

Incorporating CLIL in Mixed-Ability Classes:
An Exploratory Case Study of Japanese Learners of English

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Abstract

Content and Language Integrated Learning (CLIL) is a teaching approach that aims at enhancing learners' content and language knowledge through an integration of content, communication, cognition, and culture. There is also an increasing demand for teachers to cope with mixed-ability classes, where students differ in wide-ranging variables. To fill the lacuna of the lack of research on CLIL in Japanese mixed-ability classrooms, the present study investigates how the approach could be incorporated into such classes with multilevel students. In particular, the study explores the students' perceptions, their achievement of content and language knowledge, and instances of incidental learning and teaching. An exploratory case study was used as the methodological approach to investigate CLIL lessons conducted by the researcher. After each lesson, the Uptake Recall Chart (URC), achievement test, and post-class questionnaire were administered to investigate learners' perceptions, content and language achievements, and incidental learning, followed by a semi-structured group interview to gain a deeper understanding of their impressions.

Findings from the study revealed that the learners, regardless of their differences in wide-ranging variables, perceived the CLIL classes in a relatively positive matter. Greater individual differences were found in terms of their self-reported understanding of content and language, anxiety levels, and preferences of CLIL tasks/activities and topics. The participants also achieved and recalled different content and language knowledge. As for instances of incidental teaching and learning, there were many language and content knowledge that were taught incidentally through different opportunities of both teacher-student and student-student interaction. The results of the study contribute to an understanding of the nature of CLIL classes from both student's and teachers' perspective. Practical suggestions for pedagogy were presented along with suggestions for future research.

keywords: CLIL; mixed-ability classes; individual differences; learners' perceptions; achievement test; language through learning; incidental teaching and learning; theory of practice

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1. Introduction

In this globalizing era, English may well function as a bridge that leads an individual to diverse people, knowledge, information, technologies, ideas, and opportunities that exist all over the world. Accordingly, there is an extensive need to support students in becoming “thinkers, problem solvers, collaborators, wise consumers of information, and confident producers of knowledge” (Tomlinson, 2015, p.203). To meet this international demand for English, educational policies in Japan have gone through continuous reforms, culminating in a full-scale implementation of the English reform plan in 2020 (MEXT, 2014). Contrary to governmental goals, however, the results of English proficiency tests and attitude surveys conducted by MEXT (2016a) remain unsatisfactory, which highlight the necessity to bring about positive changes.

Content and Language Integrated Learning (CLIL) has been acknowledged as a teaching approach that aims at integrating content, communication, cognition, and culture (Coyle, Hood, & Marsh, 2010). It is considered to be beneficial to enhance content and language knowledge, cognitive skills, motivation, and creativity of multilevel learners (Marsh, 2002). In addition, previous studies have found that students perceived CLIL lessons to be motivating and meaningful, as they generated a cognitively engaging learning environment, instances of incidental learning, and positive impressions toward language learning (Close, 2015; Lasagabaster & Doiz, 2016, Yamano, 2013; Yoshihara, Takikawa, & Oyama, 2015).

Furthermore, in recent years, there is a growing demand for language teachers to cope with mixed-ability classes, where students differ greatly in wide-ranging variables (Ainslie, 1994), having been exposed to English to different degrees, in different ways, and for different reasons (Xanthou & Pavlou, 2008). Therefore, it is essential for language teachers to cope with such diversity in the classroom, and aim at establishing an optimal learning environment for multilevel learners.

Taking recent issues surrounding language classrooms into consideration, the primary focus of the current study is to explore how CLIL can be incorporated into mixed-ability classes. Although it is said that “every class we ever teach is mixed ability” (Richards, 1998, p.1), the mixed-ability class in this study will be defined as a classroom setting that is not ability-based (i.e. classes in which students are grouped differently according to the results of a language test or previous class grades). It aims to examine students’ perceptions, achievement of content and language knowledge, and instances of incidental teaching and learning in such classrooms with diverse learners taught in the CLIL approach.

The present study involved eight adult learners of English in a community college course. Six 90-minute CLIL classes were conducted once a week by the researcher. Due to the lack of previous research on incorporating CLIL in a mixed-ability setting, the present research is an exploratory case study that has employed multiple methods and instruments to provide the groundwork for future

studies. Although many Japanese language classrooms have focused primarily on acquiring accurate grammatical rules and vocabulary, the present research suggests the potentiality of incorporating the CLIL approach, where learners are expected to become proficient and confident language users while at the same time acquire content knowledge and thinking skills that can empower them in the global community. As students will most likely be required to work together with wide-ranging people throughout their lives—whether they like it or not—classrooms should provide opportunities for students to cooperate and cope with their strengths and weaknesses.

This paper consists of six chapters. Following this introduction, Chapter 2 reviews existing literature and prior research that generates the research questions addressed in the present study. It first looks into literature and research surrounding the CLIL approach. Secondly, it looks into previous studies in a mixed-ability setting. Thirdly, it presents some teaching strategies for language-learning classrooms. Finally, it looks into the concept of uptake in language learning, which enables teachers to understand what students learned in the class. Taking wide-ranging issues and lack of research to incorporate CLIL in mixed-ability classes into consideration, research questions to be addressed in the present study, are raised.

Chapter 3 depicts the methodological approach of the study. In order to look into wide-ranging factors surrounding mixed-ability CLIL classes, data was collected from different sources: student profile questionnaire, Uptake Recall Chart (URC),

achievement test, post-class questionnaire, and semi-structured group interview. The participants and instruments are identified and the procedures followed in collecting and analyzing data, are described.

Chapter 4 presents the key findings of the study. Data was analyzed from both a quantitative and qualitative perspective. First, results for students' perceptions were explored through the post-class questionnaire and semi-structured group interview. Second, results for students' achievement of language and content knowledge that were found through the achievement test and the URC will be reported. Third, results for features of incidental teaching and learning that were obtained through the URC and audio-recordings of the lessons will be shown.

Chapter 5 includes a detailed description and interpretation of the findings of the study, pertaining to each research question. It interprets the findings in relation to the previous literature in this area. It also presents the teacher's theory of practice, generated through the experience of incorporating CLIL in the mixed-ability class.

Chapter 6 summarizes the key findings of the study that focused on students' perceptions, achievement of content/language knowledge, and incidental learning/teaching. It summarizes some insights and teaching strategies for language teachers to cope with such classroom settings with multilevel learners, presenting pedagogical implications. It also mentions the limitations of the present study as well as suggestions for further research.

