



# CLIL project at Wako International High School

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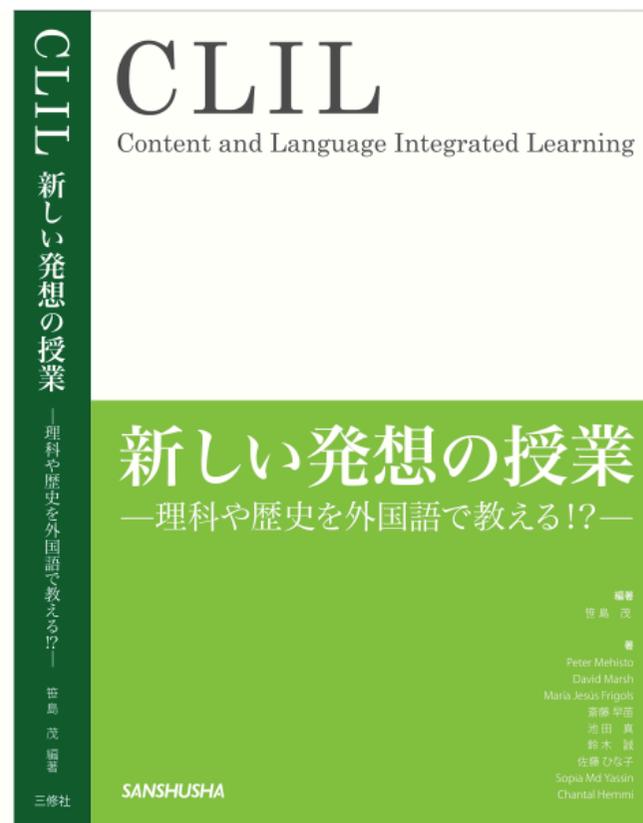


**CLIL**  
japan

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# Outline

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- 1. School context**
  - 2. Course design**
  - 3. Lesson example**
  - 4. Outcomes and challenges (so far)**
  - 5. Conclusions and implications**
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# 1 School context

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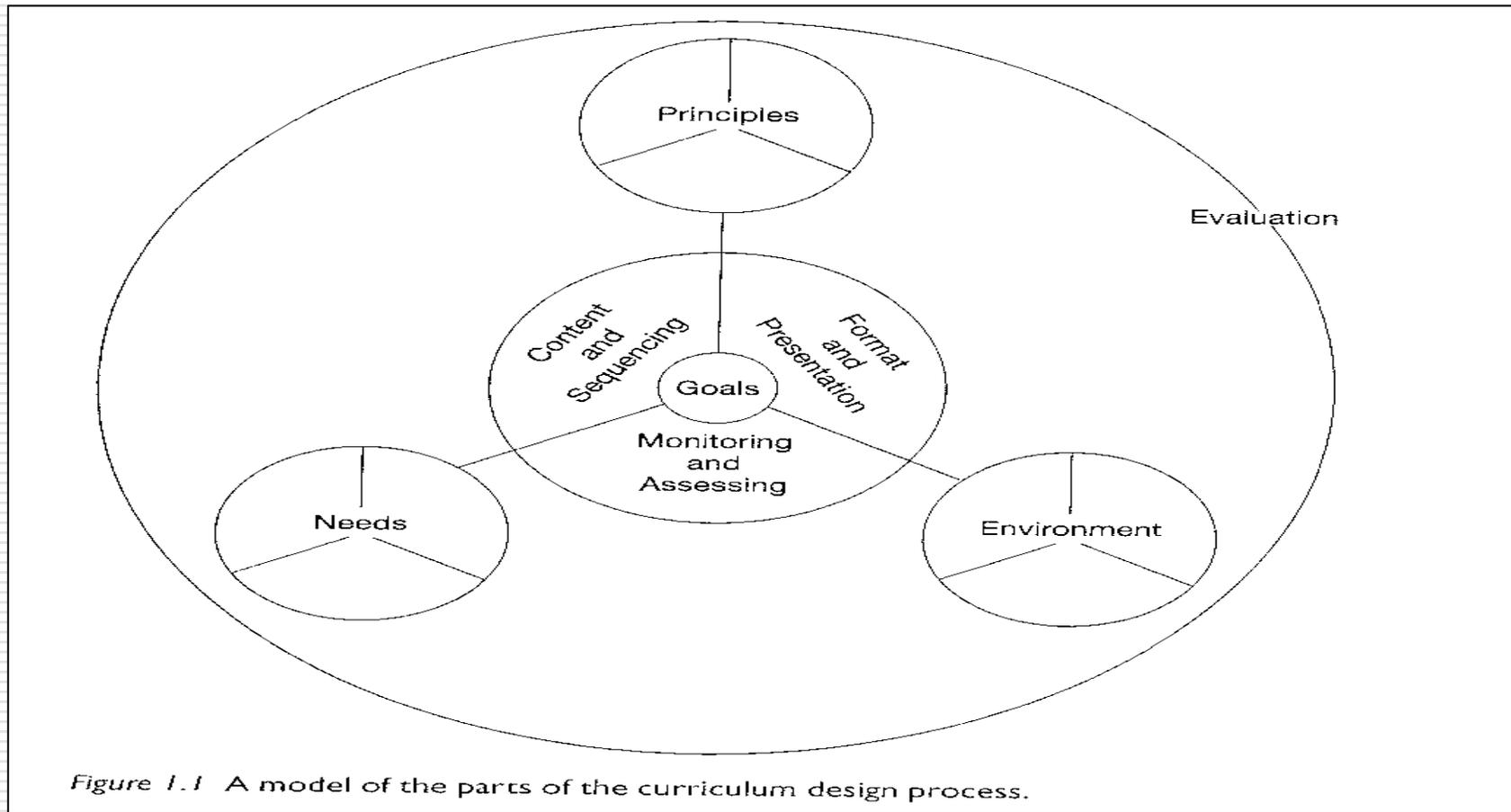
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- ❑ Wako International High School is a state secondary school in Saitama.
  - ❑ The school runs an ordinary curriculum programme (160 students/year) and a special programme focusing on language learning (80 students/year).
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- Students on the language programme have 9 English lessons per week.
  - The 2nd year students (17 years old) on the language programme (n=80) receive 3 CLIL lessons a week (50 minutes + 90 minutes).
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- 80 students are divided into 4 groups and they are taught by 4 teachers (2 JTEs and 2 ALTs).
  - CLIL lessons are offered under the course title 'Intercultural understanding'.
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# 2 Course design

