
Feature Article

Comparison of Students' Expectations of CLIL and EMI

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To internationalize learning environments, universities in Japan are increasingly offering classes in English. Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI) are the two most popular approaches to such bilingual education. Although many researchers agree on the differences between these two approaches, the extent to which students share the same understanding remains unclear. Little is known about what students expect to gain from CLIL/EMI classes and what types of learning support they expect under the two approaches. This exploratory study aims to fill these knowledge gaps by examining CLIL students' expectations and support needs relative to those of EMI students. To this end, a quantitative survey was conducted to examine CLIL students' expected learning outcomes and learning support needs, and their responses were compared with those of EMI students. The comparative analysis demonstrated that the two groups' expectations and support needs were largely similar. The majority of the respondents from both groups expected to improve their English skills by attending their classes and expressed strong needs for both linguistic and content support, among others. These findings suggest a possible discrepancy between the formal definitions of EMI/CLIL and students' expectations.

国際化に向け英語で授業を行う日本の大学が増加している。そのようなバイリンガル教育のうち最も一般的な手法にCLILとEMIがある。研究者間でこの2つの違いについて同意に至っているような一方で、学生間でも同様の理解があるかは不明瞭である。学生がそれぞれから何を求めることを期待し、どのような学習支援を必要とするかについてはあまり知られていない。当探索的研究はCLILとEMIにおいて学生が期待する成果および学習支援を比較し、知識の欠落を埋める努力に貢献することを目指す。本研究は量的質問紙調査を用いて期待される結果や学習支援ニーズに焦点を当てながらCLIL受講生の経験を調査し、結果をEMI学生と比較した。比較分析では相違点よりも類似点が目立つ結果となった。両集団にて大多数が英語能力の改善を成果として期待し、言語・内容支援に対するニーズの高いことが認識された。この結果は、CLIL/EMIの定義と学生間での期待とで相違がある可

能性を示している。

Teaching academic subjects in English is becoming increasingly common in higher education in Japan (MEXT, 2020). Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI) are the two popular approaches to such bilingual education. Although both approaches involve teaching an academic subject in a student's second language (i.e., English), they differ in terms of their backgrounds and instructional goals (Brown & Bradford, 2017).

CLIL originated in Europe in the early 1990s with the aim of promoting bilingualism and fostering unity among European countries (MacGregor, 2016). Since then, various definitions and applications of CLIL have been developed (Coyle, 2005). For instance, "hard" or "strong" CLIL emphasizes content learning more than language learning (Bentley, 2010) and with classes typically taught by non-native content experts (Ikeda, 2013). By contrast, "weak" or "soft" CLIL classes are taught by native or non-native language specialists with a stronger focus on language learning (Bentley, 2010; Ikeda, 2013). Either way, a common feature is "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, 2010, p. 1). The relatively balanced approach to language and content learning in CLIL differentiates it from the other existing approaches.

EMI is distinguished by its exclusive focus on content learning. It is defined as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English" (Dearden, 2015, p. 2). EMI, too, originated in Europe in the late 1990s as a part of the Bologna Process, an educational reform that aimed to increase academic mobility within European countries (Brown & Bradford, 2017), but its uptake has also been widespread in other non-English-speaking (Dearden, 2015). Many Asian countries, for instance, have implemented EMI to internationalize their higher education systems and increase the competitiveness of their students in the labor market (Brown, 2014; Lo & Macaro, 2019). EMI is distinct in that its primary objective is content learning. Thus, language learning

is usually neither involved nor assessed in EMI (Brown & Bradford, 2017).

In practice, the extents to which content and language learning are involved in actual CLIL and EMI classrooms often depend on individual instructors' beliefs or disciplines. The results of overseas studies conducted with physics lecturers (Airey, 2012) and engineering instructors (Aguilar, 2017) as subjects, for instance, reveal that although they teach their subjects in English, they refuse to teach the English language itself because they perceive their duties are content instruction as opposed to language instruction. For this reason, they select EMI as their teaching approach. Such attitudes are challenged to some extent by a study conducted in an English-medium economics class in Japan (Iyobe & Li, 2013). Although those economics classes did not involve explicit language instruction or language learning goals in their respective course descriptions, they did incorporate active interactions between instructors and students to promote language learning. Another study conducted in Japan reported that a few EMI instructors provided language and content support outside their classes through, for example, individual consultations and provision of glossaries (McKinley, 2018). In such cases, it remains unclear whether the courses should be labeled "hard CLIL" or EMI, which suggests that the distinction may not be as clear as the formal definitions of CLIL/EMI aim to establish.

Although researchers' and instructors' views on CLIL and EMI have been considered extensively in the literature (Aguilar, 2017; Airey, 2012; Brown, 2015; Iyobe & Li, 2013; Macaro, 2018; MacGregor, 2016), few studies have compared students' expectations toward these teaching approaches. Consequently, it remains ambiguous as to what students expect to gain from CLIL and EMI classes and what types of learning support they wish to receive under each system. The present exploratory study, therefore, aims to fill these knowledge gaps by examining students' expectations of CLIL and EMI. In doing so, it aims to characterize the similarities and differences between CLIL and EMI from students' perspectives. Herein, I use the terms, "EMI students" and "CLIL students," simply to refer to the students who have registered for an EMI course or a CLIL course. The use of these terms is operational rather than categorical. I do not intend to assume that the students who attend EMI classes

are fundamentally different from those who attend CLIL courses.

