

島根県立大学 総合政策学会
『総合政策論叢』第27号抜刷
(2014年3月発行)

〈研究ノート〉

**Scaffolding Content-driven Teaching for
Language Learners: Implications for CLIL
Courses at the University of Shimane**

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1. Introduction to CLIL

While CLIL (Content and Language Integrated Learning) has become a mainstream approach in European elementary and secondary schools, leading to high-level foreign language medium instruction at the tertiary level, Japanese language education often focuses on more traditional communicative approach or grammar-translation foreign language courses. Therefore this paper sets out to introduce CLIL briefly and outline the advantages of CLIL courses. It describes a JSL (Japanese as a Second Language) pilot study in CLIL from the perspectives of the contents specialist and the JSL professor. It then examines course design through the lens of CLIL's 4Cs framework for both the JSL course and an English CLIL course. Finally the paper makes some recommendations for future CLIL classes at the University of Shimane.

CLIL is a flexible methodology synthesizing various approaches to language learning from such fields as immersion and bilingual education, supporting both language learning in content classes

and content learning in language classes. However, CLIL entails more than simply teaching content subjects through the medium of a foreign language. Coyle, Hood, and Marsh define it thus:

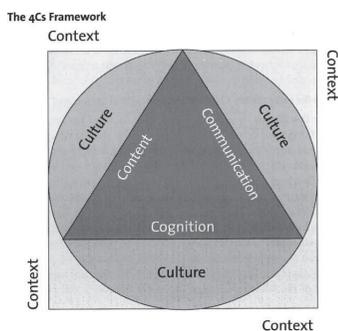
CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on the content and not only on the language. Each is interwoven, even if the emphasis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

Core features of CLIL include organizing learning through cross-curricular projects; encouraging learner reflection; building student confidence in language and content; using authentic materials; connecting with speakers of the vehicular language; having students communicate more than the teacher; and teacher scaffolding of materials to challenge students to progress to the next stage in their learning. Clearly, these features are not restricted to CLIL but are components of good practice in any language program. However, CLIL is realistic about students' needs and outcomes. Students need to be explicitly told that ambiguity is normal when learning a foreign language and they do not need to understand everything immediately (Mehisto, Marsh, & Frigols, 2008, p. 49). CLIL does not mean taking an existing course and changing the language of delivery. Simply switching the language of instruction in science or art, for example, is of little use to language learners. The foreign language would prove too great a barrier for all but the most proficient learners. In the same way, native or highly fluent teachers cannot simply teach content in a foreign language. Instead, CLIL requires a slower pace of instruction, greater discussion, and more negotiation of meaning. Thus CLIL is suitable for all levels of learners (Mehisto et al., 2008, pp. 20-21).

Where CLIL differs from other approaches is the range of tools and frameworks which teacher-researchers have developed in order to help teachers design appropriate courses and teach contents through the vehicular language. One of the important concepts in CLIL is using language as a tool. CLIL teachers talk of 'language of learning', 'language for learning', and 'language through learning' (Coyle et al., 2010, p. 36). The first type of language 'language of learning' is the language which learners need to access basic concepts and skills related to the topic. Content determines the register and grammar required; a simple example is that writing a history report requires the learners to use the past tense. The contents teacher does not teach a grammar lesson but needs to be aware of the linguistic demands of the subject. Specialist vocabulary also needs to be taught, used, and recycled. 'Language for learning' refers to the kind of language which learners need to negotiate their way around the classroom: ask questions, organize groupwork, discuss, debate, and so on. This has to be carefully planned for by the teacher so that the learner is supported to learn content in the vehicular language. Finally, 'language through learning' contends that for learning to take place, the learner must be actively involved in understanding and expressing the contents via language. Language learning will occur through continuous recycling rather than a steady progression of discrete grammar points.

Another key concept in CLIL is the 4Cs framework which is useful not only for understanding CLIL but also in practical terms for designing CLIL courses. The framework integrates four

key components in CLIL: contents (the subject), communication (language learning and using), cognition (learning and thinking), and culture (intercultural awareness and global citizenship) (Coyle et al., 2010, pp. 41-42). This holistic approach to learning allows teachers to integrate language and contents. Sections 3 and 4 will discuss in detail how this framework was used to design CLIL courses.



(Coyle et al, 2010, p. 41)

1.1 CLIL in Europe

After the horror of two world wars, there was great political willingness in Europe towards greater cohesion within the continent: to tie the countries' economies and institutions more tightly so that destructive conflict would not break out again. Hence the aims of CLIL: preparing pupils for life in a more international society; promoting tolerance; and teaching culture in addition to teaching language and subject matter. The approach has been highly influential in Europe since the early 1990s, supported by the Council of Europe's policy of advocating proficiency in mother tongue plus two other EU languages to all its citizens. In practice, however, CLIL has come to mean teaching more classes in English. Many teachers and policy makers lament the fact that CLIL these days might be more accurately referred to as CEIL or Content and English Integrated Learning. The Ministry of Education, Science, and Technology in Japan also suffers from the same issue, using 'English' and 'foreign language' interchangeably in official policy documents including its national curriculum or Course of Study (Noda, 2013). Some European nations do aim for good command of two or three of the nation's official languages, Malta and Luxembourg being longstanding examples, but in practice English is the most widely taught language in CLIL classrooms.

Throughout Europe there is great variation in the implementation of CLIL with differing starting ages, subjects, goals, admission criteria, classroom time, and teacher training. While English has been introduced into the elementary curriculum since 2011 in Japan, there is also great variation in provision as the following section outlines.

1.2 CLIL in Japan

At present in Japan, there seem to be few institutions adopting a CLIL approach to English language teaching. (Sections 2 and 3 outline a CLIL approach to a JSL course.) Elementary English education in state schools is taught by non-specialists using a strong communicative approach with little focus on form or even on the written word. Junior and senior high schools for the most part progress to

a weaker communicative approach, often moving on to a grammar-translation focus as the pupils begin to prepare for university entrance exams, taught by trained English teachers. However, in contrast to Europe, there is rarely any content teaching in English. English is usually taught as a foreign language not as a vehicle for learning other subjects. Some individual teachers are, however, creating their own CLIL-type lessons. The April 2013 edition of *The English Teachers' Magazine*, a Japanese publication, was devoted to CLIL and outlines some of the rare CLIL courses in public schools.

