

Bridging Language and Employability

CLIL Strategies for Undergraduates' Speaking Proficiency

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Enhancing the speaking skills of undergraduates is paramount for their successful transition into the competitive job market. Extensive research underscores the pivotal role of effective oral communication proficiency in securing coveted employment opportunities. Despite concerted efforts to enhance teaching methodologies tailored to foster speaking skills and job market preparedness among undergraduates, a significant number continue to grapple with refining their oral communication abilities and exhibit a lack of awareness regarding the intricacies of job market requirements. Fortunately, the integration of CLIL methodologies, especially through the innovative lens of case study-based learning, has emerged as a beacon of hope in addressing these persistent challenges. By embracing this approach, educators can effectively equip students with the requisite linguistic and practical skills essential for thriving in the professional realm. Conducted at a public university in Malaysia, this study sought to investigate the efficacy of CLIL (Content and Language Integrated Learning) paired with case study-based learning methods in nurturing speaking skills and enhancing job market readiness among undergraduate students. Employing a robust quasi-experimental quantitative methodology, the research engaged a non-random sample comprising 50 undergraduates and two dedicated teachers enrolled in an intensive 18-week English for Academic Purposes (EAP) program. Data collection involved comprehensive administration of the ADFELPS proficiency test alongside thorough portfolio assessments. The findings of this research study highlight the effectiveness of the CLIL (Content and Language Integrated Learning) methodology in enhancing speaking proficiency and preparing individuals for using this skill in the job market. The results underscore CLIL's potential in equipping learners with the necessary speaking abilities and readiness for professional environments.

Keywords: Contextual Acquisition, CLIL, teaching strategies, case studies, ADFELPS.

1. Introduction

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In today's dynamic global landscape, the significance of English language proficiency in tertiary education cannot be overstated. Not only does proficiency in English facilitate academic success, but it also serves as a critical determinant for securing employment opportunities in an increasingly competitive job market. Research studies conducted in Malaysia highlighted employers' consensus regarding the significance of English over Malay for communication and instruction delivery. It also was found that proficiency in English communication is essential in professional settings, particularly for effectively conveying messages through emails, participating in group discussions, and delivering presentations. This necessity is further underscored by the prevailing trend of globalization in education and the evolving requirements of diverse working contexts. Tertiary institutions, whether public or private, have recognized the pivotal role of English language proficiency in shaping the career trajectories of their undergraduates. Consequently, they have embarked on comprehensive initiatives aimed at enhancing English language teaching and learning within their academic frameworks. These initiatives are strategically designed to equip students with the linguistic skills necessary to navigate the complexities of the modern workforce. Investing in English language proficiency and job-market preparedness training, tertiary institutions empower undergraduates to broaden their roles and functions within the global market. Armed with enhanced linguistic capabilities and comprehensive job-readiness skills, graduates are better positioned to seize diverse employment opportunities and pursue careers of their choice.

2. Problem Statement

In 2013, the Malaysian Ministry of Education introduced the Malaysia Education Blueprint 2013-2025 to foster essential skills and qualities vital for Malaysian youth to excel in the global economy of the 21st century. In today's job market, proficient communication in English is increasingly crucial, with further growth anticipated in the future, as evidenced by (Hee & Zainal, 2018; Krishnan et al., 2019). Research indicates that individuals with strong English language skills have a competitive advantage in the job market, given the prominence of English as the lingua franca of business and international communication (Graddol, 2006). One crucial skill expected from graduates is the ability to communicate effectively in various contexts, particularly through oral communication, which is pivotal for successful workplace interactions. However, Malaysian graduates are often deficient in these skills, leading to higher rates of unemployment among them (Sarudin et al., 2013). Tappoon (2022) emphasised the importance of communication strategies as an effective tool to establish effective conversations in a particular situation.. Wahiza (2012) has emphasized the lack of research on English language communication practices and competencies within second language environments, particularly

in the Malaysian context. This gap extends to practical solutions aimed at improving communication practices in the workplace for undergraduates in higher learning institutions. Despite the proven effectiveness of Content and Language Integrated Learning (CLIL) and case study methodologies in various educational settings, their integration for job-market preparedness among undergraduates remains limited in many countries. The adaptation of CLIL and case study methodologies within tertiary education to prepare undergraduates for the demands of the job market is lacking. To address this gap, innovative approaches to curriculum design and pedagogy are essential. By leveraging the advantages of CLIL and incorporating case studies, we can equip students with the practical speaking skills needed for successful employment in diverse professional settings.

