted that all the teachers agreed that the students are aware of the dual focus of the lesson and satisfied with the presentation of the teacher.

The teachers found that the Gagne theory of instruction benefited them a lot. They saw that there is a guideline to follow the lesson. Besides, the flow is structured and sequenced accordingly. They highlighted that military students' behaviors, actions, learning styles and "command- and- do orientation" which are groomed by the military culture seems to fit in the structured format of Gagne theory of instruction. From the aspect of Vygotsky's theory, the idea of socially-based learning and productive social have yet to be explored by the teacher. However, the Idea of Zone of Proximal Development (ZPD) was observed by the teacher through group activities and use of social media. Thus, dealing with the third research question, all the teachers perceived that the CLIL approach in the EAP program has positive effect on the language learners' learning capabilities and has potential influence on their motivational gains.

Language Point of View

All the teachers agreed that in terms of language development there is a good input where students tend to comprehend the language in a more natural way. In addition, being bilingual at the initial stage of the lesson, students understood what they are reading, thus this increased their academic reading proficiency in general.

Challengers

The fourth research question of this study intended to examine the teachers' view of CLIL implementation in the military context. All the teachers agreed that they have to bear with increased workload related to lesson planning and materials preparation. In addition, language and content teachers seldom come eye-to-eye during planning and materials preparation stage. As a result, they could not collaborate to develop sufficient case study materials for language teaching. Finally, most language teachers lacked training in the CLIL approach which seemed to be the main hindrance for successful implementation of CLIL in the military. In other words, the findings revealed that teachers need to devote more time in the planning process and attention should be given for significant positive collaboration between the content and language teachers.

Conclusion

The application of case studies with CLIL pedagogy in an EAP program shows positive effect on the language development of the trainees and their interest to learn English. In addition, trainees had substantial practice to develop their language skills, particularly the oral communication. Case studies are rich in contextual information which offers great opportunities for students to explore its contents by using the analytical tools (extraction tools). In terms of general interest and motivation, learners are actively involved in the language activities and confidently presented the outcomes. Though the findings of this study might appear enticing, further scrutiny is called for to provide for more detail findings of the results. Like all other studies, the present probe also suffers from its own limitations, including lack of relevant and adequate resources and guidelines for implementing CLIL in the military context.

Despite of the challengers of CLIL implementation in the military context, CLIL has definitely a lot to offer for language education and military training in NDUM.

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