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(Nation, P. & J. Macalister (2010), *Language Curriculum Design*, Oxford: Routledge)

# (1) Goals

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- ❑ Learning both content (global issues) and language (English skills)
  - ❑ Producing 'quality' discourse in writing and speaking
  - ❑ Using English as an vehicular language
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## **(2) Environment**

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- ❑ Class size is 20 students.
  - ❑ Classes meet twice a week (50 minutes + 90 minutes).
  - ❑ Multimedia equipment (e.g. PC, projector, DVD player, etc.) is available in each classroom.
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## **(3) Needs**

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- ❑ Students are good at listening and reading, but weak at writing and speaking.
- ❑ Students' vocabulary and productive skills have much to be desired.
- ❑ Students wish to understand and discuss cultural/global issues in English.

## **(4) Principles**

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- Using a strong version of CLIL
  - Employing the 4Cs framework (content, communication, cognition, community/culture)
  - Making the most of tasks and cooperative learning
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## **(5) Content and sequencing**

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- ❑ Focusing on global issues (e.g. global warming, human rights, etc.)
  - ❑ Picking up topics relevant to students' life and interests (e.g. rolling blackouts)
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## **(6) Format and presentation**

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### **□ Lesson format:**

- input (written/spoken)
- processing (analysis, discussion, etc.)
- output (presentation, essay, etc.)

### **□ Teaching materials:**

- authentic materials (e.g. newspaper articles, webpages, TV programmes)
  - task sheets (homespun)
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## **(7) Monitoring and assessing**

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- ❑ Testing on both content and language with integrated tasks (e.g. 'read and discuss ...', 'listen and evaluate ...')
  - ❑ Assessing students' portfolios
  - ❑ Monitoring 'critical learning moments'
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## **(8) Evaluation**

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- ❑ Documents (syllabus, materials, teaching journals, students' portfolios)
  - ❑ Survey data (questionnaires, focus-group interviews, teacher discussions)
  - ❑ Testing data (pre- and post- GTEC scores and essays, also compared with the last years' non-CLIL students)
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# 3 Lesson example: Rolling blackouts

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# (1) Input

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- Understanding a TV news about rolling blackouts  
(Listening/LOTS\*/Solo work)
  
- Understanding a newspaper article on rolling blackouts  
(Reading/LOTS/Solo work)

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\*LOTS = Lower Order Thinking Skills (remembering, understanding, applying)

## **(2) Processing**

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- ❑ Explaining a graph of electricity demand  
(Speaking/LOTS/Pair work)
  
- ❑ Identifying locations of different power stations (thermal, hydroelectric, nuclear) on a map and discussing why they are there  
(Speaking/HOTS\*/Group work)

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\*HOTS = Higher Order Thinking Skills (analysing, evaluating, creating)

## **(3) Output**

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- ❑ Making a 'mind map' of rolling blackouts and presenting to the class  
(Speaking/HOTS/Group work)
  
  - ❑ Responding to emails from other countries  
(Writing/HOTS/Solo work)
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# **(1) Questionnaire (n=80)**