Japanese Students' Views of CLIL

CLIL aims to teach an academic subject and a language, but research findings on the extent to which Japanese students share this understanding of the purpose of CLIL are conflicting. Studies have reported that many Japanese university students perceive CLIL as an avenue to improve their English skills. For example, Larking's (2018) semi-structured interviews with 25 CLIL students revealed that the students' primary reason for enrollment was improving their English skills (speaking skills in particular). In other studies, Japanese students evaluated CLIL positively because they believed it helped them to improve their English skills (Tsuchiya & Murillo, 2015; Yoshihara et al., 2013). By contrast, Ikeda's (2013) survey of 80 students revealed that the students appreciated their CLIL classes because their content knowledge and their English skills improved. Brown's (2015) qualitative study supplemented this finding, revealing that students felt motivated to enroll in CLIL courses because of the dual focus of such classes. The literature seems to suggest that while some students are aware of uniqueness of the CLIL approach to language and content learning, others see it as an opportunity to improve their English skills.

Studies have also reported the challenges that Japanese students experience in their CLIL classes. For instance, many of the respondents in Tsuchiya and Murillo's (2015) survey expressed concerns about the challenges they could experience in understanding the subject covered in their classes due to their limited English proficiency. Several interviewees, in fact, remarked that students could benefit from complementary English courses or additional vocabulary support to improve their understanding of the course content. Furthermore, Larking's (2018) interviews identified specialized vocabulary as a major source of difficulty among CLIL students. These studies suggest that some CLIL students need additional support, especially in the areas of vocabulary and lecture comprehension.

Japanese Students' Views of EMI

Studies on Japanese university students' views of EMI courses have reported that improving English proficiency is a key motivational factor driving students' enrolment in EMI classes. For instance, a survey of 115 students reported that the students registered for EMI courses to "improve English ability," followed by "make foreign friends," "experience real English," and "course requirement" (Chapple, 2015, p. 4). Another survey of 93 students revealed that the main reason for their enrollment was their interest in the subject, followed by the fact that the classes were taught by native-English-speaking instructors (Sugimoto, 2021). However, when they were asked about the expected learning outcomes, improved listening and speaking skills were the most frequently selected outcomes, and increased content knowledge was selected by only 17% of the respondents. Another survey of 71 students (Sugimoto, 2020) yielded similar results: while more than half of the respondents enrolled in an EMI course because they were interested in the subject, those who expected to improve their English skills outnumbered those who expected to increase their content knowledge. These studies suggest that Japanese students participate in EMI courses for a variety of reasons but predominantly wish to improve their English proficiency through these classes.

Studies on Japanese EMI students' experiences have consistently reported the students' struggles due to their limited English proficiency, indicating an unmet need for additional linguistic support. Chapple's (2015) study found that 72.4% of the students found EMI classes more difficult than they expected, and 34% failed to complete the courses. Other studies have reported that students struggle in the areas of listening, speaking, and vocabulary (Sugimoto, 2020, 2021), but they rarely consult formal sources of support (e.g., EMI instructors). They either do nothing or depend on informal support, such as classmates and international students (Chapple, 2015; Sugimoto, 2020, 2021), possibly because Japanese students tend to overestimate their abilities and underestimate the value of support from formal sources (Ishikura, 2015). Another reason could be that their support-seeking endeavors were unsuccessful. EMI instructors tend to think of themselves as content specialists and consider that providing language support is not their responsibility (Galloway et al., 2017).

Knowledge Gaps

The literature suggests that Japanese EMI students tend to have unmet support needs. Given that EMI instructors are not necessarily trained as language instructors, the question of who should provide or coordinate support remains unanswered. By contrast, CLIL, which by definition covers both subject and language instruction, seems to offer more flexibility to instructors in terms of responding to students' needs for linguistic support. However, due to gaps in the literature, the learning outcomes expected by CLIL students and the extent to which CLIL serves students' expectations remain unclear. Some studies in the literature have examined students' expectations of CLIL, but the results are conflicting. A few studies have investigated the areas of difficulty experienced by CLIL students, but few studies have examined the types of support they wish to receive to comprehensively manage these difficulties. To date, there has been no comparative analysis of students' expectations of CLIL and EMI. With the growing number of universities offering CLIL and EMI courses in Japan, there is a need to further clarify students' expectations of each course and their support needs.

Research Questions/Purpose of Study

To contribute toward filling the above knowledge gaps, the present exploratory study aimed to investigate CLIL students' expectations and support needs and compare them with those of EMI students (Sugimoto, 2021). To this end, I explored the following three research questions. 1) What learning outcomes do CLIL/EMI students expect from their classes? 2) Which aspects of their CLIL/EMI classes do the students find to be difficult? 3) What types of support do CLIL/EMI students wish to receive to succeed in their classes? While the first and the third questions are directly related to the research purpose, the second question aims to elicit contextual information from the respondents that would help the researcher to better understand their responses to question 3.

Methods

Overview

To explore the abovementioned research questions, I administered a questionnaire survey to undergraduate International Liberal Arts students who enrolled for CLIL courses in the 2016–17 academic year in a private university in Tokyo. At the end of the fall semester, the students enrolled in the CLIL courses were asked to participate in the online survey on a voluntary basis. The results were compared with those reported in Sugimoto (2021), which investigated the EMI experiences and support needs of medical students from the same university.

