

Leveraging Insights from CLIL and Task-Based-Learning for an EFL Environment (Strand 1)



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Positioning this Presentation Among Conference Strands

Strand 1: EFL to ESL Transition and Language Policy

- Policy design and phased implementation for EFL-to-ESL change
- School-based ESL models and expanded domains of English use
- World Englishes, English as International Language/Lingua Franca

Strand 2: Technology and Second Language Learning

- Task-Based and Project-Based Language Teaching
- ESP , EMI, CLIL, and EME

Abstract-Part 1

At its core, the purpose of English as a Foreign Language for most students is

► **to facilitate interaction with non-Vietnamese visitors who are customers in a hospitality, tourism or commercial environment OR to smooth the obstacles involved in overseas travel overseas or routine business dealings.**

For a much smaller but growing number, it is also to

► **foster collaborative projects, develop skills that are not taught at a high-level in Vietnam or to make friends or long-term relationships.**

In most cases, these types of interactions do not require any specific body of **knowledge in English** other than some specialized vocabulary.

Under an **English as a Second Language** educational structure, however, a sizeable number of students will be expected to **take classes in subjects such as maths, science and other subjects taught in English.**

Abstract-Part 2

Training instructors to teach these subjects **in English** will involve a **transformation of the teacher-training system (already undergoing massive AI-related changes)** that is certain to prove challenging.

In the meantime, however, existing **CLIL** (Content and Language Integrated Learning) courses that are part of an **EMI** (English as a Medium of Instruction) program and are built around a **CRITICAL THINKING approach** to learning that is at the basis of AI, can **give insights into how to implement the curriculum overhaul that will take place in the next decade.**

The presenter will share his long experience implementing CLIL-based instruction within modified EMI environments in both Japan and Vietnam using a Task-Based Learning approach that can **help smooth the transition to ESL.**

Summary of the MOET Goals 2025-30

At Elementary Level: Make English a mandatory subject starting in Grade 1. All preschools and kindergartens to establish basic English-exposure activities. Bilingual programs and basic integrated language activities in select urban areas. **This requires general subject teachers to greatly upgrade their English proficiency and also requires the recruitment of** an additional 10,000 to 12,000 primary and preschool English teachers in the near future.

At Lower Secondary Level: Move towards a more practical communicative approach that emphasizes speaking and listening to build real-world proficiency + Integrate English into Maths, IT and Science Classes so that up to 30% of instruction in select modules is in English. **This requires retraining teachers of these subjects to learn how to make use of English materials which might not have been customized for their level.**

Summary of the MOET Goals 2025-30

At Upper Secondary Level Level: Move towards a more practical communicative approach that emphasizes speaking and listening to build real-world proficiency + Integrate English into Maths, IT and Science Classes so that up to 30% of instruction is in English. **This requires teachers of these subjects to learn how to use English materials especially in STEM.**

At University Level: Build an English Ecosystem inside universities with administrative notices, signs, online portals, LMS, and extracurricular clubs having bilingual formats

+

English Medium Instruction by English-proficient instructors that will equip students to participate in international collaboration. This means the ability of staff to utilize advanced digital tools, access and publish in international scientific publications and keep up with the changing global AI landscapes

Implications of MOET Goals on English in Schools

Moving to ESL from EFL ultimately means the following

For Elementary School: Dedicated English classes continue as before but the goal is to maximize exposure to real life English and move away from a text and exam-driven model since **the proficiency of students in the subject called English at the age of 5-11 has no long term relevance.**

For Middle/Lower Secondary School: Dedicated English classes continue as “subjects” but with a shift towards project work and communication through presentations. This in turn necessitates a de-emphasis on grammar and testing. If English is going to disappear as a dedicated subject from age 15 or 18 then the only purpose of an exam is a progress report or for parents or students.

For High School at middle or lower Levels: Dedicated English classes may continue but with the goal of transitioning from examining or testing comprehension to being able to use content in project work.

Implications of MOET Goals on English in High School/Uni

Moving to ESL from EFL ultimately means the following

For Urban High School at higher Levels: Phasing out of English classes as a dedicated subject with tests or exams since these no longer serve any purpose. If dedicated EFL-type English textbooks are still used, the content of the units should be explored for what they can teach about a topic and purely language related questions should be reduced. **Student assignments should be mostly project work with oral presentations and slideshows.** Assessment should be reduced and be based on these projects (completed without AI)

For University Classes at Higher Levels: No more “English” classes because the **purpose is to learn THROUGH or IN English** not focus on language.