In contrast, various forms of English medium instruction at tertiary level are fairly common. There are overseas universities with satellite campuses in Japan, aiming to attract pupils from international schools and outward-looking local students; universities where a majority of classes are taught in English which aim to recruit elite students from Japan; and some major universities where classes are taught in English to attract overseas students, particularly from English-speaking areas; but for the most part, classes taught in English are the responsibility of individual English teachers and little collaboration seems to happen between English teachers and specialist subject teachers. There seems to be a 'submersion' attitude to such courses for native Japanese: sink or swim. This kind of approach is very demanding for non-native speakers of English and differs from immersion teaching in that the language which is being taught is not the language which is spoken outside the school. For example, in French-Canadian immersion schools the aim is to produce highly literate learners who can then go on to study and work in their second language, which is one of official languages used in the region. In contrast, CLIL's goals are much more realistic for foreign language learners and better suited to most Japanese students. Most of these students are not going to study or work overseas.

CLIL courses at university level in Japan do exist. As the approach becomes better known, the number of teachers creating materials and teaching CLIL classes is likely to increase. One example which we learned of was a collaboration between medical professors and English professors, where contents materials were written by the applied linguists in response to requests from the medical faculty (Davies, Fraser, and Tatsukawa, 2013). The resulting word lists, syllabus, and materials were then collaboratively created with the medical faculty to ensure coverage of key medical areas.

Despite CLIL's advantages for learners, there are several reasons why it is not being widely adopted in Japan. While there are elementary CLIL texts that can be used with younger learners, there are few materials which address the needs of the Japanese curriculum at the appropriate level concerning both contents and language. This lack of suitable materials is a severe hindrance to the adoption of CLIL. One further reason is the lack of appropriate teacher training. Many European countries such as Austria, Finland, and Spain, which have large-scale CLIL programmes, also have specialist CLIL courses for trainee contents teachers, helping them to teach their own subject in a foreign language. Hong Kong too, with its mainly English medium instruction tertiary sector, is investing in CLIL teacher education for secondary school teachers, pairing contents teachers with EFL teachers on Masters courses (Lin, He & Liu, 2013). This leads to the worrying conclusion that, when it comes to foreign language education, Japan is being left behind.

1.3 Benefits of CLIL

One of the great benefits of CLIL is that learners claim to find it more motivating and relevant. Studies in Argentina, which is a little more similar to Japan than the European Union in terms of foreign language instruction time (just two hours of English per week from age 12 for six years), showed that CLIL proved more motivating than a traditional EFL curriculum. Many Argentinian high school students are uninterested in English because they do not see it as relevant but learning new content is interesting for them (Banegas, 2013).

From an institution's perspective, CLIL allows languages to be taught intensively without taking too much time from the school day. It also seems to promote greater use of Higher Order Thinking Skills in comparison with traditional FL instruction, although there is perhaps not enough research to robustly defend this claim (Herescu, 2013). It affords learners more authentic input. Above all, many studies have shown that CLIL lets learners acquire content to the same extent when it is taught through the medium of the L2 (Mehisto et al., 2008, p. 20; Coyle et al, 2010, pp. 133-135).

2. CLIL in Action (1): A JSL course from the contents specialist's perspective

While learners in the CLIL classroom may have a great mismatch between their cognitive and language abilities, CLIL learning must be 'cognitively challenged yet linguistically supported' (Coyle et al, 2010, p. 43). Vygotsky's concept of the Zone of Proximal Development is key here. Learners should always be challenged yet able to achieve goals with suitable scaffolding. One of the great challenges in creating a CLIL curriculum is this balance between providing cognitive challenge for learners and reducing scaffolding as learners progress. The following sections will describe two courses taught at the University of Shimane in Spring 2013. Section 2 below describes a seminar which was collaboratively taught by a marketing professor and a JSL professor from a contents specialist's perspective. Section 3 describes the same course, which was part of an intensive JSL class for Korean students, from the JSL teacher's perspective. Section 4 is an initial teacher reflection on a CLIL class taught in English to University of Shimane students.

2.1 Program Background

Two themes served as the course objectives, and two factors played a role in selecting these themes. The first factor is the importance of the local region in our school's educational activities. In the university's philosophy, a strong awareness of the region is emphasized in education, research, and community outreach. Concurrently, the university also seeks to develop talented people who have an international perspective. With this as the backdrop, this course has carried out research on various problems the region faces from the perspective of business economics. In past group study, students conducted interviews with people in sixth-order industries. One of the themes in this joint seminar with students from the University of Ulsan was these sixth-order industries.

The second factor was the opportunity to compare Japan and Korea, and we decided to compare the Japanese and Korean automotive industries as one of the themes. Since students from Ulsan University (the city of Ulsan is the home of Hyundai) were participating in the course, we believed that using the automotive industries in Japan and Korea to compare bi-national management themes

was timely and would promote student discussion.

Taking into account an industry that students from both countries would be familiar with and whose study would be meaningful in terms of business economics, we decided to have the students carry out field research on two examples from a global and regional perspective.

2.2 Program Aim

We divided the course into two themes: “Knowing the Region” and “Knowing the World” and established research themes with the aim of investigating similarities and differences between Japan and Korea. Research consisted of going into the field and interviewing people about actual efforts being made locally and then deepening understanding of the issues by having Japanese and Korean students discuss them from both countries' perspectives.

2.3 Program Summary

(1) Period

This program was carried out from June 26 to July 19, 2013. There were eighteen 90-minute classes in which students did group work, carried out investigations, created reports, and made presentations. (See the schedule below.)

(2) Participants

There were 20 third-year students from Ulsan University and 13 third-year students from the marketing professor's seminar who were divided into four groups.

(3) Content

Students researched examples by doing field interviews and compared Japanese and Korean cases based on the two themes described above. A general outline of the details of each class follows.