To address these gaps and enhance speaking skills in various contexts, this study aims to answer the following research questions:

1. Does the integration of a Content and Language Integrated Learning (CLIL) program utilizing case studies enhance the oral communication proficiency of undergraduate students?
2. How do the combined methodologies of CLIL and case study approaches influence the preparedness of undergraduate students for the job market context?

Hypothesis

1. The adapted CLIL program has a positive effect on the speaking skills of undergraduates.
2. The adapted CLIL program significantly enhances the job-market preparedness of undergraduates.

3. Literature Review

CLIL Methodology

Content and Language Integrated Learning (CLIL) is founded upon the framework of the 4Cs: content, communication, cognition, and culture, as proposed by Coyle (2007). These four pillars constitute the core principles that directly inform the methodology within the CLIL classroom, fostering its effectiveness. According to Coyle, Hood, and Marsh (2010), the consolidation of these elements occurs through several key processes.

a. Progression in Knowledge, Skills, and Understanding of Content: CLIL facilitates the advancement of students' knowledge, skills, and comprehension in specific areas of the curriculum. By delivering content in the target language, learners engage deeply with subject matter, thereby enhancing their understanding and mastery of the material.

b. Engagement in Associated Cognitive Processing: Students are actively

involved in cognitive processes that support learning, such as analysis, synthesis, and evaluation. By grappling with content in a second language, learners develop cognitive skills that are essential for academic success.

c. **Interaction in Communicative Contexts:** CLIL classrooms provide opportunities for students to interact with both content and peers in the target language. Through communicative activities, learners practice using language in authentic contexts, fostering language acquisition and fluency.

d. **Development of Appropriate Language Knowledge and Skills:** In addition to acquiring content knowledge, students develop language proficiency across various linguistic domains, including comprehension, vocabulary, speaking, and reading. CLIL pedagogy offers a holistic approach to language development, encompassing both academic and communicative competencies.

e. **Acquisition of Deepening Intercultural Awareness:** CLIL promotes the exploration and understanding of diverse cultures, fostering intercultural competence among learners. By engaging with content from multiple cultural perspectives, students develop a nuanced understanding of their own culture and the cultures of others.

The 4Cs framework distinguishes CLIL from other educational approaches, offering a comprehensive approach to content-based language learning. Each component—Content, Communication, Cognition, and Culture—plays a vital role in enriching the learning experience and promoting holistic development. As noted by Doltan-Puffer (2007), CLIL pedagogy has a significant impact on reading and speaking skills, while Coyle emphasizes its broader benefits for language proficiency enhancement. CLIL pedagogy not only enhances language skills but also fosters critical thinking, intercultural competence, and a deeper understanding of subject matter, making it a valuable approach in diverse educational contexts.

Case Studies in Classroom Teaching and Learning

When considering teaching and learning, Bruner (1991) identifies a multitude of advantages associated with implementing the case study method in language classrooms. He posits that case studies promote active learning and self-discovery, foster the development of critical thinking skills, and provide rich contextual information. Similarly, Herreid et al. (2001) emphasize the inherent flexibility and adaptability of case study pedagogy, noting its capacity to facilitate problem-solving tasks that enhance analytical skills. Additionally, Davis and Wilcock (2005) assert that incorporating case studies into teaching can cultivate "deep learning" skills, which include: understanding the application of theory and practice, promoting active learning, developing key communication, teamwork, and problem-solving skills and encouraging peer involvement and motivation in learning. Integrating case study based learning into a CLIL classroom enables students to engage in critical thinking within

