

A Classroom Report: Planning and Conducting CLIL-based ACT Classes

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Abstract

The ACT Program, which started as part of the global initiatives of Ochanomizu University, is a program that aims to foster students with enhanced language skills, communication ability, and inter-cultural understanding. The main goal of ACT classes is to strengthen students' ability to express themselves in speaking and writing, with emphasis on speaking. This paper reports how I planned and gave my 2018 ACT I and II classes using the CLIL approach, analyzes students' feedback on ACT II, and discusses how they can be improved using CLIL's 4Cs.

Keywords: CLIL, 4Cs, discussions, presentations, motivation

1. Introduction

Ochanomizu University's Globalization Initiatives

The Advanced Communication Training (ACT) program in Ochanomizu University's foreign language education started as part of the university's globalization initiatives. A five-year plan (2012-2016 academic year) called "Project for Promotion of Global Human Resource Development" was drafted, whose main objective was "to strengthen the language skills, communication capabilities and cross-cultural understanding of the students" (Project for Promotion of Global Human Resource Development, n.d.). The project had four pillars: a) promoting foreign language education, b) promoting study abroad programs, c) strengthening global capabilities, and d) promoting globalization.

The university applied for "Go Global Japan Project" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), a subsidy project which aimed to support universities to foster people who can challenge global issues and play active roles in global settings (Japan Society for the

Promotion of Science [JSPS], n.d.-b). Out of 41 applications for Type A, or university-wide, projects, Ochanomizu University was among 11 of those selected and received a project grant (JSPS, n.d.-a).

As one of the building blocks of the project's first pillar—promoting foreign language education—the university launched the ACT program in the academic year 2013 (Tunçay, 2014). The MEXT grant period ended in the 2016 academic year, but the university has continued to offer the ACT program. It has been a popular program to date, especially among motivated students.

The ACT Program Overview

The ACT Program offers “practical and advanced” English courses to “enhance English proficiency” of students “by not only ‘studying English’ but also ‘studying in English’” (Ochanomizu University, 2019a, p.24, translated by the author). The program objective is “to help students develop strong English skills necessary in various settings, such as studying abroad, post-graduate studies, and working in multi-national companies” (Tunçay, 2014, p.1). In particular, the program focuses on improving students’ ability to express their opinions in speaking and writing (Ochanomizu University, 2019b) and helping them develop oral communication skills (Tunçay, 2014, p.1).

The ACT classes are divided into three categories: a) content-based classes such as ACT I-VI and Summer Program, b) skill-based classes such as Advanced English, and c) practical training classes such as Academic Presentation, Academic Writing, Business English, and those for English qualification exams. Among them, ACT I-VI classes stand as core courses (Ochanomizu University, 2019b).

The program is open to both undergraduate and graduate students of all majors. The capacity of each class is 30 students, and if more than 30 students want to take a certain class, those who can take the class are decided by lottery (Ochanomizu University, 2019b). Each class meets once a week for 90 minutes throughout 15 weeks per semester. Students receive two credits upon completing one ACT class and “will receive a certificate of completion of the program if they earn 12 credits of ACT classes” (pp.33-34, translated by the author).

ACT I and II

It turned out that I was to teach ACT classes in the academic year 2018: ACT I in the first semester and ACT II in the second semester. ACT I and II are classes offered “especially to students who aim to study abroad” (Ochanomizu University, 2019b, p.33, translated by the author), and I took this into account while planning for the classes. During this planning stage, words of advice from colleagues were sought, which helped me to obtain the information of students and to assess the needs of students wanting to study abroad. Through this process, the following has become the guiding principles of my ACT I and II classes.

- 1) “All-English” lessons will be given to simulate the study-abroad environment. This is because ACT I and II target students who are planning or wishing to study abroad. In “all-English” lessons, both the teacher and students primarily use English in class.
- 2) It is ideal, though not essential, that authentic materials, not textbooks for language learners, will be used to simulate the academic environment abroad.