2. Literature Review

2.1. Content and Language Integrated Learning (CLIL)

2.1.1. CLIL Principles

CLIL is a dual-focused teaching approach that integrates the 4Cs: “content (subject matter), communication (language learning and using), cognition (learning and thinking processes), and culture (developing intercultural and global citizenship)” (Coyle et al., 2010, p.41). Content in CLIL refers to curricular subjects, topical issues, and themes that differ depending on the educational context and curriculum. Language in CLIL entails three different perspectives: language *of* learning, language *for* learning, and language *through* learning. Firstly, language *of* learning refers to “language needed for learners to access basic concepts and skills relating to the subject theme or topic” (p.37), where grammatical forms are determined by the functional need of language necessary to comprehend the content (Coyle, 2007). Secondly, language *for* learning refers to “language needed to operate in a foreign language environment” (Coyle et al., 2010, p.37), which is used to engage in different tasks, ask questions, and communicate with others in different groupings (Coyle, 2007). Thirdly, language *through* learning refers to “language to support and advance their thinking processes whilst acquiring new knowledge, as well as progress their language learning” (Coyle et al., 2010, p.37), nurtured through active engagement and dialogic activity in the classroom (Coyle, 2007). As content and language are both essential constituents to enhance students’

learning, CLIL teachers should take them both into account when planning and conducting lessons.

2.1.2. Planning CLIL Lessons

In addition to CLIL principles, there are several factors that teachers should consider when planning CLIL lessons. The CLIL lesson framework (See Figure 1) designed by Ikeda (2016) can be used as a tool to plan CLIL lessons. It consists of two components for each of the 4Cs: Content (declarative and procedural knowledge); Communication (language knowledge and language skills); Cognition (lower-order thinking skills and higher-order thinking skills); and Culture (cooperative learning and global awareness).

Content (内容)	Communication (言語)	Cognition (思考)	Culture (協学)
Declarative knowledge (宣言的知識)	Language knowledge (言語知識)	Lower-order thinking skills (低次思考力)	Cooperative learning (協同学習)
Procedural knowledge (手続的知識)	Language skills (言語技能)	Higher-order thinking skills (高次思考力)	Global awareness (国際意識)

Figure 1. The CLIL lesson framework (Ikeda, 2016, p.17)

Firstly, in Content, declarative knowledge refers to the knowledge of the content (e.g. “Columbus sailed to the Americas in 1492”) whereas procedural

knowledge refers to the knowledge to actively engage in cognitive activities (e.g. “What are the implications of Columbus’ discovery of the Americas, and what is your opinion with regard to these implications?”) (Ball, Kelly, & Clegg, 2015, pp.17-18). Secondly, in Communication, language knowledge includes knowledge of the vocabulary, grammatical rules, or pragmatics, whereas language skills include reading, listening, speaking, and writing skills (Ikeda, 2016). Thirdly, in Cognition, lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) are considered. LOTS refers to remembering (retrieving information/knowledge from memory), understanding (interpreting the meaning of different forms of input), and applying (using the information/knowledge in a familiar way), whereas HOTS refers to analyzing (breaking down information/knowledge to understand the relationship between different parts), evaluating (making judgments of a certain decision or action), and creating (generating something new) (Anderson and Krathwohl, 2001). Fourthly, in Culture, cooperative learning is where learners are engaged in activities where they are required to communicate and exchange information (Olsen & Kagan, 1992, p.8), whereas global awareness refers to having opportunities in the classroom where students broaden their “horizons, knowledge, skills, and attitudes necessary in our globalized world” (Ohmori, 2014, p.48).

In addition to the lesson framework, there are four features regarding the class procedure that should be considered in CLIL lessons: activating, input, thinking, and

output. Firstly, the activating stage refers to the stage where learners become familiar with the lesson topic, enhancing motivation, producing expectations, focusing on the topic, and acknowledging individual differences (Dale, van der Es & Tanner, 2011). In this pre-task stage, students' prior knowledge, experience, ideas, vocabulary, cognition can be activated through the use of questions, graphs, statistics, videos, or numbers (Ikeda, 2016). Secondly, the input stage is where learners are exposed to both linguistic and non-linguistic input necessary to satisfy intellectual or academic demands (Dale et al., 2011). In this presentation stage, the lesson content is presented using multimodal input to organize new vocabulary and acquire knowledge and skills required for comprehension (Ikeda, 2016). Thirdly, the thinking, or processing stage refers to the process where learners engage in tasks that require HOTS, encouraging the use of procedural knowledge through materials and effective questions that enable learners to think deeply about the topic (Dale et al., 2010; Ikeda, 2016). Fourthly, the output stage refers to the procedure where learners produce wide-ranging output (spoken/written, linguistic/non-linguistic, formal/informal) in different learning arrangements (individual/pair/group) to understand and use language effectively (Dale et al., 2010). For instance, students use language to give presentations, do debates, write essays, and create posters, while receiving necessary scaffolding in the learning process (Ikeda, 2016). To sum up, the CLIL framework and features of lesson procedure are beneficial factors to take into consideration for teachers to plan and conduct classes so that the

language and content objectives could be achieved.

2.1.3. Students' Perceptions of CLIL Classes

Previous research studies have been conducted to investigate the effectiveness of CLIL classes regarding students' perceptions. For instance, Yamano (2013) conducted a study that compared two classes in a Japanese primary school: a CLIL class and a non-CLIL class using the PPP (Presentation-Practice-Production) procedure. The topic of the classes included the following: colors and animals; animals' habitats; and problems of wild animals. Questionnaires were distributed after the classes, which included the following items: Did you enjoy the class?; Did you understand the English used in the lesson?; Did you understand the content of the lesson?; Was the lesson difficult for you? (If it was difficult, which was more difficult for you, the English or the content?; and Are you satisfied with the lesson? The study found that primary school students perceived the CLIL class to be more motivating and meaningful, as it provided a more cognitively engaging learning environment with more instances of language through learning. Another interesting finding was that students in the CLIL classes had higher levels of self-reported understanding of English compared to the PPP class. In addition, students in the CLIL class were able to raise their awareness and generate ideas and opinions toward global issues while understanding the target language. The study thus demonstrated potential effectiveness of incorporating CLIL to

nurture students' content and language knowledge as well as cognitive skills. Another study conducted by Yoshihara et al. (2015) found that university students generated positive impressions toward English learning. Students in the study mentioned that they were able to learn and deepen their understanding toward social issues as well as enhance their motivation to learn about different themes. In addition, a study conducted by Lasagabaster and Doiz (2016) found that the students in a secondary school perceived CLIL classes to be more beneficial for their language improvement.