contextualized scenarios and perform analytical tasks such as examining the relationships between events and people, identifying options, and evaluating choices. This approach extends students' capabilities beyond individual learning, fostering collaborative problem-solving and decision-making skills (Kevin & Chad, 2009). Employing case studies in the CLIL classroom serves as a practical strategy to embody the principles of the 4Cs framework. By contextualizing content, these case studies provide comprehensible input and foster a conducive learning environment conducive to the cultivation of a positive attitude toward language learning. Noursi, Al. (2012) highlighted that the attitude of learners plays a crucial role in their achievement in acquiring a foreign language. In educational settings, it is imperative that teaching methods, instructional materials, and learning activities foster a positive outlook towards learning English. Through such pedagogical approaches, learners are empowered to engage actively with content, communicate effectively, develop critical thinking skills, and appreciate cultural diversity and speaking proficiency attainment.

Robert Gagne Theory of Instruction

Robert Gagne's theory of instruction, developed in 1962, offers valuable insights into the design and implementation of educational programs. Grounded in behaviorism, Gagne's theory highlights the significant role of the environment in shaping individual behavior. It comprises three essential components: categories of learning, conditions of learning, and the nine events of learning. Through an objective analysis of learners' needs and their learning context, educators can tailor instructional strategies to optimize learning outcomes (Enock and Latha, 2023). The nine events of instructional strategies in the CLIL (Content and Language Integrated Learning) classroom environment, aiming to promote active learning and the development of key communication, speaking skill, teamwork, and problem-solving skills. In this study, the adapted CLIL methodology incorporates the case studies method as a highly adaptable approach that fosters active learning, self-discovery, and contextual learning, thereby increasing learners' interest and motivation in language acquisition. The nine events of instruction offer a structured teaching plan for educators in the CLIL classroom, enabling them to comprehensively utilize the 4Cs (Content, Communication, Cognition, and Culture), in addition, the integration of case study materials and activities within this framework facilitates the achievement of desired learning outcomes (Enock and Surjet, 2022).

4Cs CLIL and Nine Events of Instruction Workshop Lesson Plan

Class Room Teaching of CLIL With Nine Events of Instruction

Robert Gagne's theory of instruction, developed in 1962, provides valuable insights into the design and implementation of educational programs. Rooted in behaviorism, Gagne's theory emphasizes the crucial role of the

environment in shaping individual behavior. It consists of three essential components: categories of learning, conditions of learning, and the nine events of learning which provide a guidance and sequence of teaching-learning process in the CLIL classroom. (Enock & Latha, 2023).

In the context of the CLIL (Content and Language Integrated Learning) classroom environment, the nine events of instructional strategies aim to promote active learning and the development of key communication, speaking skills, teamwork, and problem-solving skills. This study adapts the CLIL methodology by incorporating the case study method, which is highly adaptable and fosters active learning, self-discovery, and contextual learning. This approach increases learners' interest and motivation in language acquisition (Enock & Surjet, 2022).

The integration of case study materials and activities within this framework enables educators in the CLIL classroom to comprehensively utilize the 4Cs (Content, Communication, Cognition, and Culture). The nine events of instruction provide a structured teaching plan that supports educators in achieving desired learning outcomes. This literature review highlights how Gagne's theory and the CLIL methodology, particularly through the integration of case studies, synergistically contribute to effective instructional practices in language learning contexts. Below is the sample of adapted CLIL approach and the Nine Events of Instruction lesson plan applied in this research study. Below Table 1, is the sample of adapted CLIL approach and the Nine Events of Instruction lesson plan applied in this research study.