Research Context

The participants in the CLIL group were first- and second-year students from the Faculty of Liberal Arts, while those in EMI group were first-year students from the School of Medicine in the same university. The university encourages all departments to promote the internationalization of their learning environments through TOEFL-based language education. The Faculty of Liberal Arts offers a highly interdisciplinary curriculum, providing students with courses in three broad areas: cross-cultural communication, global society, and global health services.

Students from the Faculty of Liberal Arts are required to take two CLIL courses during their first and the second years to improve their English proficiency and gain basic knowledge of the three aforementioned content domains. During the third and fourth years, students select one of the three areas to gain deeper knowledge through more advanced CLIL and other non-CLIL, specialized courses taught in Japanese. All of the students enrolled in this university are required to take a TOEFL ITP exam at the start and end of each academic year, and the university president awards the students with the highest scores as well as those with significantly improved scores.

The CLIL courses surveyed in this study included Interactive International English designed for first-year students and English for Global Citizenship designed for second-year students. In both courses, students are required to attend two lectures taught by a pair of native and non-native English-speaking

instructors per week for the 15-week duration of each semester.

The School of Medicine, which offers EMI courses, provides students with a curriculum that strongly emphasizes improvement in English proficiency. In this curriculum, all first-year students were required to take one EMI course along with three full-year English language courses. They were required to select and attend one of the following seven EMI courses taught by native and non-native English-speaking instructors: Origin of Medicine, Health Informatics, Survey of Human Culture, Motivation, Language Testing, Photography, and Cinema. These EMI courses were expected to provide students with opportunities to study a specialized subject in an English-speaking environment by utilizing the linguistic skills they developed in English language courses. Similar to the CLIL students from the Faculty of Liberal Arts, all first-year students from the School of Medicine were required to take the TOEFL ITP exam at the start and end of the academic.

Although the data of the CLIL and EMI groups were collected from respondents studying at the same university, there were multiple contextual differences between the two groups in terms of course content, course type, student major, and student English proficiency. While the CLIL courses were mandatory, the EMI courses were mandatory-elective, meaning that students could choose from one of the seven EMI courses offered by the university. These EMI courses were classified under general education for all first-year undergraduate students and were taught by seven native and non-native English speakers. While the participants in the EMI group had high English proficiency levels (average TOEFL ITP score: 547), those in the CLIL group had basic English proficiency levels (average TOEFL ITP score: 400).

Research Instruments

To allow for comparison, I used the questionnaire from Sugimoto (2021) in Japanese, which consisted of open- and closed-ended questions divided into four sections (Appendix). The first section examined students' expected learning outcomes. The second section queried about the aspects of EMI/CLIL classes that students find challenging. The third section examined the types of

learning support desired by students. The last section asked for the respondents' information, including their latest TOEFL scores. SurveyMonkey, a web-based survey software application, was used to administer the questionnaire. The survey results were analyzed using descriptive statistics.

Results

The questionnaire was distributed to all 242 students ($N_{female} = 144$; $N_{male} = 98$) who completed their CLIL courses at the end of the 2016 academic year. Of the 242 students, 185 students ($N_{female} = 119$; $N_{male} = 66$) responded. To facilitate comparison, tables and figures were created to display the results of the present study and those of Sugimoto (2021).

Expected Learning Outcomes

The learning outcomes expected by the students from attending the CLIL and EMI courses are summarized in Table 1. Both the CLIL and EMI students reported that they were the most interested in improving their speaking and

Table 1

Comparison of Expected Learning Outcomes

Place of origin	CLIL (N = 185)		EMI (N = 93)	
	Frequency	% (N=185)	Frequency	% (N = 93)
• Improved speaking skills	146	78.9	25	26.9
• Improved listening skills	127	68.7	32	34.4
• Improved writing skills	126	68.1	9	9.7
• Improved reading skills	99	53.5	5	5.4
• Improved TOEFL score	62	33.5	10	10.8
• Improved content knowledge	37	20	16	17.2
• Become well-prepared to study abroad	25	13.5	3	3.2
• Other	5	2.7	2	2.2

listening skills, although the percentages were two or three times as high among the CLIL students. In both groups, significantly fewer students were interested in improving their content knowledge. A major difference between the two groups was that the EMI students were significantly more passionate about improving their communicative English skills (i.e., listening and speaking skills) than their reading or writing skills, whereas the majority of the CLIL students were interested in improving all four skills.

Areas of Difficulty

Figure 1 summarizes the types and levels of difficulty experienced by students in the CLIL and EMI classes. Among the CLIL students, the most frequently identified area of difficulty was writing, followed by speaking. Among the EMI students, speaking, listening, and vocabulary were the most prominent areas of difficulty. However, remarkably, more than 65% of both the CLIL and EMI students felt that all five areas were “reasonable,” “easy,” or “very easy.”

Types of Support Desired by Students

Figures 2–5 show the types of support that CLIL/EMI students want their instructors to provide during and after class and the degree of importance that the students placed on these types of support.