- 3) Lessons using a Content and Language Integrated Learning (CLIL) approach will be provided. This derives from the concept of “Studying in English” (Ochanomizu University, 2019a, p.24) as well as the fact that ACT classes are classified as content-based classes (Ochanomizu University, 2019b).
- 4) It is ideal that the lesson content attracts the interests of the students of various majors. Since the students of different majors and years are expected to take ACT I and II, the topics can be interdisciplinary in nature: current issues, topics that have wide appeal, and so on.
- 5) Among oral skills, emphasis will be placed on discussion and presentation skills. This is because these two skills are essential for students to communicate in academic contexts. Indeed, these two foci are in line with two activities highlighted in Tunçay (2014): presentations and discussions. In addition, in the core English classes—Basic English for first-year students and Intermediate English for sophomores—, giving focused lessons on these skills and providing students with ample practice opportunities is a challenge due to time constraints.
- 6) Writing tasks, namely writing reaction papers, will be incorporated in the class. This is consistent with the goal of the ACT program to help students improve their ability to express opinions in both speaking and writing (Ochanomizu University, 2019b).
- 7) The assignments and activities will be made manageable for first-year students. This is because the majority are expected to be freshmen, as Tunçay (2014) reports.

Paper Outline

After describing the background and the objectives of ACT classes, this paper reviews the essential aspects of a CLIL approach to provide a theoretical background. It subsequently reports how I planned and conducted CLIL-based ACT classes, shares student survey results and comments, and discusses how I can improve the course.

2. Content and Language Integrated Learning (CLIL)

Definition of CLIL

“Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both content and language” (Coyle, D., Hood, P., & Marsh, D., 2010, p.1, emphasis as in the original). In other words, it is “neither language learning nor subject learning, but an amalgam of both and is linked to the processes of convergence” (p.4). This “[c]onvergence involves the fusion of elements which may have been previously fragmented, such as subjects in the curriculum” (p.4). This is why CLIL is perceived as “an innovative fusion of both” (p.1).

CLIL started to receive attention in Europe when the European Commission proposed and encouraged, in 1978, that schools teach in more than one language (Coyle et al., 2010). Since then, especially in the past two decades, investments in CLIL education have been made, and research on CLIL has been conducted (Watanabe, Ikeda, and Izumi, 2011). Although CLIL is deeply related to plurilingualism in Europe and thus is connected to Common European Framework of Reference (CEFR)

(Watanabe, Ikeda, and Izumi, 2011), it has spread not only in Europe but also in other countries as an important educational initiative (Coyle et al., 2010).

Potential Advantages of CLIL in Contemporary Education

It has been acknowledged that CLIL is relevant to contemporary education. The move from the Industrial Age to a Knowledge Age driven by “globalization and the emergence of new technologies” has affected the current education systems where “[i]ntegration, convergence and participative learning” are three key characteristics (Coyle et al., 2010, p.5). As for integration, CLIL exemplifies the mindset of younger generations, “learn as you use, use as you learn,” which differs from the traditional concepts of “learn now for use later” (p.10). CLIL’s emphasis on language use in classes aptly matches this mindset. Moreover, CLIL, which symbolizes convergence of content and language, has a potential to stimulate “cognitive flexibility,” which implies different ways of conceptualization, richer understanding of concepts, and association of different concepts (p.10). Furthermore, if learners participate voluntarily in learning using CLIL approach, “it can enhance overall motivation towards the subject itself” (p.11). In this way, CLIL’s relevance to the education in the new era has many potential advantages to learners.

The 4Cs Framework

CLIL is epoch-making in that it has provided a holistic framework by organically connecting four components, or “4Cs”: Content (“subject matter”), Communication (“language learning and using”), Cognition (“learning and thinking processes”), and Culture (previously called community, “developing intercultural understanding and global citizenship”) (Coyle et al., 2010, p.41; Watanabe et al., 2011). CLIL also takes into account the context in which content learning and language learning are integrated and the symbiotic relationship between the four Cs. This framework enables teachers to plan and to give lessons using CLIL approach as a signpost. Figure 1 conceptualizes the 4Cs framework by Coyle et al. (2010, p.41).

