A Collaborative CLIL Teaching Between ESP Teacher and PR Professionals IN English for PR Course

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ABSTRACT

Most CLIL research examines the effects of the collaboration between content subject teachers and language teachers. Besides, CLIL research in the PR ESP domain has rarely been implemented. Consequently, this research aims to highlight a CLIL collaboration between an ESP teacher and the domain experts outside the educational setting in an English for PR course at a public university in Thailand. A group of domain experts in PR and related fields was invited to participate in the course design and planning. One PR professional also joined one class sharing his/her real-world experience with undergraduate students. To examine the effectiveness of collaborative CLIL teaching, students were pre-tested and post-tested. Students' opinion evaluation questionnaires and semi-structured interviews were also conducted at the end of the course. The findings revealed the beneficial effects of the collaboration, such as increased authenticity in the ESP classroom and improved students' academic achievement and motivation. This research significantly contributes to pedagogical PR research and bridges a gap between theory and practice.

Keywords: PR and communication industry, media, CLIL in ESP context, public relations   research, collaborative teaching, Thailand

Introduction

The content and Language Integrated Learning (CLIL) approach "is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time" (Coyle, Hood, & Marsh, 2010, p.1).

The CLIL approach has now been adopted as an alternative methodology by English for Specific Purposes (ESP) teachers worldwide (Wahyuningsih, Widiati & Anugerahwati, 2016). CLIL and ESP approaches are target and students oriented (Ruiz-Garrido & Fortanet Gómez, 2009). The use of authentic materials embodying the content and language based on the target culture is emphasized in CLIL and ESP approaches (Mehisto et al., 2008; Trisyanti, 2009). In addition, they are interdependent approaches (Lavrysh & Halatsyn, 2018). While ESP is more promising to cope with students' linguistic challenges, it desperately needs CLIL components and vice versa (Alhasani, 2017).

However, CLIL in a class of ESP in the public relations (PR) domain is rarely implemented. Most CLIL research in the PR domain available at the time of this study is in the content subject courses, not ESP courses. Furthermore, most CLIL research mainly investigates the effects of the collaboration between content subject teachers and language teachers. The CLIL collaboration with domain experts outside the classroom has hardly been explored.

As a result, this present study aimed to construct the CLIL collaboration between the ESP teacher and the domain experts outside the classroom in an English for PR course offered for undergraduate students in Bangkok, Thailand, to expose students to the authentic content and language in the target culture.

The research questions for this study were:

1. To what extent does the collaborative CLIL teaching between an ESP teacher and the domain experts improve students' content knowledge, specialized language, and awareness of professional culture?
2. What are the opinions of students toward collaborative CLIL teaching?

This study filled the gaps in pedagogical PR research and the collaboration between ESP teachers and the domain expert, bridging a gap between theory and practice. The findings of this study may not be generalized. It may be limited to this specific context. Still, it can be used as a guideline for other teachers and researchers who may encounter similar contexts to this study.

Literature Review

Content and Language Integrated Learning (CLIL)

CLIL refers to the teaching approach in which the English language is used as a medium of instruction for a non-language subject, where both language and subject have a joint role. The emphasis is on the 4Cs framework, including content (subject matter), Communication (language learning and using), Cognition (learning and thinking process), and culture (intercultural understanding and global citizenship) (Coyle, Hood, & Marsh, 2010). The 4Cs were constructed from a holistic perspective for CLIL pedagogies to be developed and supported by different facets (Coyle, 2007).

To teach a content subject in a foreign language, CLIL is seen by many to be linked with established approaches such as English Across the Curriculum (EAC), Dual Language Immersion (DLI), Content-Based Instruction (CBI), and Cognitive Academic Language Proficiency (CALP) (Coyle, 2007; Coyle, Hood, & Marsh, 2010; Lin, 2016). In some perspectives, CLIL can be regarded as an umbrella term that covers instructional approaches geared towards content and language teaching (Marsh & Lange, 2000). These approaches imply that there are different models of CLIL. The distinction lies in the emphasis on the language-based or the subject-based (Coyle, 2007). On the other hand, CLIL can be regarded as an approach that can be distinguished from different approaches since both content and language are primarily emphasized in CLIL teaching (Dale & Tanner, 2012). The integration of contextualized content, communication, cognition, and culture yields the distinctive feature of CLIL teaching (Coyle, 2002).