Table 1: Lesson Plan

STAGE 1: STAGING				
During this stage, students are introduced to what they have previously learned, what they are currently learning, and what they aim to achieve. This sets the foundation for their learning journey.				
CLIL 4Cs Principle		Nine Events of Instruction	Description	Activities/ Tasks
4 Cs	Questions and picture stimulus are introduced to for cognitive development and cultural awareness.	<ol style="list-style-type: none"> 1. gain attention 2. The aims and the objectives. 3. Stimulate to recall of prior learning 	- The teacher presents a case study about a logistical store fire incident, followed by clarifying the lesson's objectives. Multiple questions are posed to activate students' existing knowledge and experiences, while workplace cultures are introduced to build upon prior learning.	Using the provided images, ask questions relating to accountability. Inquire about students' past experiences with accountability in their workplaces. Discuss their comprehension of prior incidents and situations involving accountability.
Content				
Communication				
Cognition				
Culture				

STAGE 2: ENGAGING
 Here, content is presented using effective scaffolding strategies to enhance comprehension. The focus is on maximizing student engagement and understanding through structured support

CLIL 4Cs Principle		Nine Events of Instruction	Description	Activities/ Tasks
Content Communication Cognition Culture	Content of the case study is presented. During the presentation students' participation is encouraged. Challenging activities and scaffolding. Cultural aspects are highlighted through vocabulary development.	4. Presentation the content: 5. Scaffolding:	<p>- Structure the lesson content for enhanced and streamlined instruction, organizing it into coherent sections. Include vocabulary, exemplify language structures effectively.</p> <p>-Offer guidance on effective learning strategies and techniques to aid learners in their educational journey. Implement scaffolding methods to facilitate understanding.</p> <p>-Facilitate peer support and incorporate activities designed to steer learners through the learning process effectively.</p>	<p>Activity: Scanning and skimming for Vocabulary Enrichment</p> <p>Based on the provided case study:</p> <ol style="list-style-type: none"> 1. Identify challenging vocabulary. 2. Identify key concepts and supporting details. <p>Vocabulary Enrichment Activity: Group activities focused on new content knowledge, fostering speaking skills through critical thinking exercises.</p>

STAGE 3: ELICITING
 In this stage, students are empowered to apply their knowledge, receive peer feedback, and make corrections as needed. It encourages active participation and reinforces learning through practical application.

CLIL 4Cs Principle	Nine Events of Instruction	Description	Activities/ Tasks
Content Communication Cognition Culture	6. Elicit performance 7. Provide feedback	The content of the case study is provided, <u>analyzed</u> , and categorized. The information is then discussed, focusing on practicing language structures and expanding vocabulary.	. Cause-and-effect activities are implemented, encouraging engagement with the case study topic. Students compile information for their portfolios, gathering relevant materials linked to the study's subject matter.

STAGE 4: APPLICATION			
The final stage involves assessing results both inside and outside the classroom using alternative assessment methods. Moreover, it emphasizes the application of acquired knowledge in diverse contexts, including real-world scenarios and workplace settings.			
CLIL 4Cs Principle	Nine Events of Instruction	Description	Activities/ Tasks
Content Communication Cognition Culture	8. Assess performance 9. Enhance retention and transfer to the job	Sharing and presenting ideas, exchanging materials pertinent to the provided case study.	Engaging in the sharing and presentation of ideas, as well as the exchange of relevant materials related to the given case study topic.

4. Methodology

This study employs a quasi-experimental design and quantitative methods to assess the effectiveness of a Content and Language Integrated Learning (CLIL) program with case studies in improving speaking skills and enhancing job-market preparedness among undergraduates. Workshop method and portfolio assessment was employed to collect the required data for analysis.