2.2. What are Mixed-ability Classes?

2.2.1. Definition of Mixed-ability Classes

Mixed-ability classes are defined as classes that have variations in wide-ranging areas such as linguistic ability, language-learning experience, aptitude, motivation, confidence, anxiety, interests, needs, educational background, learning style, memory, linguistic awareness, external pressures, and age (Ainslie, 1994). In terms of linguistic ability, mixed-ability classes have students who differ in “the receptive and productive skills, fluency and accuracy work, grammatical knowledge, size of vocabulary, and command of pronunciation” (Valentic, 2005, p.74). Although each learner is different, with their own ways and paces of learning, many foreign classes have ignored such diversity of students (Richards, 1998); instead, they have incorporated traditional teaching approaches such as the Grammar Translation Method

(GTM), which is designed for “an ideal homogeneous class” (Santhi, 2011, p.3).

Every classroom is composed of multilevel students who have already been exposed to English to different degrees, in different ways, and for different reasons (Xanthou & Pavlou, 2008). According to a study conducted by Benesse Corporation in 2009, about 40% of the Japanese students had prior English-learning experiences outside of school prior to entering junior high school, whereas 60% had received no English exposure outside of school. Moreover, the number of returnee students in Japanese schools has also increased by seven percent between 2015 and 2016 (MEXT, 2016b). Returnee students refer to those students who returned to Japan after spending an extended period (more than 1-2 years) abroad with their family members typically due to their parents’ job transfer (Kanno, 2003). There is also an increasing number of foreign students, who have diverse linguistic and cultural backgrounds (MEXT, 2016b). Moreover, as it is said that “every class we ever teach is mixed ability” (Richards, 1998, p.1), there may not be such a thing as a truly homogeneous class, even those that have been set based on English proficiency level. All this suggests the necessity for all teachers to acknowledge the existence of mixed-ability classes and to consider ways to cope with them.

2.2.2. Comparison of Ability-based and Mixed-ability Classes

One of the measures taken in some schools to cope with the challenges of

conducting mixed-ability classes is streaming students according to their language proficiency, by providing an ability-based class where students learn with others who have similar language skills (Ireson & Hallam, 1999; Kim, 2012). There are both positive and negative aspects to grouping children in such a way. According to Kelly (1974), one of the positive factors of ability-based classes is that some teachers claim that lessons can be conducted more easily as they can deal with a relatively smaller range in students' abilities. In addition, research indicates that those in upper level classes tend to react positively toward proficiency-based classes than mixed-ability classes (Tahara, Horie, & Takeuchi, 2001).

On the other hand, a negative factor of streaming English classes is that those placed in less-advanced classes are more likely to perceive themselves to be different or inferior compared to the students in the advanced classes (Kelly, 1974). In addition, it is said that teachers are often influenced by the notion of the students' language levels while teaching, sending students in the lower classes a "downward spiral of low achievement and low expectations" (Dörnyei, 2001, p.35). Furthermore, although ability-based classes are based on the assumption that students' abilities would be alike, this is surely not the case, as students all vary in terms of their linguistic abilities, interests, and emotional development (Xanthou & Pavlou, 2008). In fact, teachers often have high expectations of the students in the top classes (Boaler, 1997). This results in cases where the teacher struggles with the gap in students' actual performances

(Venkatakrishnan & Wiliam, 2003). Taking these factors into consideration, gathering students of the same language proficiency simply based on exam results may not be the wisest solution to address issues surrounding the diverse abilities of learners.

2.2.3. Students' Perceptions of Mixed-ability Classes

In language-learning classes, students tend to feel more anxious when they regard their linguistic ability as poorer than that of their peers (Kitano, 2001). Such perceptions result in students with lower linguistic abilities or those who tend not to speak out to segregate themselves from the students who speak more or have higher linguistic abilities (Mathews-Aydinli and van Horne, 2006). Therefore, in such classrooms, teachers should conduct practices and activities that do not make individual performance differences too noticeable (Kitano, 2001). Although students in mixed-ability classes are more likely to experience a gap in their linguistic abilities than those of their peers, one study indicated that both students with higher and lower proficiency levels perceived mixed-ability classrooms to be enjoyable, as they were able to interact and learn from one another (Okuhara & Hosaka, 2004). Such research studies suggest the potentiality of mixed-ability classes in creating a meaningful learning environment for multilevel learners if teachers can successfully cope with such classroom settings.

2.2.4. Benefits and Challenges of Teaching Multi-level Students

There are both benefits and challenges in teaching students with varied levels of proficiency. First of all, proponents of mixed-ability classes suggest that it is a way to strengthen “social integration, social cohesion, community, mutual understanding, mutual respect, mutual support, tolerance, cooperation and equality” (Bailey and Bridges, 1983, p.22). Mixed-ability classes are thus a more authentic reflection of the heterogeneous society that the students may encounter. Miura (2002) also states that a classroom is filled with treasures (i.e. knowledge, experiences, and ideas), which are brought into the classroom by both the teacher and students and are shared through the use of English.

Despite such benefits of mixed-ability classes, there are many challenges surrounding classrooms with multilevel students. One challenge is to plan lessons and create learning materials that are neither too easy nor too difficult for students (Svärd, 2006), as some students may get bored easily while others may feel frustrated not being able to keep up with other classmates (Boyd & Boyd, 1989). Moreover, teachers’ ignorance of the need for new approaches to cope with such classes (Bowman, 1992) and lack of sufficient trainings and guidelines are also significant factors to consider (Al-Shammakhi & Al-Humaidi, 2015). Such ignorance may result in teachers incorporating the GTM, using language materials that are designed for “an ideal homogeneous class” (Santhi, 2011, p.3), placing emphasis on explicit teaching of

grammatical structures and translation drills (Lightbown & Spada, 2010). Although teaching and learning in mixed-ability classes may well be challenging in wide-ranging ways, the challenges should be addressed to prepare students for the heterogeneous society that they would be required to cope with in the future.

2.2.5. Incorporating CLIL in Mixed-ability Classes

Taking various issues surrounding mixed-ability classes into consideration, this section looks into a study that suggests the potentiality of incorporating the CLIL approach in classes with multilevel students. Although little research has been conducted on the topic, Close (2015) conducted a case study to a university class with 23 Japanese students and 27 foreign exchange students. CLIL was incorporated into such a class with participants who had differing levels of content and language knowledge. The findings of the study suggest that the CLIL approach is a more “flexible, student-centered, and differentiated approach” that enabled the instructor to overcome the varying abilities of the learners. In addition, the teacher acknowledged the learners’ different strengths and weaknesses in terms of content/language knowledge and academic skills and the classes were found to be both challenging and enjoyable for the students with different abilities (p.75). This study thus suggests the possible effectiveness of incorporating CLIL in mixed-ability classes to address various challenges surrounding such classroom situations.