As Coyle, Hood, and Marsh (2010) suggested, the successful CLIL implementation should also incorporate the Language Triptych (LT), which consists of the language of learning, language for learning, and language through learning. LT is "a conceptual representation connecting both content and language objectives. This conceptual representation provides a framework for analyzing the vehicular CLIL language from three interrelated perspectives, which are the components of the LT" (Martín del Pozo, 2016, p.144). According to Martín del Pozo (2016), while the language of learning refers to discipline-specific language, the language for learning includes the classroom language, language for academic processes, and speech acts in a foreign language environment. Language through learning refers to the new language required and acquired in the process of learning.

Mehisto et al. (2008) have identified CLIL's five essential characteristics to be implemented for an effective CLIL course. They are 1) *Authenticity*: authentic content and materials from real contexts; 2) *Multiple foci:* various activities undertaken to develop several skills of students leading to automatic skills simultaneously; 3) *Active learning:* teachers encourage students to engage in all learning activities; 4) *Safe learning environment:* familiar classroom environment and peer participation for students to feel secured and become more confident; and 5) *Scaffolding:* teachers to perform as a facilitator.

CLIL has multiple benefits for learners and other stakeholders. As Dale and Tanner (2012) identify, there are 12 benefits for learners. That is, CLIL learners "1) become motivated; 2) develop cognitively and their brains work harder; 3) develop communication skills; 4) make new personal meanings in another language; 5) achieve language progress more; 6) receive a lot of input and work effectively with that input; 7) interact meaningfully; 8) learn to speak and write; 10) develop intercultural awareness; 11) learn about the 'culture' of a subject; 11) are prepared for studying in another language, and 12) learn in different ways towards becoming multiple intelligences" (pp. 11-14). Regarding teachers and schools, according to Dale and Tanner, CLIL encourages the professional development of both content and language teachers; and builds an institution's international profile.

CLIL and ESP

There is much research in which the researchers call for the collaboration between CLIL and ESP (see, for example in Alhasani, 2017; Leshchenko, Lavrysh, & Halatsyn, 2018; Woźniak, 2017; Ruiz-Garrido & Fortanet Gómez (2009).

Tzoannopoulou (2015) implemented the 4Cs in an ESP Journalism course using authentic material, real-life tasks, scaffolding, project work, and collaborative group work. The findings revealed a higher level of students' motivation, learning, and engagement. Similarly, Al Amrani (2019) conducted CLIL in English for Telecommunications and Computer science, and CLIL yielded satisfactory results in language learning and did help increase students' motivation. Likewise, CLIL was also conducted in Chansri (2015) 's 12-week experiment in the EAP course experiment with agricultural undergraduate students. The findings reported that the students' English language abilities, sociocultural content, and cultural knowledge were enhanced with statistical significance.

CLIL in PR and Related Domains

There is evidence suggesting the effectiveness of CLIL in PR and related domains. For example, Baranova, Kobicheva, and Tokareva (2019) studied the implementation of CLIL in the International Business course in the department of Advertising and PR. Students were divided into two groups, CLIL and non-CLIL groups. The results showed that CLIL students had a higher level of motivation in studying the English language and a higher positive impact on their tests in English. Likewise, Peterson (2019) conducted a CLIL approach combined with mobile learning in a Business English course in the program of Advertising and PR. Various teaching methods were employed, such as presentations, business role-playing games, and the widespread use of authentic audio-video materials. The results revealed that the model contributes to the students' motivation, analytical skills, and critical thinking.

Methodology

Research Design and Framework

English for PR in this study is an elective course under the General Education administration offered at King Mongkut's Institute of Technology Ladkrabang (KMITL). The course can be attended by students from any faculties based on students' interests and availability. As a result, the present study used an entire group and a one-group pre-test-post-test non-randomized design, allowing the researchers to explore and fully understand the nature of the course.