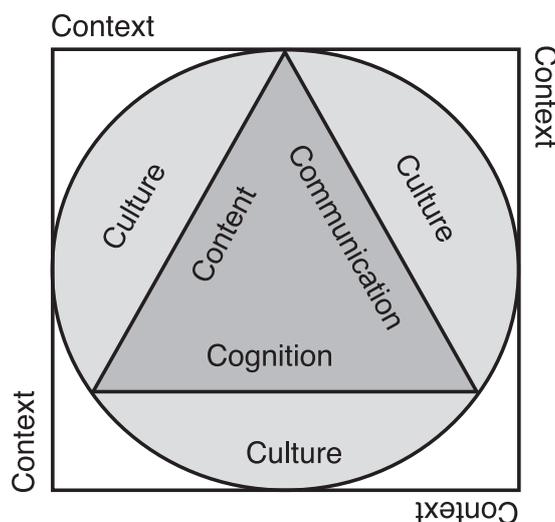


Figure 1. CLIL’s 4Cs Framework

Adapted from “*CLIL: Content and language integrated learning*,” by D. Coyle, P. Hood, and D. Marsh, 2010, p.41, Cambridge: Cambridge University Press.

The first C, or content, refers to the new subject knowledge, skills, and understanding (Watanabe et al., 2011). In CLIL, the scope of content is flexible (i.e., not limited to school subjects) and dependent on the context of the learning environment (Coyle et al., 2010). What is more, CLIL builds on social constructivist learning theory and “focuses on interactive, mediated and student-led learning” (p.29). Thus, CLIL teachers’ role is to facilitate cognitive challenge within an individual zone of proximal development (ZPD)—a term introduced by Vygotsky (1978)—by balancing challenges and support such as effective scaffolding. This is what CLIL offers as to how the content is learned.

The second C, or communication, consists of both learning and using of language and skills (Watanabe et al., 2011). Both learning and using are integral to facilitate communication, yet in CLIL, higher priority is placed on language/skill use; it is said that by organically combining the two, language learning is accelerated. Put differently, not only by language/skill learning but also language/skill using, learners will develop their language proficiency. Coyle et al. (2010) conceptualized the language “from three interrelated perspectives: language **of** learning, language **for** learning and language **through** learning” (p.36, emphasis as in the original). Language *of* learning stands for “the language needed for learners to access basic concepts and skills relating to” the topic (p.37). The second perspective, language *for* learning, described as “the most crucial element for successful CLIL”, “is linked to the language students will need during lessons to carry out the planned activities effectively” (p.62). This language *for* learning includes the language resources for pair and group work, discussions, presentations, and writing research reports in addition to such skills as note-taking and information gathering (Coyle et al., 2010; Watanabe et al., 2010). The last perspective called language *through* learning entails the cognitive processing to advance learning. Put more practically, it means to “capitalize on, recycle and extend new language so that it is embedded in the learner’s repertoire” (Coyle et al., 2010, p.63). In short, by using and thinking in the language learned, learners will be able to internalize the new language, confirm new knowledge, and stimulate thinking processes. Indeed, CLIL’s emphasis on language/skill use is characterized in this language *through* learning. These three perspectives of language, namely “the Language Triptych”, is represented in Figure 2 below (p.36).

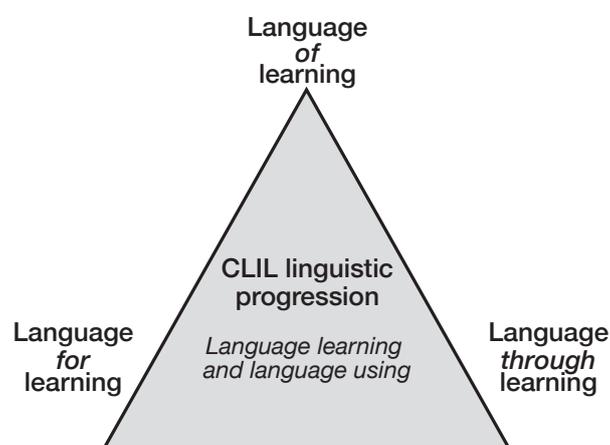


Figure 2. The Language Triptych in CLIL

From “*CLIL: Content and language integrated learning*,” by D. Coyle, P. Hood, and D. Marsh, d, and D. 2010, p.36, Cambridge: Cambridge University Press.

Cognition, or the third C, plays a crucial role in making learners cognitively engaged so they learn the content effectively. One popular framework applied in CLIL is the updated version of Bloom’s taxonomy by Anderson and Krathwohl (2001). In this revised version, cognitive processes are roughly divided into lower-order thinking skills (LOTS), such as remembering, understanding, and applying, and higher-order thinking skills (HOTS), such as analyzing, evaluating, and creating. By taking this taxonomy into account in lesson planning, both shallow and deep learning will be incorporated in CLIL lessons, and the learners will be challenged in accordance with their level of development (Coyle et al., 2010). In this way, critical thinking is expected to be fostered as well (Mehisto, 2012). Figure 3 illustrates the revised version of Bloom’s taxonomy.