For University Classes at Middle or Lower Level: English classes in the first year only to facilitate the transition to classes taught in English.

How Much English input do students actually get per year?

Elementary 50 (rural)- 100 (urban) a year in the classroom (2-3 hrs pw)

Middle: 100 (rural)-150 (urban) hours a year in the classroom (3-4 hrs pw)

Highschool: 100 (rural) -150 (urban) hours a year in the classroom (3-4 hrs pw)

Gifted High School (English Majors) 200-250 (10-15 hrs pw)

University 1st Year STEM: 80-120 hours per week in the classroom

University 1st Year Non-STEM: 100-150 hours per week in the classroom

University English majors: 250-350 hours per week in the classroom

Students going to a language center or **học thêm** get an additional 50-200 hours depending on geography and social class. (Only a small percentage get more)

Summary of Average English Instruction in High School/University

Average number of classroom hours for students age 9-15 including language center= **150-300 hours a year or 3-6 pw or the equivalent of 3-6 weeks of daily instruction in one year.**

Average number of classroom hours for a high school student or non- major uni student including language center= **200-350 hours a year or 4-7 pw or the equivalent of 5-7 weeks of daily instruction in one year.**

Given this relatively small amount of time, how can an ESL approach be phased in? Unless hours are increased, this means **some kinds of instruction will need to be reduced or phased out. What should be cut or reduced?**

My Premises about English skills **needed** and **not needed** by students in the next 5 years of ESL+AI

These skills will **not** have much value in the new world of AI

- ▶ Answering comprehension questions from a text or listening task
- ▶ Composing **written** English sentences with few grammar mistakes
- ▶ Remembering difficult vocabulary or grammar rules
- ▶ Translating Vietnamese into English or English into Vietnamese
- ▶ Reading and summarizing a text or a listening passage

Examples of **soft language skills** likely to **have some career value** in the new world of EFL with AI

- ▶ Making casual conversation with non-Vietnamese business partners to help smooth relationships
- ▶ Being able to welcome and guide or explain aspects of Vietnamese culture and society to non-Vietnamese who are potential customers, especially through pragmatic skills, humor and cultural sensitivity
- ▶ Being able to help mono-lingual Vietnamese to understand business partners or customers in real time (high level simultaneous interpreter)

General Skills likely to have **high value** under EFL despite AI

- ▶ Knowing and being able to talk about the big issues facing the world so that you can interact with educated people around the world
- ▶ Being able to follow and participate in online or in-person **real-time** conversation with multiple business partners or customers
- ▶ Having **media literacy** in English that allows you to analyze data including AI and NON-AI sources (Data analysis)
- ▶ Knowing how to **teach yourself new skills** identifying problems and issues in a business relationship. Skills might be AI related.
- ▶ Weighing up and **diagnosing problems** and issues in a business or other career-related relationship by thinking critically

Task Based Learning in an EFL+ AI Paradigm

To attain and develop the language skills needed by business and government and society in a world with AI, students in school **need to be able** do tasks IN English IN real time, largely WITHOUT AI tools. Of course both they and their teachers can and should prepare for these tasks by using multiple learning resources including AI outside the classroom.

What aspects of CLIL and TBLL **in the classroom itself** can/should/will likely be shaped by an EFL+AI environment assuming that all students have a web-connected device in the classroom? To answer, we need to review the fundamental components of a task.

Tasks should be:

Appropriate and Customized (for the level, interests and goals of students)

Intrinsically Motivating (by drawing on students' interests outside the class including popular culture and recent events)

Based on an Information Or Reasoning Gap (to create a sense of challenge and accomplishment during the student-to-student interactions)

Designed to Provide Opportunities for natural learning of the target language (while engaging in the resolution of problems through oral and other interactions)

The Presenter's CLIL Class on Sustainability/Global Issues and SDGs

Context: A Content Based or CLIL “Reading” Class that is part of a 5-class program for first years. (Intensive & Extensive Reading, Writing, Oral Comm X2)

Length: 90-minutes, 15 Weeks

Number of Students: 20

Average Proficiency: Lower to Upper B1. IELTS 4.0-5.5

Platform: Google Classroom

Textbook: Used two textbooks in the first two years but now web-based

Assessment: Reports (50%), Presentations (30%) “after class” comments (20%)

