

Motivational and Empowerment Constructs for CLIL EFL Courses

Roberto Rabbini
Rikkyo University, Japan

ABSTRACT

In view of the tremendous amount of information available from various digital avenues, it is essential for teachers to lead students to develop critical thinking skills and discernment. This paper shares cutting edge research from the fields of education and motivation, which has the potential to empower people to achieve their goals, linguistic or otherwise. Firstly, the concept of “the Four Steps to Learning” (Maltz, 1960) from unconscious incompetence through to unconscious competence is described. These steps are a key element in the process of absorbing any new information or data, and are foundational for both students and teachers alike. Another concept that will be examined is the “Teachability Index,” which enables learners to evaluate their level of motivation. This motivational element underscores the adage that if you want things in your life to change, you have to change things in your life. Finally, a brief overview of a new textbook is given that if adopted in classrooms, could possibly aid students with their discernment skills as well as empower them. By fostering in learners the necessary skills for fluent communication, the positive implications are self-evident.

Keywords: Applied linguistics; Content Learning; Discernment; Global issues; Tertiary education;