

THE IMPACT OF CLIL ON MILITARY UNDERGRADUATES' SPEAKING PROFICIENCY AND ATTITUDE TOWARDS LANGUAGE LEARNING

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Abstract

The speaking skill is important for military undergraduates for academic gains, professional career development, achieve higher military education, involvement in multinational military operations and career courses overseas. Although there have been efforts to improve the teaching strategies to develop the speaking skill, research studies revealed that military undergraduates speaking proficiency decreases gradually, and they have difficulties to improve the spoken language. In addition, undergraduates have unfavourable attitude towards English language learning. CLIL with case studies is an innovative teaching strategy to develop language skill and attitude towards language learning. This research was carried out in a defence university in Malaysia to explore the prospects of CLIL with case study-based learning for the development of the speaking skill and attitude of military undergraduates. A quasi-experiment quantitative method design was employed. A non-random sampling with 50 undergraduates and two teachers taking part in an EAP 18-weeks program participated in the research study. The data was collected from the ADFELPS proficiency test and portfolio assessment. The findings of this research revealed that the CLIL pedagogy improved the speaking proficiency and the case study-based learning strategies contributed significantly towards building positive attitudes towards English language learning.

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

1. Introduction

In military training institutions, English Language teaching and learning is important for academic gains, military training, and career advancement. Besides, the trend of globalization of education and diverse working contexts requires military graduates to improve the English language proficiency to broaden their roles and functions in multi-lingual military operations and Military Operations Other Than Wars (MOOW). As a result, “up-to-date” English language courses in military institutions are designed to improve language Education for military personnel. In addition, improving pedagogical aspects and

training of language instructors and lecturers is crucial for the demands of English language Education in the military.

Although researchers in many countries have done studies to explore the effectiveness of CLIL Education as a multi-perspective approach, not many countries have introduced CLIL into the military context (Monika & Gawik-Kabylinska, 2014). According to Monika and Gawlik (2014) CLIL as a pedagogical approach is an advantageous tool for professionally oriented education by which linguistic skills, self-directed learning and intercultural communication skills can be highly improved. Grant (1997) emphasised

that using case studies in teaching provides wide range of real-life examples, which could be used to contextualize the theoretical concepts. He further added that case study method is a useful pedagogical instrument that projects interactive learning where there is a shift from teacher centred to student centred. In addition, Mestoe and Croft (1999) stressed introducing case studies in the classroom would enable learners to link theory and practice which would contribute to developing “a core of transferable skills.” According to Marsh (2006) CLIL is an educational response to the knowledge and skills of an increasingly integrated world and is viewed as a modern form of educational approach. In this study the adapted CLIL with case studies is an innovative effort to make CLIL classroom more interactive, knowledgeable, contextualize and culturalized and increase critical thinking capabilities.

2. Literature Review

This study hinged Gagne’s theory of instruction, Vygotsky social cultural theory and Krashen theory of second language acquisition. Robert Gagne’s theory of instruction (1962) provides valuable insights for teachers when objectively analyzing learners’ needs and their learning context during the development of educational programs. This behaviorist learning theory focuses on the contribution of the environment in shaping individual behavior. The theory of instruction focuses on behaviorism, which consists of three components: Categories of learning, conditions of learning and the nine events of learning. Lev Vygotsky (1978) claimed that learning is influenced by social interaction and language is considered a social tool, which contributes to interactions and social learning. Vygotsky considered language as a tool for acquiring knowledge and develop social capabilities. Vygotsky theory underlines the following learning concepts: Development drives learning, Zone of proximal development (ZPD) and language as intellectual tool in cultural context. Krashen (1987) stressed that language acquisition should be natural, and it requires a meaningful context for communication. Krashen’s theory of second language acquisition comprises of five hypotheses: The acquisition-learning

hypothesis, the monitor hypothesis, the input hypothesis, the affective filter hypothesis, and the natural order hypothesis. Based on the relationship of the theories of learning incorporated in this research study, the following notions about the pedagogical aspects are significant:

- (1) The input hypothesis from Krashen (1987) emphasizes on the importance of comprehensible input which accounts for effective language learning, and the input hypothesis provides the support for the success of bilingual programs.
- (2) The social cultural theory from Lev Vygotsky (1978) stresses the importance of social contextual factors to make comprehension meaningful and interactive.
- (3) The theory of instruction from Robert Gagne (1962) provides a systematic guide for teachers to facilitate comprehensibility and context for effective teaching in the classroom.