Class 1

(1) Past Activities

Past seminars were summarized and students were told that this seminar shared the common theme of learning how to think about local revitalization from a business economics perspective. In order to compare Japan and Korea, it was added that students would think about the businesses under scrutiny and the regions where they operate, focusing on what efforts and activities are being undertaken. They were also told to think about Korean examples.

(2) Goal

The purpose of the course was for students to understand differences from a business administration standpoint by comparing local revitalization and efforts in the automotive industries in Japan and Korea.

(3) Schedule

1. Preliminary Study

Before conducting interviews, Japanese students presented on related themes and shared basic

information about the issue being investigated. The themes are discussed in 5. Student Reports.

2. Group Study

Students carried out 4 steps: (1) choosing a theme to investigate, (2) creating questions, (3) conducting the interview, and (4) summarizing the interview. This was done in mixed groups of Japanese and Korean students.

3. Presentation of Results

Groups discussed the results of the interviews and created reports.

Schedule

Date	Time	Details
June 26 (Wed) Lecture Group Work	Period 2 10:50 – 12:20	- Lecture - Presentation by Japanese students (Shimane, sixth-order industries, cafe, Mazda, and the present day)
	Period 3 1:20 – 3:00	- Deciding interview themes - Self-introductions and making groups
	Period 5 4:40 – 6:10	- Creating questions (See appendix)
July 1 (Mon) Kaze no Engawa Cafe Interview	12:30 – 1:30	- Presentation by owner, Mr. Tada - Interview
	1:30 – 2:00	Exploring the area
July 3 (Wed) Visit to Mazda factory Interview	10:30 – 11:30	Factory visit Interview responses were received the following day.
July 5 (Fri)	Period 5 4:40 – 6:10	- Creation of ppt reports (each team)
July 8 (Mon) July 9 (Tues)	Period 6 6:20 – 7:50	- Progress reports
July 17 (Wed)	Period 2 10:50 – 12:20	- Creation of ppt reports (each team)
	Period 3 1:20 – 3:00	- Progress reports
July 19 (Fri)	10:00 – 12:00	-Presentation of results

4. Introduction to Business Economics

Since the students from Ulsan University were majoring in Japanese, we made it a point to explain the basic philosophy and aims of business economics.

5. Student Reports

Japanese students made four presentations and shared basic information in order to conduct the field research. Under the theme of “Knowing the Region,” students presented on Shimane Prefecture and gave a summary of the prefecture and the challenges it is facing. Similarly, the students explained about sixth-order industries. There were two presentations on the theme “Knowing the World”: one about Kaze no Engawa, a cafe that is housed in a renovated traditional Japanese house, and the other comparing Japanese and Korean car manufactures, which summarized the company information of

Mazda and Hyundai.

6. Self Introductions

A simple icebreaker was used to ensure Korean and Japanese students could work together well.

7. Group Study

Korean and Japanese students studied together in mixed groups.

Step 1 Questions about the Presentations

Korean students asked questions about points they did not understand.

Step 2 Decide the Interview Theme

Students discussed themes they were interested in and decided upon a theme for group research.

The Ulsan University students were given an assignment to summarize the research cases in Japanese by the JSL professor.

Step 3 Create Questions

Students created questions for both of the field research sites, following the theme that they had selected.

Classes 2-18

Step 4 Field Work

Field Work 1: Cafe

The purpose of Field Work 1 was to understand the current situation and challenges in Shimane Prefecture and, based on that, learn about efforts being made locally from an actual business operator, compare cases in both countries, and discuss the characteristics of sixth-order industries.

Field Work 2:

The purpose of Field Work 2 was to understand the characteristics of Mazda's business activities by actually visiting a manufacturing facility and, based on that, make a comparison with Hyundai and have students think about the characteristics of both companies' business activities through discussion. Questions were asked during the oral interviews by both Japanese and Korean students.

The themes which the groups had decided upon for the field research were as follows.

- Sixth-order Industries (Japan) Team “Our Vision of Sixth-order Industries”
- Sixth-order Industries (Korea) Team “Using Regional Resources in Korea: Specialty Pears and a Decommissioned School”
- Mazda Team “Environmental Efforts by Car Companies – Examples from Mazda and Hyundai”
- Hyundai Team “Hyundai's Contributions to Society.”

Step 5 Summarizing Responses

Each group summarized the responses to their questions.

Step 6 Preparing Power Point Slides

When preparing slides, students 1) considered points to introduce, 2) divided the labor of creating slides for each point, and 3) discussed the conclusion. Materials made that day by students were uploaded to Facebook and the Japanese teacher and content teacher provided feedback for revisions.

Presentation of Results

For the final project, each team was given 30 minutes to present (20 minutes for the presentation and 10 minutes for questions) and they divided the work among group members. They answered questions in Japanese from the audience.

2.4 Results and Challenges

Japanese Student Impressions (Good and bad points)

The Japanese students seemed to feel that in order to communicate even familiar regional problems to a group of people who did not have a grasp of the circumstances, an accurate understanding of the meaning of words and concepts was necessary to establish a basis for mutual understanding and discussion. However, it seems that directly discussing common themes using examples from both countries, and the comparisons made, encouraged understanding of the topics and deeper analysis, which was seen as effective learning.

Course Instructor's Reflection

One difficulty in carrying out this Japanese-Korean seminar was that the marketing professor could not easily understand how well the lectures were understood by students whose first language was not Japanese. There was a problem with accurately reading their level of comprehension from their reactions and replies. When there was difficulty in expressing what was not understood or when nuanced expressions were needed to express something, it often ended with students simply nodding.

In addition, we could not get students from both countries to freely discuss their individual opinions with each other in groups, but rather students from each country summarized their ideas in their own language and then conveyed them to the other country's team leader. This way of exchanging opinions through a student acting as a central hub limited discussion. As a result, a mechanism that makes it possible for Japanese and Korean students to exchange opinions in their groups must be introduced in the future.