Example of a Typical 90-Minute 1X a Week Class

1. Teacher introduction to an SDG and relating it to the Japan context- [mini, lecture](#) using socratic questioning + accessing schema) (10-15 mins)
2. [Vocabulary work](#) (from Google Classroom) linked to [Quizlet](#) (10-15 mins)
3. [Reading the textbook or web article in class](#) and doing some of the comprehension in the book or on the web (20-25 Minutes)
4. [Group work activities based on short web-based readings and youtube videos](#) found by the instructor (20-25 mins)
5. [Answering an “after-class question” on Google Classroom](#) + commenting on other students’ answers (10 mins)

No explicit language instruction other than vocabulary work

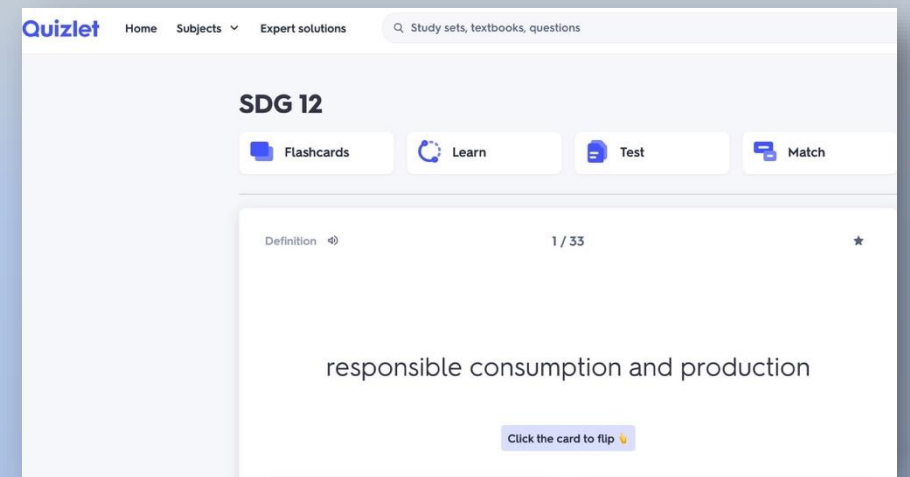
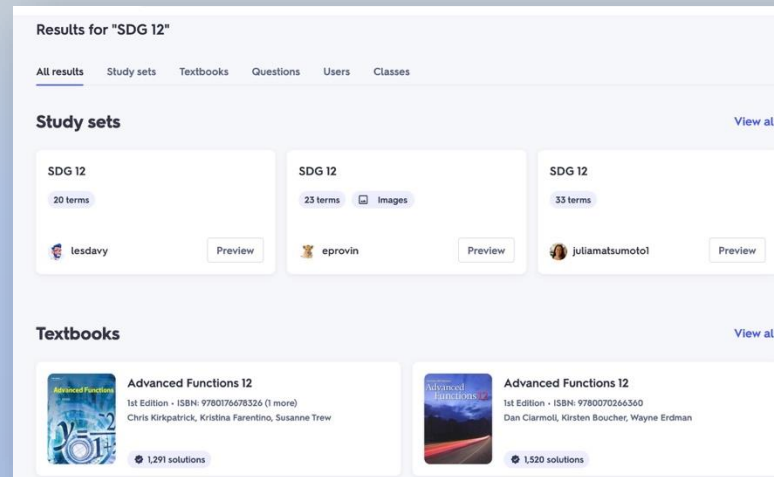
Example of a Post at Google Classroom for One Class

SDG 12 is “Responsible Consumption and Production”

The basic idea of SDG 12 is to try to create a circular economy in which products and materials are designed in such a way that they can be reused, remanufactured, recycled or recovered and thus maintained in the economy for as long as possible, along with the resources of which they are made. In addition, the generation of waste, especially hazardous waste, is avoided or minimized and greenhouse gas emissions are reduced.

