

**Integrating Content and Language  
in the Japanese Senior High School EFL Classroom**

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## **Abstract**

Though the New Course of Study has been applied in high school, teachers are still struggling with how to depart from the traditional teaching, in which the class was conducted mostly by translating English from the textbook into Japanese. Students did not have enough opportunities to think about the content of the textbook and have their opinions about it, and still less to express those opinions. This research aimed to explore how effective a CLIL-type approach (CLILTA) would be in terms of the development of the ability to think and to express ideas or opinions, and the enhancement of the interpersonal communication skills. Participants learned from the textbook based on CLILTA. They linked the content of the textbook with themselves, summarized it, thought about the theme, and then discussed it through group work. Results indicate that the students tried to understand the content of the textbook by relating it to themselves, and they managed to express their ideas in English, using new vocabulary and grammar. In addition, when the students discussed in groups, they cooperated with group members and played their own roles in group work. CLILTA may provide the basis to develop the ability to think and to express ideas or opinions, and also to enhance the interpersonal communication skills.

## CHAPTER 1 INTRODUCTION

In the new Course of Study by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2009 for implementation in April 2013, the high school English curriculum was reorganized in order to reinforce the development of communication abilities. In the previous version of the Course of Study, activities integrating the four skills (reading, writing, speaking, listening) were required, but in many cases, the class has been made up of a teacher's explanation, grammar practice, and translation activities. In order to change the present situation into more student-centered and interaction-oriented learning, and implement the learning of English in English, new subjects such as Communication English I and Communication English II have been introduced, and actually the name of the new subjects helps to make the goal clear. Also it is suggested that all-class activities should be conducted in English.

Though the new Course of Study has been applied to first-year students in high school since April in 2013, teachers in classrooms are still struggling with how to depart from the traditional teaching. Also, in school, there are many realistic conditions; for example, it is necessary to keep up with the progress of the class the other teachers teach and use a textbook approved by the Ministry of Education. Moreover, teachers do not have enough time to think about how to develop their teaching method, to increase the time for the activities in order to enhance the four skills and at the same time to develop their English knowledge for entrance examinations. When it comes to students, as far as I have experienced so far, they tend to be satisfied when they can translate the text into Japanese. One of the reasons may be that they have been able to keep up with the class as long as they translate the text into Japanese. However, there seemed to be

many students who could understand the meaning of every sentence but did not understand what the overall text is about. Also, they did not have enough opportunities to think about the content of interest and have their opinions about it, and still less to express their opinions.

Under realistic conditions mentioned above, I would like to practice a CLIL-type approach (CLILTA) in order for the students to understand deeply the content of the textbook, as well as learn the English of the textbook, and do activities to use the four skills effectively. In other words, based on CLILTA, I would like to teach lessons by encouraging the students to use the four skills naturally, which the new Course of Study seems to require, by paying attention not only to grammar or vocabulary but to the content or the theme of the textbook. My ultimate goal is for students to develop the ability to think and to express what they want to say, and to learn social skills through the lessons. CLILTA seems to be appropriate to achieve my goal through teaching English.

Finally, I will introduce the chapters in this thesis. In Chapter 2, I review the literatures of the Courses of Study and CLIL, and I summarize the basic elements of cooperative learning. In Chapter 3, the purpose of this research is clarified. Chapter 4 outlines the methodology of this research. Chapter 5 provides the results and discussion of the research. In Chapter 6, I discuss the conclusion and offer suggestions.

## CHAPTER 2 LITERATURE REVIEW

This chapter aims to outline the new Courses of Study, what CLIL is, how it is useful in the EFL classroom in Japan, and the basic elements of cooperative learning.

### 2.1 The New Courses of Study

The Central Council for Education submitted a report in January 2008, which included the following seven principles. These principles were considered as basic ideas to show fundamental directions of revisions of the Courses of Study(MEXT, 2009 : 2) :

- (1) Revise the Courses of Study based on the modified versions of the Basic Act on Education, and so on.
- (2) Recognize and understand generally the “zest for life” concept
- (3) Acquire the basic and fundamental knowledge and skills
- (4) Foster the ability to think, to make decisions, and to express oneself
- (5) Increase the number of classes with the emphasis on balancing the attainment of knowledge and skills
- (6) Cultivate the desire to learn and develop study habits
- (7) Cultivate a rich and wholesome heart and body through solid education

There is a suggestion here that students are expected to acquire the basic and fundamental knowledge and skills, and then think and make decisions with them in order to live vigorously in the 21<sup>st</sup> century, which is a globalized, information society dealing with an aging population with fewer children and so on. Also it is necessary to communicate with other people when being involved with them. Therefore, the students are required to be aware of cooperating with others and maintain health and fitness for

living a vigorous life.

It is shown in the aim of the revisions of the Course of Study that the components of the subjects and their contents have been improved in order to develop the ability to convey information, ideas, etc... and interlink the four areas of language activities, while ensuring the continuity with junior high school education (MEXT, 2009).

Also, as you can see in the Treatment of the Contents of English Communication I, which all senior high school students are required to take, the new Course of Study puts an emphasis on such activities: “the four areas of language activities should be interlinked for comprehensive learning, while incorporating appropriate language activities involving speaking and writing about content heard or read” (MEXT, 2011: 2). Moreover, it is expected that textbooks should cover various materials and contents as can be seen in the specific contents of English Communication I (MEXT, 2009 : 4): “teachers should take up a variety of suitable materials and contents systematically in order to develop interests and positive attitudes towards communication, covering contents that relate to other subjects such as social studies and science, to manners, customs, history, traditions and cultures of the country and home district on their own, to technology and natural science such as inventions and discoveries, and to international communication ” (translated by me).

In addition, the Contents of English Communication I is stated in the Course of Study for Senior High Schools as follows (MEXT, 2011: 1-2):

The following language activities, designed for specific language-use situations in order to encourage students to apply their abilities to understand and convey information, ideas, etc., should be conducted in English.

A. Understanding information, ideas, etc., and grasping the outline and the main points



by listening to introductions to specified topics, dialogues, etc.

B. Understanding information, ideas, etc., and grasping the outline and the main points by reading explanations, stories, etc. Reading passages aloud so that the meaning of the content is expressed.

C. Discussing and exchanging opinions on information, ideas, etc., based on what one has heard, read, learned and experienced.

D. Writing brief passages on information, ideas, etc., based on what one has heard, read learned and experienced.

“[T]he outline and the main points” appeared on A and B, “what one has heard, read, learned and experienced” on C and D and “[d]iscussing and exchanging opinions” on C are explained as follows (MEXT, 2011: 11-12) :

The outline and the main points refer to the important points which one should not miss, such as rough contents, overall course of events, essential information, what the speakers or writers mean, etc.

What one has heard and read refers to content of an utterance by teachers or other students, audio-visual teaching materials, information and ideas learned from materials, etc. Also, what one has learned and experienced means what one has learned not only through the lessons of English but also through the lessons of other subjects, and what one has learned and experienced in their daily life.

Discussing and exchanging opinions mean that students ask each other about a certain topic or exchange opinions about it as an individual or a group.

In short, we can say that English Communication I, which all senior high school

students are required to take, values the following points:

- (1) students should learn various genre of contents
- (2) the aim of listening and reading activities should be grasping important points
- (3) what one has heard, read, learned, and experienced should be linked to speaking and writing activities
- (4) language activities focused on discussing and exchanging opinions through pair work or group work should be conducted

As mentioned above, in the lessons of English Communication I, an approach for students to express their ideas, opinions, and so on is expected. Through the approach, students are able to use information and knowledge learned through the lessons covering materials of various genres while incorporating pair work and group work.

Next, I will talk about CLIL, which is a suitable approach to fulfill the aim of English Communication I.

## **2.2 CLIL**

CLIL is an approach which helps people learn a foreign language by learning contents through a foreign language. CLIL was born in Europe, which is a multiethnic, multicultural and multilingual community. CLIL presupposes and emphasizes the interaction and cooperation with people who have various backgrounds. Japanese students are and will be involved with people regardless of their nationality. The CLIL approach will adjust to English education in Japan, in terms of students interacting and cooperating more and more with people from various countries, along with the globalization.

### **2.2.1 Historical Backgrounds of CLIL**

In Europe, for several decades, many people have understood the value of multilingualism; however, bilingual or multilingual education seemed only for wealthy people (Mehisto, Marsh, &Frigols, 2008). In Canada, on the other hand, immersion teaching began as a result of English-speaking parents living in the majority French-speaking province of Quebec who worried that their children would be at a disadvantage later on their life. The programs for immersion teaching were successful in Canada (Eurydice, 2006; Mehisto et al., 2008).

In the 1970s, with the spread of immersion programs, bilingual education was offered to children with a diversity of backgrounds more easily. Similarly, work on Language Across the Curriculum in the U.K. in the 1970s raised awareness that it was necessary that all teachers should help students improve their language skills (Mehisto et al., 2008). Thus, the understanding that content and language needed to be learned was developing.

While it gradually became clear that Canadian immersion programs were not directly transferable to Europe, they were nevertheless valuable in stimulating research in bilingual or multilingual areas ( Eurydice, 2006).