3. CLIL in Action (2): A JSL course from the language specialist's perspective

Every year the University of Shimane accepts international students on a short-stay study abroad program from South Korea. Some students progress to long-term study abroad program after experiencing short-term programs such as the present one. When international students come to the University of Shimane as exchange students, they enter second or third year. Then, students are required to study the social sciences such as economics, management, and politics. However, the Korean students belong to a Japanese language department in their home institution, and so they

lack basic knowledge about social sciences. Therefore, bridging the gap between their Japanese ability and specific subject knowledge has been an issue.

Generally, international students who study at social science departments in Japan are required to have high academic skills in Japanese. In recent years, Content-based instruction (CBI) has focused on teaching Academic Japanese, and some practical researches show the effects of CBI (Morioka, 2009; Thomson & Makino, 2010). According to Watanabe et al. (2012), in comparison to CLIL, CBI focuses on language learning more than content. On the other hand, CLIL focuses on both content and language learning. Moreover, CLIL has a practical educational framework such as the 4Cs framework (Content, Communication, Cognition, Community/ Culture) outlined above, and so it is easier in practice to bring a CLIL approach into the classroom compared to CBI (Watanabe et al., 2011; Izumi et al., 2012).

In the field of Japanese language education, there have been few examinations of CLIL compared to the amount of research on CBI. However, one such study was undertaken by Osaka University, Department of Letters. Osaka University conducted an ‘Adventure in Japanese Art Program’ for international students as a short-stay study abroad program. They prepared Art courses such as ‘Buddhist art’, ‘Japanese movies’, ‘Modern drama’, ‘Noh drama’ and ‘Construction and art in Osaka during early Showa’ for Japanese learners based on a CLIL approach. The program progressed as follows: (1) study the background and vocabulary concerning the lecture topic, (2) lecture, (3) understand unknown words concerning the lecture and prepare to question the lecturer, (4) ask questions to lecturer, (5) field trip or workshop. These tasks were conducted both by the Art teacher who was tasked with ‘Content’ and the Japanese language teacher who was tasked with ‘Language’. The results of post-program questionnaires showed that some students had difficulties during the Art lectures. However, most students were satisfied with the program. In particular, students attached high value to learning through field trips and gaining deeper understanding of Japanese culture.

This practical research revealed that it is possible to incorporate a CLIL approach into Japanese language classes. The CLIL program was designed, implemented, and evaluated by both specific subject teachers and language teachers. However, many universities have an International Center to conduct Japanese language education for international students, while specific subject teachers and language teachers belong to different departments. At the University of Shimane, specific subject teachers and language teachers belong to the same department. Thus, it is easy for ‘Content’ teachers and ‘Language’ teachers to work together compared to other universities which have separate departments.

Offering a program which integrated social sciences and Japanese language learning can improve academic Japanese. In addition, a CLIL program can bridge the gap between Japanese learning ability and specific subject ability on both short-term study abroad programs and long-term study abroad program in Japan. The present study discusses the possibilities and limitations of our CLIL program for international students.

3.1 Program Summary

(1) Period

International students from South Korea stayed at several universities in Japan for three months on a study abroad program. They stayed at the university of Shimane from June 20 to July 22, 2013 as part of the program. During this time, a Japanese CLIL course was conducted.

(2) Participants

There were 20 international students (15 females, 5 males). All students belong to the Department of Japanese in their home institution, and their Japanese ability was Japanese language proficiency test N2-N1. According to a pre-program survey, only one student had study abroad experience in Japan. In addition, 17 of the 20 students were interested in long-term study abroad in Japan. Therefore, they have the possibility to attend long-term study abroad programs after going through short-term study abroad programs.

There were 13 Japanese students (2 females, 11 males). They were third year students, and they participated in the current program as a seminar activity.

(3) Design

Elements of CLIL's 4Cs (Content, Communication, Cognition, Community/ Culture) framework were incorporated into this program based on Coyle et al. (2010).

Content: Business economics, especially the motor industry and local industry, was researched and compared from the view of both countries. A large Korean motor company is located in the international students' hometown. Moreover, there is a Japanese motor company near the University of Shimane. Thus, students were assumed to be familiar with the topic, and they could conduct fieldwork in Japan. That is why the motor industry was selected as a suitable content area. Students were divided into two groups, and they decided their research topics: 'Approach to environmental protection by Japanese and Korean motor industry circumstance', and 'Brand strategies by Japanese and Korean motor industry.' Concerning local industry, the Japanese students had researched Shimane's local industry previously. Therefore, they could develop the topic through new research. Additionally, Korea too faces the issues of falling birth rates and an aging population, depopulation, and urban centralization. Two student teams chose the following research topics: 'Local industry in Iwami region', and 'An approach to solve regional challenges by Japan and Korea.'

Communication: There are three languages: 'Language of learning', 'Language for learning' and 'Language through learning' (Coyle et al., 2010). 'Language of learning' means the important grammar and vocabulary to understand a given topic. For instance, in this program, 'the aging population, depopulation, local revitalization' were important words to understand local industry. 'Language for learning' means learning skills to study something in a second language. In this program, international students needed academic skills such as ability to discuss, interview and present in Japanese. 'Language through learning' means a system to combine the two processes above. The teacher integrates language knowledge and skills during the program, and makes students study repeatedly. The current program combined tasks as follows; (1) Students got knowledge from handouts and listening to lectures and presentations, (2) International students asked questions to Japanese students and teachers, (3) Each team made questions and asked these

questions during field work, (4) Each team made a handout for the presentation based on their research, (5) Each team presented using slides. Students could recycle important vocabulary, and use various learning skills.

Culture/Community: International students and Japanese students combined to form teams, and they studied collaboratively through group work. In the process of group work, they discussed topics from the standpoint of a different culture and society.

Cognition: CLIL programs progress from low cognitive demand ‘LOTS’ (lower order thinking skills) to high cognitive demand ‘HOTS’ (higher order thinking skills). In this program, the first half of the program featured lectures and question time as LOTS tasks. Then, the latter half of the program included group discussion and presentation as HOTS tasks.