Let’s look at some SDG 12 Quizlets and make a note of any new vocabulary that might appear

Quizlets Made
by other teachers
on the SDGs-
Sustainability-related
vocabulary



In-Class Group Work on SDG 12 using carefully selected short youtube videos

Fast Fashion and Sustainability Videos

Groups of 3 (A,B,C) who each watch and take notes (using Google Keep) on what they learned

ALL: <https://www.youtube.com/watch?v=FHCvDqI0um8> (Japanese 2 minutes)

A <https://www.youtube.com/watch?v=ZCQT4uAvmA8>. (30 seconds)

B: https://www.youtube.com/watch?v=_UTJSUyg1CE. (3 minutes)

C: <https://www.youtube.com/watch?v=XsKTaDJP6s4>. (2 minutes)

Selecting Videos at Youtube-Keywords and Filters

SDG 12 Sustainability



3:52



1:42



sdg 12 responsible consumption and production

SDG 12 | Sustainable Consumption and Production Patterns

28K views • 4 years ago

 Nonviolence International New York

"The UN 2030 Agenda addresses issues impacting the globe and seeks their possible solutions. The focus of Sustainable ...

What is SDG 12?

1 moments

Understand Goal 12: Responsible Consumption and Production (Primary)

50K views • 3 years ago

 Participate

copyright:2019 by Participate, Inc. This work is licensed under the Creative Commons Attribution-Share Alike 4.0 International ...

SDG 12 : RESPONSIBLE CONSUMPTION AND PRODUCTION

7.3K views • 1 year ago

 Seni Karya Lab

This video animate infographic is created by the students of Bachelor Of Communication (Hons) Instructional Communication and ...

Speak Subtitles for YouTube

ChatGPT Toolbar

All

Sustainable development

Related

Watched



SDG 12 Responsible Consumption and Production

What Can You Do

33K views • 5 years ago

1:49



RESPONSIBLE CONSUMPTION AND PRODUCTION

THRIVE

Thrivability Matters

16K views • 2 years ago

2:13



12 RESPONSIBLE CONSUMPTION AND PRODUCTION

UN Sustainable Development Goals | Responsible...

EarthAgain

24K views • 5 years ago

1:19



SDG 12 RESPONSIBLE CONSUMPTION AND PRODUCTION

KURT BRIAN BORJA

3.1K views • 1 year ago

4:58



SDG 12: Explaining responsible consumption and production

Rotterdam School of Management, ...

9.2K views • 3 years ago

5:04



12 RESPONSIBLE CONSUMPTION AND PRODUCTION

SDG 12: Responsible Consumption and Production |...

Jeshana De Guzman

1.8K views • 10 months ago

6:38

Selecting Videos at Youtube-Keyw

Search filters			
TYPE	DURATION	FEATURES	SORT BY
Video	Under 4 minutes	Live	Relevance
Channel		4K	Upload date
Playlist	4 - 20 minutes	HD	View count
Movie	Over 20 minutes	Subtitles/CC	Rating

Youtube Videos with Closed Caption Transcripts



Speak Subtitles for YouTube ChatGPT Toolbar

Transcript

Search in video

1:29 of natural resources like timber oil and

1:34 water another target is directed more

1:37 education to make sure this is all

1:39 possible

1:40 it reads by 2030 ensure that people

1:44 everywhere have the relevant information

1:46 and awareness for sustainable

1:48 development and lifestyles in harmony

1:50 with nature in Papua they discovered

1:57 various uses for a pepper such as an

2:00 organic pesticide

2:03 [Music]

2:04 and this along with homemade fertilizers

2:08 they now have good enough soil quality

English (auto-generated)

Notetaking Issues and Guidelines in the AI World

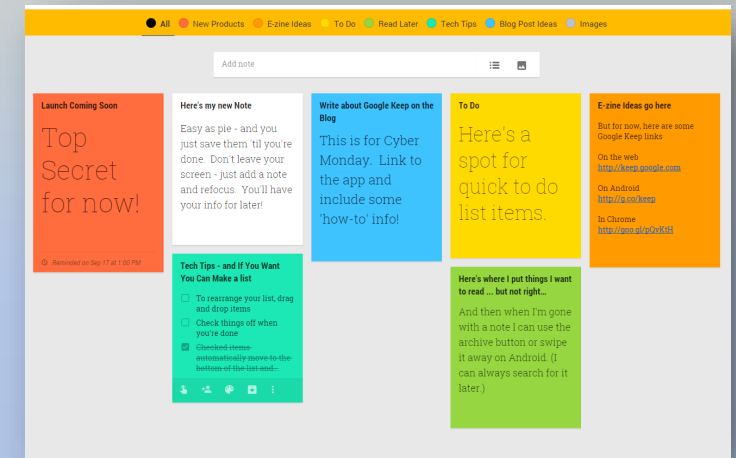
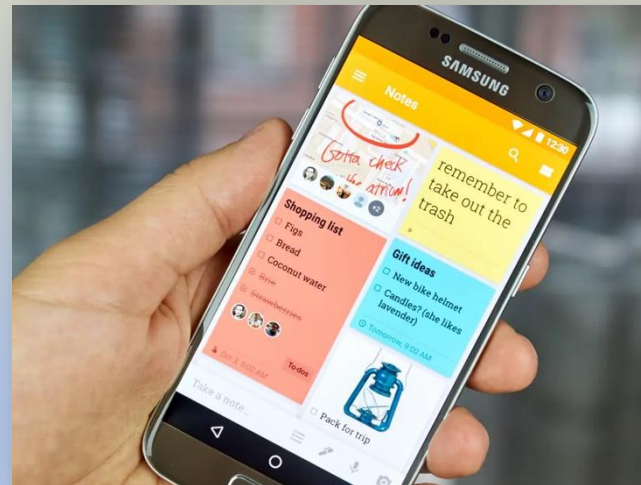
The ability to get summaries and more from AI can detract from notetaking skills.