By the mid-1990s, globalization demanded linguistic education from the primary level to higher education in Europe. In Europe today, “there is a desire to improve language-learning opportunities for all young people in order to increase European cohesion and competitiveness” (Mehisto et al., 2008:10). The term ‘Content and Language Integrated Learning’ (CLIL) was introduced in 1994 (Mehisto et al., 2008). It has been adopted around Europe, mainly as a response to the European Union’s linguistic policy of 1+2(mother tongue plus the ability to communicate in two foreign languages) for all European citizens in its member states (Ikeda, 2011).

In Japan, which is an island country, people have few chances to speak languages other than Japanese, and Japan is different from the countries in Europe, where it is essential that people use foreign languages both for economic development and for their own future. Therefore, some people may think CLIL will not be applicable in Japan. However, every time the Courses of Study were revised, the name of the subjects and the contents of the subjects were greatly changed, and trial and error has been repeated in order for students to be able to use English. CLIL is being adopted around Europe, and it is also worth exploring the possibility of it being applied in Japan. Moreover, globalization will demand that people should communicate with those from various countries in English to be friendly with them or work with them. Actually, in some Japanese companies, such as Uniqlo or Rakuten, workers have to speak English with their co-workers. Young people who will become leaders in the future will not feel strange when they study in CLIL settings, and more and more teachers in Japan will be interested in teaching English in CLIL settings. If so, it is meaningful to do the research on CLIL in a Japanese senior high school class, using a textbook approved by the Ministry of Education.

### **2.2.2 Definitions of CLIL**

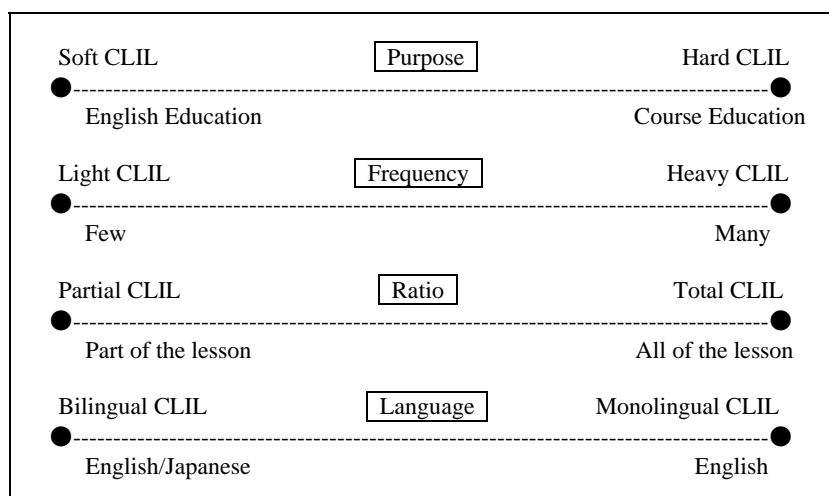
CLIL (Content and Language Integrated Learning) is defined by Coyle, Hood and Marsh (2010:1), and Mehisto, et al. (2008:9) as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content *and* language.”

When it comes to an approach which integrates the content and language, some may think of CBI (Content Based Instruction). One of the differences is their backgrounds. CLIL was introduced in order to meet the needs in Europe, as mentioned

above, while CBI was the language teaching method where native speakers of English taught the people who learned English as a second language in the USA (Ikeda, 2011). Moreover, according to Coyle (2002:45), there are some fundamental differences. She states that “[w]hat separates CLIL from some established approaches such as content-based language learning or forms of bilingual education, is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice.”

Mehisto et al. (2008:12) state that “CLIL is an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes). What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learnt from these various approaches.” Thus, flexibility is also a feature of CLIL. Ikeda (2011) states that as long as the 4Cs (content, cognition, communication, and community) are followed, variations on CLIL may be possible, depending on the realistic conditions at school. As the following figure indicates, Ikeda (2011) divides the possibility of variations into four categories: purpose, frequency, ratio, and language.

**Figure 1 Variations on CLIL (Ikeda, 2011:10)**



According to Ikeda (2011), the variation in terms of purpose means whether the lesson is for English Education (Soft CLIL) or for Course Education (Hard CLIL). Similarly, the variation in terms of frequency refers to whether the lessons based on CLIL are offered only a few times a year (Light CLIL) or throughout the year (Heavy CLIL). Also, the classification by ratio means whether tasks based on CLIL are introduced in a part of the lesson (Partial CLIL) or throughout the lesson (Total CLIL). Likewise, the classification by language refers to whether the lesson is conducted in both Japanese and English (Bilingual CLIL) or only in English (Monolingual CLIL).

The CLIL approach I would like to try in this research is a combination of Soft CLIL (for English Education), Heavy CLIL (many times), Partial CLIL (not all, but most of the lesson), and Bilingual CLIL (English and Japanese).

I will define my approach in this research as a CLIL-type approach (CLILTA) in which English is used for the learning and teaching of both content and language. It follows the 4Cs, but is also flexible depending on actual conditions. Also, CLILTA is an approach which anyone can use, during which a textbook approved by the Ministry of Education is used.

Next, I would like to explain what the 4Cs are and how they are used in this research.

### **2.2.3 4Cs**

A special feature of CLIL is the inclusion of “4Cs” as a core principle: Content, Cognition, Communication, Community.

#### **2.2.3.1 Content**

Coyle et al. (2010:53) summarize content in CLIL settings as “[p]rogression in

new knowledge, skills and understanding.” Content such as theme or subjects should be at the center of learning.

In this research, I would like to use contents of a textbook approved by the Ministry of Education as “content” so that any teacher can try this approach. As mentioned above, in the English Communication I, which is a subject that all high school students are required to take, a textbook approved by the Ministry of Education is expected to deal with different genre contents varied from other academic subjects to technology and cross-cultural themes.

### **2.2.3.2 Cognition**

As Coyle et al. (2010:29) state that “[e]ffective content learning has to take account not only of the defined knowledge and skills within the curriculum or thematic plan, but also how to apply these through creative thinking, problem solving and cognitive challenge,” not only what the content should be but also how the content should be dealt with is important in order to learn both the content and the language. Also this will help students to know how to use the knowledge and skills, how to think, and how to solve the problems even after they graduate from schools. This is connected with zest for living.

In order to integrate a range of thinking and problem-solving skills into content learning, Coyle et al. (2010:30) suggest Bloom’s taxonomy, revised by Anderson and Krathwohl. This consists of lower-order thinking (remembering, understanding and applying) and higher-order thinking (analyzing, evaluating and creating), both of which are integral to effective learning. As Coyle et al. (2010:54) state “it is not suggested that taxonomies are rigidly followed, but rather that they serve as a stimulus and reference for planning, discussion and evaluating practice,” this will be used as a guide to plan for

cognition.

Viewed in this light, lower-order thinking can be regarded as remembering, understanding or applying what is newly learned and higher-order thinking can be regarded as connecting what one learns with their experiences and thinking critically. It is important that teachers give those tasks that provoke students' intellects. Students will fully understand the content of learning by achieving these tasks, develop their ability to think by using various knowledge and skills, and expand their problem-solving ability. In order to balance lower-order thinking with higher-order thinking in an actual lesson, teachers need to check by using a chart or a matrix.

### **2.2.3.3 Communication**

Coyle et al. (2010:54) summarize communication in CLIL settings as “[i]nteraction, progression in language using and learning.” In CLIL settings, language learning is often related with an emphasis on grammatical progression, and language use is related with an emphasis on the communication and learning demands of the moment (Coyle et al., 2010). Then, the question is how these can take place while learning content. In order to achieve the benefit of the integration of content and language learning and use, CLIL gives us the idea of three interrelated perspectives: language **of** learning, language **for** learning and language **through** learning (Coyle et al., 2010).

#### a) Language of learning

Language of learning is “an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic” (Coyle et al., 2010:37). The language of learning consists of grammar, the key vocabulary and phrases related to the theme or topic.



#### b) Language for learning

Language for learning “focuses on the kind of language needed to operate in a foreign language environment” (Coyle et al., 2010:37). According to Ikeda (2011), language for learning is language or learning skills needed to learn something in a foreign language. Examples of language for learning are asking and answering questions in groups, writing a simple research report, using language to build arguments and disagreements, and so on (Coyle et al., 2010).

#### c) Language through learning

Language through learning “is based on the principle that effective learning cannot take place without active involvement of language and thinking” (Coyle et al., 2010:37). By using known language in new ways, accessing unknown language during the mini-project preparation, and so on, the emerging language becomes embedded in the learners’ repertoire. (Coyle et al., 2010)

In order to understand the content or the topic, it is necessary to acquire grammar and key phrases (language of learning), and students will learn the language or learning skills needed to learn something in English (language for learning) in order to do various kinds of tasks on the content or the topic. Using grammar, key phrases, and learning skills they have learned, they will acquire English (language through learning). Teachers should do their best not to teach only grammar and key phrases, but to have students understand them by introducing them in appropriate ways and times. Also, teachers need to introduce learning skills according to a schedule so that students can use English effectively. Moreover, teachers should give their students enough opportunities to use them.