(1) Program content and materials

This program was composed of 20 90-minute classes. International students and Japanese students made four teams, and each team chose a different research topic. The program content was as follows:

Orientation

- Introduction of Program purpose, design, and procedure by Japanese language teacher
- Making research teams

(2) Lecture and presentation

- Lecture about Business economics and how seminar is conducted in a Japanese university by the specialist subject teacher
- Presentation about Business economics (Motor industry and Local industry) by Japanese students.

(3) Question time

- International students re-read the handout from the lecture and presentation
- International students asked about lecture and presentation to understand content and unknown vocabulary.
- Japanese students explained specialist terms about Business economics

(4) Making teams

- International students and Japanese students made four mixed teams
- Each team decided on a research topic

(5) Research about both countries' circumstances

- Students examined case studies from Japan and South Korea concerning their research topic using the Internet and books
- International students checked the Korean situation through the Internet, and they explained it to Japanese students

(6) Field work

- Visiting a café based in a traditional house, and interviewing the business manager
- Visiting a motor factory, and submitting questions to the company

The motor company sent their answers by fax on a later day

(7) Writing reports

- Each team wrote a report about their interview results

- Students put their reports on Facebook, and all students and teachers shared research results
- (8) Making handout for presentation
- Students made a PowerPoint handout based on their research and fieldwork
 - Students put their handout on Facebook, and teachers checked the presentation flow and Japanese language
- (9) Presentation practice
- All students were responsible for some part of presentation
 - International students made a short memo, put it on Facebook, and the JSL teacher checked their Japanese language
 - All teams conducted a rehearsal and the teachers commented
- (10) Presentation
- Each team presented their research results in front of an audience
 - Students answered questions from the audience

In this program, a specific textbook was not used. In class (2) above, ‘Lecture and presentation’, the teacher and students used their own handouts. In the handout, there were many pictures, illustration, and charts. In addition, there were superscript pronunciation guides for difficult Kanji in the handout. In class (5) above, ‘Research about both countries’ circumstance’, students used Japanese books and digital materials on the web. Furthermore, the Facebook group page was used to re-read lecture handouts, and share research results among all members. Students could make reports and presentation handouts at home, and teachers could comment and revise these on Facebook anytime.

(11) Students’ evaluation of this program

A questionnaire was conducted after the program in order to learn the effects of program and to facilitate improvement. International students were asked to answer questions with free descriptions. The following three questions were prepared to examine the program results from the aspect of CLIL’s 4Cs framework (Content, Communication, Cognition, Culture/Community).

- a. What were the good points (interesting points) and difficult points about studying a specialist subject?
- b. What were the good points (interesting points) and difficult points about studying together with Japanese students?
- c. How do you evaluate your Japanese ability after finishing this program? What kinds of knowledge or skill do you want to improve more?

Multiple answers were allowed. After gathering the data, the researcher categorized the free descriptions based on content and counted the number of each category.

3.2 Results of the Program

(1) Content (studying a specialist subject)

The responses to studying a specialist subject correspond to Content in CLIL’s 4Cs framework. Table 1 and 2 show the results of international students’ free descriptions concerning studying

Business economics (the motor industry and local industry). Students were permitted to write multiple answers. Thus, the total number is greater than the number of students. Free descriptions were categorized and then ranked from most frequent to least frequent.

As for good points (interesting points), one student wrote ‘It was pleasant to have discussion about social issues with Japanese students in addition to ordinary conversation. It was a good experience for me.’ (All responses have been translated from Japanese into English.) Korean students placed a high value on collaborative study with Japanese students such as discussion, fieldwork, and presentations. Furthermore, they showed a positive response to experiential learning through fieldwork. There was some comment that ‘It was very good to visit the field and conduct interviews.’

On the other hand, students experienced difficulty due to lack of knowledge about Business economics. Such responses include, ‘I was not familiar with the motor industry; it was too difficult for me’, ‘There was lots of specialist terminology and it was difficult to understand.’ However, in the process of research, students worked with the topic, and they understood purpose and content of the research. It can be presumed that international students understood content through having exposure to the same topic and vocabulary repeatedly. In this program, two classes were prepared as question time to understand specialist terminology. In addition to these measures, it is necessary to enhance pre-study before lectures to reduce students’ burden and anxiety.

Table 1 Good points (Interesting points)

	Number of description
Studying with Japanese students	6
Discussion with Japanese students	5
Field work	4
Talking about social issues/ Notice about different culture and society	3
Others	4

Table 2 Difficult points

	Number of description
Limited background knowledge about Research topic	12
Specialist terminology	4
Disagreement with Japanese students	2
Others	4

(2) Communication, Culture/ Community (Studying with Japanese students)

The responses to the question about studying with Japanese students correspond to Communication and Culture/Community in CLIL’s 4Cs framework. Tables 3 and 4 show Korean students’ perceived advantages and difficulties concerning studying together with Japanese students. International students evaluate highly many opportunities to talk with Japanese students. Moreover, they positively evaluate learning through communication. Comments included: ‘It was good to understand unknown words and vocabulary while talking with Japanese students.’

As for Culture/Community, one student commented that ‘It was good to know the difference of thinking between Korean and Japanese students.’ It was revealed that students recognized cultural differences through discussion on a topic from the standpoint of the two countries.

On the other hand, as for perceived difficulties, international students described miscommunication and disagreement with Japanese students. One student said that ‘Sometimes I was worried about misinterpretation between Koreans and Japanese.’ Additionally, international students felt difficulty in adjusting to different opinions. There were some statements such as ‘When Korean students and Japanese students had different opinions, it was difficult to form a team opinion.’ These statements reveal the difficulty of group work among different cultures and different languages. Therefore, teachers need to conduct an orientation about intercultural understanding in order to reduce cultural friction. The orientation has to be conducted not only for international students but also for Japanese students.

Table 3 Good points

	Number of description
Much opportunity to talk with Japanese	11
Understand the difference between Japan and Korea	4
Others	5

Table 4 Difficulties

	Number of description
Miscommunication with Japanese students	10
Disagreement with Japanese students	5
Difficulty in becoming close to Japanese students	4
Others	2

(3) Communication, Cognition (Japanese learning)

The answers to questions about Japanese language learning correspond to Communication and Cognition in CLIL 4Cs framework. There were some overlapping descriptions with (2) above regarding Communication. Tables 5 and 6 show perceived advantages and difficulties concerning studying together with Japanese students.