Content and Language Integrated Learning (CLIL)

The fundamental of CLIL framework is the 4Cs: content, communication, and cognition and culture proposed by (Coyle, 2007). These are the core principles, which are directly related to the methodology in the CLIL classroom. The consolidation of the elements underpinning in the 4Cs framework in a CLIL classroom facilitates the effectiveness of CLIL. According to Coyle, Hood, and Marsh (2010) this consolidation takes place through: progression in knowledge, skills and understanding of the content; engagement in associated cognitive processing; interaction in the communicative context; development of appropriate language knowledge and skills; the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and ‘otherness’ .According to Coyle, Hood and Marsh (2010), the 4Cs framework of CLIL is considered a comprehensive approach that has made it distinct from other educational approaches with which it is often associated. The 4Cs principle or components of CLIL are Content – the subject matter taught in the target language. It shows improvement in knowledge, skills and comprehension related to specific areas of the

curriculum, Communication – applying the language to learn and learning to use the language. It involves communicative activities and cognitive process, Cognition – developing the thinking skills for learning thinking skills to facilitate learning and Culture – understanding learners' own culture as well as other cultures. Doltan-Puffer (2007) reported that the CLIL pedagogy has great effect on the reading and the speaking skill. Besides, Coyle highlighted that CLIL pedagogy provides opportunities to develop many aspects of language proficiency such as comprehension and vocabulary.

Attitude towards Language Learning

Eagly and Chaiké (1993) defined attitude as "A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". In the teaching-learning context of ESL, attitudes involve learners' comprehension, culture, background and beliefs. Noursi (2012) emphasizes that learners' attitude is an important factor to ensure their success in learning a foreign language. In the teaching-learning context, methods, materials and activities are expected to provide positive attitudes towards English learning. In this study the adapted CLIL lays down case studies method as a highly adaptable approach which involves active learning, self-discovery, and provides contextual learning which arouses the interest and motivation of learners towards language learning. In addition, the portfolio assessment in this research study which encompasses activities, tasks and teamwork carried outside the classroom. The classroom context involves in the teaching and learning process of language skills, whereas the portfolio assessment engages learners in the application of language at the workplace. Brown (2012) proposes that using portfolio in language education helps students in the development of communication, and Pollari (2003) highlighted that portfolio assessment enhances teacher-students relationship and motivates students' language performance. Hence, in the military setting, cultivating a culture of teamwork in language learning can help military undergraduates to learn the language more effectively.

Teaching and Learning in the Classroom

In this research, the 4Cs is the central focus and Robert Gagne's theory of instruction is pursued to explain the stages of teaching learning in the CLIL classroom. This theory of instruction lays down clearly the areas where teachers should take into consideration which involves the whole set of external and internal factors and the nine events of instruction. In this research study the Gagne's nine events of instruction is the focus in the CLIL classroom teaching and learning process.

Vygotsky's ZPD consists of a chain of activities and tasks, which scaffolds learners to cruise through from one link to another smoothly with all knowledge and skills. Besides, to ensure learners successfully deal with the challenges of learning and comprehending - scaffolding strategies are used to motivate and support learning in their learning process. Meyer (2010) supported that scaffolding strategies could lower the cognitive load of content, enable learners to accomplish tasks through helpful structuring and communicate their thoughts effectively.

Krashen (1982) elaborated that attentive presentation of comprehensible input (materials) can contribute toward language learning. Based on content to enhance the overall language proficiency, the theory of Krashen (1985) is applied in content teaching-learning, especially the comprehension hypothesis. For "comprehensible input" Krashen's (1985) comprehension hypothesis is applied for the teaching and learning process in the CLIL lesson. The input hypothesis consists of the following: collaborating input, comprehension stage, form-focused, analysis and output stage. Employing case studies in the CLIL classroom facilitates the practices of 4Cs principles, contextualization content for comprehensible input and create a leaning environment to develop positive attitude towards language learning.