HEPS and DEPs need to explain why it is still necessary and spend time on instructions

Taking note of note-taking

Tips on note-taking applications, making and organising notes, and annotating electronic texts:

-  **Taking note of note-taking: Tips for useful notes (tutorial)**
-  **Note taking to support academic writing**
What type of notes should I use? What is note taking for?
-  **Tips for note-taking**
A list of note-taking dos and don'ts
-  **Critical reading and note-taking**
A look at active reading and making notes
-  **The Conversation: What's the best, most effective way to take notes?**
A look at note-taking methods – specifically the Cornell method
-  **University of Leeds: note making techniques**
An exercise from the University of Leeds looking at different ways of making notes.



Guide to Notetaking.

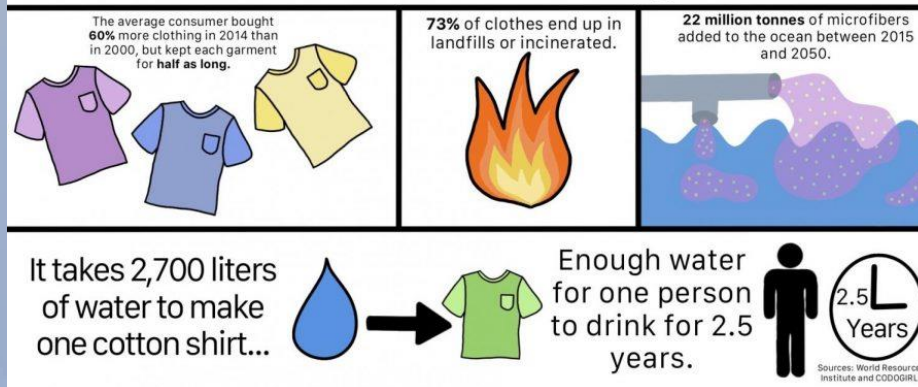
<https://subjectguides.york.ac.uk/skills/note-taking>

Most Effective Notetaking Aids

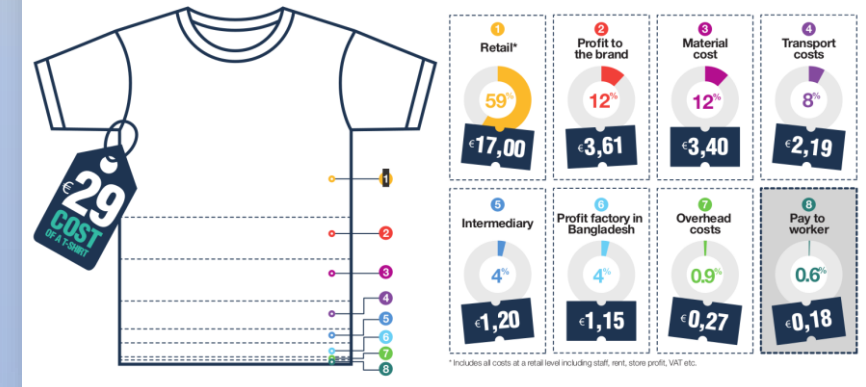
Selecting Infographics-Keywords and Filters: How to take notes from an infographic which is already a form of note?



The Impacts of the Fashion Industry



BREAKDOWN OF COSTS OF A T-SHIRT



Google Classroom Post on SDG 12

Today we will look at "Clothing and Fashion Sustainability" or "Ethical Fashion" beginning with this article from the UK.

