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Type: Practice-oriented Oral Face-to-face presentation

CLIL course design options to encourage learner autonomy and agency

Saturday 17 May 2025 14:50 (25 minutes)

TITLE

CLIL course design options to encourage learner autonomy and agency

RELEVANT SIG

College and University Educators (CUE)

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

CLIL, autonomy, agency

First-time presenter?

ABSTRACT

Content and Language Integrated Learning (CLIL) is a learner-centered approach that allows for concurrent focus on learning of content and language (Coyle, Hood, & Marsh, 2010). CLIL uses progressively cognitively challenging content input and learner interaction reflects meaning-making attempts at understanding content. Furthermore, it can provide opportunities for learners to take charge of their learning (autonomy), namely through topic selection, and ownership and control over this process (agency), such as how learners decide to communicate learned content and reflections. Via an exploration of two CLIL courses taught in Japanese undergraduate settings within English language programmes, and their inherent course design options, this session explores how these courses can encourage learner autonomy and agency on theoretical and pedagogical levels. While both courses provide learning opportunities through a series of content-focused communicative tasks, the first course centres on written output of teacher-selected content about the Australian English dialect. In contrast, the second course focuses on spoken output of student-selected topics

on Australian culture. Given that many content foci and output formats for learners in these settings are pre-selected, this session discusses how CLIL provides greater engagement within the learning process and enables learners to have more autonomy and agency in this process.

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