Many students described their improvement in conversation ability such as ‘I can talk with Japanese people more naturally than before.’ In addition, statements concerning academic Japanese included ‘I gained more confidence in conversation, because I tried to discuss social issues not only simple ordinary topics’ and ‘I learned how to make a presentation in Japanese’. These descriptions were related to ‘language for learning’ in CLIL. It implies that international students can learn academic Japanese skills through cooperative research with Japanese students. Furthermore, international students recycled the same vocabulary and related topics during this research. These results correspond to ‘language through learning’ in CLIL. International students felt an improvement in their academic Japanese skill after finishing the program.

Table 6 shows that international students want to improve conversation and discussion ability more in the future. Moreover they noted their limited capacity for Kanji in comments such as ‘I want to study Kanji more and read Japanese books without a dictionary’. In other words, it implies that students had difficulty in reading materials during the program. In CLIL, a high value is attached to authentic materials such as newspapers, Internet articles, and TV programs (Coyle et al., 2010). However, for Japanese learners, Kanji is heavy burden when they use authentic materials. Therefore, it is important to support Kanji learning more during a CLIL program than traditional

Japanese classes using textbooks. For instance, teachers can prepare pre-study materials for Kanji or introduce websites which include pronunciation guides for online articles.

As for cognition, the program was conducted to move from LOTS to HOTS based on a CLIL framework. However, as previously indicated, the teacher should prepare more pre-lecture classes to learn specialist terminology and Kanji. Because most of specialist terminology was written in Kanji, it caused students difficulty with reading materials.

Table 5 Improved knowledge and skills during the program

	Number of description
Conversation	8
Discussion	3
Presentation	3
Others	9

Table 6 Knowledge and Skills which students want to improve after the program

	Number of description
Conversation	7
Kanji	6
Presentation	3
Discussion	2

3.3 Potential and future issues of CLIL in this program

The following were the main findings (1) there was growth in academic Japanese after this program, (2) this CLIL program offered much opportunity to study practical Japanese through communication, and (3) students noticed cultural differences and learned how to work with different country's people. However, future issues concerning this program are as follow: (1) How to activate background knowledge about content, (2) How to prepare pre-study lessons and materials to study specialist terminology and Kanji, (3) how to teach about cultural friction which happens during cooperative study with people from different cultures.

Finally, evaluations of this program could not be gathered from each Japanese student. However some Japanese students described cultural friction and difficulty in communication using simple Japanese language. It can be predicted that the teacher needs to conduct an orientation about attitudes toward different cultures for both international students and Japanese students. Future surveys of Japanese students' evaluation of the CLIL program are needed.

4. CLIL in Action (3): An English CLIL course

At the University of Shimane, for the most part, contents classes taught in English are the responsibility of individual English teachers and there is little collaboration between English teachers and specialist subject teachers. English-medium instruction is used in only a handful of courses, (for example, English seminar taught by overseas faculty) with other English courses being more traditional communicative EFL courses with a focus on foreign language instruction (FEC, SEC, writing courses, and advanced communication courses). Students who choose to take English-medium classes such as seminar have selected to do so and so they generally have relatively high English skills. These English-medium classes are aimed at such proficient students and are not suitable for all students. The advantage of teaching CLIL classes is that less proficient learners can progress, provided that there is careful scaffolding of the materials. However, since the University

of Shimane does not have prerequisites for attending language classes, the level of students often varies considerably in elective classes, causing great difficulty in creating a CLIL course.

4.1 Designing a CLIL course in British and American Cultural Studies

In spring semester 2013, one of the writers decided to try a CLIL approach with a new course: British and American Cultural Studies. Many novice CLIL teachers will immediately confront a hurdle: which materials to use? While there are many good materials available for younger learners, tertiary level CLIL materials are scarcer, leading to many tertiary CLIL practitioners adapting or creating their own materials. Coyle et al. (2010) stress the importance of developing materials which will address four factors which are crucial to any CLIL curricula: content, cognition, communication, and culture. Using their 4Cs framework, outlined above, proved to be a practical way to design a CLIL course.

Contents: For British and American Cultural Studies, there are many cultural studies textbooks available for Japanese university students. However, few of them are cognitively challenging for an undergraduate, discussing mainly superficial differences between cultures or as Kramsch would say ‘foods, fairs, folklore, and statistical facts’ (1991, p. 218). Few deal with both the UK and US. There is also a wide range of very elementary textbooks but fewer more demanding textbooks for more proficient learners. None of these books is CLIL-oriented. They are simplified contents books with some language study tacked on in the form of vocabulary exercises. There is little focus on form in such books and where there is, it is not integrated with the contents. The first hurdle in teaching a CLIL course then is to decide what to teach and how to teach it according to the 4Cs framework.