4Cs CLIL and Nine Events of Instruction Workshop Lesson Plan

In the teaching and learning process, the 4Cs CLIL principle and the nine events of instruction is integrated at every stage of the classroom lesson – Introduction, presentation, practice, and production. The 4Cs is the focus of the teacher in materials preparation, activities, and tasks

development. The Nine events of instruction give the teacher the flow and direction towards achieving the lesson objectives. The 4Cs – content, communication, cognition, and culture are incorporated in the activities and tasks at every stage of the lesson to develop the speaking skill. The CLIL lesson plan below shows the 4Cs principle and the incorporation of Nine events of instruction:

Time: 2 hours
Topic: Case study 1: Accountability at Workplace
Level: Intermediate
Skill: Describing an incident and write report about an event.
Objectives: Students will be able to:

1. Describe or narrate verbally an incident at the workplace using illustrations and pictures.
2. Report verbally at incident which required accountability.
3. Use the past tense, past continuous tense with prepositional phrase.

Introduction

CLIL 4Cs Principle		Nine Events of Instruction	Description	Activities/ Tasks
Content	Questions and picture stimulus are introduced to for cognitive development and cultural awareness.	1. gain attention 2. The aims and the objectives d. 3. Stimulate to recall of prior learning	- The teacher introduces a case study on an event: fire at logistic store.	Referring to the pictures given, pose questions about the accountability.
Communication			-Then the objective of the lesson is explained. - Several questions are posed to stimulated students’ knowledge and experiences.	Ask questions about previous experiences regarding accountability at workplace.
Cognition			Workplace cultures are introduced to stimulate prior learning	Ask students about their understanding of previous concepts incidents and issues, which requires accountability.
Culture				

Presentation

CLIL 4Cs Principle		Nine Events of Instruction	Description	Activities/ Tasks
Content	Content of the case study is presented. During presentation students' participation ii encourage. Challenging activities and scaffolding. Cultural aspects are highlighted through vocabulary development.	4. Presentation the content: 5. Scaffolding:	- Lesson content to provide more effective, efficient instruction. Organize and chunk content in a meaningful way. Provide- vocabulary, examples language structures.	Activity. Scanning and skimming/ Vocabulary enrichment
Communication			- Give instructions on how to learn. Assist learners for better learning. Scaffolding	Based on the case study given:
Cognition			- peer support, activities are provided to guide learners in the learning process.	1. Highlight difficulty vocabularies.
Culture				2.Highlight main ideas and supporting details. Vocabulary enrichment Activity. Group activities related to new content knowledge, developing speaking skills through critical thinking activities

Practice

CLIL 4Cs Principle	Nine Events of Instruction	Description	Activities/ Tasks
Content	6. Elicit performance	Case study content is given. Information gathered categorized, discussed. Practice structure and vocabulary	Cause effect, activities. Portfolio: involving collection information related to topic of the case study.
Communication			
Cognition			
Culture			

Production

CLIL 4Cs Principle	Nine Events of Instruction	Description	Activities/ Tasks

<p>Content</p> <p>Communication</p> <p>Cognition</p> <p>Culture</p>	<p>8. Assess performance</p> <p>9. Enhance retention and transfer to the job</p>	<p>Demonstrating ideas, sharing materials related to given case study.</p>	<p>The outcome of the portfolio will be discussed in the next lesson</p>
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2.1 Problem Statement

According to Kuppusamy (1998), Salim (2010) and Surjeet (2010) military undergraduates have problem in the spoken language skill. They posited that because of the decreasing level of spoken language proficiency many trainees have difficulties in their academy and military training modules. In addition, military training institutions in Malaysia are often linked with tertiary education institutions where curriculum content and the medium of instruction is in English. Clearly, to keep pace with the language demands of tertiary institutions, language proficiency presents a significant challenge for the military undergraduates. Moreover, Surjeet (2010) and Salim (2010) acknowledged that undergraduate’s attitudes towards English language learning should be taken into consideration seriously because they view the attitudes of the undergraduates is relatively low, and most of them are unwilling to take the initiative to improve their language proficiency. Learners’ attitudes have been noted as important in language leaning and would influence undergraduates’ success or failure in their academic learning and career development. Although there have been efforts to improve the English language proficiency and the attitudes of undergraduates, there has been little effort taken to revise the pedagogical aspects to improve the speaking skill. In view of military undergraduates’ deteriorating level of spoken language proficiency and their unwillingness towards English language learning, this research aims to explore the effectiveness of CLIL with case study-based learning to improve military undergraduates’ speaking skill and building positive attitude towards learning English.

To explore the effectiveness of the adapted CLIL program for military undergraduates, this research seeks to answer the following research questions:

1. Does the adapted CLIL program improve the speaking skill of military trainees?
2. How are the adapted CLIL strategies employed by the teachers outside classroom to enhance learners’ positive attitudes?