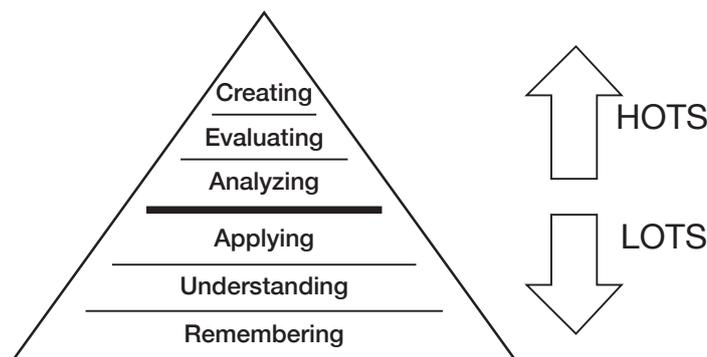


Figure 3. Bloom’s Taxonomy-The Cognitive Process Dimension, revised by Anderson and Krathwohl (2001)

Adapted from “CLIL (Content and language integrated learning): New challenges in foreign language education at Sophia University, Volume 1—Principles and methodologies,” by Y. Watanabe, M. Ikeda, and S. Izumi, 2011, p.8, Tokyo: Sophia University

Culture, the fourth C, which is “fundamental to CLIL” (Coyle et al., 2010, p.42), involves various levels of community and culture surrounding the learners. Through cooperative learning in class, the learners will acquire so-called soft skills or 21st century skills—the ability to work collaboratively with diverse others (Ikeda, Watanabe, and Izumi, 2016). By engaging in “interactive and dialogic learning,” learners will have opportunities for intercultural interaction in CLIL classes (Coyle et al., 2010, p.40). In brief, CLIL aims to nurture global citizens with “intercultural awareness” (p.41).

3. Planning and Giving ACT I and II Lessons

While planning for the ACT I and II lessons of the 2018 academic year, I obtained information about CLIL from Sasajima (2011), Ikeda et al. (2016), and Watanabe et al. (2011). These three books on CLIL provide abundant examples of actual lessons given in educational institutions in various contexts. I used Ikeda et al. (2016) and Watanabe et al. (2011) most extensively as references since these two books illustrate how CLIL classes were planned and given in tertiary education. The following describes how the lessons were designed and conducted using CLIL’s 4Cs framework.

Content

A total of four umbrella topics, or themes, for ACT I and II was determined: comparative culture, media literacy/propaganda, comparative perception, and Sustainable Development Goals (SDGs). They were chosen because of their wide appeal and relevance to current issues. On average, seven to eight lessons were given on each topic. Appendix A shows how SDG lessons, in the second half of ACT II, were planned and given for the readers' reference.

Communication

While planning from a language *of* learning point of view, the author tried to choose materials that are varied in text genre, input mode, and target audience/readers. For example, short personal essays comparing two cultures—America and Japan—mainly target Japanese readers, have a less formal writing style, and are relatively easy to read. Excerpts from a textbook, targeting college freshmen, display a more formal writing style with many specialized terms and the introduction of new concepts. A short research paper, reviewing literature on how Asians and Westerners perceive the environment and scenes around them differently, provides students with a model of academic writing. For an SDG module, materials in the public domain targeting wide audiences, such as United Nations websites and TED talks, were mainly used. Not only written texts but also audio-visual materials such as YouTube video clips were used. In covering all four topics, reading and listening materials that are authentic—not textbooks for language learners—were used, as recommended by Mehisto (2012).

As for language *for* learning, ACT I and II focused on discussion skills (ACT I) and presentation skills (ACT II), which mirrored one of the goals of ACT program: to enhance students' ability to express their opinions. In the first 30 minutes of the first six lessons, students practiced discussion skills (ACT I) and presentation skills (ACT II). In discussion practice, students worked in pairs or groups on how to give opinions, how to agree with others, how to politely disagree with others, how to lead the discussion, and how to paraphrase others' ideas. The presentation practice started by focusing on posture and eye contact, moved onto gestures and voice inflection, and further onto how to prepare, use, and explain visuals.