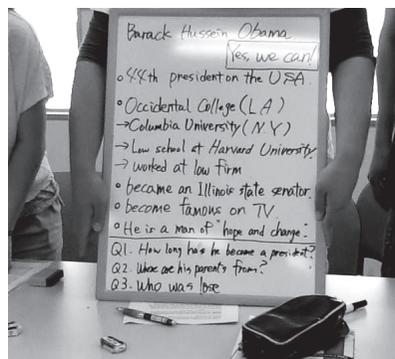
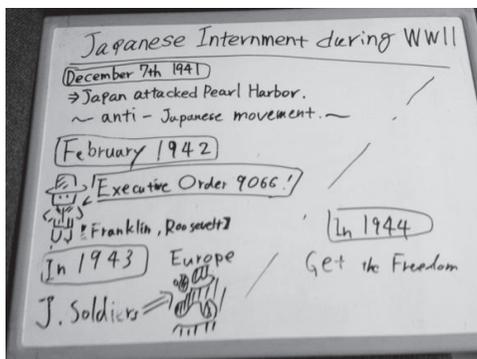
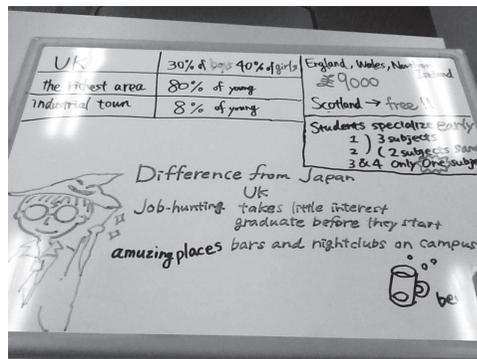
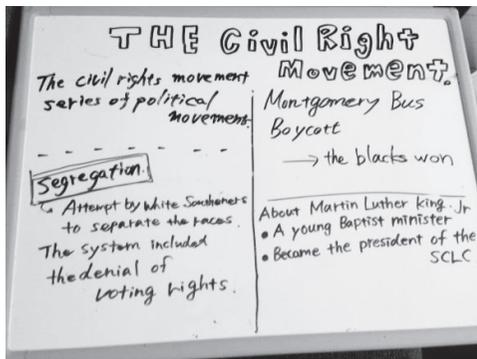
Content in CLIL does not simply refer to a set textbook decided by a teacher. Instead, contents in CLIL aims for learner progress in obtaining new knowledge, skills, and understanding. For British and American Cultural Studies, the teacher wanted the contents component of the course to be an introduction to the UK and the US, which would not simply be a superficial look at the attractive features of both cultures. To this end, a textbook for high intermediate learners was chosen: *Britain Today: Old Certainties, New Contradictions*. This textbook dealt with failures in education, youth crime, racism, sexism, anti-royalist sentiment, and the creation of a multi-cultural society as immigration permanently changes British society.

Content in CLIL should not simply mean acquiring knowledge. These learners were also responsible for creating their own knowledge. Because their textbook mainly concerned British society, learners were asked to make short presentations on similar topics relating to the United States, thus integrating their new knowledge with language skills and developing their presentation skills. Learners chose their own topics and created a brief presentation with five questions for their classmates.

Cognition: The contents of this CLIL course challenged the learners cognitively to change their rose-tinted image of Britain as an interesting tourist destination full of ancient castles and afternoon tea. A good CLIL course must strike the balance between overwhelming learners and underestimating them:

For CLIL to be effective, it must challenge learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking skills. CLIL is not about the transfer of knowledge from an expert to a novice. (Coyle et al., 2010, p. 54)

Learners in this course selected a topic related to the course, researched it and then presented it to the class. However, these topics rarely went beyond superficial cultural differences, mainly focusing on famous people and places, foods, holidays, and sports. While learners could understand the materials provided, many did not acquire the skills to produce more critical presentations appropriate to undergraduate level learners. In order to scaffold this task better for learners, the teacher adopted several approaches during the semester. First, learners were allowed to use as much or as little L1 during their presentations. British and American Cultural Studies does not lead to a language credit and so the teacher felt that it was unfair to insist on production of the target language. (Learners who did present in English gained bonus points for using more English.) Second, the teacher met one-to-one with students who would produce an individual presentation and guided them through the process. Third, a rubric was also provided to make transparent what students should include in their individual presentations and how these would be graded. Fourth, the teacher also supplemented the textbook considerably to provide materials on both cultures, editing articles taken from websites such as Simple Wiki, newspapers and magazines to produce easy texts. Learners then used these simple texts to produce group presentations in class using mini whiteboards to prepare them for the task of creating their individual presentations. It was hoped that this classroom



scaffolding of the task as group work would enable students to create their own more demanding individual presentation. (Mehisto et al. provide many concrete examples of how to scaffold learning in the CLIL classroom, p.140.) Some of the mini whiteboards are shown above.

Communication: CLIL courses have a greater focus on language using rather than traditional language learning. To this end, pair work and group work was emphasized. The high intermediate level of the textbook required that it be extensively scaffolded for some students. Before reading, students made use of LOTS: checking new vocabulary, matching items, and completing grids. Then students discussed the issue they would learn about that day, activating schema in a top-down way as they compared answers about their own life experiences and opinions, and in a bottom-up way as they searched for English vocabulary which would help them with that day's topic. The teacher circled the class offering the necessary vocabulary immediately. Students were then required to compare answers in pairs or small groups before offering their opinions to the class. The teacher then made an interactive presentation, stopping to ask students to predict, and using movies and YouTube clips to supplement the written materials. For homework, students read a chapter from the textbook and answered simple questions the teacher created relating to the main points of each chapter and her easy presentation on the topic. These questions then formed the basis for most of the following week's quiz. Fourteen weekly quizzes accounted for 70% of grades, ensuring that the learners read the textbook and completed the homework on both the textbook and the presentation. On reflection, in addition to the quizzes, a portfolio of student work to demonstrate understanding of the contents without recourse to extensive linear text would have been more motivating for learners but ultimately difficult to create with such limited contact time.

The learners' group presentations in class also required them to negotiate the meaning of the text, determine the main points to write on the mini whiteboard and decide who would present which points in front of the class. This task clearly involves more higher-order thinking skills than the traditional EFL classroom.

Individual presentations were assessed for several factors including content, media to aid understanding, language, and contributions to the presentation from the class during the final Q&A session.

Culture/ Community: One of the aims of CLIL is to promote tolerance. Studying a foreign language itself is instrumental to fostering tolerance, allowing learners to see their own language and culture as simply one of many, rather than a universal given. While British and American Cultural Studies deals with cultural differences among the UK, US, and Japan, it also invited the learners to think about prevalent attitudes to gender, the LGBT community, and ethnic minorities in their own country. In an ideal CLIL course, there would be more communication with users of the vehicular language. The University of Shimane does not have many native English users but the students were required for part of their final grade to interview some overseas faculty about their food cultures, finding out about typical dishes, and issues surrounding food such as obesity, food poverty, eating disorders etc.

It can be seen that no item in a CLIL course can be classified as purely one of the four Cs. The 4Cs

framework, however, is invaluable at the planning stage to ensure that all necessary elements are being covered for each topic. While teaching in CLIL is very much content-driven, the teacher must always balance this with each of the four elements in the framework.