#### **2.2.3.4 Community**

In their latest book, Coyle et al. use culture as the fourth C instead of community and Coyle et al. (2010:54) summarize culture as “[s]elf’ and ‘other’ awareness, identity, citizenship, and progression towards pluricultural understanding.” According to Bryam(2008), “[f]or our pluricultural and plurilingual world to be celebrated and its potential realized, this demands tolerance and understanding. Studying through a different language is fundamental to fostering international understanding. If learners understand the concept of ‘otherness’ then this is likely to lead to a deeper understanding of ‘self’.” However, in this research, I would use community as the fourth C, as Ikeda (2011) states that it is natural to adapt community as the fourth C in Japan, since the environment of Japan is different from that of Europe in that the former is an island country and the latter is a multiethnic, multicultural, and multilingual society. Mehisto et al. (2008) also uses community and regards the classroom as learning community in the CLIL settings. He also states that students will feel fulfilled as a member of the community, share their interests with other students, and understand their roles there.

Now that the world becomes smaller and smaller, Japanese people have more chances to meet or work with people around the world. In that case, to understand and accept others and their culture is essential. The first step the students can do is to interact with peers and teachers in the classroom, which leads to their personal development. Also, they will discover new part of themselves through interaction with others. Through content learning and language learning, they will understand the differences and similarities between their own culture and others.

In class, students will obtain opportunities to understand others and then to discover themselves through pair work or group work.

Next, I shall outline the basic elements of cooperative learning I use as a reference in order to do pair work and group work effectively

### **2.3 Cooperative Learning**

For community, the fourth C of CLIL, group work and pair work will be frequently used. It is said that Japanese people traditionally tend to prefer or be good at collective action, but it is not always true. There are a variety of problems; there are some people who leave what they should do as a group to the people who are active, others who hesitate to be active, only to prohibit the progress of group work, and others who think it more efficient to work individually. Therefore, in order that each individual has a responsibility and contributes to the group, I would like to use the basic elements of cooperative learning that Johnson D.W. & Johnson R. (1999:26-28) have proposed as the elements of the community:

#### 1) Positive Interdependence

Positive interdependence is the perception that you are linked with others in a way so that you cannot succeed unless they do (and vice versa); that is, their work benefits you and your work benefits them.

#### 2) Individual Accountability

Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know that they cannot “hitch-hike” on the work of others.

### 3) Face-To-Face Promotive Interaction

There are cognitive activities and interpersonal dynamics that only occur when students get involved in promoting each other's learning.

### 4) Social Skills

Contributing to the success of a cooperative effort requires interpersonal and small group skills.

### 5) Group processing

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships.

Based on the five elements of cooperative learning, group work and pair work will be used in this research.

## **CHAPTER 3 PURPOSE**

### **3.1 Purpose**

This research was motivated by the necessity to explore a new approach to lesson improvement in order to foster the four skills and to develop students' ability to think and to express themselves, and to learn social skills through lessons, in spite of many realistic conditions and problems. For example, in reality, students are expected to have activities in class to develop the four skills and at the same time they need to study English to pass the entrance examination. Teachers are still struggling with how to depart from the traditional teaching, which is quite different from those the new Courses of Study requires. Also, students do not have opportunities to think about the contents of a textbook, form their opinions about it, and express themselves.

The purpose of this study is to examine how CLILTA will produce educational benefits, while offering students activities to use the four skills. More specifically, it is to explore how effective CLILTA will be in terms of the development of the ability to think and to express ideas or opinions, and the enhancement of the interpersonal communication skills.

### **3-2 Research Questions**

Q1 Will CLILTA help to understand the contents of a textbook deeply and develop the ability to express one's ideas or opinions about the matters in the textbook?

Q2 Will CLILTA help students to cooperate with others to achieve a goal?

## **CHAPTER 4 METHOD**

In this chapter, I will explain the participants and their learning environment, what materials were used as a data, and how the lessons proceeded.

### **4.1 Participants**

The participants of this research are in the first year of high school in Aomori prefecture. 281 first-year students are in this school, most of whom wish to go to university. There are 7 classes and each classroom has 40 to 41 students, and all classes have almost no difference in the level of the academic ability. Three teachers are in charge of teaching English Expression I and English Communication I, and different teachers teach English Expression I and English Communication I in each classroom. In this research, the participants are 80 students, whom I teach English Communication I. They have 50-minute English Communication I lesson four times a week. They also have team-teaching lessons with ALT once every two weeks, and most of the lessons offer them activities apart from the textbook of English Communication I.

### **4.2 Materials**

In April, an attitude survey toward English was conducted to all the first-year students except absentees. Students answered how they felt about English in junior high school, what they expected about lessons in high school, and so on.

The textbook used in the English Communication I lesson is CROWN (SANSEIDO), and a supplementary notebook called Sub Note is also used so that three teachers can teach the same things to the students to some extent and keep the same pace.

The essays students wrote after each lesson and the script of the presentation are used as data. The reflection sheet in which students wrote about what they thought about the content of the textbook and what they reflected about their group work is also used as data.

In July, a questionnaire was conducted to the students I teach English Communication I. Students answered the questions about how they felt after 3 months and so on.

### **4.3 Procedure**

In the first class in April, an attitude survey toward English was conducted. In the survey, students were asked about (1) likes and dislikes about English, (2) negative feelings toward English, (3) reasons for learning English, (4) what they want to learn through English classes, (5) backgrounds of English learning, (6) what they think about group work, (7) what English ability they want to acquire, (8) worries, and (9) resolutions.

From the beginning of April to the beginning of September, CLILTA session 1 through CLILTA session 5 were implemented. At the start of each session, students ask questions related to the contents of a textbook in pairs so that they can link the lesson with themselves. With respect to “content” of the 4Cs, students understand the content by asking and answering the questions related to the content. About “language of learning” of “communication,” the students learn key phrases, new words, and sentence structures by using a Sub Note. In relation to “cognition,” they summarize and explain, and think and discuss through group work. Through the group work, they also cooperate, play their roles, and broaden their perspectives (“community”), and at the same time, they learn “language for learning” and “language through learning.” The following are

the tables of outline of each session in terms of 4Cs.

**Table 1 The Outline of Session 1 in Terms of 4Cs**

Content		<ul style="list-style-type: none"> <li>• the earth seen from the space</li> <li>• working with people from various nations</li> <li>• life on the ISS • experiments on the ISS</li> <li>• the reason why Mr.Wakata goes into space</li> </ul>
Cognition	LOTS (lower-order thinking skills)	<ul style="list-style-type: none"> <li>• summarize the life and the experiments on the ISS</li> <li>• understand what is important to work with people from various nations</li> <li>• explain why Mr.Wakata goes into space</li> </ul>
	HOTS (higher-order thinking skills)	<ul style="list-style-type: none"> <li>• think about what is impressive or sympathetic about Mr. Wakata</li> </ul>
Communication	Language of learning	the ISS, S takes ~ to..., dream of ~ ing, a variety of, worry about ~ ing, experiment, humanity
	Language for learning	the way to ask and answer the questions
	Language through learning	<ul style="list-style-type: none"> <li>• questions and answers • new expressions</li> <li>• new vocabulary</li> </ul>
Community		<ul style="list-style-type: none"> <li>• understand different perspectives in group</li> <li>• play one's role in group</li> <li>• have a consciousness of being a global citizen</li> <li>• understand different sense of values</li> </ul>



**Table 2 The Outline of Session2 in Terms of 4Cs**

Content		<ul style="list-style-type: none"> <li>• Tokyo has less green space than other big cities in the world</li> <li>• Umi-no-Mori project • the use of landfills</li> <li>• air and water pollution caused by landfills</li> <li>• Ando’s belief in the Japanese tradition of living in harmony with nature • 3Rs</li> </ul>
Cognition	LOTS	<ul style="list-style-type: none"> <li>• summarize the Umi-no-Mori project</li> <li>• understand the use and the pollution of landfills</li> <li>• explain the relationship with Ando’s belief and Umi-no-Mori project</li> </ul>
	HOTS	<ul style="list-style-type: none"> <li>• analyze the environment in hometown Aomori</li> </ul>
Communication	Language of learning	close to, dispose of, turn into, deal with, help do, the problem of pollution, in harmony with, not only... but also..., Three Rs
	Language for learning	write a simple research report
	Language through learning	<ul style="list-style-type: none"> <li>• expressions to introduce the environment of one’s hometown</li> <li>• new expressions • new vocabulary</li> </ul>
Community		<ul style="list-style-type: none"> <li>• cooperate in groups</li> <li>• discuss how well they work and what they can improve in their group</li> <li>• rethink about one’s environment</li> <li>• understand one’s hometown</li> </ul>

**Table 3 The Outline of Session 3 in Terms of 4Cs**

Content		<ul style="list-style-type: none"> <li>• the meaning of learning foreign languages</li> <li>• fun to learn foreign languages</li> </ul>
Cognition	LOTS	<ul style="list-style-type: none"> <li>• summarize how three people learn foreign languages</li> <li>• think about what three people have in common in learning foreign languages</li> <li>• think about common elements of three people in order to write novels in foreign languages</li> </ul>
	HOTS	<ul style="list-style-type: none"> <li>• think about the reason for learning English</li> <li>• analyze the reasons of other group members</li> </ul>
Communication	Language of learning	move to.., at the age of.., as...as possible, in search of.., at first, be full of..., take on...,be based on, contribution to..., recover from..., difficulty, when it comes to...
	Language for learning	<ul style="list-style-type: none"> <li>• how to summarize</li> <li>• the way to write a simple essay</li> </ul>
	Language through learning	<ul style="list-style-type: none"> <li>• the expressions to introduce one's favorite book and what it is about</li> <li>• new expressions    • new vocabulary</li> </ul>
Community		<ul style="list-style-type: none"> <li>• cooperate in groups</li> <li>• discuss how well they work and what they can improve in their group</li> <li>• rethink about Japanese language by learning foreign languages</li> <li>• broaden one's mind</li> </ul>