CLIL's 4Cs – content, communication, cognition, and culture- were the main principles. However, because of the time constraint, all aspects except 'cognition' were investigated in this study. In this context, 'content' refers to the body of knowledge surrounding PR. Meanwhile, 'communication' covers all three main concerns of the LT, in which language of learning refers explicitly to specialized language practically employed in the PR industry and related fields. 'Culture' includes organizational cultures of in-house and agency, professional practices, intercultural communication, ethics, and values within PR and related fields. Besides, CLIL's five key characteristics – authenticity, multiple focus, active learning, safe learning, and scaffolding – identified by Mehisto et al. (2008) were also integrated into this collaborative CLIL course. Such an integration allowed students to earn the full benefits of the CLIL environment. A framework used in this present study is presented in Figure 1.
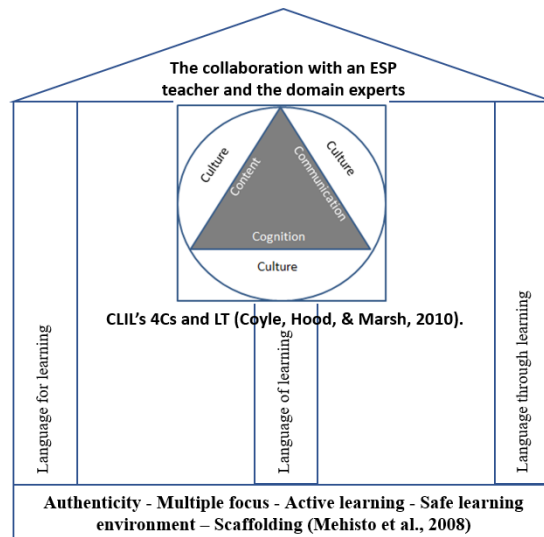

Figure 1 Framework of the Present Study

Figure 1 illustrates the framework of the present study in which the collaboration between an ESP teacher and the domain experts is at the top. CLIL's 4Cs lie at the heart while the language of learning is the central pillar of the classroom, accompanied by another two pillars: language for

learning and language through learning. Mehisto et al. (2008) are CLIL's five key characteristics are at the base as the foundation of this course.

Due to the Coronavirus outbreak in Thailand at the time of the present study, the English for PR course at KMITL was conducted online from the academic year 2019 till 2021. Therefore, data collection throughout this research was implemented using virtual meetings via Zoom application, phone calls, emails, and google forms.

Population and Sample

Students

As an elective course, the population of this study included the 1st to 4th-year students at KMITL. The study's sample group was the entire group of students who undertook the English for PR course during the 2nd semester of the academic year 2021, starting from January to April 2022. In the previous semesters, students in this course typically were from different faculties. Unexpectedly, all 42 students during the 2nd semester of academic year 2021 were the 2nd year students from the faculty of Agricultural Technology, majoring in four fields – Agriculture, Fisheries Science, Agricultural Communication, and Agricultural Development.

Table 1 Summary of Participants' Background

Profile	Category	N	Percent (%)
Gender	Male	7	35.0
	Female	13	65.0
Age	18	3	15.0
	19	15	75.0
	20	2	10.0
Year of study	2	20	100.0
Faculty	Faculty of Agricultural Technology	20	100.0
Major	Fisheries Science	9	45.0
	Agricultural Communication	3	15.0
	Agriculture	8	40.0
FE2	A (Excellent)	2	10.0
	B+ (Very good)	3	15.0
	B (Good)	7	35.0
	C+ (Fairly good)	3	15.0
	C (Fair)	2	10.0
	D+ (Poor)	1	5.0
	D (Very poor)	2	10.0

After the consent form was sent to all students, 20 students volunteered to participate in the study. The summary of the research participants' profiles is presented in Table 1. According to Table 1, most participants were female. They were from three majors – Fisheries Science (45%), Agriculture (40%), and Agricultural Communication (15%). Since they all had passed their two compulsory English courses: Foundation English (FE) 1 and 2, their FE 2 grade result was collected as part of the students' English background in year one. The English competency of

students in this elective course was diverse, ranging from the lowest' D' to the highest 'A'. Whereas most participants accounted for 35% had earned a grade B in their FE2 course, which can be defined as a 'Good′ level, according to the KMITL Office of the Registrar, forty percent of them were below a 'Good' level.