2.3. Teaching Strategies for Language-Learning Classrooms

The following section considers different teaching strategies that have been suggested to be effective for language-learning classrooms: teacher talk and dialogic talk; background knowledge and personalization; open-ended activities; scaffolding; cooperative learning; and building rapport. Such strategies were taken into account when planning and conducting the CLIL lessons in the present study.

2.3.1. Teacher Talk and Dialogic Talk

The section looks into the concepts of teacher talk and dialogic talk as two of the teaching strategies for language-learning classrooms. Teacher talk is the type of language that teachers use dynamically according to the students' level, which is characterized by features such as slower and clearer speech, paraphrases, repetition and use of visual aids (Izumi, 2009), aiming at promoting learners' language development (Incecay, 2010). Izumi (2016) mentions eight points of effective teacher talk: responding to students' Japanese utterances in English; writing important points that came up during interaction on the board; responding to students' errors using prompts and recasts; incorporating both previously learned and unlearned items; inserting Japanese expressions between English expressions; using repetition, paraphrases, and examples to promote understanding of the input; using visual aids such as graphs, figures, and pictures; and incorporating diverse classroom learning styles and

arrangements (e.g. whole-class, individual work, pair work, group work).

Dialogic talk or dialogic teaching aims at providing students with social interaction, enabling students to interact, think together, and share their intellects (Mercer & Littleton, 2007), where both teachers and students are essential contributors in creating the learning environment (Alexander, 2000). Both teacher-led interaction and group-based discussion are effective in creating dialogic teaching, and they enable learners to learn from the guidance and language models that teachers provide as well as to benefit from the opportunities to communicate with other classmates (Mercer & Littleton, 2007). In addition, after the group discussion, another whole-class discussion led by the teacher to hear what the other groups have discussed is also a productive way to share ideas and to review the topic once more (p.77). As Freire (1972) states “without dialogue there is no communication and without communication there can be no education” (p.81). Language teachers, therefore, should incorporate a wide variety of opportunities for both teacher-student and student-student interaction, co-constructing the learning process for a more dynamic and flexible learning environment.

2.3.2. Background Knowledge and Personalization

Another teaching strategy for language classes, especially in classes where some students have limited language proficiency, is to facilitate the use of students' background knowledge. Background knowledge is defined as students' knowledge

acquired both formally and informally throughout their lives, which makes the content more accessible (Robertson, 2015). The schema theory highlights the importance of applying context and prior knowledge for comprehension, which provides a situation for learners to incorporate top-down processing, which allows them to compensate for their lack of linguistic knowledge through the use of background knowledge (Vandergrift & Goh, 2012; Loschky & Shimizu, 2015). Teachers should thus provide situations for students to make a connection between the information provided by the teacher and their personal experiences (Sharpe, 2008) so that the learning materials are perceived relevant to the students' lives and could be personalized (Hiroyama, 2002).

Similarly, the following is mentioned regarding personalization:

If learners feel that what they are asked to do is relevant to their own lives, and that their feelings, thoughts, opinions and knowledge are valued, and crucial to the success of the activities, then they will be fully engaged in the tasks and more likely to be motivated to learn the target language (Griffiths and Keohane, 2000, p.1)

As is mentioned above, teachers should thus incorporate background knowledge linked to the students' past experiences for students to understand the lesson content better.

2.3.3. Open-ended Activities

According to previous research, incorporating open-ended activities is also effective for language-learning classrooms. The main characteristic of open-ended activities is that they acknowledge more than one correct answer (Xanthou & Pavlou,

2008). In such activities, teachers do not have a predetermined answer in mind when asking such questions (Kim, 2017). They are considered effective especially in mixed ability classes, as opposed to 'closed' exercises, which basically have a specific correct answer (Cambridge English). In closed tasks, learners with higher English skills are more likely to answer correctly, whereas learners with limited linguistic skills feel disappointed when they cannot answer correctly or become more silent for fear of getting the wrong answer (Xanthou and Pavlou, 2008). Therefore, open-ended tasks and activities enable some students to have 'room to act,' while others are still able to speak out with their limited language skills (p.6). Another benefit is that it enables the teacher and students to know each other better (Kim, 2017). Previous studies thus suggest the effectiveness of open-ended activities to satisfy the academic demands of learners with different levels of English proficiency.

2.3.4. Scaffolding

The concept of scaffolding is also a significant element that is often considered when teaching a foreign language. Scaffolding is defined as a temporary assistance for the learner to accomplish a task or develop new skills, which would have been difficult to do without such support from others (Gibbons, 2002; Mercer & Littleton, 2007). It is thus important for teachers to provide authentic and cognitively challenging tasks for all students as well as to provide sufficient scaffolding whenever

necessary (Gibbons, 2002). In addition, although scaffolding has been commonly considered to be a novice-expert interaction, research studies have found examples where the roles of advanced and less-advanced learners are more fluid, changing their interaction patterns and contributions throughout their language learning (Ohta, 1995). In terms of how scaffolding could be incorporated in classrooms, there are three types of scaffolding described by Dodge (2000): reception scaffolds, transformation scaffolds, and production scaffolds. Firstly, reception scaffolds refer to the type of scaffolding that enables learners to raise their awareness, organizing and comprehending the input that they receive. Secondly, transformation scaffolds refer to the type of scaffolding that enables learners to change the given input into a different form. Thirdly, production scaffolds refer to the type of scaffolding that enables learners to engage in production tasks, which require more mental effort. Production scaffolds can be provided through speaking or writing frames that have possible vocabulary or phrases so that learners feel less nervous in the production task. For these reasons, scaffolding should be provided in different ways to support students in gradually moving on to a higher level.

2.3.5. Cooperative Learning

As previous studies have found cooperative learning between multi-level learners with different strengths and weaknesses to be beneficial in terms of students' optimal psychological health, self-esteem, and comprehension (Bertrand, 2010; Johnson

& Johnson, 1999), it is another important strategy to incorporate in language classrooms. Kagan (1994) describes cooperative learning as a context where heterogeneous groups of students aim towards a common goal through student-student interaction. Johnson and Johnson (1994) mention five features of cooperative learning: positive interdependence (responsibility of not only one's learning but that of other group members); face-to-face interaction (communicate closely with each other); individual accountability (everyone is an active contributor in the activity); group processing (opportunities for mutual feedback for group members); and social skills (activities that provides opportunities to interact and make decisions with others). In addition, it is suggested that working with learners with different abilities encourages comprehension, enables all learners to speak more, takes the spotlight off the teacher and onto the students, and allows teachers to monitor the language (Bertrand, 2010). Such features of cooperative learning mentioned above is also compatible with sociocultural theory, which considers knowledge to be actively co-constructed through social interaction with other individuals (Vygotsky, 1978; Mercer & Littleton, 2007; Walsh & Li, 2013). For these reasons, cooperative learning, which is also one of the features of Culture in the 4Cs of CLIL, should be considered and incorporated in language classes for learners to co-construct the language-learning experience.