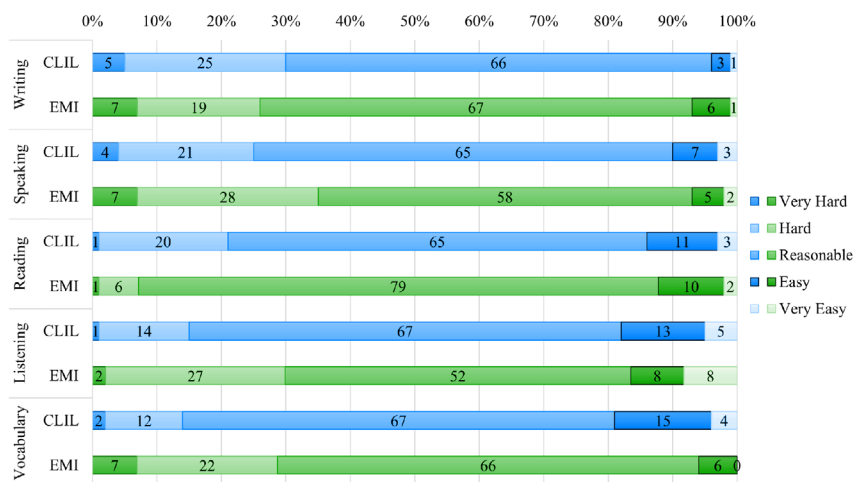


Figure 1. Aspects of CLIL/EMI classes that students found difficult.

Figure 2 displays the types of language support intended to support students' comprehension and use of English in classrooms: providing a list of the vocabulary terms that the instructors use frequently in lectures, expressions that the instructors use frequently in classrooms, and expressions that students can use in classroom discussions. The CLIL students' responses demonstrated their strong interest in receiving English language support, with more than 65% of them evaluating all of the three items positively. The EMI students' responses, too, indicated their strong interest, albeit to a lesser extent, with 47%–69% rating the three types of language support as either “important” or “very important.”

Figure 3 presents the types of content support that are intended to support students' understanding of the subject covered in the classroom. More than half of the CLIL students evaluated all of the three items highly. In particular, their need for a list of definitions of key terms was stronger than those for the other types of support, with 80% of the respondents considering it “extremely important” or “important.” Equally strong needs for content support were found among the EMI students. Except for their need for clear goal setting, almost the same percentages of EMI students evaluated the other types of content support as “extremely important” or “important.”

Figure 4 lists two examples of material support (i.e., sharing lecture

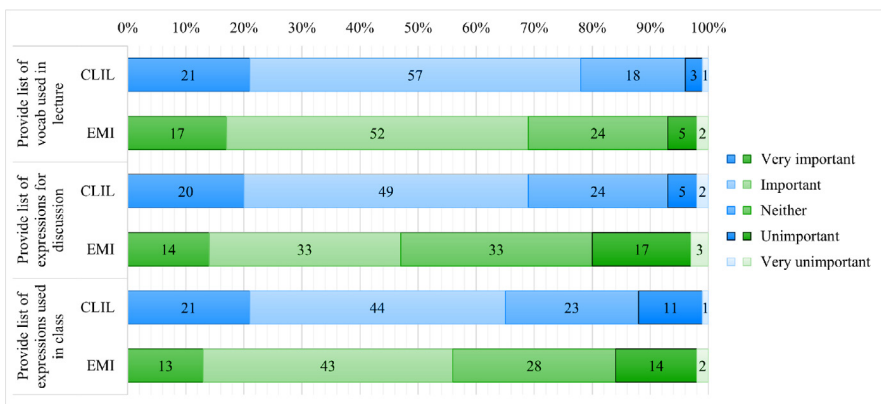


Figure 2. Types of language support and CLIL/EMI students' evaluations of them.

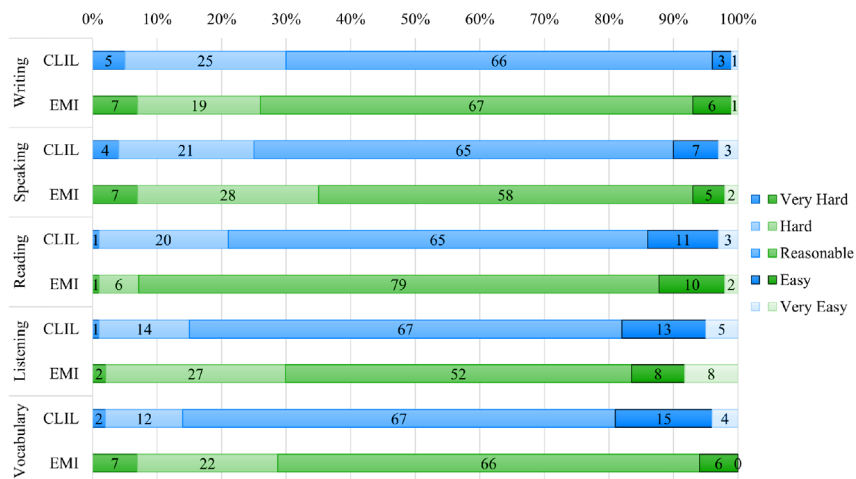


Figure 3. Types of content support and CLIL/EMI students' evaluations of them.

