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CLIL for Teaching English to Non-Majored Students: An Experimental Study

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The purpose of this study is to examine the impact of Content and Language Integrated Learning (CLIL) on the English competency and learning motivation of non-English-majored university students. CLIL is a method of combining subject matter and language instruction and has been recognized as a viable pedagogy in English language teaching.

The study was carried out in a quasi-experimental design with 60 non-English major students who were randomly assigned to two groups: the experimental group (n=30) and the control group (n=30). The experimental group received CLIL-based instruction, and the control group received traditional English instruction for 12 weeks. Language proficiency and attitudes toward learning English were evaluated using data from pre- and post-tests, classroom observations, and student questionnaires.

Results showed substantial differences between the experimental and control groups in vocabulary learning, reading comprehension, and communicative abilities. Moreover, CLIL had a positive effect on students' motivation, participation, and self-confidence in using English in academic circumstances. The study reveals that implementing CLIL in English classes for non-majors can create a more relevant and participatory learning environment.

This study contributes to the expanding literature on CLIL in higher education and offers practical implications for English language teachers seeking effective strategies for non-English-major learners.





Keywords: CLIL, teaching English, non-English-major students, experimental research.



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