2.3.6. Building Rapport

Lastly, building rapport between teachers and students is also a necessary teaching strategy to establish an optimal learning environment. Rapport is defined as “the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students’ feeling capable, competent, and creative” (Brown, 1994, p.202) or “the affective glue that binds education relationships together” (Brookfield, 1990, p.163). When students are able to learn in such a safe environment, learners take risks, challenge themselves, ask questions, and make efforts, as they have faith in the teachers to guide them along the way (Brookfield, 1990; Stipek, 2006). Building such rapport is crucial in education, as the more teachers know the students, the more they can understand and provide materials that suit their interests (Tiberius, 1993). Therefore, it is important to get to know the students regarding their backgrounds, emotions, strengths and weaknesses, and academic levels, coping with their individual differences flexibly, listening to their voices and giving them time to express their thoughts (Brookfield, 1990; Rimm-Kaufman & Sandilos, 2006). In addition, establishing rapport is considered to lower anxiety levels, as familiarity with other classmates enables learners to become more relaxed “by reducing the fear of being ridiculed and taking away the feeling that the others are smarter and more confident” (Price, 1991, p.107). Considering these factors, building rapport is another essential factor for learners to become more engaged in the learning process.

2.4. Learners' Uptake in Language Learning

This final section considers the concept of learners' uptake in language learning, which is investigated to understand what the learners have acquired in the lesson. Although the term uptake has been used with different meanings in language learning, the uptake used in the present study is defined as what the learners perceive to have learned in the classroom (Slimani, 1989, p.224). Studies that focus on learners' uptake aim at making a distinction between the teacher-initiated interaction and the students' initiative and attention, suggesting that learning occurs beyond the lesson plan (Palmeira, 1995). In such studies, learners' uptake is investigated through the Uptake Recall Chart (URC) as a way to understand the influence of classroom interaction on learners (Allwright, 1984, Slimani, 1989). Findings of research studies suggest that "learners do, unknowingly, profit from their classmates' contributions" (Slimani, 1989, p.229) and that "many of the claimed items were not intended to be taught by the teacher, but arose incidentally and became topics in discourse terms" (Slimani, 1992, p.207). Moreover, studies have found that there are individual differences in the learners' uptake, suggesting that different types of learners uptake wide-ranging items, benefiting from a certain form of instruction in different ways (Palmeria, 1995; Slimani, 1989, 1992).

2.5. Research Questions

This chapter has reviewed literature and research studies with different areas of critical importance. Firstly, the chapter looked into principles and practice of the CLIL approach. Secondly, it examined issues surrounding mixed-ability classes. Thirdly, the chapter presented teaching strategies for language classrooms. Finally, it looked into the concept of uptake in language learning. As there is still insufficient research that incorporated CLIL in mixed-ability classes, the present study is an attempt to explore the nature of such classroom situations through an investigation of the following research questions:

1. How do learners in a mixed-ability setting perceive classes taught in the CLIL approach?
2. What content and language knowledge do multilevel students learn in CLIL classes?
3. What instances of incidental teaching and learning can be observed in CLIL classes?

3. Methodology

This chapter introduces the methodological approach and research design to address the research questions set out in Section 2.5. For the present research, an exploratory case study was employed, where both quantitative and qualitative data were collected. An overview of the research design then follows, beginning with an illustration of the participants and the process of data collection. Following this is an overview of the instruments and methods used for data analysis.

3.1. Methodological approach

A case study was adopted as the methodological approach to explore wide-ranging factors in a mixed-ability CLIL classroom. A case study is an approach taken to illuminate a “real-life, complex, dynamic, and unfolding interactions of events, human relationships and other factors in a unique instance” (Cohen, Manion, & Morrison, 2018). In particular, the case study in this research is an exploratory case study, which is used when there is a lack of previous research on the topic, establishing the groundwork for future research (Yin, 2003). According to Yin (2003), one of the characteristics of an exploratory case study is that it is used as a pilot for generating hypotheses through a thick description of a particular context, by incorporating multiple instruments.

3.2. Participants

The participants were adult learners of English ($n = 8$) in a community college class in Tokyo. The participants (four males, four females) had different levels of language abilities, which were identified from both previously taken English proficiency tests and self-reports of their English level. The Common European Framework of Reference for Languages (CEFR) was used in describing the language level of the participants: A1, A2, B1, B2, C1, and C2 (A1 is the lowest level and C2 is the highest level).

Table 1 presents the participants' background information. The names used to refer to the participants are all pseudonyms. The table shows that the participants differed in wide-ranging aspects. Firstly, in terms of age, the participants differed greatly, where the youngest participant, Daisuke (S1), was in his early twenties whereas the oldest participant, Shigeru, was in his late seventies. Secondly, in terms of their linguistic ability, Yuriko (S5) had the highest linguistic level (B1-B2 level) based on past language proficiency tests. On the other hand, Shota (S3) and Michiko (S4) had the lowest linguistic abilities (A2 level). Thirdly, in terms of students' living-abroad experiences, Michiko (S4), Fumie (S7), and Shigeru (S8) were had living-abroad experiences for a range of three months to three years.

Table 1: *Participants' Background Information*

	<i>Age</i>	<i>Gender</i>	<i>Language Level (CEFR)</i>	<i>Living-abroad Experience</i>	<i>English use in daily life (per week)</i>
Daisuke (S1)	20s	Male	B1	No	0 hours
Tomoki (S2)	30s	Male	A2-B1	No	2-4 hours
Shota (S3)	30s	Male	A2	No	1-2 hours
Michiko (S4)	40s	Female	A2	Yes (Thailand, 3 years)	0 hours
Yuriko (S5)	40s	Female	B1-B2	No	0 hours
Akiko (S6)	40s	Female	A2-B1	No	2-2.5 hours
Fumie (S7)	50s	Female	A2-B1	Yes (U.K., 6 months)	5-6 hours (text only)
Shigeru (S8)	70s	Male	B1	Yes (Ireland, 3 months)	3 hours

3.3. Procedure

This section gives a brief overview of the procedure of the study. After a pilot study was conducted to six university students, adjustments were made to the lesson plan and materials. The following is a description of the procedure of the main study revised in the light of the pilot study. Firstly, six 90-minute CLIL lessons were planned by the researcher, based on CLIL principles and teaching strategies in language-learning classrooms: Lesson 1 (A Trip to Hawaii), Lesson 2 (Acknowledging Ethnic Diversity), Lesson 3 (Food Cultures Around the World), Lesson 4 (Food Waste in Japan), Lesson 5

(Athletes' Words of Wisdom), and Lesson 6 (2020 Tokyo Olympics). The lesson plans and materials are presented in Appendix A. The lesson plans include the CLIL lesson framework, language and content objectives, lesson procedure, and description of each task. The tasks are described in terms of CLIL lesson procedure (activating/input/thinking/output) and learning arrangements (individual/pair work/group work/whole-class).