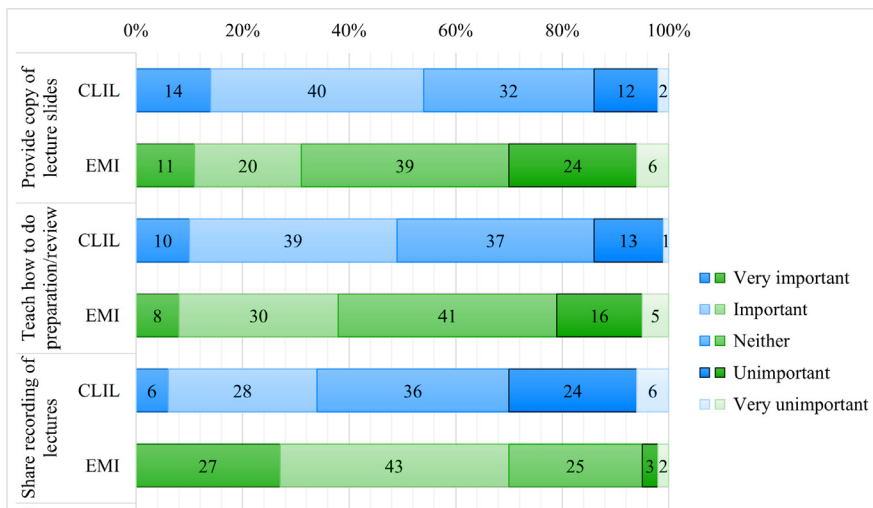


Figure 4. Types of material/instructional support and CLIL/EMI students' evaluations of them.

recordings, providing copies of lecture slides) that are intended to help the students to comprehend the course content, along with two examples of instructional support (i.e., instruction on pre-class preparation and post-class review, instruction on notetaking strategies) that could assist the students in

developing academic skills independently.

The CLIL and EMI students' responses were rather different with regard to the importance of material support. While only 34% of the CLIL students felt it was important to share lecture recordings, 70% of the EMI students supported the idea. In contrast, more than half of the CLIL respondents favored the idea of having a copy of the lecture slides, while only one in three EMI students appreciated the idea. In terms of instructional support, both groups' responses were more similar than different, although a slightly higher proportion of CLIL students (49%) supported the idea of receiving instructions on how to prepare for and review the class than that of EMI students (38%), and a slightly lower proportion of CLIL students (18%) appreciated the idea of learning how to take lecture notes than that of their EMI counterparts (28%).

Figure 5 presents the students' opinions of the use of L1 in their classes. The corresponding questionnaire items asked the respondents about the extents to which they felt it was important to be allowed to speak in L1 in the class and outside the class (e.g., asking their teachers questions during their office hours). The CLIL and EMI students' responses were similar, in that their opinions were clearly divided with regard to in-class L1 usage. More students in both groups seemed to prefer L1 support outside the class, although the opinions remained

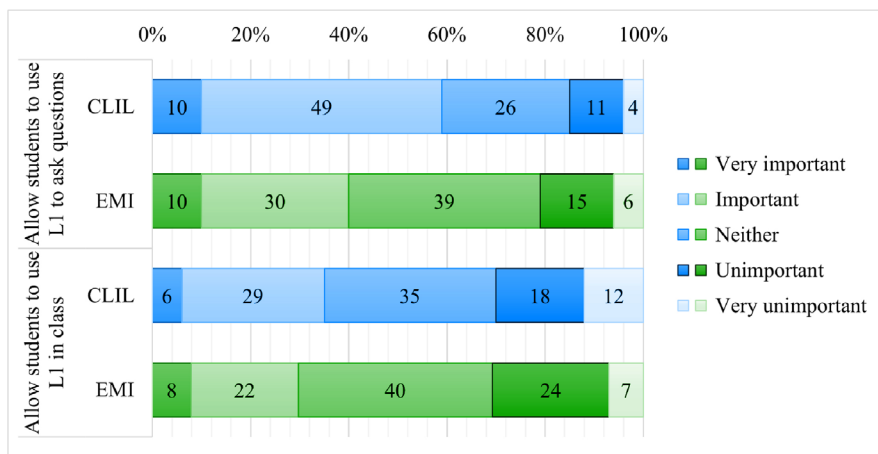


Figure 5. Types of L1 support and CLIL/EMI students' evaluations of them.

divided, and 15% and 21% of the CLIL and EMI students, respectively, were against the idea.

Discussion

This study explored Japanese students' expectations of CLIL and compared them with the responses of EMI students from a previous study (Sugimoto, 2021). In terms of the expected learning outcomes, the majority of the CLIL students expected to improve their English skills, especially communicative competencies (i.e., listening and speaking skills), while only 20% of them expected to enhance their content knowledge. The respondents from the CLIL and EMI groups received the same instructions when the questionnaire was administered to them, and both sets of respondents were allowed to select multiple answer choices. However, the students in the CLIL group appeared to have selected multiple types of expectations, while most of the students in the EMI group selected one type. Unfortunately, based solely on the collected data, it is difficult to explain the reason underlying this difference. One possible interpretation is that the students in the CLIL group had lower English proficiency, and for this reason, they might have had a stronger desire to improve multiple aspects of their English skills. By contrast, many of the students in the EMI group might have felt confident about their English skills and might, therefore, have listed fewer areas of improvement. Another possibility is that the medical students might have had a low level of interest in improving their English skills because they may have considered language learning secondary to medical education. Follow-up interviews with a small group of participants from both groups might have been able to provide additional insights into the survey results.