<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/ethical-shopping>

Here is a simple list of 5 easy-to-do things that can have a big impact

- 1) **Less is more** Do you really need that new pair of shoes? Is it really necessary to upgrade your smartphone again? Reducing consumption can help save money and the planet.
- 2) **2) Get creative before you recycle:** Try fixing, up-cycling and reusing before you send it for recycling or to the trash.

Google Classroom Post on SDG 12 continued

- 3) **Shop pre-loved**: From flea markets to charity shops buying second-hand products is another great way to help the environment and save money.
- 4) **Shop at Independent retailers**: You can often find unique and interesting products by shopping with local, independent retailers. This keeps more money in local communities.
- 5) **Look for trusted labels**: There are a host of ethical labels, but some are more trustworthy and rigorous than others.

Instructions at Google Classroom for the Unit on SDG 12 based on uploaded Infographics found by the Instructor



Protest Slogan 5-Fixing Fashion.jpg



Protest Slogan 4-Textiles ...
Image



Protest Slogan 3-Fast Fashion...
Image



Protest Slogan 3 Can Fashion...
Image



Protest Slogan 1-Make do ...
Image



Graphic 4. Impact of Textiles...
Image



Graphic 2. Fast Fashion Be...
Image



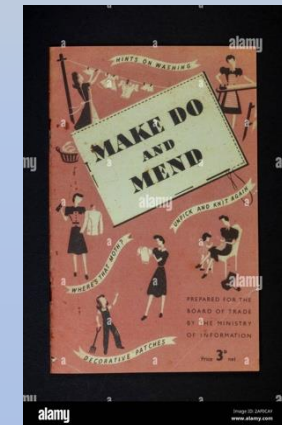
Graphic 5. Fast-Fashion-F...
Image



Graphic 3. Fashion Sustain...
Image



Graphic 1. Fast Facts on Fa...
Image



Two “After Class” Assignments at Google Classroom (SDG 12)

- Choose three ethically and sustainably-made clothing items to make one outfit for \$300 or less. Use new vocabulary in your description wherever possible.

Examples given to students

Fair Indigo: navy blue tank top made from 100% cotton grown on two family farms and picked by hand \$35

Pact: Rhubarb-colored hoodie. “It is organically made and the factory is carbon neutral. They also follow fair trade rules”. \$55

Made Trade: Women's Tengries Walkabout Wool wool slippers. “They use low-impact dyes and are handmade in Kyrgyzstan” \$48

Forest Flow Organic T-Shirt Dress. “It uses natural organic fibers and every item purchased gives back to protect our planet”. \$52

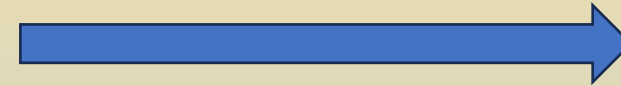
1. **Student Answer:** *Black leggings made from organic cotton and picked by hand \$66. White sweater made from 100% organic cotton and picked by hand \$40. Light green knit hat made from organic cotton and picked by hand \$29.*

Two “After Class” Questions at Google Classroom (SDG 12)

1. Summarize in 3-4 sentences the messages in Protest Slogan 1-5 without using the words in the attached graphic.

Teacher’s Example: “Make do and Mend”

“You should repair your clothes instead of always replacing them.”



Student Answer

“Before we buy clothes, we should think about how much the clothes cost (labor cost, production cost). We should choose clothes that can be used repeatedly for a long time, not according to the fashion or mood of the time. If we can no longer wear clothes, we should remake them into rags, case covers, etc., instead of throwing them away”.

All students

Sort by status

Handed in

☐	中嶋 美	/20
☐	坂坂 聡	/20
☐	宮崎 祥	/20
☐	山口 孝	/20
☐	川畑 健	/20
☐	早川 孝	/20

Protest slogan summary

16 Handed in, 0 Assigned

中嶋 美NAKAJIMA MISAKI 1 Nov 2022

I think many people like fast fashions but they should think about people who make it. We should think about sustainable fashion and buy those. We should recycle clothes that we don't wear.

Reply

坂坂 聡BOSAKA OSUKE 23 Oct 2022

We should not buy many clothes easily, because we often buy clothes which we don't wear eventually, and they usually return to the ground after we throw them away. Also, behind we choose clothes lightly, there are poor people who are making the clothes in poor conditions. We should not buy clothes just because they are fashionable, and we should choose sustainable cloths. Choosing clothes wisely is much better than wearing stylish clothes.