**Table 4 The Outline of Session 4 in Terms of 4Cs**

Content		<ul style="list-style-type: none"> <li>• Nobu’s talent and effort</li> <li>• Nobu’s life as a pianist</li> </ul>
Cognition	LOTS	<ul style="list-style-type: none"> <li>• summarize Nobu’s talent</li> <li>• summarize Nobu’s turning point in life</li> <li>• understand how much Nobu made an effort</li> </ul>
	HOTS	<ul style="list-style-type: none"> <li>• express one’s opinion about what Nobu’s mother learned from Nobu</li> <li>• think about one’s own dream</li> </ul>
Communication	Language of learning	blind, talent, as soon as, every four years, feel happy to, come true, hard work, because of, happen to..
	Language for learning	<ul style="list-style-type: none"> <li>• the way to paraphrase</li> </ul>
	Language through learning	<ul style="list-style-type: none"> <li>• new expressions</li> <li>• new vocabulary</li> </ul>
Community		<ul style="list-style-type: none"> <li>• cooperate in groups</li> <li>• discuss how well they work and what they can improve in their group</li> </ul>

**Table 5 The Outline of Session 5 in Terms of 4Cs**

Content		<ul style="list-style-type: none"> <li>• what Japan is like from the point of view of McJilton</li> <li>• Japan's first Food Bank(2HJ)</li> <li>• McJilton's dream</li> </ul>
Cognition	LOTS	<ul style="list-style-type: none"> <li>• understand poverty in Japan</li> <li>• summarize the mechanism of 2HJ</li> </ul>
	HOTS	<ul style="list-style-type: none"> <li>• think about what 2HJ thinks important in relationship with companies</li> <li>• think about problems in society</li> <li>• think about the society one wants to live in</li> </ul>
Communication	Language of learning	welfare, organization, economy, poverty, nutritious, equal, developed countries, such as..., at least, play a ...role, those who..
	Language for learning	<ul style="list-style-type: none"> <li>• useful phrases in discussion</li> </ul>
	Language through learning	<ul style="list-style-type: none"> <li>• new expressions</li> <li>• new vocabulary</li> </ul>
Community		<ul style="list-style-type: none"> <li>• foster pluralistic values</li> <li>• discuss how well they work and what they can improve in their group</li> </ul>

While lessons were implemented from April to September, a questionnaire was conducted to the participants before summer vacation in July. Students answered the questions about how they felt after 3 months and so on. They were asked if they had come to enjoy English (more), what ability or skill they thought they had developed, and what they thought about group work.

While only I did the last five sessions based on CLILTA, the other two teachers offered cooperation and we could do session 6 on CLILTA for all the first year students.

**Table 6 The Outline of Session 6 in Terms of 4Cs**

Content		<ul style="list-style-type: none"> <li>• the trigger for Dr. Goodall to decide to go to Africa</li> <li>• what we humans and chimpanzees have in common</li> <li>• the benefit we receive from animals and plants</li> <li>• what Roots &amp; Shoots is about</li> </ul>
Cognition	LOTS	<ul style="list-style-type: none"> <li>• understand the message Dr. Goodall wants to tell young people</li> <li>• summarize the benefit we humans receive from animals and plants</li> <li>• understand what Roots &amp; Shoots do</li> </ul>
	HOTS	<ul style="list-style-type: none"> <li>• think about what one can do as a member of Roots &amp; Shoots</li> <li>• think about the meaning of the words “everything in nature is connected”</li> </ul>

Communication	Language of learning	spend ~V-ing, in order to, have a lot in common, one another, I mean, ask for, turn to, besides, make up, be in danger of, lie in, That's why, break through, make a difference, share ~with...
	Language for learning	<ul style="list-style-type: none"> <li>• the way to write a script for presentation</li> </ul>
	Language through learning	<ul style="list-style-type: none"> <li>• the expressions used to write a script</li> <li>• new expressions</li> <li>• new vocabulary</li> </ul>
Community		<ul style="list-style-type: none"> <li>• cooperate in groups</li> <li>• play one's role in groups</li> </ul>

## CHAPTER 5 RESULTS AND DISCUSSION

This chapter provides an overview of the CLILTA sessions carried out over the period of six months. It discusses how the students developed their ability through CLILTA.

This chapter consists of results and discussion about the data from the outcome of a survey, students' reflection sheet, essays written by the students, a teacher's observation, and the results of a questionnaire.

### 5.1 Attitude Survey Toward English in April

During the first lesson after students entered high school, an attitude survey toward English was conducted (See Appendix I). Students were asked two questions about how they felt about English in junior high school: (1) Did you like English in junior high school?: (2) Were you good at English in junior high school?

While 81% of the students liked English when they were in junior high school, only 68% of them were good at English. There seemed to be students who liked English but were not at good English, compared to other subjects or other students.

**Table 7 The Participants' Responses to Question 1 in the Survey**

items	number	%
Yes	113	41%
So so	112	40%
Not so much	45	16%
No	8	3%

**Table 8 The Participants' Responses to Question 2 in the Survey**

items	number	%
Yes	40	14%
So so	151	54%
Not so much	71	26%
No	16	6%

Next, I asked the students the reason why they learn English: (3) Why do you learn English? As students wrote the answers to this question, some students wrote many kinds of answers. The following table is the students' responses to the question.

**Table 9 The Participants' Responses to Question 3 in the Survey**

responses	number	%
Useful in the future	79	28%
Advantage in career choice	74	27%
Communication with many people	51	18%
Enrich one's life in the future	37	13%
Broaden one's horizons	34	12%
International understanding	17	6%
Entrance examinations to university	13	5%

Though most of the students hope to go to university after graduation, only 5% of them answered that learning English was for entrance examination to university. 28% of them, which was the most, answered it was because of being useful in the future, and 27% of them answered it was for advantage in career choice. Considering the characteristic of this high school, I had expected many students to answer it was for entrance examination to university; however, they believed learning English would bring them to bright future, not only success in entrance examinations. They put more



emphasis on English for the future than on English just for examinations.

Also, students were asked about what they expected about lessons in high school:

(4) What do you want to learn in English lesson in high school? They wanted to learn ‘speaking’ most, ‘listening’ the second most, ‘reading’ the third most, and ‘writing’ the fourth. Some students also wanted to learn grammar. Another question was about group work: (5) What do you think about learning English in groups? Most of the students wanted to try group work; the reasons were “We can develop our ability to communicate with others in English,” “We can learn with each other in groups,” and “We can enjoy learning with others.”

Here, the survey in April shows that most of the students in this school hope to go to university, but many of the participants would rather learn English for the future jobs and their enrich life than just for entrance examinations. Also we see that they are looking forward to learning English with their friends.

## **5.2 CLILTA Sessions**

### **5.2.1 Session 1 Going into Space**

In the first lesson, students asked in pairs, “Would you like to go into space?” and “When you were five or six years old, what did you want to be when you grew up?” and practiced expanding conversations by using “Why?” (content / community). Then, they checked new words and phrases, sentence structures, and demonstrativeness by using the Sub Note (communication). Students also retold the life and the experiments in space, using the keywords given by the teacher (cognition / communication). After that, they confirmed by asking and answering the questions in English about what is important to work with people from various countries and why Mr. Wakata goes into space in spite of danger (cognition).

In the last lesson, students discussed in Japanese why going into space is related to the rediscovery of love for the earth and the discovery of our humanity as citizens of the earth (cognition / community). They also exchanged their ideas in Japanese about what is impressive or sympathetic about Mr. Wakata and why. In group work, they decided who was going to be a leader, a monitor, a recorder, and a reporter in advance, and at the end of the discussion, a reporter of each group reported what their group had discussed (community).

Some students related the content of the textbook to themselves. In their reflection sheet, they said, “I was impressed by Mr. Wakata’s words ‘Remember that each one of us is a crew member of Spaceship Earth’ because he made me feel that we are the same human beings even though there are many people from various countries,” and “Mr. Wakata knew he is a citizen of the earth and took action for other people. I thought we should use our ability for other people.” However, there were other students who were impressed by Mr. Wakata, but they thought he was special and different from themselves. This may be because these students thought that if they were him, they could not do the same thing, or they wanted to be like him but they just could not express that feeling.

After that, they organized their ideas again and wrote about what was impressive or sympathetic about Mr. Wakata in English. The following are what the students wrote about what they were impressed or sympathetic about Mr. Wakata. They first wrote in Japanese, and then translated into English.

(T.K.in Japanese)

I sympathize with his words that “I feel so lucky to have a beautiful home planet.”

That is because I also think that the earth is the most beautiful planet in the universe. ( my

translation)

(T.K. in English)

I sympathized with the word feel happiness to be able to be home with this beautiful planet.