Secondly, after the research procedure was explained to the participants and a consent form was signed, the student profile questionnaire (see Appendix B) was administered before the first lesson. The questionnaire was used to understand the students' background information such as age, linguistic level, and language-learning background.

Thirdly, the 90-minute CLIL lessons were conducted every Saturday morning from early June to mid-July, which were all audio-recorded. After each CLIL lesson, the Uptake Recall Chart (URC) (See Appendix C), achievement test (see Appendix D), and post-class questionnaire (see Appendix E) were administered. In the URC, the participants were given seven minutes to recall the lesson without looking at anything. In the achievement test, participants were given six to eight minutes to finish answering the content and language items. In the post-class questionnaire, the students completed the questionnaire at home and submitted it at the beginning of the following lesson.

Finally, after all six CLIL classes, a 90-minute semi-structured group

interview was conducted to gain a deeper understanding of their perceptions based on an interview guide (see Appendix F). The rationale for conducting a group interview instead of an individual interview was that the researcher considered that conducting a group interview would be an effective way to share opinions and experiences, which may help the students to think and to speak more in the discussion. Although the participants were allowed to use Japanese in the interview, some of them used English to practice their communication skills from time to time.

3.4. Instruments

As the present study is an exploratory case study, different types of instruments were used to explore the nature of a mixed-ability classroom. The instruments are presented in Table 2. Firstly, the lesson plans and materials, designed by the researcher, can be found in Appendix A 1-6. The lesson plans include the language and content objectives that were considered for the six CLIL lessons.

Secondly, the student profile questionnaire consists of items regarding the participants' language-learning background, linguistic level, English use in daily life, and living abroad experience. The students were asked to respond to the items before the first lesson.

Thirdly, Slimani's (1989, 1992) URC was used to investigate the students' uptake, that is, what students claimed to have learned in the lesson. The study used

Watanabe's (2000) adapted version of the URC for CLIL classes. The adapted version contains a separate section for the language items (grammar, spelling, pronunciation, punctuation, ways of using the language, words and phrases) and the content items (knowledge and information about the topic).

Fourthly, the achievement test was developed for each lesson, with both language and content sections that came up during the lesson. The language section includes seven vocabulary items and three grammar items. The content section includes five content items. The full-score for the test is 20 (10 points for language and 10 points for content). Spelling mistakes were not penalized in the achievement test.

Fifthly, the post-class questionnaire was adapted from the questionnaire developed by Yamano (2013). There are seven items in the questionnaire: Item 1: Did you enjoy the lesson?; Item 2: Was the topic interesting?; Item 3: Are you satisfied with the lesson?; Item 4: Was the English used in the lesson difficult?; Item 5: Was the content used in the lesson difficult?; Item 6: Did you feel nervous in the lesson?; and Item 7: Did you feel confident in the lesson? Students responded to the items on a 4-point Likert scale (4=yes; 3=yes, to some extent; 2=no, to some extent; 1=no). After the last lesson, students were asked to rank the topics that they enjoyed.

Sixthly, an interview guide was used in the group interview session to list up key questions to ask the participants. The order of the questions asked to the participants differed depending on their responses.

Table 2: *Description of the Instruments*

Instruments	Description
Lesson Plans and Materials (Appendix A 1-6)	The handouts and visual materials used in the CLIL lessons are presented for each lesson: Lesson 1 (Appendix A-1), Lesson 2 (Appendix A-2), Lesson 3 (Appendix A-3), Lesson 4 (Appendix A-4), Lesson 5 (Appendix A-5), Lesson 6 (A-6).
Student Profile Questionnaire (Appendix B)	The student profile questionnaire includes items regarding the participants' age, linguistic level, and language-learning background.
Uptake Recall Chart (URC) (Appendix C)	The URC includes the content and language items that the students recall learning in the CLIL lesson.
Achievement Test (Appendix D 1-6)	The achievement test includes both language and content items. Spelling mistakes were not penalized to determine the test scores. The achievement test for each lesson can be found in the following sections: Lesson 1 (Appendix D-1), Lesson 2 (Appendix D-2), Lesson 3 (Appendix D-3), Lesson 4 (Appendix D-4), Lesson 5 (Appendix D-5), Lesson 6 (Appendix D-6).
Post-class Questionnaire (Appendix E)	The post-class questionnaire includes items regarding the participants' perceptions of the CLIL lesson, understanding of content/language of the lessons, and overall satisfaction.
Interview Guide (Appendix F)	Questions for the semi-structured interview are listed. Actual questions asked to the participants differed depending on their responses and flow of the conversation.

3.5. Data Analysis Procedures

This section illustrates how the data was analyzed. The first research question (i.e. How do learners in a mixed-ability setting perceive classes taught in the CLIL approach?) was examined based on an analysis of data from the post-class questionnaire and group interview. The post-class questionnaire was analyzed quantitatively to gain

an objective understanding of students' impressions. The quantitative data was supplemented with interview data, which was analyzed qualitatively through a content analysis.

The second research question (i.e. What content and language knowledge do multilevel students learn in CLIL classes?) was examined through an analysis of data collected from the achievement test and the URC. The achievement test was analyzed quantitatively, based on the test scores of each participant in the six lessons. The URC was analyzed based on the content and language items that the participants claimed to have learned in the lesson.

The third research question (i.e. What instances of incidental teaching and learning can be observed in CLIL classes?) was addressed based on an analysis of data collected through the Uptake Recall Chart and audio-recordings of lessons in relation to the researcher's account in what was intended to teach in the lessons. The URC was analyzed qualitatively, by mentioning the language and content items that were learned incidentally through the interaction with the students. The audio-recordings of lessons were also analyzed to find language and content items that were taught incidentally, that is, content and language items that were not originally intended to teach in the lesson plans.

4. Results

4.1. How do learners perceive classes taught in the CLIL approach?

The first research question was directed to an examination of the results in two sections. This question first looks into the results of the questionnaire items regarding students' perceptions, self-reported understanding of content/language, and preferences of tasks, activities, and topics. Secondly, it looks into the findings of the interview regarding students' overall impression, satisfaction, and the effects on students' learning.