4 replies

宮崎 晴菜花MIYAZAKI HANAKA 23 Oct 2022

We should think about the circulation of clothes manufacturing that is not a waste of fabric resources. For example, if your clothes have holes, you can fix them or make them into something such as a pouch and a cloth for cleaning. Also, we must realize the labor conditions of factories that make clothes. If clothes are cheap, the people who make them are paid less.

Teacher Feedback for After Class Questions at GC(SDG 12)



前田 隼斗 Nov 5, 2020

I learned that there are now 66 millions displaced people around the world. I want to ask "What is the difference between legal and illegal economic migration?"

1 reply



Michael Furmanovsky Nov 6, 2020

That's a good question but I guess the difference is one is allowed by the receiving country and one isn't.



太田 隼斗 Nov 6, 2020

I learned that four million Syrians have fled the country with two million in Turkey, more than a million in Lebanon, and more than six hundred thousand in Jordan. I want to ask "What is the difference in wages between refugees and people from the country for the same job?"

1 reply



Michael Furmanovsky Nov 6, 2020

Good question. I think only a few refugees have jobs because they are not legal residents. They might be exploited for cheap labor in some cases.



安田 隼斗 Nov 6, 2020

I learned that some people do not accept immigration and they are called anti-immigrant.
I want to ask "How many were migrants before WW2? "

1 reply



Michael Furmanovsky Nov 6, 2020

I think I understand your question but it's kind of vague if you think about it? Before WW2 can mean 500 years ago right?

Teacher Feedback for After Class Questions at GC (SDG 12)

2. I learned that 20% of the clothes I no longer wear are reused or recycled

3. I learned the expression "MAKE DO AND MADE"

4. I think fukubukuro is good custom. Because companies can reduce inventory and consumers can get a lot of clothes cheaper.

1 reply



Michael Furmanovsky Dec 4, 2020

This doesn't really make sense "I earned that 20% of the clothes I no longer wear are reused or recycled" + to make do" is the expression" you didn't write down what it means.



太田 里 [redacted] 4, 2020

1. I bought a skirt, but it is difficult to match other clothes which I had, so I rarely wear it.

2. I learned that in 2019, clothing consumption was 62 million tons.

3. I learned the word "hoard".

4. I think fukubukuro custom can make people excited, but we don't know what is in it, so some clothes can be discarded or never worn. Therefore, I think it helps contribute to waste.

2 replies



Michael Furmanovsky Dec 4, 2020

Good answers but what is the meaning of "to hoard"?



太田 里 [redacted] Dec 9, 2020

The word "to hoard" means to collect and keep large amounts of something.



榎 翔 [redacted] Dec 4, 2020

1. I brought a black jeans but it was too small, so I gave it to my sister.

2. I knew 80% of garment workers are women.

3. I learned "walk the talk", the graphic says only 20% brands carry out sustainability things.

4. I think the fukubukuro is bad because we can't choose close even if I don't like it.

1 reply



Michael Furmanovsky Dec 4, 2020

Good work but "I learned that 80% of garment workers in developing countries are women." what does "walk the talk" mean. Write the meaning with all new words or expressions.

Mixture of language
And content feedback
For a CLIL approach

Some Thoughts on the Big Questions for Teachers

1. How realistic is it for MOET to move from EFL to ESL when the EFL mindset of **English as a subject** to be tested like maths or geography is so entrenched?
2. Only a **small number of countries** have succeeded in moving from EFL to ESL and most were smaller and had more English influence in their history.
3. An ESL-based education system means English teachers need to retrain and become semi-experts in content. Can English teachers get out of their comfort zones as teachers and assessors of English as a subject and start **focusing on critical thinking and learning IN English**?
4. AI means that all **discreet knowledge**, including knowledge of grammar, vocabulary etc is readily available to teachers and students. For this reason, memorization and testing will become less important. As such the main purpose of ESL must be to facilitate Vietnamese people's **interactions with non-Vietnamese** visitors/customers/colleagues/friends (in real time).
5. **Content Based Teaching and CLIL-based Methodologies** seem an obvious way to make the transition over the next decade and they match the changes that AI has brought.

Thank you for listening instead of
chatting at home with a Chatbot