(Y.O. in Japanese)

I am impressed by the fact that Kouichi went into space for humanity even though there are many dangers in space. I thought it courageous to try something for other people.

( my translation)

(Y.O. in English)

I was impressed by his earnestness. There were many dangers in space, but he went into space for humanity. I think he is very good person.

(A.I. in Japanese)

I think that Kouichi Wakata is great because even though he knew that working in space was dangerous, he tried various things and played an important role for human beings.(my translation)

(A.I. in English)

Space is danger but Kouichi Wakata challenged many things and took an important role. I think that it is great.

(M.M. in Japanese)

I thought it wonderful that he enjoyed life in space and experiences there. I don't think I can enjoy working without any fear, knowing that it is dangerous. ( my translation)

(M.M. in English)

I found that he love his colleagues and our blue planet Earth.

Like above, what most students wrote in English was about half as much as what they wrote in Japanese. The reason for it is that they can think in Japanese, but they do not know the vocabulary or grammar to express it in English. However, most of them tried hard to express their ideas. Some students like M.M. even changed ideas when they translated into English, probably because they found it difficult to translate Japanese expressions into English.

With respect to community, many of the students said that they enjoyed exchanging ideas with others. I also observed that every student smiled and seemed lively when they worked in groups. It seemed that they felt freshness because it was different from usual classes during which they look at the textbook, blackboard, and notebooks.

### **5.2.2 Session 2 A Forest in the Sea**

At the start of the session 2, students asked in pairs, “What do you do to save the environment?” and “When do you feel Mottainai?” (content / community). Then, in order to understand the outline, students were given four to seven questions in each section. Next, they underlined the sentences that were answers to the questions (cognition). After that, they checked new words and phrases, sentence structures, and demonstrativeness by using the Sub Note (communication). Also, students were given questions for discussion in each section, and they talked about them in pairs (cognition / community). For example, the questions were “What park do you know? Choose one and describe it in detail” in section 1, “What do you do to reduce the garbage? And what

can you do?” in section 2, “Do you also believe in the Japanese tradition of living in harmony with nature? Why? Why not?” in section 3, and “What do you think Mr. Ando and Wangari have in common?” in section 4.

In addition, they summarized the Umi-no-Mori project and discussed and identified the uses and the problems of landfills in groups (cognition / community). With respect to cognition, I had them summarize in groups from their memory, without looking at the textbook or notebooks. In this activity, group work made them relate to others what they remembered and recall the story by listening to other members, and they succeeded in recounting summary. It seemed difficult to summarize only by using their memory, but what other members told helped them to remember it and moreover prompted them to recall other things, too. Students felt their thoughts were stimulated by others, which they could not do by themselves. Also we can safely assume that they understood the content deeply.

Then, each student thought about the environment in Aomori. In Japanese they discussed in groups a message they could send to the world from Aomori (community / cognition). After that, they wrote their own opinions about it in English (communication).

Regarding communication, the following statements are what the students wrote about a message they could send to the world from Aomori. When I looked them through at first, some wrote only the facts and no message, others wrote about something that was not related to Aomori, and others wrote little. Therefore, I wrote comments and returned to the students, and they rewrote their replies.

(M.O.'s first draft)

Aomori has fresh air and delicious foods. They are so good for health. Aomori

makes people happy.

(my comment)

Please write the message to the world. How do you think people in the world will be able to have fresh air and delicious food like people in Aomori?

(M.O.'s second draft)

I think the environment in Aomori is better than any other prefecture. Aomori has sea, forests, animals, fresh air and delicious foods. We can send message to the world, "Beautiful environment makes us happy." The dirty city doesn't make us happy, so we had to protect nature like Aomori.

(Y.N.'s first draft)

By chemical-free, we help to solve animals and plants.

(my comment)

What about Aomori?

(Y.N.'s second draft)

In Aomori, people grow apples by chemical free so there is little damage to plants and animals. I think we can protect animals and plants if this thing is extended in the world.

(S.F.'s first draft)

"ShirakamiSanchi" became the first World Heritage in Japan because it includes the virgin forest which hasn't been interfered by humankind. Aomori has 74 % of the World Heritage area.

(my comment)

Please write the message to the world, too.

(S.F.' second draft)

“ShirakamiSanchi” became the first World Heritage in Japan because it includes the largest virgin forest which hasn't been interfered by humankind all over the world. Aomori prefecture has 74 % of the World Heritage area. Virgin forests are very rare in current days. We must preserve it and keep till the next generation. On that point, our ancestors lived in harmony with nature and sustained forests till our generation. People should learn our ancestors' method to live symbiotically with nature and just do it.

Every student thought deeply after their problem points were pointed out, and as a result wrote much more than their former attempt. There are many students who think that they have only to turn in their homework, probably because they have many other things to do such as club activities, preparation and reviews of other subjects. However, only a few piece of encouragement or scaffolding stimulate the students to think deeply and write more.

With respect to community, some students said on their reflection sheet, “Other people's opinions are what I cannot think about.” Another student said, “Group members' thoughts helped me to understand the content more.” Additionally, one student said, “Group work gave me a chance to talk to people I usually don't talk to.” From these, students seemed to learn something from group work and enjoy communicating with many people. On the other hand, one student said, “Everyone should talk actively, not just say their opinion and that is all.” It is true that we teachers also should do something in order to encourage them to discuss actively. Also, another student said, “Group work or pair work gives us a chance to learn the words or expressions we do not know, but we tend to just nod and cannot respond to what other members said.” They know the problem point but do not know how to react. Therefore,

it is necessary for teachers to teach them methods that students can use to respond, such as communication strategies.

Some of the students' impressions about the content of this lesson were the following: "I was surprised to learn that the history of landfills goes back to Edo period. They are efficient but just a quick fix, so we need to find a better way." One student thought, "I want everyone to promote their consciousness toward environment through the Umi-no-mori project. I hope there will be more green on earth through many kinds of movements to protect the environment." Another stated, "If there is more nature around us owing to the Japanese tradition of living in harmony with nature, I think the environment will be better in the future". From these impressions, we can say they were interested in the topic and enjoyed thinking about it deeply.

### **5.2.3 Session 3 Writers Without Borders**

At the start of this session, students exchanged their ideas in pairs about which country they wanted to live in if they had a chance (content/ community). Then, I introduced a jigsaw activity in class (cognition / community). In this activity, students make groups of four. Then, each student of an original group makes another group, which is called an expert group, to be an expert of one aspect of a topic. In this lesson, students in the expert group read an easy version of a part of the story and responded to the given questions. Answering the questions helped them to understand of the outline of their part. When they finished answering the questions, they moved back to the original group and each member told the other members about what they learned in the expert group. The other members listened and took notes. When every member finished telling the other members about their part, every member in the original group was supposed to understand the outline of the whole story. Many students said in their



reflection sheet that the jigsaw activity led them first to understand the outline and then read in detail, so the story soaked into their minds easily. In the jigsaw activity, they could understand what it was about by answering the given questions, so when they read details, their schema was activated and it helped them to read the details easily. However, some had negative impressions about the jigsaw activity. They wrote that it took a lot of time to read and answer the questions because they did not read it in advance at home, which they usually do as a preparation for the lesson, so they felt they caused other group members problems. I thought it important for them to read and understand what it is about within a set time, but in doing the jigsaw activity, I should have provided them with a sense of reassurance by telling them that they could read ahead if they wished to.

Next, I explained how to paraphrase, and had the students summarize each section. In class, the names of a few students were called, and they reported the summary to the class (cognition / communication). The summaries the students wrote were satisfactory, but they did not use paraphrasing very much. The reasons why they summarized well might be that I told them the first and last sentence of the paragraph should be important in most cases and that the jigsaw activity influenced them positively because it gave them the outline by answering the questions. However, it is essential that teachers repeatedly show examples of how to paraphrase so that students will be able to paraphrase by themselves over time.

After that, they checked new words and phrases, sentence structures, and demonstrativeness by using the Sub Note (communication). Also, students were given questions for discussion in each section, and they talked about them in pairs (cognition / community). For example, the questions were “What is the title of your favorite book?”, “Do you want to study abroad? Where would you like to go?” and “What is your new

experience or the difficulty about high school life? How are you trying to recover from them?” During this activity, I told them to ask at least one question about their partner’s answers (communication).

In addition, the students were given a chance to talk in Japanese in groups about common elements of three people in order to write novels in foreign languages (cognition / community). Moreover, they thought about why they learn English (cognition). I thought some might think that the reason why they learn English was to enter university, and I would like them to have other reasons for learning English. Therefore, I offered the students four categories of the reasons: to enrich their life, to raise international understanding and broaden their mind, to enter university and get employment, and others. Then, I had them think about the good points about each category, and they exchanged their ideas with their group members (community). With respect to group discussion on the reasons why they learn English, students were stimulated by listening to other members’ ideas. They wrote on their reflection sheet as follows: “Listening to others’ opinions is helpful,” “Listening to the reasons other members thought about helped me to have a new goal,” and “It gave me a good opportunity to rethink the meaning of English learning.” They were also inspired to think more deeply and express their own reasons during group activities. These reactions appeared on their reflection sheet: “My reasons were the same as others and I thought I needed to think more deeply,” and “I should have given the reasons far from typical ones.”