4.1.1. The Results of Post-class Questionnaire Items

4.1.1.1. Students' Perceptions of the CLIL Lessons

Table 3 shows the participants' overall mean and standard deviation for each item. Firstly, the results indicate that Items 1 ($M=3.68$, $SD=0.41$), 2 ($M=3.78$, $SD=0.33$), and 3 ($M=3.74$, $SD=0.35$) had relatively higher mean scores, suggesting that the participants, regardless of their differences in wide-ranging variables, perceived the CLIL lessons in a relatively positive manner. Moreover, the tendency seems to be rather homogeneous as SD indicates.

Table 3: Overall Results for Post-class Questionnaire Items (Lessons 1-6)

	Daisuke (S1)	Tomoki (S2)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
1. Did you enjoy the lesson?	3.00	3.16	4.00	4.00	3.50	4.00	3.80	4.00	3.68	0.41
2. Was the topic interesting?	4.00	3.16	4.00	4.00	3.75	4.00	3.40	4.00	3.78	0.33
3. Are you satisfied with the lesson?	4.00	3.16	4.00	3.83	3.75	4.00	3.20	4.00	3.74	0.35
4. Was the English difficult?	3.00	1.83	3.00	2.33	2.00	2.20	2.20	1.00	2.19	0.64
5. Was the content difficult?	2.50	1.16	2.80	2.16	2.00	1.60	2.40	1.00	1.95	0.64
6. Did you feel nervous in the lesson?	3.00	1.33	3.40	1.50	2.00	2.00	2.00	1.00	2.02	0.81
7. Did you feel confident in the lesson?	2.00	2.50	2.80	2.50	2.50	3.00	2.20	3.50	2.62	0.47

Note. 1=no 2=no, to some extent 3=yes, to some extent 4=yes

Secondly, Items 4 (M=2.19, SD=0.64) and 5 (M=1.95, SD=0.64) had greater individual differences, indicating that the students perceived the difficulty of the English/content differently: five students (Daisuke (S1), Tomoki (S2), Shota (S3), Michiko (S4), and Akiko (S6)) perceived the language to be more difficult than the

content, whereas one student (Fumie (S7)) had the opposite impression. As for another student (Shigeru S8), he did not find the classes to be difficult at all for both the language and content (M=1.00), and seemed to have enjoyed and been satisfied with the lessons (M=4.00). Still, another student (Shota (S3)) perceived the language (M=3.00) and content (M=2.80) to be relatively difficult, but seemed to have enjoyed the classes nevertheless (M=4.00). Such results show that there were differences in students' self-reported content/language difficulties, which do not necessarily influence their impressions toward the classes.

Thirdly, in terms of students' psychological factors, Item 6 (M=2.02, SD=0.81), regarding students' anxiety levels, had the greatest variation among the participants. The data suggests that although many of the learners did not experience high levels of anxiety in the CLIL lessons, their perceptions differed greatly compared to other items, as Shota (S3) experienced a high level of anxiety (M=3.40) whereas Shigeru (S8) did not (M=1.00). In terms of students' confidence, on the other hand, Item 7 (M=2.62, SD=0.47) shows that there were less individual differences, suggesting that most learners felt relatively confident in the lesson, despite having different linguistic levels. In summary, the results of the post-class questionnaire indicate that the CLIL lessons were perceived in a relatively positive manner, although greater individual differences were found in the learners' understanding of language, understanding of content, and their anxiety levels.

Tables 4-10 present the scores for each lesson to examine if there were any differences depending on the topic (L1-L6). Firstly, Tables 4, 5, and 6, which show the results for Items 1 (Did you enjoy the lesson?), Item 2 (Was the topic interesting?), and Item 3 (Are you satisfied with the lesson?) respectively, are examined. Although all participants had a relatively positive impression toward the lessons, the tables show that the impressions of Tomoki (S3), Yuriko (S5), Fumie (S7) slightly differed depending on the topic, scores ranging from 3.00 (Yes, to some extent) to 4.00 (Yes). On the other hand, Daisuke (S1), Shota (S2), Michiko (S4), Akiko (S6), and Shigeru (S8) had the same scores for all lessons (SD=0.00), regardless of the lesson topic.

Table 4: Results for Item 1: Did you enjoy the lesson?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	3.00	3.00	4.00	4.00		4.00		4.00	3.66	0.51
L2		3.00	4.00	4.00	4.00		4.00	4.00	3.83	0.40
L3	3.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00	3.62	0.51
L4		3.00		4.00	3.00	4.00	3.00	4.00	3.50	0.54
L5		3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.85	0.37
L6		4.00	4.00	4.00		4.00	4.00	4.00	4.00	0
M	3.00	3.16	4.00	4.00	3.50	4.00	3.80	4.00		
SD	0.00	0.40	0.00	0.00	0.57	0.00	0.44	0.00		

Note. 1=no 2=no, to some extent 3=yes, to some extent 4=yes

Table 5: Results for Item 2: Was the topic interesting?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	4.00	3.00	4.00	4.00		4.00		4.00	3.83	0.40
L2		3.00	4.00	4.00	4.00		3.00	4.00	3.66	0.51
L3	4.00	3.00	4.00	4.00	3.00	4.00	3.00	4.00	3.62	0.51
L4		3.00		4.00	4.00	4.00	3.00	4.00	3.66	0.51
L5		3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.85	0.37
L6		4.00	4.00	4.00		4.00	4.00	4.00	4.00	0.00
M	4.00	3.16	4.00	4.00	3.75	4.00	3.40	4.00		
SD	0.00	0.40	0.00	0.00	0.50	0.00	0.54	0.00		

Note. 1=no 2=no, to some extent 3=yes, to some extent 4=yes

Table 6: Results for Item 3: Are you satisfied with the lesson?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	4.00	3.00	4.00	4.00		4.00		4.00	3.83	0.40
L2		3.00	4.00	3.00	4.00		3.00	4.00	3.50	0.53
L3	4.00	3.00	4.00	4.00	3.00	4.00	3.00	4.00	3.62	0.51
L4		3.00		4.00	4.00	4.00	4.00	4.00	3.83	0.40
L5		3.00	4.00	4.00	4.00	4.00	3.00	4.00	3.71	0.48
L6		4.00	4.00	4.00		4.00	3.00	4.00	3.83	0.40
M	4.00	3.16	4.00	3.83	3.75	4.00	3.20	4.00		
SD	0.00	0.40	0.00	0.40	0.50	0.00	0.44	0.00		

Note. 1=no 2=no, to some extent 3=yes, to some extent 4=yes

Secondly, Tables 7 and 8, which show the results for Items 4 (Was the English difficult?), and Item 5 (Was the content difficult?) respectively, are examined. In terms of the students' perceptions of the language difficulty, Table 7 shows that the impressions of Tomoki (S3), Michiko (S4), Akiko (S6), and Fumie (S7) slightly differed depending on the lesson topic whereas Daisuke (S1), Shota (S3), Yuriko (S7), and Shigeru (S8) had the same scores for all six lessons (SD=0.00). On the other hand, in terms of content difficulty, greater differences were found among individuals as well as within an individual (see Table 8). For instance, Michiko's (S4) perception of content

difficulty had a range of 1.00 [No] to 3.00 [Yes, to some extent] whereas Yuriko (S5) and Shigeru (S8) had the same score for all lessons (M=1.00, SD=0.00). Such data suggests that the learners had different impressions toward the content and language difficulty, varying in different degrees.