The hypothesis formulated and tested in this research is as follows:

1. The adapted CLIL program has positive effect on the speaking skill of military undergraduates.

3. Method

This study employs a quasi-experiment design and quantitative method. The quantitative data is collected from pre and posttest, and portfolio assessment. The Independent variable are the CLIL 4Cs (communication, cognitive, content and culture), the dependent variables are the speaking skill and learners’ attitudes towards language learning.

Australian Defense Force English Language Profiling System (ADFELPS).

In this research the Australian Defense Force English Language Profiling System (ADFELPS) is used to test the Speaking proficiency of the undergraduates. The ADFELPS was adopted into the (Malaysian Armed Forces) MAF as an international English language standard for regulating language programs, teaching materials and language outcomes. The test covers all the four skills of the English language i.e., Speaking, Listening, Reading, and Writing. For each skill, there are 9 levels of language proficiency level descriptors from level 1 to level 9, with level 1 being the minimum and level 9 being the

maximum level of proficiency. In this study the ADFELPS test only focuses on the speaking skill.

Speaking ADFELPS Tests

The speaking test is an interview lasting for about 15- 20 minutes, and it consists of the following phases:

- a. Phase 1 – Greetings and familiarization.
(2 minutes – unassessed)
- b. Phase 2 - Providing basic personal information and responding to simple questions.
(3 minutes)
- c. Phase 3 - Describing, explaining, and comparing familiar topics with reference to both present and past. (5 minutes)
- d. Phase 4 - Role play-information gathering, explanations, using social and vocational registers. (5 minutes)
- e. Phase 5 - Stating an opinion, discussing, speculating, and
- f. hypothesizing on selected topics. (5minutes)

Portfolio assessment

The portfolio assessment in this research is a formative assessment where the undergraduates provide feedback on their task's fulfilment. Two teachers were chosen to assist in the portfolio assessment process. Following a case study for each week, a specific area is assigned at their workplace. A total of 4 case studies over a period of 8 weeks were given to the students. Students are required to gather information to complete the given tasks. Upon completion, each group report their outcomes, discusses weakness and strength and address problems for improvement. The portfolio assessment scores are collected for a period of 8 weeks, then the findings are presented in class followed by question-and-answer session from the class.

3.1 Materials

The materials were case studies related to workplace events, procedures, and policies. It includes picture stimulus, description, narration, and documents. They were prepared by a team of teachers including the researcher.

3.1.1 Samples

A non-random sampling method was applied, and the population was military trainees studying at the Naval academy Lumut. Due to the constraints, it was not possible to assign students randomly to different groups. Thus, it was necessary to work with intact classes. There were 10 EAP classes with a total of about 234 trainees. The subjects were from two classes non-randomly selected comprises of 25 trainees in each class (35 male and 15 female trainees). All the participants who took part shared the same educational background, experiences, professional similarities, however they have different levels of proficiency in English. Four military lecturers were selected from the Naval academy to assist in the speaking test, and they are experienced and qualified ADFELPS raters. The data were from two sources ADFELPS proficiency and portfolio assessment. They were from two classes with 25 students for each class. The collected data was uploaded to SPSS version 20 for descriptive analysis, including frequency, means, standard deviations and T-test.

3.1.2 Site

The research study was conducted in a Naval Academy because the EAP programs conducted here are uniform throughout the military training institutions in terms of population, objectives, and outcomes. In addition, the English language instructors share a similar core working methods, course planning, materials development, lesson planning and use ADFELPS as an official language proficiency assessment tool.

3.1.3 Procedures

This study employed a quasi-experiment research design to collect quantitative data to measure the casual relationship between the CLIL 4Cs principles (IV) and the students' speaking skill and attitude towards language learning (DV). In addition, it is hypothesized that the adapted CLIL

program is likely to impact positively the speaking skill of the military undergraduates. A withing subject design was to collect data via pre-post-test and portfolio assessment.

3.2 Measurement

Table 1 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 2 and 3 below show the descriptive statistics of students' score on the ADFELPS speaking criteria.