The study utilizes quantitative data collected from pre and post-tests, as well as portfolio assessments. The independent variables in this study are the CLIL 4Cs framework, which includes communication, cognition, content, and culture, and the integration of case studies into the curriculum. These variables serve as the key components of the instructional approach being investigated. The dependent variables in this study are the speaking skills of the undergraduates and their job-market preparedness. These variables are measured to assess the impact of the CLIL program with case studies on students' language proficiency and readiness for employment. Quantitative data is collected through pre and post-tests administered to students to evaluate their speaking skills before and after the intervention. Additionally, portfolio assessments are conducted to provide a comprehensive evaluation of students' language proficiency and job-market preparedness over the course of the study. The collected data will be analysed using appropriate statistical methods to determine the effectiveness of the CLIL program with case studies in improving speaking skills and enhancing job-market preparedness among undergraduates. Statistical techniques such as paired t-tests and regression analysis may be employed to assess the significance of the observed effects.

Australian Defence Force English Language Profiling System (ADFELPS).

The Australian Defence Force English Language Profiling System (ADFELPS) has been employed to assess the speaking abilities of undergraduate students. Its adoption by the Malaysian Armed Forces (MAF) as a global English language benchmark highlights its importance in overseeing language programs, educational materials, and language achievements. The

assessment covers all aspects of English proficiency, including Speaking, Listening, Reading, and Writing. Proficiency levels for each skill range from level 1, representing basic competence, to level 9, indicating advanced mastery. This research specifically concentrates on the speaking aspect of the ADFELPS test due to its tailored focus on English for Specific Purposes and the structured presentation of its content. Furthermore, the materials are adaptable to workplace themes and scenarios.

Portfolio Assessment

The portfolio assessment utilized in this research serves as a formative assessment tool, enabling undergraduates to provide feedback on the fulfilment of their tasks. Two teachers were selected to facilitate the portfolio assessment process. Throughout the duration of the study, students engage with a series of four case studies, each spanning one week and focusing on a specific area relevant to their future workplace. Each week, students are assigned a case study and tasked with gathering information to address the challenges presented. Following the completion of the tasks, students collaborate in groups to report their outcomes, identifying strengths and weaknesses, and discussing potential areas for improvement. This collaborative reflection process is integral to the formative assessment approach, allowing students to actively engage in self-assessment and peer feedback. Over the course of the 8-week period, portfolio assessment scores are collected, providing ongoing feedback to both students and instructors. At the culmination of the study, findings from the portfolio assessments are presented in a classroom setting, followed by a question-and-answer session to foster further discussion and reflection.

Materials

The teaching materials utilized in the classroom consist of adapted case studies that are directly relevant to workplace events, procedures, and policies. These materials incorporate various elements such as picture stimuli, detailed descriptions, narrations, and sample documents. They were meticulously curated by a collaborative team of teachers, including the researcher, to ensure their alignment with the objectives of the research study.

Samples

A non-probabilistic sampling technique was utilized, targeting undergraduate students enrolled at the tertiary institution. Due to logistical constraints, random assignment to groups was impractical, necessitating the use of intact classes. The study comprised 10 English for Academic Purposes (EAP) classes, accommodating a total of approximately 198 undergraduates. Participants were selected non-randomly from two classes, each consisting of 25 trainees. Despite variations in English proficiency levels, all participants shared similar educational backgrounds, experiences, and professional interests.

To conduct the speaking test, two experienced and qualified TESL lecturers were chosen from the institution. Data for analysis were sourced from ADFELPS proficiency assessments and portfolio evaluations of students from the two selected classes. Descriptive analyses, including frequency distributions, means, standard deviations, and T-tests, were performed using SPSS version 20.

Research Setting

The study was conducted at a university in Malaysia within the Language department, involving participants from various undergraduate programs. Additionally, English language educators follow standardized teaching approaches, which encompass course organization, material creation, and lesson readiness. ADFELPS is employed as the designated language proficiency assessment tool in this setting.

Procedures

This study employed a quasi-experimental design to collect quantitative data, with the goal of investigating the cause-and-effect relationship between the integration of case studies aligned with CLIL 4Cs principles (independent variable) and students' speaking skills and their preparedness for the job market (dependent variables). To gather data, a within-subject design was utilized, involving pre-post-tests and portfolio assessments. Furthermore, a portfolio assessment, designed as formative assessment, was conducted to assess students' engagement and outcomes within a job-related context. This CLIL methodology was applied in a EAP 14 weeks in which the CLIL 4Cs principles and the case-study was explored to enhance the speaking proficiency and their readiness for employment.