As for language *through* learning, activities and assignments were planned so that students would have multiple opportunities to recycle newly-learned language *of* and *for* learning. Students shared their understanding and opinions in groups by using new vocabulary. They wrote reaction papers and gave presentations where they used the new language *of* and *for* learning.

Cognition

In light of the revised version of Bloom's taxonomy by Anderson and Krathwohl (2001), the first lesson on each topic started by having students brainstorm and share ideas about what they knew about the topic (i.e., remembering). They then checked their understanding of the text or video clip—assigned as homework—by answering questions, paraphrasing a sentence, and summarizing main points (i.e., understanding). Towards the end of each lesson, students gave their opinions on the topic (i.e., evaluating). When each theme was over, students gave presentations related to the topic; they did research, synthesized various information into slides and manuscripts, and prepared questions for group discussions (i.e., creating).

Culture

Students worked in pairs or groups most of the time in class. Naturally, students experienced working in collaboration, interacted with others, and were exposed to different ideas. Although students mostly engaged with the same classmates, they were assigned to work with new members from time to time and for group presentations. The four themes might have contributed to intercultural awareness of students as well. Figure 4 displays the summary of how ACT I and II classes were planned and conducted. Appendix provides the outline of the lessons on SDGs in ACT II 2018 as well.

	ACT I (1)	ACT II (2)	ACT II (1)	ACT II (2)
Content (Theme)	Comparative Culture	Propaganda	Perception	SDGs
Materials (Input)	Short Essays	Textbook	Research Paper	UN Websites, TED Talks, YouTube, etc.
Language <i>for</i> Learning	Discussion Skills		Presentation Skills	
Language <i>through</i> Learning	Reaction Paper Presentation (Individual)	Reaction Paper Presentation (Group)	Reaction Paper Presentation (Group)	Reaction Paper Presentation (Individual)

Figure 4. Summary of ACT I & II Classes in 2018 Academic Year

4. Student Responses to ACT II

Methods

To explore the student impressions about ACT II—the ACT class conducted in the second half of the 2018 academic year—I conducted an anonymous online survey of students after submitting the grades of the semester. Since no survey had been done for my ACT I, this was the first survey on my ACT classes carried out.

Participation in this survey was voluntary. The survey used Google Forms, an online information collecting application. Out of the 27 students who completed ACT II, 13 students, or 48%, responded to the survey. There were 33 multiple-choice questions in total; for each question, the participants chose the option that was closest to their thoughts and feelings on a five-point scale. There were questions where the participants could freely write their comments, as well.

To avoid any confusion or misunderstanding of participants in interpreting the questions, I wrote survey questions in both English and Japanese. Besides, participants could write their comments in either English or Japanese. In this way, it was hoped to help them to express their ideas accurately and vividly. It turned out that only one out of 20 entries were written in English; the remaining 19 entries were written in Japanese.

Analyses

Out of 33 multiple-choice survey questions, nine questions were chosen for analyses because of their relevance to the scope of this paper. More specifically, the questions asking whether a) the topics were interesting, b) the materials were difficult, c) students learned new content knowledge, and d) they learned

new linguistic knowledge were selected. Participant responses to the nine questions were counted, their average and standard deviation calculated. Due to the relatively small number of participants, no further statistical analysis was conducted.

As for free comments, 20 entries were obtained from 13 participants on various aspects of ACT II. They were manually labeled by 11 keywords identified by the author. The keywords were compiled and sorted by frequency. The total frequency of keywords added to 34, which means that, on average, each entry had 1.4 keywords, and each student used 2.6 keywords. The comments written in Japanese were translated into English by myself as well.

Results

Participant responses to the nine questions revealed that, overall, they seemed to find both topics covered in ACT II (i.e., perception and SDGs) interesting. They also perceived, in general, that they learned new content and language through the lessons. The results can be interpreted that the author's ACT II 2018 was regarded as a CLIL class where content and language were integrated. On a related note, the materials used in the perception topic were perceived to be difficult or just right, whereas those used in the SDGs topic were regarded as less difficult. However, regarding responses, it is necessary to bear the response rate in mind. Only about half of the students' voices were heard, and there is a possibility that the remaining half have more critical views. The participant responses are displayed in Table 1 below.