4.2 Teacher's reflection on teaching CLIL for the first time

As Coyle et al. emphasize 'the pressure on CLIL courses to match first-language test results is immense' (2010, p. 113). However Mehisto et al. offer encouragement to CLIL teachers when they write "Research shows that average C- grade students do well in CLIL programmes. They still have a C- grade average, but they learn to speak another language and gain many socio-cultural skills that will enrich their professional and personal lives." (p. 21) In a small university, this pressure to match L1 learners is less of an issue than in compulsory education with high-stakes testing. Nevertheless, an evaluation of the course must take into account the knowledge which students have acquired. When CLIL lessons are planned around the 4Cs framework, assessing whether students have met the objectives of a lesson becomes easier.

Having taught this course once, on reflection, it would be better to give students a written checklist of the day's objectives regarding both contents and language. Language objectives should cover notions, for example specialist vocabulary from the lesson, functions such as the ability to present in a group, or form, for example the ability to use a specific grammar point. For CLIL teachers there is always a dilemma as to whether we are assessing contents or language and it proved very challenging to balance the two. In particular, form-focused objectives were not included in the present course. Allowing time for the necessary review or explanation and ample time to practice a specific form could not be done in a weekly 90-minute class. However, on reflection, group presentations could be used in a focus-on-form approach by having students transcribe and edit short sections of their recorded presentations. The same errors regularly occurred: for example incorrect formation of the simple past such as **was died*, and in the example on the mini white board above **who was lost?* Such items should be built into next year's course to give a more balanced CLIL course and help the students communicate more effectively in English.

Another issue the teacher considered when reflecting on this course was the pace of instruction. Students needed more time to complete tasks. It was felt that a 15-week course did not lend itself well to a CLIL approach and that a more intensive format might work better. In a 15-week course, the only way that pace of instruction could be slower would be to cut contents. In addition, ideally there would be more communication with users of the vehicular language. This could be better planned for by use of a video link to connect with English-speaking students in a one-off link. The teacher's reflection alone of course is not the full picture. Student evaluation needs to be more carefully sought on a formal written basis.

5. Conclusion

Using the framework and tools developed by CLIL teacher-researchers enabled the language and contents specialists to design CLIL courses where contents and language could be systematically integrated. The JSL CLIL course found academic Japanese improved after the program, while

it offered many opportunities to study practical Japanese through communication, Not only JSL students but also native Japanese students became more aware of cultural differences and learned about cooperation with people from a different country. Several of the Japanese students also expressed interest in studying abroad after having participated in a CLIL course. The English course found that learners could understand the simple materials provided on the topics. However some students found great difficulty in producing their own presentations appropriate to undergraduate level learners. The pace of instruction was also an issue in the English course: a semester of 15 90-minute classes did not seem to lend itself well to a CLIL approach.

Issues to be addressed concerning the JSL program are as follow: (1) How to activate background knowledge about content, (2) How to prepare pre-study lessons and materials to study specialist terminology and Kanji, (3) how to teach about cultural friction which happens during cooperative study with people from different cultures. In the English course, the issues to be addressed include: (1) how to slow the pace of instruction, (2) how to make more contact with native users of the vehicular language, and (3) how to include a focus on form in the course.

A further issue is how to encourage collaboration between contents and language specialists. While it was noted that the University of Shimane has one department at Hamada campus, thereby facilitating communication among teachers, it is a challenge to bring language and contents specialists together in order to create regular courses. It is to be hoped that the JSL pilot study can pioneer a new era of collaboration among teachers.

This paper was made possible by the University of Shimane's Presidential Grant, 'Creating and Evaluating Language Programs for Overseas Students: a collaborative project between subject specialists and foreign language teachers'. Section 2 was written by marketing professor, Yukiko Tanaka; Section 3 was written by JSL professor, Akiko Kobayshi; while the remaining sections were written by EFL professor, Eleanor Kane, with input from the other writers.

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Appendix (Questions created by the Korean and Japanese students)

Kaze no Engawa Field Research Questions

Sixth-order Industries (Korean) Team

1. Why did you want to run a sixth-order industry cafe? (How did you think of it?)
2. Was it your dream to open Kaze no Engawa?
3. Is your field near the cafe?
4. Why did you think about using a renovated traditional house instead of other buildings?
5. Other than your blog, what kind of PR do you do?
6. I'm sure the weather influences your harvest of food for the cafe. What do you do when you have a bad harvest?
7. What efforts have you undertaken to develop longevity as a sixth-order industry?
8. What is satisfying?
9. Do you have a trial menu at Kaze no Engawa?
10. What is your goal in terms of as a business operator?
11. Where do you get your vegetables from?
12. How are things processed?
13. When did you establish the company?

Sixth-order Industries (Japan) Team

14. Why did you start a sixth-order industry?
15. What is the most difficult thing about being a sixth-order industry?
16. Will you start franchising?
17. How much did it cost to set up the cafe in the beginning?
18. Are your prices lower than general cafes?
19. How satisfied are customers who come to the cafe? (Do you have any repeat customers?)
20. Are you involved in any publicity efforts to increase sixth-order industries?
21. How do you think the region will be revitalized by creating sixth order industries in the countryside?
22. What do you think of the possibility of sixth-order industry developments in the future?

Mazda Field Research Questions

Hyundai Team

1. What kind of concrete efforts have been made for the environment at the Hiroshima plant?

Mazda Team

2. What kind of arrangements has Mazda made for their fund to give back to society?
3. Has Mazda already established a production system that is environmentally friendly?
4. We've heard that Mazda recycles cars. How is this done?
5. (Hyundai has social action programs for the environment.) What kind of social action programs for the environment does Mazda have?
6. What does environmentally friendly mean in terms of cars?
7. Now, hybrid cars use a combination of oil and electricity, but it is expected that all cars in the future should be electric in order for further developments to be made. Could you tell us what kind of engineering methods are available?

KEYWORDS: CLIL, course design, teacher collaboration

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