Validity and Reliability

Before starting the quasi-experiment, a preliminary study was conducted to evaluate the validity and reliability of the ADFELPS test instrument. The findings from the pilot study were analyzed using SPSS version 24. The results indicated that the ADFELPS scores from the pilot study surpassed a Cronbach's Alpha threshold of 0.8, indicating strong reliability. Additionally, to ensure the reliability of the portfolio assessment, kappa values were calculated for inter-rater agreement. The average kappa value for this study was determined to be 0.72. According to Landis and Koch (1977), a kappa value within this range indicates substantial agreement among raters.

5. Findings

ADFELPS Assessment Findings

From Table 2, the findings reveals that there was an improvement from

the pre-test to the post-test, as the mean post-test score (5.38) is higher than the mean pre-test score (4.98). Additionally, the t-value of 2.405 indicates that this difference is statistically significant, as it exceeds the critical value for significance at the 0.01 level of confidence. The findings indicate a significant positive impact of the intervention or treatment implemented between the pre-test and post-test on the participants' scores. There is clear evidence of improvement in the speaking skills of undergraduate students. These results directly address the research question: Does the implementation of a Content and Language Integrated Learning (CLIL) program utilizing case studies enhance the oral communication proficiency of undergraduate students? Furthermore, the outcomes validate the hypothesis that the adapted CLIL program positively influences the speaking skills of undergraduates.

Table 2 Overall Speaking Skill Descriptive Statistics

	N	Minimum score	Maximum score	Mean (N=50)	Mean difference	SD	t	df	Sig (1tailed)
Pre	50	5	6	4.98	0.4	0.205	2.405	49	0.01
Post	50	5	6	5.38		0.205			

Tables 3 and 4 below show the descriptive statistics of students score on the ADFELPS speaking criteria.

Speaking language criteria	Minimum Score	Maximum Score	Mean (N=50)	SD
Syntax	5	6	5.02	0.141
Lexicon	4	5	4.74	0.487
Fluency	4	5	5.10	0.303
Pronunciation	5	5	5.22	0.465
Communicative effectiveness	4	5	4.80	0.495

Speaking language criteria	Minimum Score	Maximum Score	Mean (N=50)	SD
Syntax	5	6	5.02	0.141
Lexicon	6	7	5.74	0.487
Fluency	4	5	5.10	0.303
Pronunciation	5	5	5.25	0.465
Communicative effectiveness	5	7	5.80	0.495

Findings of Portfolio Assessment

Figure 1, shows the Portfolio assessment results were obtained from 10 groups. Portfolio assessment consists of five criteria,

- (1) Preparation
- (2) Planning,
- (3) Application,
- (4) Demonstration
- (5) Presentation

Criteria 1 and 2: More than 90% of students scored high, indicating proficiency in these areas.

Criteria 3: 11.24% scored excellent, 55.28% scored good, and 33.48% scored satisfactory.

Criteria 4: 4.23% scored excellent, 54.22% scored good, and 41.55% scored satisfactory.

Criteria 5: 3% scored excellent, 72% scored good, and 24% scored satisfactory.