Table 1

Participants' Responses to the Two Topics in ACT II (N=13)

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Mean	SD
Topic: Perception							
The topic was interesting.	0 (0%)	0 (0%)	0 (0%)	5 (38%)	8 (62%)	4.6	0.5
The Reading Texts were difficult.	0 (0%)	1 (8%)	3 (23%)	7 (54%)	2 (15%)	3.8	0.8
I learned new content knowledge.	0 (0%)	0 (0%)	2 (15%)	2 (15%)	9 (69%)	4.5	0.9
I learned new English-related knowledge.	0 (0%)	1 (8%)	1 (8%)	4 (31%)	7 (54%)	4.3	0.9
Topic: SDGs							
The topic was interesting.	0 (0%)	0 (0%)	1 (8%)	3 (23%)	9 (69%)	4.6	0.7
Reading Text was difficult.	0 (0%)	4 (31%)	6 (46%)	3 (23%)	0 (0%)	2.9	0.8
Listening Materials were difficult.	0 (0%)	0 (0%)	7 (54%)	6 (46%)	0 (0%)	3.5	0.5
I learned new content knowledge.	0 (0%)	0 (0%)	1 (8%)	3 (23%)	9 (69%)	4.6	0.7
I learned new English-related knowledge.	0 (0%)	1 (8%)	1 (8%)	3 (23%)	8 (62%)	4.4	1.0

The participants' comments on ACT II 2018 uncovered how they perceived the class and what they felt during and after the semester. As many as five entries touched on "presentations." One participant wrote, "Thanks to this class, I clearly understood the skill elements of presentations for the first time, so I could come up with strategies before giving presentations." This may imply that she learned presentation skills (i.e., language for learning) and used them in her presentation after practicing (i.e., language through learning).

“Speaking” turned out to be another essential aspect of the class which five entries touched on. One participant wrote, “It was my first experience to keep speaking in English for 90 minutes in class. At first, I could not speak up, but as I got used to it, I started to try to convey my ideas with my limited vocabulary and have become able to communicate with my classmates.”

Four comments mentioned the content/topic aspect of ACT I. One participant wrote, “Since I am planning to major in global studies, I am grateful that I could learn about SDGs in English. Naturally, I was strongly interested in this topic.”

Four entries referred to motivation aspect. A participant wrote, “I participated in every lesson with motivation”; another student wrote, “I attended lessons, wishing to improve my English skills by putting in efforts myself. Building on what I learned in this class, I will be able to use English better.” It seems that ACT II motivated, at least, some students to improve their English skills during and after the semester.

Three comments were on participants’ confidence in or inferiority complex about English. One participant wrote, “The feeling that ‘I am not good at English’ has faded, thanks to this class.” Another wrote in English, “Through this course, I can get a lot of knowledge and have more confidence in myself in relation to the presentation in English.” The two comments seem to exhibit the positive effect of applying the three types of language in CLIL classes—“language of learning,” “language for learning,” and “language through learning”—at least on some students’ sense of self-esteem.

Another three comments were explicitly about discussions. One participant wrote, “In group discussions, there were times when we were stuck for words, but this made me think, driven by regret, how to smoothly facilitate discussions.” Engaging in discussions multiple times (i.e., language through learning) might have led students to reflect on their performance to improve their skills.

Three more comments were about the fun and enjoyment aspects of the class. One participant wrote, “I could speak English a lot in every class, so I had fun in class.” Another wrote, “The topics ranged from familiar ones to global ones, so it was very interesting.” The sources of their feelings may vary; some liked the fact that they did a lot of speaking and discussing, while some found the intellectual stimulation provided by content to be interesting.

The last three comments were about homework. One participant wrote, “Homework was not easy, but thanks to homework and group work, I feel that I improved not only reading skills but also speaking, listening, and writing skills.” Another wrote, “Although there was homework for every class, I’ve realized that doing homework brought about positive outcomes (by not doing the homework and attending a lesson once [emoji showing sweat added]).” Although the two participants acknowledged the importance and positive effects of homework, they also implied their heavy workload associated with it. Perhaps there is room to make it less challenging or reduce the amount of homework in the future.

There were also two entries on communication and one entry on attitude and exposure to English, respectively. As for exposure to English, one participant wrote, “Looking back, I’ve realized that I had much more exposure to English compared to the previous semester.” Table 2 below summarizes the content of student comments.