The results of previous studies (Larking, 2018; Tsuchiya & Murillo, 2015; Yoshihara et al., 2013) were conflicting in terms of students' expectations of CLIL. However, the findings of the present study support the idea that most students consider CLIL as an avenue to improve their English skills, although one in five saw CLIL as an opportunity to study domain-specific content. In terms of students' expectations of EMI, the results of the studies conducted in Japan (Chapple, 2015) and those conducted elsewhere (Bozdođan & Karlıdağ,

2013; Ellili-Cherif & Alkhateeb, 2015) revealed that improvement in English proficiency was one of the most common reasons for which students enrolled in EMI courses. Similarly, the EMI students surveyed in the present study expected to improve their communicative English skills as a learning outcome.

Against the formal definitions of CLIL and EMI, the CLIL and the EMI students in this study expected similar learning outcomes: enhancement of English skills. Because previous studies have reported similar expectations among students, the findings of the present study seem to follow the pattern that appears to be common among CLIL/EMI students. However, notably, the contextual factors unique to the data collection sites in this study might have strengthened the students' desire to improve their English skills relative to those in the absence of the said factors. In particular, the university that both groups belonged to requires all students to take the TOEFL. In the absence of any similar university-wide pressure to improve content knowledge, both the CLIL and the EMI students in this study might have hoped to improve their English skills in their classes more than they would have hoped to improve their content knowledge.

Moreover, this study asked the respondents about the aspects of their CLIL classes that they found difficult. The areas of difficulty were not quite comparable between the CLIL and the EMI students, owing to multiple contextual factors that are inherently different, including the subjects covered in each course and the nature of class activities and assignments. As I stated in the Research Questions section, I asked this question not to compare the two groups' responses but to obtain contextual information for a better understanding of the responses to the following set of questions pertaining to students' support needs.

From that perspective, it is interesting that the majority of students in the CLIL and EMI groups did not consider any aspect of their classes difficult, but relatively high percentages of the students in both groups still exhibited strong interest in receiving multiple types of support. This finding is in sharp contrast with the findings reported by Ishikura (2015), according to which the majority of the students found the EMI course difficult, but only one in three students stated they needed support. One possible explanation for the inconsistency

between the findings of the two studies is the possibility that the instructors adjusted the levels of their class to match the attendees' English proficiency levels. Heigham's (2018) study involving EMI students, for example, reported the EMI instructors' tendency to simplify the course contents or to use Japanese frequently in the class. This might have been the case in the classes that the respondents of this study attended.

The results revealed a keen interest in receiving linguistic and content support among both the CLIL and EMI students. Their strong interest in receiving linguistic support is probably related to the expected outcome that both groups selected most frequently: improvement in English proficiency. These expectations from the CLIL and EMI courses are, in fact, consistent with the findings of previous studies (Bozdoğan & Karlıdağ, 2013; Ellili-Cherif & Alkhateeb, 2015). Several approaches to provide linguistic support to students have been described in the CLIL literature. Brown (2013), for example, introduced several methods to provide vocabulary support in CLIL classes, such as conducting "vocabulary tests focused on form and meaning," promoting understanding of "contextualized usage" in which students learn new vocabulary in conversations, and recycling "previously studied vocabulary in order to promote learning and retention" (p. 282). According to the EMI literature, EMI instructors tend to refuse to teach language because they do not consider themselves language teachers (Airey, 2012; Aguilar, 2017), but a few of them have, nonetheless, provided vocabulary support in the form of glossaries and translations (McKinley, 2018; Moncada-Comas & Block, 2019). Future studies could comprehensively examine the explicit and implicit forms of linguistic support that CLIL/EMI instructors provide by conducting in-depth interviews. In addition, it would be beneficial to investigate how CLIL/EMI students evaluate and utilize various forms of linguistic support through quantitative surveys and qualitative interviews.

Although increased content knowledge was not as frequently selected as a desired outcome, many students from both groups highly valued content support. One possible interpretation is that both CLIL and EMI involve the teaching of an academic subject, and arguably, both types of courses assess

students' understanding of the course content. Thus, both the CLIL and EMI students in this study valued content support highly because it could help them to perform well in the class and exams. Given that evaluation methods are likely to affect CLIL/EMI students' opinions of various types of support, future studies should consider how CLIL/EMI instructors evaluate their students by conducting interviews with instructors or by analyzing their course syllabi. Alternatively, one could conduct in-depth interviews with CLIL/EMI students to investigate why they wish to receive specific types of support.

Multiple approaches to provide language and content support effectively have been suggested. For instance, McKinley (2018) proposed that in addition to providing glossaries of key terms, instructors could provide comprehension check questions and devise additional writing tasks that focus on the areas that their students find difficult. In terms of delivery formats, Iyobe and Lee (2018) argued that collaborations between content and language-teaching specialists can benefit students because the students will not only have access to more opportunities for individual consultations but will also gain varying perspectives from their interactions with instructors. Horie (2018) suggested that instructors utilize various Internet-based communication tools to help students to understand course contents. Learning management systems, such as Moodle, Google Classroom, and Canvas, for example, can be used as online platforms to reiterate important instructions and facilitate the exchange of ideas after classes. The findings of the present study demonstrated the students' interests in receiving linguistic and content support, but I did not examine why and how they wanted to receive these types of support. In this light, future studies could conduct additional surveys or in-depth interviews with students to further explore the purposes for which (e.g., preparation, review) and the formats in which (e.g., online platform, peer-interactions) they wish to receive the aforementioned types of support.