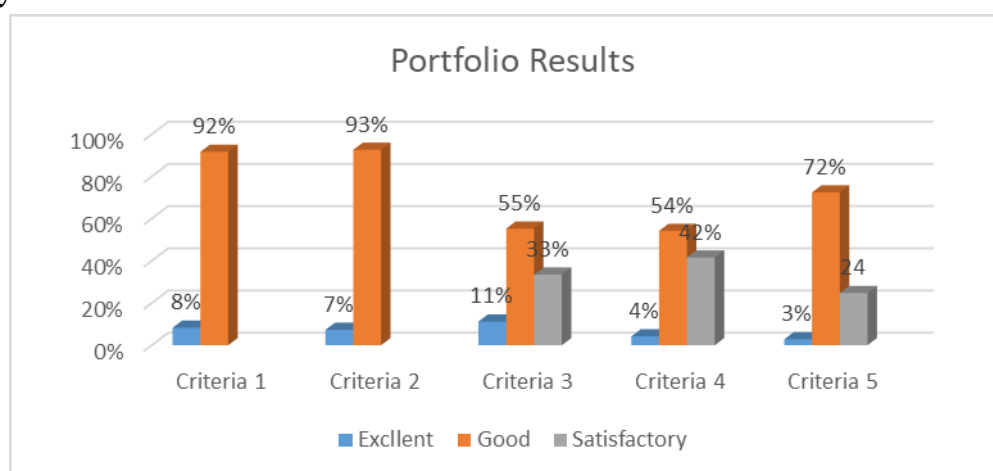


Figure 1

6. Discussion on ADFELPS Findings

Based on the ADFELPS test, the analysis of students' speaking proficiency consists of five criteria, (1) syntax, (2) lexical, (3) coherence, (4) fluency and (5) communicative effective.

a. Syntax

Despite participation in CLIL workshops, there was no observable improvement in students' grammatical proficiency. This suggests that the CLIL approach may not have adequately addressed the specific grammatical challenges faced by students, such as the use of tenses and language forms. •

The mean score for the Syntax criteria in speaking remained consistent between the pre-test and post-test ($X=5.02$). The standard deviation (SD) and the

range of scores were also identical for both tests. This consistency indicates that the CLIL workshops did not lead to any discernible improvement in students' syntactic skills over the course of the study

b. Lexicon

The post-test mean score for the lexical criteria in speaking ($X=5.74$) is notably higher than the pre-test mean score ($X=4.74$). This increase indicates that students demonstrated a significant improvement in their ability to select appropriate vocabulary for the context of conversation and topic of discussion. The case studies for content development had a significant effect on students' lexical development, as evidenced by the increase in mean score and improvement in minimum and maximum scores. Case studies likely provided students with authentic contexts in which to apply vocabulary relevant to their immediate workplace requirements. According to Coyle (1999), contextualization of content enhances learners' cognitive skills and arouses their interest in both the content and language learned. By integrating content and language learning through case studies, CLIL students engage more meaningfully with the material, leading to improved lexical development and overall language proficiency.

c. Fluency

The mean score for the fluency criteria in both the pre-test and post-test ($X=5.10$) remains consistent, indicating no significant improvement in oral fluency following the CLIL program. The standard deviation (SD) for both tests is also similar (0.303), suggesting a similar level of variability in scores among students. The findings suggest that the adapted CLIL program did not have a substantial effect on students' oral fluency. The assertion that oral fluency is an unaffected area of CLIL aligns with the findings of this study. Dalton-Puffer's claim supports the notion that CLIL may not significantly impact fluency. However, Naiman (1995) suggests that with a longer, intensive program focusing specifically on oral fluency, significant improvements could be achieved.

d. Pronunciation

The mean score for the pronunciation criteria in both the pre-test and post-test ($X=5.22$) remains consistent, suggesting little to no improvement in pronunciation following the CLIL program. The standard deviation (SD) for both tests is also similar (0.465), indicating a similar level of variability in scores among students. Despite engaging in the CLIL educational approach, which emphasizes dual-focused instruction, students' pronunciation abilities did not show significant enhancement. The findings align with Bianco (2008) and Coyle, Hood, and Marsh (2010), who assert that CLIL does not contribute to improving learners' pronunciation.

e. Communicative Effectiveness

The mean score for communicative effectiveness remained unchanged

between the pre-test ($X=4.80$) and post-test ($X=5.80$), demonstrating a significant improvement in students' communicative abilities following the CLIL program. This indicates that through CLIL instruction, students' capacity to effectively convey intended meaning during conversations significantly improved. Therefore, it can be concluded that the CLIL program successfully enhanced the development of communicative skills.