When asked at the beginning of the course whether students had prior knowledge of the PR domain, only students majoring in Agricultural Communication had earlier knowledge of PR and related fields since their major is more relevant to the PR discipline. One student cited a friend's recommendation, and others stated their interest when asked for reasons for pursuing this course. Concerning the importance of English, they all were fully aware of how significant the English language was to them. However, most of them clearly stated that they were not confident in using English since they rarely had a chance to use it, and some were embarrassed by their peers bullying them when they misused English.

Professionals from PR and Related Fields

Professionals were recruited according to the research's criteria and availability. The research's criteria are that professionals' communication medium at their workplaces must be English. They must work in their specialized fields for more than five years before this study so that they are thoroughly familiar with the PR industry and related disciplines and can provide suggestions in terms of both content and specialized language. This study's PR and associated field professionals included four professionals from different established companies. They possess extensive experience in PR and related disciplines, such as crisis management, strategic planning, media relations, KOLs, content creation, and journalism.

ESP Teacher

An ESP teacher, who was also one of the researchers in this study, has been teaching for six years at the Faculty of Liberal Arts, at KMITL, at the time of the study. She had ten years of experience working in the PR industry and related fields. However, since she had already left the industry, her knowledge of PR and related disciplines may be outdated.

Course Development

Since an English for PR course has been offered for some time at KMITL. As a result, the materials and activities in the previous semesters can be used as a baseline. In addition, to increase authenticity, the ESP teacher also built specialized corpora in October 2021, which contained research articles related to PR fields and press releases collected from established companies' websites. While the findings are based on press releases, the corpus analysis revealed frequent use of exaggerated forms and presented simple and descriptive adjectives. Words often used in the PR field, such as lobbying, spin, pitch, publicity, campaign, etc., the findings from the PR-related research corpus yield exciting topics to be discussed in the class, such as crisis management and global PR.

In November 2021, the ESP teacher started to invite domain experts. Once a group of PR professionals and related disciplines confirmed participation, numerous meetings were conducted. The lesson plan and teaching materials were sent back and forth between ESP teachers and professionals for reviews and feedback.

The final lesson plan consisted of eight units: 1) Introduction of PR, 2) Ethics and Regulations, 3) Media Relations and KOLs, 4) PR Event Planning, 5) Press Release (Traditional Media), 6) Content Creation in PR (New Media), 7) PR Crisis management, and 8) International and global PR.

The collaboration with the domain experts significantly contributed to the authenticity of the content and the materials. For example, content creation, especially on new media, is one of the topics with which the ESP teacher is most unfamiliar. Yet a content creator job is closely relevant to the PR discipline and was currently in high demand in Thailand at the time of the study; therefore, equipping students with this knowledge may increase their employability. With the guidance of professionals who are experts in this field, the ESP teacher was able to find suitable materials corresponding to real-world practice.

Collaborative CLIL Course

Table 2 Sample of Lesson Plan

Unit	Content focus	Language Focus	Class activities
Unit 5: Press Release (Traditional Media)	- Different types of press release - Structure of press release - Regulations and ethics	- Language of learning (descriptive adjectives, comparative and superlative) - Language for learning (transitions) - Language through learning (students acquired when searching for info during class activities)	- Vocabulary exercise - Grammar exercise - Reading comprehension exercise - Discussions - Writing press release headline

The collaborative CLIL course was implemented online for 15 weeks using the Zoom application. A sample of a lesson plan is shown in Table 2. As seen in Table 2, both content and language were primarily emphasized. The theme in this unit is about developing a press release. In the class, students were also shown how press releases were covered in both online and print media. As for the language focus, before being taught how to write a PR headline, students were introduced to a *PR News* section on the *Bangkok Post* newspaper's website, one of Thailand's two leading English newspapers. They were then divided into small groups, and each group chose one press release, analyzed how the headline was constructed, and then shared their ideas with the class. Students were encouraged to ask questions and the ESP teacher closely observed them if they encountered problems and needed any assistance.

At the end of the semester, students were also assigned to form a small group, simulate a small press conference, and create talking points, agenda, and possible questions and answers. While each group was presenting, the rest of the students performed the role of journalists asking questions to keep all students engaged and motivated.