Finally they wrote about why they learn English, giving three reasons (communication). They used the writing basics they learned with ALT in advance, such as topic sentence, middle details, and concluding sentence. I also instructed them to use ‘first,’ ‘second,’ and ‘finally,’ when they give reasons. The following are the essays the

students wrote about why they learn English. These are the ones the same students wrote as in the first session.

(K.T.)

I have three reasons to study English. First I can be friends with foreign people by learning English. Also, I can hear interesting stories from them. Second, I can understand foreign people's perspective. Therefore, we come to agreement. Finally, it is useful to work in a major company. So I learn English.

(Y.O.)

I learn English to use it in the future. I want to communicate well with foreigners. I think learning English is very important. First, I can help foreigners. For example, by telling ways. Second, I can know how Japan is seen from other countries. That will make me love for Japan. Finally, I can choose many kinds of work if I know details of English. I can correspond to foreigners. Because of these reasons, I am learning English now.

(A.I.)

I learn English to widen the field of view. First, I can read English newspapers. Second, I can find things which I want to do. Finally, I can understand the idea of foreign. So, I'm going to study English very hard.

(M.M.)

I want to read English books, so I learn English. I like reading books. There are a mountain of Japanese books. But I want to read more and more books. English books are more than Japanese. I'm interested in them. I must learn English to read them. That is

why I learn English.

Like M.M., a few students did not use the words ‘first,’ ‘second,’ and ‘finally.’ There were some students who had grammatical mistakes, others who had very short sentences like A.I., and others who tried to add explanations for each reason. Because I told them to write three reasons and they had a chance to talk with others about the reasons before they wrote their essays, the students wrote enough quantity. Although there is a problem about coherence, the essays seemed organized as a whole because the students were aware that they should have a topic sentence, middle details, and concluding sentence.

Regarding the content of this lesson, comments from their reflection sheet were the following: “I was impressed by the words that learning a language is new and a lot of fun,” “Yang Yi talked to anyone actively in order to learn Japanese. After all, I found it important to act of my own motion so as to learn something,” “I thought it was hard for Ms. Tawada to study German because she needed to sleep more than nine hours a day to recover from the difficulty. I learned that it is important to enjoy anything, however hard it is,” and “Those three people said that it is possible to move across borders of language and culture, and I felt I could overcome my hurdle by making an effort like them.” From these, we could see that they understood what was important to learn a language and applied these reasons to themselves by linking themselves with these three people.

#### **5.2.4 Session 4 Playing by Ear**

In this lesson, I called on several students and they reported the summary they wrote and memorized to the class. I expected the students to think that it would be

easier for them to make the sentences shorter or simpler when they had to memorize the summary, and it would lead to developing the ability to paraphrase (cognition / communication). Regarding the summary report activity, they did well and smoothly. Their summary had the main point and they also memorized them. However, they could not paraphrase very well. It is presumed that it was difficult to summarize in English when they did not understand very much about the story at the stage of preparation of the class. Therefore, they managed to summarize it by paying attention to the first and the last sentences, but they did not understand the content fully enough to summarize it in their own words or did not have enough vocabulary. One student said, "I didn't understand why we have to memorize the summary," and another said, "I think we could do the summary activity better after we have learned the vocabulary, new phrases and the content in class." I explained to the students that it was not until they could read the textbook by themselves before the class and tell others what it is about in short words that they could say they understand the textbook. Also, I told them that paraphrasing in order to memorize and telling others face-to-face were good practices. However, they failed to feel the effect of this activity.

Then, they checked new words and phrases, sentence structures, and demonstrativeness by using the Sub Note (communication). Also, students were given questions for discussion in each section, and they talked about them in pairs (cognition / community). In addition, in Japanese they discussed in groups why Nobuyuki Tsujii described himself as one pianist who *happens to* be blind (content / community).

Students' impressions about group activities are positive. Many students thought, "We exchanged ideas and form a group's opinion cooperatively," and others said, "Some group members have different opinions and it made me understand the content deeply." They became used to group work and cooperated with each other, playing their

own roles. Also it is presumed that group work helped the students to understand the content deeply.

Moreover, ALT planned a team-teaching lesson related to this session. In the team teaching lesson, students learned the phrases such as ‘achieve my goal,’ ‘realize my dream of..,’ ‘clear a hurdle,’ and ‘overcome’ (communication). Then, they wrote an essay in more than 50 words about a goal they have for the future, the obstacles, and how they overcome them (cognition /communication). The following are the essays the students wrote about their goals and the obstacles to overcome. These are the ones the same students wrote as in the first session and the third session. ( ) refers to what ALT removed and [ ] means ALT added to what the students wrote.

(T.K.)

My goal is to study [the] economy of Japan at university. I’d like to enter [the] department of economics of Hokkaido University. It is difficult to pass a university exam, but I want [my dream] to come true. Therefore, I will have to study harder. I will study not only Japanese and English hard, but also math.

(Y.O.)

My goal is to be a nutrition manager. I’m interested in health and nourishment. Also I want to be able to (do) [have] calorie control and make people healthy. I want to help people maintain their health. But there are some obstacles. For example, I have little knowledge about nourishment, so I have to study harder for my dream. Because of these reasons, I want to be a nutrition manager.

(A.I.)

My goal is to become able to speak English well and to be able to (do) (communication)[communicate] with foreign locals. (Because) I want to talk with foreign people by (oneself) [myself] like Ms.Mizuki. I can't speak English well and I don't know English grammar well. (So)[Therefore] I will study English hard and try to speak native English.

(M.M.)

My dream is to become a librarian. I like reading books. Books teach me a lot of important things and make our imagination fertile. It's so wonderful! I would like many people to know that. So I'd like to become a librarian.

M.M. did not write the obstacles, but this is a rare case and most students wrote the obstacles and what they should do to overcome them. Though there are some grammatical mistakes in their essays, most students wrote about 50 words, a set amount. M.M did not write enough, but she used difficult words such as 'fertile,' which showed us that she used a dictionary to tell what she wanted to say. Also we can infer that students use the expressions and the grammar they have learned actively in order to convey what they wanted to express. For example, T.K. used the phrase 'not only...but also...', which they just learned, while Y.O. used the grammar they learned in spring, 'make people healthy.' In addition, their essays have topic sentence, middle details and concluding sentence, and therefore, the structure of the essay is satisfactory. They tried hard to write this essay partly because the theme was familiar. However, the obstacles they wrote were mostly about studying and entrance exams to university. This is an expression of their consciousness as a high school student because most of their dreams

are to obtain a career they want and the obstacles to overcome in order to realize their dreams are entrance exams to university.

### **5.2.5 Session 5 Food Bank**

At the start of this session, students discussed in pairs people living in the street (content / community). Then, they did the jigsaw activity to understand the outline (cognition / community).

They checked new words and phrases, sentence structures, and demonstrativeness by using Sub Note (communication). Also students were given questions for discussion in each section, and they talked about them in pairs (cognition / communication).

After finishing all the sections of this lesson, in Japanese they discussed in groups the problems in Japan and how they could solve them. During the discussion, useful expressions for discussion were introduced to the students and I instructed them to use them (cognition / communication / community). Regarding the useful expressions for discussion, they thought, “It is good to know the expressions in order to be a good facilitator in groups,” “I could play my own role as a moderator because of these expressions,” and “Everyone seemed to talk more than before.” From these comments, group discussion seemed to be developed owing to learning the useful expressions. On the other hand, some students thought about group activities in a negative way. They thought, “It is difficult to talk about one theme deeply because of a lack of English ability,” “After finishing the discussion, we should talk about other things, instead of chatting,” and “Some of the members did not do their homework, so we could not discuss enough.” From the observation, students could convey what they thought about in advance, but the discussion was stalled because their English ability was limited. Also, since the students became used to group activities, some of them did this activity



by mere force of habit. This might lead to the increased number of students who did not do their homework.

Then, each group reported what they discussed in groups. The following statements are the scripts they used when they reported what they discussed in groups.

Our group talked about the bad economy, wastes, the environment and crimes. We chose the bad economy in Japan as our group's problem. We think the problem is economy going down. Many people can't work. We hope Tokyo Olympic will give us any change.

Our group talked about the problem of Japan depending on foreign countries for food. We think that it is important that the self-sufficiency rate is low in Japan. If something happen in other countries, we can't get food. So we must increase the self-sufficiency to stabilize the circulation of food.

Our group talked about the problem of Japanese people living in poverty, throwing away much food, the welfare system and aging society. We chose the welfare system for the elderly in Japan as group's problem. We chose it because we will be involved in it in the future.

Other groups gave as their problems global warming, society with fewer children, energy resources, the election system, society where it is difficult for women to give birth, pollution, nuclear power plant, and a declining birthrate. They gave many kinds of problems probably because each of the students thought seriously about the problems in society. On the other hand, they did not give specific ways to solve the problems. For

example, they only stated that “We should think about it,” “We must help each other,” and “We should try to solve this problem.” They named the problems in society because they could learn them from the news on TV and the newspaper. However, they could not involve those problems with themselves and did not know what they could do to solve the problems, even though they thought that something should be done. The students are human resources who are going to play an important role in society. I would like each of them to think about the issues as their own problems, not as someone else’s. Therefore, teachers should devise ways to encourage students to think seriously and concretely.