Based on the analysis of the speaking criteria, it is evident from the study that CLIL program has positively influenced the development of speaking skill. The results of the criteria showed that students have improved in the lexicon and communicative effectiveness, but pronunciation, syntax and fluency were not affected at all. The findings suggest that the CLIL program may be more effective in enhancing certain aspects of speaking skills, such as vocabulary selection and communicative effectiveness, than others. Educators implementing CLIL instruction should consider incorporating targeted activities and strategies to address areas of weakness, such as pronunciation, syntax, and fluency. Besides, further research is needed to better understand the factors influencing the impact of CLIL on speaking skills. Instructional adjustments may be necessary to optimize the effectiveness of CLIL programs in developing a comprehensive range of speaking skills among students

Discussion on Portfolio Assessment Findings.

The portfolio assessment findings provide valuable insights into the benefits of the adapted Content and Language Integrated Learning (CLIL) program, particularly in terms of its impact on students' language learning attitudes and job-market preparedness. Here's an elaboration of the outcomes and their relevance to CLIL and job-market readiness:

a. CLIL's Impact on Language Learning

The portfolio assessment results reveal that the CLIL program has positively influenced students' attitudes towards language learning. Tasks and activities within the CLIL context actively engage learners, allowing them to acquire knowledge and skills while enhancing their communicative competence within new cultural contexts. The cooperative teaching and learning approach in CLIL fosters positive perceptions, experiences, and attitudes towards English language learning. The high scores (90% and above) in criteria 1 and 2 indicate that the CLIL program effectively involves learners in meaningful language acquisition experiences, contributing to their overall positive attitude towards learning English.

b. Job-Market Preparedness Through CLIL Strategies:

The findings suggest that CLIL strategies employed outside the classroom contribute to undergraduates' job-market preparedness. By engaging in real-world tasks and interactions to gather information and materials relevant to their workplace environment, students develop essential communication skills

necessary for employment. CLIL encourages students to take initiative, collaborate in teams, and cultivate cooperative attitudes, which are crucial attributes sought after in the job market. The application of CLIL methodologies allows students to plan and implement strategies to improve their language skills, fostering independent learning and enhancing their readiness for the job market. The strong correlation observed between students' attitudes towards communication skills and their performance in portfolio tasks underscores the importance of CLIL in shaping positive attitudes towards language learning, which in turn enhances job-market preparedness.

c. Case Studies for Job Market Preparedness:

Case studies illustrating how CLIL strategies translate into job-market preparedness could include examples of students applying language skills and knowledge acquired through CLIL in professional contexts. For instance, students could showcase how they effectively communicate with colleagues from diverse linguistic backgrounds, negotiate tasks, and collaborate on projects within their workplace. Case studies could also highlight instances where students independently apply language strategies learned through CLIL to overcome language barriers and succeed in job interviews, presentations, or client interactions.

In summary, the portfolio assessment outcomes underscore the positive impact of the adapted CLIL program on students' language learning attitudes and job-market preparedness. By engaging students in authentic language experiences and fostering cooperative learning environments, CLIL equips undergraduates with the communication skills, independence, and positive attitudes necessary for success in the professional world.

7. Conclusion

In conclusion, the findings of this study underscore the efficacy of the CLIL with case studies program in enhancing undergraduate students' speaking skills and job-market preparedness. The support from ADFELPS findings further consolidates the empirical evidence, aligning with previous research by Dalton-Puffer (2008). Through portfolio assessment, students are provided with practical opportunities to bridge the gap between academic learning and professional requirements, thereby fostering essential communication skills and a proactive mindset crucial for success in their future careers. The significant correlation between students' attitudes towards communication skills and their performance in portfolio tasks highlights the pivotal role of CLIL in cultivating positive learning attitudes, ultimately enhancing their readiness for the dynamic demands of the job market.

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