In fact, the CLIL/EMI students' interests were not limited to linguistic or content support. They expressed interest in receiving other types of support, albeit to varying degrees. The CLIL/EMI respondents' opinions were divided in terms of material support, while their evaluations of instructional support

were similar. The divided opinions on material support probably reflect the differences between EMI and CLIL as teaching practices. Because EMI does not assess students linguistically, a high percentage of EMI students appreciated the provision of lecture recordings. Considering the relatively high English proficiency of the EMI respondents, they would be able to comprehend the subject better after reviewing the lecture contents repeatedly rather than by merely receiving copies of lecture slides. By contrast, CLIL involves teaching of the English language itself, and a higher percentage of the CLIL students favorably rated the provision of lecture slides because it would help them to better engage in the in-class activities. To test these hypotheses, future studies should further explore the reasons underlying CLIL and EMI students' preferences for specific types of support in the classroom.

The respondents' evaluations of instructional support and support in L1 were similar. With regard to instructional support, the CLIL and EMI students' responses most likely reflected their stage in the curricula. Both types of respondents were either first- or second-year students from Japan, and thus, most of them were likely to have had limited exposure to CLIL or EMI. This probably explains why both groups highly rated instructions on how prepare for and review the class. Relatively lower ratings of instructions on how to take lecture notes among both groups might be ascribed to both groups' lack of awareness of the benefits of taking lecture notes. Studies on self-access learning suggest that Self-Access Learning Centers (SALCs) could serve as outlets where students can develop general academic skills and improve their language skills independently (Mynard & Stevenson, 2017). The SALC at Kanda University of International Studies, for example, aims to foster learner autonomy and assist foreign language acquisition by providing non-credit courses, consultations with advisors, and peer learning opportunities (Kato & Sugawara, 2009). Its self-access courses focus on "learning how to learn a language" (p. 460) rather than learning specific languages. From this perspective, SALCs can potentially support CLIL or EMI students who are interested in learning how to prepare for or review classes. Moreover, CLIL/EMI instructors can consider collaborating with SALCs to better fulfill students' learning support needs.

The use of L1 has been a controversial topic across CLIL/EMI literature, and opinions are divided. In foreign-language teaching, it is believed that L1 usage interferes with students' learning of the target language (Richards & Rodgers, 2001). Several researchers have advocated refraining from the use of L1 (Polio & Duff, 1994), while others believe that L1 usage can facilitate content learning in EMI classes (Karabinar, 2008) and “serve to scaffold language and content learning” in CLIL classes (Lasagabaster, 2013, p.1). In the present study, the CLIL/EMI students' responses were similar in that their opinions were rather divided within both groups, although a slightly higher percentage of CLIL respondents tended to evaluate such support favorably. This can probably be ascribed to the differences in the language proficiency levels of the CLIL and EMI respondents. It is possible that owing to their lower English proficiency levels the CLIL students sought opportunities to ask questions in their first language outside of the class. According to Sugimoto (2020), differing motivation levels affected the students' preferences for the use of L1 inside and outside the class. Students with high motivation levels preferred an English-only rule because it would give them more opportunities to practice English and contribute to the creation of an environment similar to that encountered when studying in an English-speaking country. Future studies should examine whether the same notions exist among CLIL students.

Limitations

This exploratory study has three major limitations. The first is related to the methods used herein. Due to the limitations of quantitative survey instruments, the data generated cannot explain why the participants responded in the way they did. For instance, in this study, high percentages of students expressed interest in receiving various types of support, although many of these students found their classes to be manageable. Further studies are necessary to explain the underlying reasons. Similarly, although the EMI and CLIL groups expressed high levels of interest in receiving linguistic and content support, there were differences between the two groups in terms of their needs for specific types of material support. Different teaching practices (i.e., CLIL and EMI), students' English proficiency

levels, and students' motivations possibly led to these differences in their responses. However, on the basis of the datasets obtained herein, it is difficult to identify the most definitive factor. To investigate the reasons underlying the similarities and differences between the CLIL and EMI groups, future studies should conduct follow-up surveys or qualitatively investigate students' experiences with a focus on the nature of classroom interactions between instructors and students.

The second limitation is related to the generalizability of the findings of this small-scale, exploratory study that compared the experiences of students from one university. This limitation does not allow for any generalization of the findings to other university contexts.

Finally, I prioritized gathering the data that allowed me to compare the experiences of the students who attended CLIL classes with those of the students who attended EMI classes. Consequently, I sacrificed the contextual similarities in which these classes were offered and the synonymity of the students who attended them. Ideally, the more similar the student bodies, the more accurately one can make comparisons pertaining to CLIL and EMI students' expectations and support needs. Both groups of students in this study belonged to the same university but to different institutions with different curricula. Thus, the extents to which the findings of this study reflect institutional and disciplinary differences remain unclear. Herein, I compared the experiences of CLIL and EMI students belonging to different disciplines because neither of their departments offered both types of courses. However, if possible, future studies should compare the CLIL and EMI experiences of students belonging to the same department to minimize the influence of independent variables.