After group activities, the students wrote in English about the society they wanted to live in. The following are what four students wrote about the society they would like to live in. These students are the same as ones appeared in the first session, the third session and the fourth session.

(T.K.)

Japan has some problem now. But I want to live in present society because I am used to living the society. I don’t think that it is necessary for present society to greatly change.

(Y.O.)

I want to live in a more peaceful society. There are still many poor people in Japan especially after the big earthquake. We should help them about financially and mentally. I hope that we will be able to live in peace together.

(A.I.)

I want to live in a society where people help each other. And I hope that a society that values the connection with people.

(M.M.)

I want to live in the society where we can raise our children. If we can't raise children, we can't make good society and tell about our tradition.

The reason why the amount they wrote was little is that the amount I required was not much in the first place. However, each student worked on writing hard, using the grammar they had just learned and the difficult words such as 'especially' and 'present.' Moreover, each of the four students thought about this theme seriously, judging from the fact that they wrote about the society differently.

### **5.2.6 Session 6 Roots & Shoots**

As opposed to the last five sessions, other teachers cooperated, and this session on CLILTA was done for all the first year students.

In order to understand the outline, students were given some questions in each section (content / cognition). Next, they checked new words and phrases, sentence structures, and demonstrativeness by using the Sub Note (communication). Then, in Japanese the students discussed in groups what kind of activity they would do if they were members of Roots & Shoots (cognition / communication). After that, teachers instructed the students to write a report on what they discussed in English and to write it on a poster, too (cognition / communication / community). Each group finally reported it to the class and after that, they answered the questions ALT asked about the

presentation (cognition / communication / community). Students evaluated each group in terms of content, speak clearly, preparedness, posture and eye contact, and teamwork. At the end of the lesson, teachers announced the first place to the third place to the class.

Most of the students' impressions are the following: "We all shared the work and cooperated in groups," and "We cooperated and discussed the theme." Apart from the usual group activities, the students had to do presentations in front of the class and this could help to lead them to work on the activity with a sense of pressure. Also, the students were given time to think in class, which was different from the fact that the students had to think as their homework at the last five sessions. Therefore, they could think in groups more cooperatively than during the last sessions. In the previous sessions, there were some students who did not do their homework and they tended to leave discussions to other members, sometimes only to fail to work cooperatively.

The following are what the students thought about this session: some students thought, "My English ability to express myself has improved," others thought, "Through writing the script for presentation, I could check grammar I have learned and I could learn new vocabulary," others thought, "It was difficult to write the script in English, but I found it useful to learn how to use the word in the dictionary," and others thought, "I learned new expressions through this activity and I want to learn more and use them from now on." From these, it is presumed that the students enjoyed expressing what they wanted to say and at the same time they realized that they improved their English through this activity. In addition, some students thought, "I want to improve my English so that I can answer quickly the questions ALT asks next time," and others said, "I want to make a presentation without looking at the script next time. So I will look up and read regularly in class." They seemed to find a new goal for learning English. Also

they seemed to be stimulated by the other groups or other students who could answer the questions ALT asked quickly and fluently and who did their presentation from their memories.

Next, the following is the script of the first place in one class:

Let us tell you about our activity. We thought about saving electricity, especially standby mode electricity. We will save electricity by turning off the switch and unplugging outlets. Also we will turn off the lights when we don't use rooms.

We started this activity the day we talked about Roots & Shoots. We carry out this activity in our own houses. We started this activity because we want to reduce wasteful electricity. Now, Japanese government has decided to stop nuclear power plants after the East Japan Big Earthquake. As a result, it is said that we might lack electricity. So all of us should save electricity.

Cutting down standby mode electricity is a small attempt, but if many people cooperate in this activity, we can bring a big change. Next, we will tell you how to carry out this activity. First, we checked location of outlets and how often use them in our houses, and when we don't use them, we unplug them. Also we turn off the lights when we leave rooms. We need our families' help, too. We think we can save more electricity by using outlets with switches instead of regular outlets. Then we can reduce standby mode electricity more easily. We will continue this activity from now on. So everyone, how about joining our activity? Please unplug outlets and turn off the lights with us. We hope our activity makes the situation better. That's all. Thank you.

It had enough content and coherence, and also they used new vocabulary and expressions they had just learned. Also, compared to April, their English has surely

improved in terms of grammar and vocabulary. The English in other groups has improved as well regarding vocabulary, amount and sentence structures. Judging from the scripts they wrote and the presentations, it seemed that they worked very hard for this activity as a whole.

Regarding the themes they presented, they understood what Roots & Shoots is about and thought about their projects as a member of Roots & Shoots. The themes they presented were saving resources, the use of eco bags, the problems of wrecked garbage by crows, deforestation, cleaning water, flea market for recycling, the use of the cap of the pet bottles, the problem of food waste, the problems of the amount of garbage, for example. They also thought about the specific ways to solve the problems, and how each of them could join the activity. This is quite different from the last session, in which they seemed to think of the problems as someone else's, not their own, saying just "We should think about it," "We must help each other," and "We should try to solve this problem." They now understood about Roots & Shoots, thought of the problems as theirs, and worked on this activity cooperatively in groups for presentation.

### **5.3 Questionnaire in July**

In July, a questionnaire was conducted to the students I teach English Communication I. Students were asked the questions about how they felt after three months as a whole (See Appendix II): (1) Have you come to like English (more), compared to in junior high school?: (2) What ability or skill do you think you have developed?: (3) What do you think about group work?: (4) What do you think we should do to make group work more effective?: (5) Do you want to continue group work?

(1) Have you come to like English (more), compared to in junior high school?

The following table is the students' responses to the question.

**Table10 The Participants' Responses to Question 1 in the Questionnaire**

items	number	%
Yes	16	20%
I like English as much as I did	48	60%
I have come to dislike English	9	11%
I dislike English as much as I did	6	8%

The main reason why they have come to like English was from the joy that they could obtain new knowledge, such as grammar and vocabulary, and that they could express themselves more and understand difficult sentences. Some students also thought that they came to like English because they had more opportunities to communicate with others. It seemed that group work motivates them to learn English. Other students thought that they learned to think, which they had not learned in junior high school. Here, we see that the students' ability to think was stimulated through lessons. Moreover, other students thought that the content of the textbook was interesting. We can say that they enjoyed not only English but also the content of the textbook.

(2) What ability or skill do you think you have developed?

Next, they chose from multiple choices about the ability or skill they thought they had developed. They were allowed to choose more than one. The following is the participants' responses to the question.

**Table 11 The Participants' Responses to Question 2 in the Questionnaire**

items	number	%
Reading	42	53%
Writing	31	39%
Speaking	14	18%
Listening	15	19%
Vocabulary	51	64%
Ability to think	26	33%
Others	2	3%

64% of the students answered 'vocabulary.' The reason is that they took a vocabulary test every lesson. When viewing the table, it is obvious that speaking and listening were lower than reading and writing. This is partly because the content of the textbook was difficult to discuss in English, so that they discussed it in Japanese first and then wrote about it in English, which deprived them of a chance to speak and listen in English. They might have felt accomplishment if they had discussed topics more familiar to them in English as a warm-up. At any rate, it is necessary that they develop those four skills equally.

In addition, the reason why more than half of the students thought they developed their reading skills is that they always read the textbook first in order to understand its content. Whether they discuss in Japanese or in English, they need to read the textbook over and over again, and as a result they must have felt that they thoroughly read the textbook and understood it deeply.

Likewise, the reason why about 40% of them thought they developed their writing skills, despite only three months passing, is that they were given opportunities to



write about what they wanted to express. Only 33% of them chose ‘ability to think,’ partly because they did not understand what ‘ability to think’ was.

(3) What do you think about group work?

Next, the students were offered choices about what they thought about group work and they were allowed to choose as many choices as they liked. The following table shows the participants’ responses to the question.

**Table 12 The Participants’ Responses to Question 3 in the Questionnaire**

items	number	%
Deepen one’s own thought by listening to other members’ opinions	51	64%
Useful to understand the content of the textbook	49	61%
Able to express one’s opinion	39	49%
Able to cooperate with others	39	49%
Develop one’s communication skills	18	23%

The most students chose that it ‘deepen their own thought by listening to other members’ opinions.’ They seemed to realize that they enhanced each other through group work.

Next, 61% of the students believed that it was ‘useful to understand the content of the textbook.’ It means that they understood the content of the textbook more deeply by discussing it with each other.

In addition, about half students thought that they were ‘able to express their opinion’ because they must have felt fulfilled. However, at the same time, the other half of the students did not feel that they could express their opinions. Regarding this

problem, the answer to the next question, which was (4) ‘What do you think we should do to make group work more effective?’, was helpful. 24% of the students answered, “We should be willing to express our opinion.” It means that there were some students who had something to say, but regretted they could not be active in expressing their opinion. Therefore, about half of the students probably did not choose ‘able to express their opinion’ in question (3). Also, 10% of the students answered, “We should express our opinion and then provide opinions on what others say,” and this also stemmed from their reflection that they could not be active. They had spent only three months in high school at this time, and they may have been reserved with each other.

Moreover, 49% of the students answered, they were “able to cooperate with each other”, which means that about half of the students did not think they were able to cooperate each other. The answer to question (4) was also helpful to understand it. Most students thought “we all should do homework” in order to make group work effective, which means that there were some students who did not complete their homework and that it prevented them from cooperating with each other.