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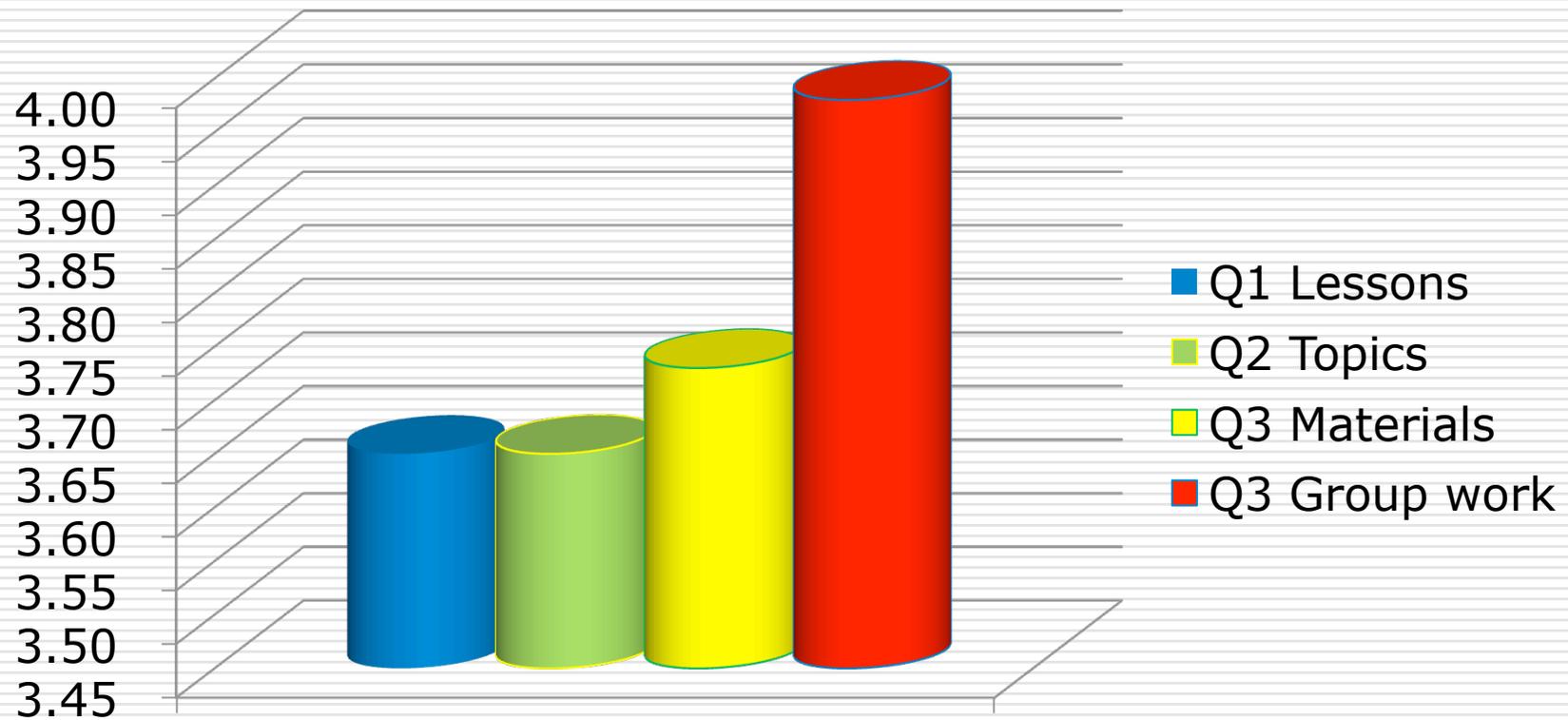
Q1: This course is rewarding.

Q2: Topics (rolling blackouts and energy) are interesting.

Q3: Authentic materials (texts, videos, graphics) are motivating.

Q4: Cooperative learning (group discussion, presentation) is effective.

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(5: totally agree, 4: agree, 3: not sure, 2: disagree, 1: totally disagree)

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	Class A (boys & girls)		Class B (girls only)	
	Group 1	Group 2	Group 3	Group 4
Q1 Lessons	3.0	3.7	3.6	4.0
Q2 Topics	3.2	3.3	3.5	4.3
Q3 Materials	3.2	3.8	3.8	4.1
Q4 Group work	3.6	3.9	4.0	4.5

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## **(2) Positive comments**

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'This course is more interesting than other English lessons because we understand current social issues in English and express our own opinions in English.'

'Group presentation on social topics is effective as we need to use reading, writing, listening and speaking.'

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## **(3) Negative comments**

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'There are too many unfamiliar words. It is very difficult to comprehend the texts and graphs. Overall, lessons move on too fast to understand what we are learning.'

'I cannot see the aims of this course.'

'Whether it is a good lesson or not largely depends on who is teaching.'

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# 5 Conclusions and implications

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(1) Overall, students appreciate the CLIL approach, especially cooperative learning.

(2) Group dynamics could affect learning outcomes and course evaluation .

(3) Authentic materials are challenging for some students.

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(4) More language scaffolding is needed, especially in the following areas:

- academic vocabulary
  - expressions to talk about statistics (e.g. tables, graphs)
  - expressions and skills for productive tasks (e.g. discussion, presentation)
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(5) Teachers have assumed new roles such as:

- course designers
  - materials developers
  - learning facilitators
  - reflective practitioners
  - course evaluators
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