Conclusion

While CLIL and EMI have become popular in universities across Japan, their implementations and the associated teaching practices can vary depending on university-specific contexts. Even though researchers in these fields are aware of the differences between the two approaches, students may not necessarily have the same understanding or expectations. To fill these knowledge gaps, I examined CLIL students' expectations in terms of learning outcomes, areas of difficulty, and

types of learning support they wished to receive and compared the results with those of EMI students (Sugimoto, 2021). Although this was an exploratory study and further research is required to arrive at any generalization, the findings of this study yielded valuable insights that can be useful for CLIL/EMI researchers and practitioners.

First, the study findings revealed the inconsistency between the formal definitions of CLIL/EMI and students' expectations from these courses. The CLIL and EMI students' expectations were more similar than different in that the majority from both groups viewed CLIL/EMI classes as avenues to improve their English skills. This finding implies that there possibly exist discrepancies between the students' expectations and the actual learning experiences that instructors offer, which could result in the students becoming dissatisfied. To avoid such discrepancies, the mere labeling of courses as either CLIL or EMI seems insufficient. Ideally, in the early stages of registration (e.g., orientation for freshmen), students should be informed about the characteristics of the available CLIL/EMI courses, such as in-class activities and assignments, as well as the ratio of content and language learning that students can expect.

Second, findings clearly demonstrated CLIL students' interest in receiving diverse types of support. Unlike EMI, CLIL seems to offer the flexibility required to fulfill students' needs for both language and content support. Against this assumption, the findings of this study demonstrated that the CLIL students' desire for linguistic and content support was as strong as that of the EMI students. The CLIL students' needs extended to other types of support, such as material and instructional support, as well as support through L1, although their evaluations of those types of support varied. If CLIL/EMI instructors are not to respond to students' needs in their classes, it is strongly recommended that they direct their students to other resources available on campus, such as writing centers, academic support centers, and libraries, where students can access the learning support they wish to receive.

Acknowledgements

This work was supported by Juntendo University under the Gakucho tokubetsu kyoudou purojekuto kenkyuhi 2016 [Dean's Special Collaborative Project Grant 2016]. I am grateful to Professors Junko Imai and Keiko Asada for their assistance with data collection.

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Author Bio

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Received: March 26, 2021

Accepted: August 25, 2022

Appendix

Questionnaire on Academic Courses Taught in English

My name is OOO, and I am an Assistant Professor in the Faculty of OOO at OOO University. I would appreciate it if you would consider participating in my study. The study aims to examine the experiences of students who have attended courses delivered in English.

This is not a test or an examination. Thus, there are no “right” or “wrong” answers. Your participation is voluntary, and you may withdraw from the survey at any time, at any cost. Your participation or any of your responses to the survey questions will never affect your evaluation in your course. I would appreciate your honest opinion.

If you are willing to participate in the survey, please proceed to the following questions. If you choose not to participate, please leave the questionnaire on the desk. Thank you for your consideration.

Year/Month/Date

AUTHOR NAME

I. About Your Course

What learning outcome(s) did you expect from taking this course? (You may select more than one answer.)

1. Improvement in listening skills
2. Improvement in writing skills
3. Improvement in speaking skills
4. Improvement in reading skills
5. Improved understanding of the subject covered in the course
6. Improvement in TOEFL score
7. Better preparedness for studying abroad
8. Other (Please explain in detail:)

II. About Your Experience in the Class

In terms of the level of difficulty of the following aspects of the course you enrolled in, please select an answer option that is the closest to your experience.

1. Listening (e.g., understanding the instructor's or classmates' expressions)
(a) Very difficult (b) Difficult (c) Reasonable (d) Easy (e) Very easy
2. Reading (e.g., reading materials used in class or as homework)
(a) Very difficult (b) Difficult (c) Reasonable (d) Easy (e) Very easy
3. Speaking (e.g., expressing opinions during classes, participation in discussion/presentation)
(a) Very difficult (b) Difficult (c) Reasonable (d) Easy (e) Very easy
4. Writing (e.g., English essay assignment, English composition)
(a) Very difficult (b) Difficult (c) Reasonable (d) Easy (e) Very easy
5. Vocabulary (e.g., vocabulary needed to understand the content covered in the class)
(a) Very difficult (b) Difficult (c) Reasonable (d) Easy (e) Very easy

III. About Learning Support

To improve your performance in the class, to what extent do you feel it is important to receive the following types of learning support? Please circle the answer choice that is the closest to your opinion

1. Provide a list of vocabulary that instructors use frequently in their lectures
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
2. Provide a list of expressions that instructors use frequently in their classes
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
3. Provide a list of expressions that students can use in discussion
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
4. Set clear goals at the beginning of the class
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant

- unimportant
5. Provide a list of definitions of the key terms covered in the class.
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 6. Introduce relevant literature
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 7. Share lecture recordings
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 8. Provide a copy of lecture slides
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 9. Teach how to prepare and review
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 10. Teach how to take lecture notes
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 11. Allow the use of Japanese language in the class
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant
 12. Allow the use of Japanese language outside the class (e.g., asking instructors questions in their office)
(a) Very important (b) Important (c) Neither (d) Unimportant (e) Very unimportant

Thank you for your participation!