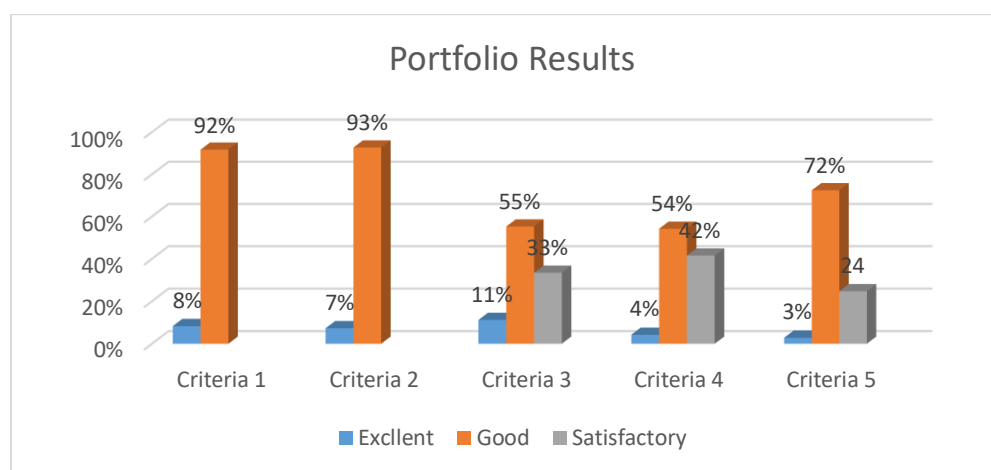
Table 2 Descriptive Statistics of Speaking pre- test

Speaking language criteria	Minimum Score	Maximum Score	Mean (N=50)	SD
Syntax	5	6	5.02	0.141
Lexicon	4	6	4.74	0.487
Fluency	5	6	5.10	0.303
Pronunciation	5	7	5.22	0.465
Communicative effectiveness	4	6	4.80	0.495

Table 3 Descriptive Statistics of speaking post- test

Speaking language criteria	Minimum Score	Maximum Score	Mean (N=50)	SD
Syntax	5	6	5.02	0.141

Lexicon	5	7	5.74	0.487
Fluency	5	6	5.10	0.303
Pronunciation	5	7	5.22	0.465
Communicative effectiveness	5	7	5.80	0.495



3.3 Data Analysis

A paired- sample t-test was carried out to measure the overall significant differences in the pre and post ADFELPS speaking test. Based on the outcome, as shown in **Table 1** below, there was a significant difference in the post-test speaking results ($M= 5.38, SD=0.205$) and pre-test speaking results ($M=4.98, SD=0.205$), conditions; $t(49) = 2.405, p = 0.01$. Regarding the overall outcome of the students' achievement, there is an improvement in the speaking skill. Therefore, it is evident that the results of the statistical analysis accepted the research hypothesis that is the adapted CLIL program has positive effect on the speaking skill of the military undergraduates and confirmed the answer to the research question 1 that is how military trainees' spoken language improved with the adapted CLIL program?

The portfolio assessment results are from 10 groups. The results for criteria 1 and 2 indicate a high score of more than 90%. . While for criteria 3: 11.24% excellent, 55.28% good and 33.48 % satisfactory. Criteria 4: Excellent – 4.23%, good –

54.22% and satisfactory - 41.55%.: 2.82% excellent, 72.43% good, 24.75% satisfactory.

3.3.1 Validity and Reliability

To test the validity and reliability of the ADFELPS tests instrument a pilot study was carried out in the Naval academy before conducting the quasi-experiment. The outcome of the pilot was analyzed with the SPSS version 24. Based on the Cronbach's Alpha the pilot study ADFELPS results shows more than 0. 8. To ensure the reliability of the portfolio assessment inter-raters' kappa values were calculated.

4. Results and Discussion

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

a. Syntax

Based on the descriptive statistics of the pre and post ADFELPS speaking tests, the CLIL workshops in this study leaves students' grammatical structures unaffected. Students' grammatical competence is weak, especially in the use of tenses of tenses (simple present, presents progressive and simple past) and language forms. During oral participation, most accuracy is achieved on simple grammatical construction on familiar topics, but errors occur frequently on longer conversation; however, it does not inhibit communication. The students' post-test, mean score for Syntax criteria in speaking ($X=5.02$) is same as the pre-test mean score ($X=5.02$). The standard deviation (SD) for post-test was 0.141 and SD for pre-test was 0.141, while the minimum and maximum score were 5 and 6 for both the tests.

b. Lexicon

This summary part of the ADFELPS criteria involves the selection of appropriate vocabulary for the context of conversation and the topic of discussion. The students' post-test, mean score for lexical criteria in speaking ($X=5.74$) is significantly higher than the pre-test mean score ($X=4.74$). The standard deviation (SD) for post-test and pre-test was 0.487. Subsequently, the post-test minimum and maximum score was 5 and 7, while for the pre-test was 4 and 6. The case studies for content development has significant effect on the lexical development for the students. This is noticeable from the increase in the mean score, and improvement in the minimum and maximum score. From the analytical point of view of the researcher, during the ADFELPS speaking test, different aspects, regarding the use of vocabulary are elicited from the candidates. For instance, the use of appropriate words in context, the use of words for creating ideas verbally, and the use of vocabulary for giving personal point of views on matters related to issues and problems.