Table 2

Participants' Comments Sorted by Keywords

	Frequency	% of Participants (N=13)	% of Entries (N=20)
Presentation	5	38%	25%
Speaking	5	38%	25%
Content/Topic	4	31%	20%
Motivation	4	31%	20%
Confidence/Complex	3	23%	15%
Discussion	3	23%	15%
Fun/Interest	3	23%	15%
Homework	3	23%	15%
Communication	2	15%	10%
Attitude	1	8%	5%
Exposure to English	1	8%	5%

5. For a Better ACT II

Based on participant feedback and my reflection on my ACT II in 2018 academic year, this section discusses how my ACT II can be improved in the future, using CLIL's 4Cs perspective.

Content

Although the class content was perceived positively by survey participants in general, there may be room for improvement. First, instead of covering two umbrella topics—perception and SDGs—, it may be better to focus on one: SDGs. In fact, lessons on SDGs in ACT II 2018 revolved around, after going over the basics, only three issues related to SDGs: gender, refugees, and plastic waste. However, since there are many more critical global issues and goals, it may be better if one full semester is devoted to SDGs. In this way, students will be exposed to a variety of important issues and initiatives and be able to explore each deeper. Second, using the time generated by the reduction of one theme, the pace of each lesson can be made slower. In this way, students will have less homework, enjoy the more focused and more in-depth discussions, and have a deeper understanding of the topic by thinking and researching individually and through interaction with peers. Besides, being less pressed for time, students can engage in project-based activities, which may stimulate their HOTS described in the revised version of Bloom's taxonomy (Anderson et al., 2001).

Communication

From the survey results, it seems that participants felt positive about the communication, or language, aspect of the class. They especially seem to value the speaking aspects, such as discussions and presentations. This endorses Tunçay's (2014) finding that students were overwhelmingly positive about discussions and presentations. It also shows that the class activities met the objectives of ACT

classes outlined by Ochanomizu University (2019b) while receiving favorable feedback from students. Furthermore, this may also suggest the link between “language for learning” and “language through learning” worked well, thanks to the students’ efforts and engagement.

One area that can be improved is related to the “language of learning.” In ACT II 2018, work on new vocabulary was totally up to the students’ efforts at home due to time constraints in class. In other words, while preparing for the next lesson, they looked up the meaning of unfamiliar vocabulary by themselves at home. Since this might have added to the heavy workload of homework, in lessons being less pressed for time, measures such as scaffolding can be taken to ease students’ burden. For example, the last 10 minutes or so of each lesson can be spent on preparation for the next class. Students can share knowledge or brainstorm ideas about the new topic and thus be exposed to the new content and “language of learning.”

Cognition

Survey results and participants’ positive comments may imply that the students were cognitively stimulated and challenged enough by class activities, including discussions and various assignments. The lesson plans displayed in Appendix A show that both LOTS and HOTS—in the revised version of Bloom’s taxonomy (Anderson et al., 2001)—were incorporated in activities and assignments in a balanced manner. However, taking a closer look at the lesson plans uncovers an area that can be made better; there are some cognitive processes that were not experienced by students, namely “applying” and “analyzing.” Put differently, there was a considerable leap from the “understanding” process to the “evaluating” process. Although it may not be necessary to go through each process step by step in all lessons, devising some ways to include them in some lessons may be worth exploring. This may also help students to deal with the new content and language with relative ease and add variety to class activities.

Culture

From the participants’ comments and my observation, it seems that students had ample time to interact with peers and listen to different opinions. In other words, the opportunities for the students to work collaboratively were sufficiently provided. Achieving CLIL’s goal to nurture global citizens (Coyle et al., 2010) only through one class is a challenge, but continuous efforts can be made to raise student awareness on global issues as are done in Ochanomizu University today.

6. Conclusion

After providing backgrounds with regards to the objectives of the ACT classes and the overview of the CLIL approach, this paper described how ACT classes were planned and conducted in my 2018 ACT classes, primarily ACT II. Finally, by incorporating student survey results, participant comments, and my self-reflection, the paper sought ways to improve my ACT II class in the future.

Even though not all voices of the students were heard, the responses and comments from the survey participants were invaluable input to make the class better. In this regard, I would like to thank

13 anonymous participants who responded to the survey. I also appreciate the students' hard work and engagement, which made the class interactive and lively. To better meet the students' needs to improve their English proficiency, I will accommodate some changes discussed in this paper.