One PR professional specializing in crisis management was invited to *Unit 7 PR crisis management* week. The class started with an introduction to specialized terms and the basic workflow of crisis management. The authentic crisis cases were introduced, and students were encouraged to share their solutions to each case, as a whole class activity, without receiving feedback from the teacher. After that, the PR professional shared his/her knowledge based on real-world practical expertise. Then, students were divided into small groups. Each group was given the case studies again, which included both new cases and some already-seen cases, but this time students could apply the knowledge learned from a guest speaker. Afterward, each group was asked to present their ideas, and the PR professional and ESP teacher gave feedback.

Through these activities, students' 4Cs and LT were promoted, and the activity also offered authenticity, multiple focus, active learning, a safe learning environment, and scaffolding.

Data Collection

Students were pre-tested in the first week and post-tested in the final week. Students' opinion evaluation questionnaires and semi-structured interviews were also conducted at the end of the course.

Pre-post-tests consisted of 60 items divided into three main parts: part 1, PR content; part 2, PR specialized language; and part 3, awareness of professional culture. The first two parts were multiple-choice achievement tests, while the third was designed as situational judgment tests.

The students' opinion evaluation questionnaire was based on Chansri (2015), which was adjusted to fit the context of the present study. The questionnaire comprised three main parts: part 1, students' personal information including sex, age, major, and faculty; part 2, students' opinions towards the collaborative CLIL teaching in the areas of course's objectives and content of the course, teaching materials, teaching methodology and activities, and evaluation; and part 3 students' additional comments about the course. Apart from the questionnaire, a semi-structured interview was employed for triangulation.

All research instruments were validated by three experts using the index of Item Objective Congruence (IOC index) and were pilot tested for another validation and improvement. Data collected from pre-post tests and parts 1-2 of the questionnaire were analyzed using the SPSS program for descriptive statistics. In contrast, data collected from the open-ended questions in part 3 of the questionnaire and the semi-structured interview was analyzed using content analysis approach.

Findings and Discussion

Research question 1: To what extent does the collaborative CLIL teaching between an ESP teacher and the domain experts improve students' content knowledge, specialized language, and awareness of professional culture?

Table 3 Pre-post-test Results of Content, Specialised Language, and Awareness of Professional Culture

Topics	$\bar{x}$ (SD)		Mean differences	t.	df	Sig. (2-tailed)
	Pre-test	**Post-test**				
1. PR content	7.75 (2.693)	14.50 (3.035)	-6.750	-15.322	19	.000***
2. PR specialized language	9.00 (3.756)	13.35 (1.565)	-4.350	-6.418	19	.000***
3. Awareness of professional culture	10.15 (1.725)	16.35 (2.231)	-6.200	-15.203	19	.000***
Overall scores	**26.90 (7.312)**	**44.20 (6.040)**	**-17.300**	**-24.848**	**19**	**.000***

***p<0.001

Table 3 illustrates the effectiveness of collaborative CLIL teaching findings based on the pre-post-tests containing a total score of 60, and each part carries 20 marks. From the table, the post-test total mean score ($\bar{x}$ = 44.20) was higher than the pre-test mean score ($\bar{x}$ = 26.90) with a significant level of p<.000. There was also a significant difference in all three parts in both pre-post-tests.

Nevertheless, when looking into details, students' scores of PR content knowledge appeared to be slightly lower ($\bar{x}$ = 7.75) than the other two parts during the pre-test phase. It may be expected because all students enrolled this semester were from Agricultural Technology and only three were from Agricultural Communication. Hence, the PR content subject may be relatively unfamiliar to most students. Yet, the primary point is that the mean score was improved significantly in the post-test result.

Regarding student's specialized language, the post-test mean score ($\bar{x}$ =13.35) was slightly lower than the other two parts. It may suggest that the difficulty of specialized language in this course might pose some challenges to this group of students in which 40% had previous English background below 'Good' level.

Awareness of professional culture's mean score was the highest in both two phases ($\bar{x}$ =10.15 and $\bar{x}$ =16.35). It might be because professional culture involves some commonly known aspects such as journalism ethics and standards, racism, and gender issues. Students may have some prior knowledge from reading news articles about these issues.

The fact that the overall mean score was not very high may be mainly due to the students' English proficiency since the pre-post-tests were all in English. It could constitute a challenge for some students.

Nevertheless, it was clear that the CLIL model in this study successfully enhanced students' academic achievement in both content and language, as well as awareness of professional culture.