Analysis of the lexicon criteria reveals that the contextualization characteristics of CLIL that was made effective through case studies became meaningful for the students to use appropriate vocabulary in relation to their immediate

workplace requirement. Moreover, CLIL students are able to practice the language meaningfully in real life situation, thus making the content more meaningful and useful for them. According to Coyle (1999), contextualization of content enhances learners' cognitive skills and arouse learners' interest in both the content and language learned.

c. Fluency

The fluency criteria of ADFELPS speaking test consists of pauses, intonation, spontaneity, flexibility, pace, hesitation, reformulation and flow of speech. Different speaking tasks in the ADFELPS test such as self-introduction, roleplay, narrating experiences and discussion are employed to engage candidates to maximize the use of language, and free expression during conversation to draw out their fluency. The students' post-test and pre-test, mean score for fluency criteria in speaking ($X=5.10$). The standard deviation (SD) for posttest and pre-test was 0.303, and the minimum and maximum score was 5 and 6. The findings shows that that the oral fluency was unaffected by the adapted CLIL program. With respect to literature on fluency and pronunciation Dalton-Puffer claimed that these are the unaffected areas of CLIL. However, in terms of oral fluency, if substantial focus were given with a longer intensive program, the oral fluency would have improved significantly.

d. Pronunciation

This summary part of pronunciation criterion of ADFELPS speaking test consists of intonation, stress, rhythm, accent and L1 influence during speech production. The outcome showed that pronunciation is also unaffected in this study. The students' post-test and pre-test, mean score for pronouncing criteria in speaking is ($X=5.22$). The standard deviation (SD) for post-test and pre-test was 0.465, and the minimum and maximum score was 5 and 6. According to Bianco (2008), the dual-focused form of CLIL, educational approach significantly increases comprehensibility, but does not help in students' pronunciation. As far as pronunciation is concern, the findings revealed

that the CLIL educational approach does not contribute to enhance students' pronunciation ability. Besides, Coyle, Hood, and Marsh (2010:3) claimed that CLIL, as an educational approach, which practices dual focused form of instruction and does not affect learners' pronunciation.

e. Communicative effectiveness

This summary part of the ADFELPS criteria involves the effectiveness of the use of verbal and non-verbal language in different contexts (social and specific) and display communication style that convey intended meaning during conversation. The students' post-test, mean score for communicative effectiveness criteria in speaking ($X=4.80$) is the same as the pre-test mean

score ($X=4.80$). The standard deviation (SD) for post-test is significantly lower (0.495) than the pre-test (0.495). The post-test minimum and maximum score was 5 and 7, while for the pre-test was 4 and 6.

Based on the analysis of the speaking criteria, it is evident from the study that CLIL program has positively influenced the development of the speaking skill. The analysis of the criteria shows that students have improved in the lexicon and communicative effectiveness, but pronunciation, syntax and fluency were not affected at all.

Table 4 below shows analysis of portfolio assessment consists of five criteria, (1) Preparation (2) Planning, (3) Application, (4) Demonstration (5) Presentation

Assessment Criteria		Grade			
		Excellent Presentation & Task fulfillment	Good Presentation & Task fulfillment	Satisfactory Presentation & Task fulfillment	
1.	<p>Knowledge and Understanding</p> <p>Getting to know the given tasks, delegation of tasks, objectives, and description of workplace.</p>	<p>a. Show good knowledge of task, objective, and workplace requirement. creativity and progress is good.</p> <p>b. Show some knowledge of task, objective, and workplace requirements. Some creativity and progress.</p> <p>c. Have little knowledge of tasks, objectives, and workplace requirements. Display little creativity and progress is</p>	8.31%	91.69%	-