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Notes

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Appendix

ACT II 2018 Lessons on SDGs Outline

Topic	Date	Activities	Skills (Class)	Interaction	HW for the Next Lesson	Skills (HW)
Intro to SDGs	#9 (11/29)	<ul style="list-style-type: none"> ● Brainstorming “Global Issues” ● Sharing knowledge about SDGs ● Matching “Global Issues” with SDGs ● Watching a Video Clip by UNDP (Transitioning from MDGs to SDGs) ● Checking Comprehension of the Clip 	Speaking Speaking Speaking Listening/ Note-taking Speaking	Group=>Class Group Group=>Class Class Group	<ul style="list-style-type: none"> ● Listen to the TED Talk (Michael Green: The global goals we’ve made progress on—and the ones we haven’t), take notes, and work on the worksheet 	Listening Note-taking Writing
	#10 (12/5)	<ul style="list-style-type: none"> ● Listening to the TED Talk ● Checking comprehension in groups ● Sharing reaction in groups ● Evaluating the talk ● Group Discussion 	Listening Speaking Speaking Discussion	Class Group=>Class Group=>Class Group		
Gender	#10 (12/5)	<ul style="list-style-type: none"> ● Discussing warm-up Qs on gender 	Discussion	Group=>Class	<ul style="list-style-type: none"> ● Watch three short video clips (by UN), take notes, and work on the worksheet 	Listening Note-taking Writing
	#11 (12/12)	<ul style="list-style-type: none"> ● Watching three short (2~4min.) clips on gender equality ● Checking comprehension in groups ● Sharing reaction in groups ● Group Discussion 	Listening Speaking Speaking Discussion	Class Group=>Class Group=>Class Group	<ul style="list-style-type: none"> ● Create a mind map on refugees ● Read the web text (by UN) about refugees and work on the worksheet ● Read The Universal Declaration of Human Rights (An Adaptation for Children) and work on the worksheet 	Writing Reading & Writing Reading & Writing
Refugees	#12 (12/19)	<ul style="list-style-type: none"> ● Review on discussion skills ● Checking the understanding of the text (the basics of refugees) ● Sharing of thoughts: relationship between refugee issues & SDGs ● Mini lecture on UDHR ● Sharing of thoughts: relationship between refugee issues and UDHR 	Discussion Speaking & Reading Speaking Listening Speaking	Class=>Group Group=>Class Group=>Class Class Group=>Class	<ul style="list-style-type: none"> ● Read the two web texts (by UN and UNHCR) describing the facts about refugees and work on the worksheet ● Listen to the TED Talk (Melissa Fleming: let’s help refugees thrive, not just strive) and work on the worksheet 	Reading & Writing Listening & Writing

	#13 (12/26)	<ul style="list-style-type: none"> ● Checking the understanding of the text about refugees ● Sharing reaction in groups ● Watching the TED Talk ● Checking the understanding of the talk ● Sharing reaction in groups ● Group Discussion 	<p>Speaking & Reading</p> <p>Speaking</p> <p>Listening</p> <p>Speaking</p> <p>Speaking</p> <p>Discussion</p>	<p>Group=>Class</p> <p>Group=>Class</p> <p>Class</p> <p>Group=>Class</p> <p>Group=>Class</p> <p>Group</p>		
Plastic Waste	#13 (12/26)	<ul style="list-style-type: none"> ● Brainstorming plastic products around us 	Speaking	Group=>Class	<ul style="list-style-type: none"> ● Watch a short video clip on Marine Waste, take notes, and work on the worksheet 	Listening & Writing
	#14 (1/9)	<ul style="list-style-type: none"> ● Watching the video clip ● Checking comprehension (groups) ● Sharing reaction in groups ● Group Discussion ● Watching a TEDX talk ● Sharing reaction in groups 	<p>Listening</p> <p>Speaking</p> <p>Speaking</p> <p>Discussion</p> <p>Listening</p> <p>Speaking</p>	<p>Class</p> <p>Group=>Class</p> <p>Group=>Class</p> <p>Group</p> <p>Class</p> <p>Group</p>	<ul style="list-style-type: none"> ● Prepare for the presentation 	Writing & Speaking
Presentation	#15 (1/16)	<ul style="list-style-type: none"> ● Presentation in small groups 	Presentation & Discussion	Group	<ul style="list-style-type: none"> ● Write a reaction paper 	Writing