

Power of Pop

Implementing CLIL Courses Based on J/K-pop

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Overview

Pop music has an undeniable cultural impact and reach. It's a topic that taps into student motivation and creativity. We implemented two semester-long CLIL courses:

- **J-pop: Trends, Culture, and the Global Context**
- **K-pop: Roots, Realities, and Results**

Both were designed to prepare 3rd and 4th year students at a university in Chiba, Japan, for future research courses while also integrating the 4Cs (Coyle et al., 2010): content, cognition, communication, and culture.

Furthermore, we attempted to distinguish between and balance **factual** and **conceptual knowledge**.

Class Activities

Vocabulary Activities

Create a list of vocabulary relevant to readings/class activities for the unit. Students collaborate to write definitions in their own words.

Data Analysis

Research a specific topic, administer a survey on campus, and present results.

Modified Readings

Articles were simplified and incorporated words from class vocabulary lists.

Gallery Walk

Students choose from a list of creative projects and create a display for a shared gallery (final project).

What is J-pop? characteristics?
Definitive artists?
Why has K-pop taken off globally?
Target audience?



What does the future of pop look like?

Trends?



What is culture?

Results

Successes

- High engagement/interest in topics
- Vocabulary usage in activities
- Abundance of relevant media
- Accessing students' experiences/prior knowledge
- Opportunities for creativity

Challenges

- Varied levels (leveling/adapting)
- Academic relevance
- Connections to other subject matter
- Limited materials (i.e. academic sources)
- Creating materials from scratch

Future Direction

- Making "fun" activities more focused
- Top ten lists become analysis of cliches in pop
- Incorporate AI (i.e. ChatGPT) as a learning tool
- Create more opportunities for student autonomy
- Collaborate with educators in different fields

Sample Materials

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