2	Planning Understanding of the vision and mission of the organization. The organizational structure, roles, and responsibilities individuals in the organization.	a. good understanding of organization structure, task and workplace operations. b. .Some understanding of organization structure, task and workplace operations. c. little understanding of organization structure, task and workplace operations	7.32%	92.68%	-
3	Application of Skills, knowledge Describing the nature of the job assigned. Communicating to gather information, ability to engage, explore and analyze	a. Adequate documents, charts and magazine are presented related tasks at workplace. b. some documents, charts and magazine are presented related tasks at workplace. c. Inadequate documents, charts and magazine are presented , related tasks at workplace	11.24%	55.28%	33.48%
4	Demonstration of learning Discussions, managing information objectives of workplace. Provide clear and relevant reflection of workplace and Job carried out.	a. good explanation and description of tasks and operational procedures at workplace b. Adequate explanation and description of tasks and operational procedures at workplace c. inadequate explanation and description of tasks and operational procedures at workplace	4.23 %	54.22%	41.55%
5	Presentation and Evidence of leaning outcomes	a. Good and creative presentation. Presentation flow and knowledge of the content displayed confidence	2.82 %	72.43%	24.75%

	<p>Presentation: layout of the portfolio with each specification of structure, neatness and orderly presentation of chapters, paragraphs, graphs, diagrams, relevant to tasks and workplace.</p>	<p>and effort. Shared experiences and challengers</p> <p>a. Presentation is inadequate lacks creativity, Presentation lacks confidence and knowledge of content is inadequate. Presented little on experiences and challengers.</p> <p>c. Poorly presented. Lacks knowledge content and unable to share experiences and challengers</p>			
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The overall findings of portfolio assessment showed the adapted CLIL program has benefited the trainees in terms of giving opportunities to use the language outside the classroom and develop attitude. The portfolio assessment in this study involves the collection of various forms of evidence related to the students' immediate workplace environment. During this process the students need to interact to gather information and materials relevant to their tasks. Dealing with interaction, the students try to take initiative to develop their communication skills to fulfil their given tasks. Besides, the trainees need to establish a relationship of teamwork and cooperation outside the classroom, which are crucial for attitude building.

The high score of 90% and above for criteria 1 and 2 explains that tasks and activities in CLIL contexts actively involve learners to acquire knowledge and skills to enhance their communicative competence meaningfully in new cultural context. In addition, the cooperative concept of teaching and learning in CLIL could be a resourceful approach in the new leaning context, bringing in perceptions, experiences, and positive attitudes towards learning English. According to Coyle (2010) and Meyer (2010) CLIL as a resourceful methodological approach, CLIL makes it the most suitable approach to adapt and

modify accordingly to learning situations and objectives.

The results of criteria 3 and 4 show an average score of 60 %. This part of the criteria involves learners planning and application of skills and knowledge in the real world experience. Here learners have to show their ability to comprehend and implementation strategies to improve their language skill. Hence, learners cultivate communication and independent learning ability. Students produce more than 70% for criteria 5 which requires presentation and evidence of outcomes. In terms of the portfolio assessment in building students' attitude towards language learning, the outcome shows there is a strong effect between students' attitude towards the communication skills and their performance in portfolio tasks. To summarize the analysis of the portfolio assessment it is evidence that the adapted CLIL contributed towards building learners' positive attitude towards learning English. In addition, the outcomes of the findings provides answers for research questions 2: How the adapted CLIL strategies employed by the teachers outside classroom to enhance learners' positive attitudes?

5. Conclusion

The outcomes of the findings and the analysis of the results provide evidence that the adapted CLIL program has positive effect on the speaking skill and attitude of the learners towards learning English. The ADFELPS findings have further supported the empirical research by Dalton-Puffer (2008) which pointed out CLIL has positive effect on the speaking skill. Hence, the findings of this study supported by the literature review addresses the research problem and provides answers to the research questions and justifies the research hypothesis. However, there is a struggle to identify a balance between the portfolio assessment and classroom teaching which is time consuming and challenging. Besides, teachers' tasks are not only teaching in class, but also includes administrative duties such as making lesson plan, syllabus, and assessment as a part of teaching learning process. Here, the drawback is mainly viewed from aspects of time management and teamwork among CLIL teachers. In conclusion, this research study brought to limelight the adapted CLIL program as innovative resourceful and part of inculcating new knowledge, skills, culture and critical thinking for quality language education and military training for military undergraduates and uniform units in tertiary institutions.

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