Furthermore, 23% of the students answered they “developed their communication skills”. The low percentage of this choice is partly because the choice itself was difficult to understand. I should have explained what communication skills were.

(5) Do you want to continue group work?

I also asked the students if they wanted to continue group work. The following table is the students’ responses to the question.

**Table 13 The Participants' Responses to Question 5 in the Questionnaire**

items	number	%
Yes	63	79%
No	2	3%
I don't mind	13	16%

Most students answered 'Yes' and only 3% of them said 'No.' The most common reason why they wanted to continue group work was that they could understand the textbook more deeply. Here, we can say that CLILTA enabled the students to understand the content with interest. Also, other students said, "I can listen to other members' opinions and it deepens my thought," and other students remarked, "I can practice expressing my opinion through group work." They must have felt that they were growing by learning with others.

## CHAPTER 6 CONCLUSION

The purpose of this study is to explore how effective CLILTA will be in terms of the development of the ability to think and to express ideas or opinions, and the enhancement of the interpersonal communication skills. In this chapter, the answers to the original research questions are discussed.

Q1 Will CLILTA help to understand the contents of a textbook deeply and develop the ability to express one's ideas or opinions about the matters in the textbook?

From the reflection sheet, the questionnaire and essays, it is obvious that students not only paid attention to English in the textbook, but they tried to become committed to the content of the textbook. They sympathized with the people in the textbook and tried to understand the content by relating it to themselves. Regarding the ability to express one's ideas or opinions, we cannot say that the students could have discussions interactively enough in English. The students' discussion in Japanese was more often than that in English because this research was conducted right after they entered high school and their English ability was not enough to discuss complex ideas thoroughly in English. However, they exchanged their ideas in Japanese through group work, and eventually managed to express them in English, using new vocabulary and grammar. In fact, the result of the trial examination conducted in November showed that the two classes to which the participants in this research belong were the top two of all the classes in the ability to express the ideas or opinions in English.

In the future, I would like to give the students as many opportunities to speak and listen in English as those to read and write, expecting them to develop the ability to think about the content more deeply and the ability to express themselves in English as

they move on to the next grade.

Q2 Will CLILTA help students to cooperate with others to achieve a goal?

The result of the questionnaire showed that about half of the students cooperate with members in group work. However, I received the impression from the observation that each student played their own roles. In fact, many of the students remarked on the reflection sheet that they cooperated in group work. Also, after the sixth session, in which all the first-year students in the school tried CLILTA, most of their impressions were that they cooperated with group members and that they played their own roles in group work. It means that they seemed to have cooperated with others to achieve a goal. Moreover, the fact that 80% of the participants wanted to continue group activities tells us that they themselves felt that they developed their ability by cooperating with others which they could not do by themselves.

In conclusion, CLILTA largely helped the students to cooperate with others and play their own roles, even though a few students had problems that they did not do their homework or could not be active in group work.

There is a possibility that CLILTA will have educational significance in Japan. MEXT (2013) adopted the Basic Plan for the Promotion of Education. The following are the four basic policy directions (MEXT, 2013):

- (1) Developing social competencies for survival
- (2) Developing human resources for a brighter future
- (3) Establishing learning safety nets
- (4) Establishing vibrant communities based on strong bonds society

CLILTA will have a possibility to correspond to the directions through English

lessons. Regarding (1), it is expected that CLILTA will encourage the students to think for themselves and take the initiative in solving problems, so that they will develop social competencies for survival. With respect to (2), CLILTA helps the students to express their ideas or opinions, to accept others' ideas or opinions, and to raise awareness of the issues. Therefore, CLILTA will lead to developing human resources for a brighter future. Concerning (3), the students can develop the ability to think and to express ideas or opinions, and enhance their interpersonal communication skills through CLILTA, so they will be able to give a reaction when they are offered opportunities in the future. Moreover, regarding (4), a class and a group are both a small community, and when the students realize that the joy of learning with others and supporting each other is helpful for themselves, they will be able to establish vibrant communities based on the strong bonds of society.

In order to develop CLILTA in the EFL classroom, I would like to add some implications drawn from this research. When CLILTA was introduced through this research, some problems were raised. First, in this research, I introduced CLILTA while the other teachers did not, so I had difficulty in keeping up with the pace of the other classes and making time for discussion and other activities. It might have placed burden on the students; the students in my class had more homework for the activity than the ones in the other classes to make up for the time. Therefore, there were some students who did not do their homework, and others who did not their homework properly, and it made group work less effective. Actually, when I gave the students the time to think for the discussion during the class instead of giving them homework, the students who usually did not do their homework often worked hard and proposed brilliant ideas in group work. Thinking of it, the result would have been different if I had given time to think for the discussion in every class. In fact, in the sixth session, all the first-year

students in the school tried CLILTA, and this made it possible to give the students the time to think and discuss during the class. Eventually, the students actively discussed with each other. After the discussion, each student played their own roles, such as making a presentation script and making a poster, and as a result, all the students could take part in the discussion and cooperate with each other. Therefore, it is more effective that CLILTA will be planned across a long span of time and the students will be offered time to think for discussion during the class.

Also, in the sixth session, though CLILTA could be applied to all the first-year students, I had more difficulty than the previous sessions, in which I tried CLILTA only for two classes. First of all, it took me a lot of time to make materials in order for the other teachers to understand how they would do the lesson based on CLILTA. Also, as the lesson proceeded, I had to deal with problems flexibly, but I could not tell the other teachers about them. Moreover, because the other teachers were experienced teachers with their own teaching styles, it goes without saying that the activities were a little different depending on the teachers, even though they were based on the same materials. If CLILTA can be conducted in high school as a whole, it is necessary that all the teachers take their share of making materials. Also, the teachers need to take more time to discuss the lesson in advance.

Furthermore, it is expected that the research will have more validity and reliability as an educational approach to the English lessons in high school if qualitative and quantitative data is obtained not only from the participants in this research but also from all the students in the high school as a whole. Moreover, if CLILTA is adopted and carefully designed, and extended the practice of CLILTA in the whole school in the future, it is sure that more fulfilling research will be done.

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Appendix I  
英語に対する意識調査  
HR 番 名前

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- 1 (1)中学生のとき、英語は好きでしたか？ (○をつけてください)  
1 好き 2 まあまあ好き 3 あまり好きではない 4 嫌い  
(2) (1)の理由を書いてください。

.....

- 2 (1)英語は得意ですか。(○をつけてください)  
1 得意 2 まあまあ得意 3 あまり得意ではない 4 苦手  
(2)なぜそう思いますか。自由に書いてください。

.....

- 3 英語を勉強することは、自分にとってどんな意味があると思いますか。

.....

- 4 次のことについて、英語の授業でどの程度学びたいですか。それぞれ1つに○をつけてください。

		どちらか			どちらか
			すごく けっこう といえば あまり		
えば あまり					
英語を読むこと	+-----+				英単語 +-----+
英語で書くこと	+-----+				英語の文法 +-----+
英語で話すこと	+-----+				外国の文化 +-----+
英語を聞くこと	+-----+				

※その他学びたいものがあれば書いてください。 .....

- 5 学校の授業以外で、英語に関係することで取り組んでいる(取り組んだ)ことがあれば書いてください。(ex. 洋楽、映画、ペンパル、海外旅行、国際交流プログラム、英会話教室など)

.....

- 6 グループ学習を通して英語を勉強することについてどう思いますか。

.....

- 7 高校を卒業するまでに、英語のどんな力をつけていきたいですか。

.....

- 8 高校の英語の授業について、不安なことや心配なことがあれば書いてください。

.....

- 9 その他、英語を勉強する上での自分の決意、授業のやり方について期待することなど何でもいいので書いてください。

.....

Appendix II  
英語の授業についてのアンケート

1 (1) 中学校の時に比べて、英語は好きになりましたか？

- a (より)好きになった      b 変わらずに好きだ  
c (より)嫌いになった      d 変わらずに嫌いだ

(2) (1)の理由を書いてください。

.....

2 高校に入って約4か月。英語の授業を通して力がついたと思われる項目に○をつけてください。(何個でも可)

- a 英語を読む力      b 英語で書く力      c 英語を話す力      d 英語を聞く力  
e 英単語力      f 考える力      g 表現力      h その他 (                      )

3 グループ学習について、

(1) あてはまる項目に○をつけてください。(何個でも可)

- a 内容を理解するのに役立った  
b 対人コミュニケーション能力が身についた  
c 他の人の意見を聞くことで自分の考えも深まった  
d 自分の意見を言うことができた  
e グループのメンバーと協力することができた  
f その他 (                      )

(2) グループ学習をより効果的にするためにはどうすればいいと思いますか。

.....

(3) グループ学習は続けてほしいですか

- a 続けてほしい                      b 続けてほしくない                      c どちらでもいい  
※理由を書いてください。
- .....

4 jigsaw について

- a またやってほしい                      b やらないでほしい                      c どちらでもいい  
※理由を書いてください。
- .....

5 授業を全体について、改善に向けてのアイデアがあれば自由に書いてください。

.....

6 課題への取り組みはどうでしたか。自由に書いてください。

(予習ノート、Food for thought、ポートフォリオ、シス単など)

.....

.....