Research question 2: What are students' opinions towards collaborative CLIL teaching?

In this part, the participants were asked to rate the level of opinions based on a four-point Likert scale ranging from *Strongly agree* to *Strongly disagree*: $\bar{x} = 3.25\text{-}4.00$ means 'Strongly agree', $\bar{x} = 2.50\text{-}3.25$ means 'Agree', $\bar{x} = 1.75\text{-}2.50$ means 'Disagree', $\bar{x} = 1\text{-}1.75$ means 'Strongly disagree', according to the statistic formula. Descriptive statistics are demonstrated in Figure 2. The six bars represent six categories of collaborative CLIL teaching. Variables were arranged in descending order from left to right based on their means. The six categories were generally similar, ranging from 'Agree' ($\bar{x} = 3.12$) to 'Strongly agree' ($\bar{x} = 3.82$). Only the overall impression was rated 'Agree', while the rest was rated 'Strongly agree'.
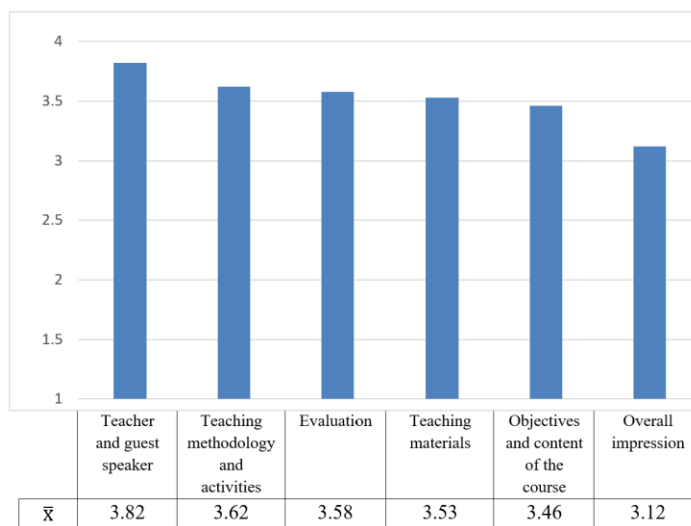
	Teacher and guest speaker	Teaching methodology and activities	Evaluation	Teaching materials	Objectives and content of the course	Overall impression
$\bar{x}$	3.82	3.62	3.58	3.53	3.46	3.12

Figure 2 Means of Students' Opinion Questionnaire in Each Category

A semi-structured interview was also conducted to gain more insight and a greater depth of information. Five students volunteering for an in-depth interview phase included two students from Fisheries Science, two from Agricultural Communication, and one from Agriculture. A one-on-one interview was held via Zoom meeting to elicit their opinions towards the collaborative CLIL teaching

The findings from the quantitative and qualitative phases revealed that students rated 'teacher and guest speaker' the highest since they found the ESP teacher approachable and helpful throughout

the semester. They also enjoyed a class attended by a professional, as evident in the following two excerpts:

1) *You (ESP teacher) gave us a lot of advice about the PR field and shared your experiences with us. I enjoy this class so much even though I didn't speak out that much in the class, but I just want to let you know that I always listened to what you said in the class.*

2) *I think inviting a professional to the class on certain topics really helps contribute to learning, and all class activities allowed us to practice the real-world scenario.*

It can also be implied from the above excerpts that this collaborative CLIL teaching has contributed to students' motivation and engagement, as also reflected in the following sentiment:

3) *I like everything in this course. The content didn't stress me out. I think I have made the right decision to take this course. I have never felt lazy waking up in the morning for your class. All the knowledge, content, and handouts given by the teacher are useful. And I also like your teaching style. This course is the first one that made me love studying.*

Overall, students were satisfied with the course. They all found teaching methodology and activities highly enjoyable. In addition, students strongly agreed that group work had contributed to their individual work. One student expressed his/her preference for class discussions as he/she could learn from peers, and the discussions did improve her critical thinking. Students also found the teaching materials in this course authentic, useful, and interesting.

On the contrary, although most students strongly agreed that activities and exercises of each unit were suitable for their English background knowledge, some students may find the content otherwise, as evident in the following excerpt:

4) I was frightened at first after knowing that all PR content was in English. However, the class activities combined with the teacher's detailed explanation gradually enhance my understanding.

Furthermore, the overall impression was rated only at 'Agree' level. Even though, all participants indicated that they would recommend this course to their friends, some of them still perceived that this course did not contribute much to their future studies and careers. However, all Agricultural Communication participants found this course useful to their further studies and future careers. One comment was worth to be acknowledged here.

5) *Although it turns out that PR is not my favourite thing, but you have helped me see my own choices in the future more clearly.*

This course helped open the worldview of students' future choices even though they might not pursue the PR career path.

In summary, the findings suggested effective collaborative CLIL teaching between ESP teachers and the domain experts in students' content knowledge, specialized language, and awareness of professional culture. Students, overall, were motivated and engaged throughout the semester. They also found this course useful, although some students may be unable to find the link to their further studies and future careers.

Conclusion

The research study illustrated how ESP teachers and professionals from PR and related fields could work together to construct a CLIL environment in an ESP course. The group of domain experts in PR and related fields has made several significant contributions, especially to the authenticity of the content and language. Hence, the findings corresponded with the course's primary goal, in which students were exposed to the authentic content and language in the target culture.

The pre-post test results indicated that the collaboration and the use of CLIL's 4Cs, LT, and five key characteristics have contributed to the students' academic achievement since students had a deeper understanding of a target content and language. The awareness of professional culture was also embedded in all units, along with several different authentic case studies in which students were encouraged for discussions to develop their critical thinking. However. the overall mean score at the post-test ($\bar{x} = 44.20$) may be deemed not a very high level when compared to the total score of 60, but when the students' previous English background was taken into account, the increase almost doubled from the pre-test ($\bar{x} = 26.90$) can be regarded as an indicator of the students' significant improvement.

Moreover, students' motivation and engagement were greatly enhanced. Students enjoyed the authentic content and were satisfied with the ESP teacher, the guest speaker, class activities, and materials.

This research filled the gap in an area of pedagogical PR research by highlighting the collaboration between language teachers and domain experts outside the educational setting and bridging a gap between theory and practice.

Implications

Collaborating with the domain experts outside the educational setting to create a CLIL environment is encouraged, yet with the following suggestions:

1) Although some students found the language in this course challenging, lowering the difficulty level to ease some students' concerns would not be an ideal solution. Instead, scaffolding and creating safe learning were encouraged and must be given to motivate the

use of the English language. Coyle, Hood, and Marsh (2010) suggested that new vocabulary, grammar, and concepts related to the content subject should be introduced through the supported or scaffolded approach.

2) In this research, some students could not find the connection of this course with their further studies and future careers. This issue should be addressed in future courses by selecting PR case studies more relevant to students' fields of study.

Limitations

This study's first and foremost limitation is that English for PR is an elective course. This course is open to students from all faculties, making it difficult to control their learning outcomes since students will typically come from different backgrounds, especially different levels of English proficiency. Even though it was clear that the CLIL collaboration between the ESP teacher and the domain experts yielded positive results this semester, the results may be slightly different in the future semester.

Furthermore, the ESP teacher in this research also had long and extensive experiences in PR and related domains. Thus, the findings of this study may not be generalized, but they can be applied as a guideline for those researchers and teachers who happen to have similar contexts.

Recommendations

Several recommendations were drawn from the present study. Firstly, the investigation in further studies can cover all CLIL's 4Cs. Alternatively, the students' cognition could be raised as the main topic for quantitative and qualitative examination.

In addition, the students' reference to their insecurity in using English in this research may lead to further research of CLIL in an ESP course focusing on promoting students' self-efficacy.

Corpus linguistics also provided insightful information during the course development process. Therefore, other researchers and teachers may adopt the corpus linguistics combined with the CLIL approach in their own context.

Furthermore, the findings may be limited to the expertise of professionals participating in the study. Further research may yield different results should other PR-related professionals, such as journalists and influencers, participate in the study.

In terms of research instruments, researchers are encouraged to use other tools such as learning logs, a diary, and observation to gain a deeper understanding of students' learning.

Finally, a collaboration between ESP teachers and domain experts outside the educational setting is highly recommended and should not be limited to PR ESP courses. All ESP and CLIL courses may adopt this practice to increase courses' authenticity and students' motivation.

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