Table 7: Results for Item 4: Was the English difficult?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	3.00	1.00	3.00	2.00		2.00		1.00	2.00	0.89
L2		2.00	3.00	3.00	2.00		2.00	1.00	2.16	0.75
L3	3.00	2.00	3.00	2.00	2.00	3.00	2.00	1.00	2.25	0.70
L4		2.00		3.00	2.00	2.00	2.00	1.00	2.00	0.63
L5		2.00	3.00	2.00	2.00	2.00	3.00	1.00	2.14	0.69
L6		2.00	3.00	2.00		2.00	2.00	1.00	2.00	0.63
M	3.00	1.83	3.00	2.33	2.00	2.20	2.20	1.00		
SD	0.00	0.40	0.00	0.51	0.00	0.44	0.44	0.00		

Note. 1=no 2=no, to some extent 3=yes, to some extent 4=yes

Table 8: Results for Item 5: Was the content difficult?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	2.00	1.00	3.00	2.00		1.00		1.00	1.66	0.81
L2		1.00	3.00	3.00	2.00		2.00	1.00	2.00	0.89
L3	3.00	1.00	3.00	1.00	2.00	2.00	2.00	1.00	1.87	0.83
L4		1.00		3.00	2.00	2.00	4.00	1.00	2.16	1.16
L5		1.00	3.00	2.00	2.00	1.00	2.00	1.00	1.71	0.75
L6		2.00	2.00	2.00		2.00	2.00	1.00	1.83	0.40
M	2.50	1.16	2.80	2.16	2.00	1.60	2.40	1.00		
SD	0.70	0.40	0.44	0.75	0.00	0.54	0.89	0.00		

Note. 1=no 2=no, to some extent 3=yes, to some extent 4=yes

Thirdly, Tables 9 and 10 show the results for Items 6 and 7, which examined the degree of the students' nervousness and confidence respectively. The results for Item 6 show (see Table 9) that although the mean for anxiety levels in each lesson was relatively low, individual differences were observed. Lesson 1 had the greatest differences among the participants, where Shota (S3) experienced a high level of anxiety (4.00) while Tomoki (S2), Michiko (S4) and Shigeru (S8) did not (1.00). On an individual level, on the other hand, the participants' impressions did not change significantly depending on the topic, as Daisuke (S1) and Shota (S3) experienced some levels of anxiety regardless of the lesson topic.

Table 9: Results for Item 6: Did you feel nervous during the lesson?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	3.00	1.00	4.00	1.00		2.00		1.00	2.0 0	1.2 6
L2		2.00	4.00	2.00	2.00		2.00	1.00	2.1 6	0.9 8
L3	3.00	1.00	3.00	1.00	2.00	3.00	2.00	1.00	2.0 0	0.9 2
L4		1.00		2.00	2.00	2.00	2.00	1.00	1.6 6	0.5 1
L5		1.00	3.00	2.00	2.00	2.00	2.00	1.00	1.8 5	0.6 9
L6		2.00	3.00	1.00		1.00	2.00	1.00	1.6 6	0.8 1
M	3.00	1.33	3.40	1.50	2.00	2.00	2.00	1.00		
SD	0.00	0.51	0.54	0.54	0.00	0.70	0.00	0.00		

1=no 2=no, to some extent 3=yes, to some extent 4=yes

As for Item 7, which investigated learners' confidence, Table 16 shows that the mean for each lesson were moderately low or high in all lessons, as most learners answered by 3.00 (Yes, to some extent) or 2.00 (No, to some extent). In summary, although there were individual differences among individuals, there was not much variation within an individual, as their anxiety levels or confidence did not change significantly depending on the CLIL topic.

Table 10: Results for Item 7: Did you feel confident during the lesson?

	Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	2.00	2.00	3.00	2.00		3.00		3.00	2.50	0.54
L2		3.00	2.00	2.00	2.00		2.00	4.00	2.50	0.83
L3	2.00	2.00	3.00	3.00	2.00	3.00	2.00	4.00	2.62	0.74
L4		3.00		3.00	3.00	3.00	3.00	3.00	3.00	0.00
L5		2.00	3.00	3.00	3.00	3.00	2.00	3.00	2.71	0.48
L6		3.00	3.00	2.00		3.00	2.00	4.00	2.83	0.75
M	2.00	2.50	2.80	2.50	2.50	3.00	2.20	3.50		
SD	0.00	0.54	0.44	0.54	0.57	0.00	0.44	0.54		

1=no 2=no, to some extent 3=yes, to some extent 4=yes

4.1.1.2. Student' Self-reported Understanding of Language and Content

This section looks into the students' self-reported understanding of the language and content items for each CLIL lesson. The participants were asked to indicate their levels of understanding of language (lg.) and content (ct.) using percentage points, which are presented in Table 11. On a group level, the participants had a moderately high understanding for both the content and language in all six lessons, the highest being 86% (content in Lessons 1 and 6) and the lowest being 72% (language in Lesson 2). The result also shows that the mean score for the overall understanding of

content (M=81%, SD=0.04) was slightly higher than that of language (M=78%, SD=0.04). In addition, the SD for each lesson indicates that the understanding of content had greater individual differences than that of language in four out of six lessons (Lessons 2, 3, 4, and 5).

Table 11: *Understanding of Language and Content*

		Daisuke (S1)	Tomoki (S3)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L1	Lg.	80%	50%	70%	70%		75%		90%	73%	0.13
	Ct.	90%	90%	85%	70%		90%		90%	86%	0.08
L2	Lg.		70%	70%	70%	60%	70%	70%	95%	72%	0.10
	Ct.		80%	90%	60%	80%	60%	60%	95%	75%	0.15
L3	Lg.	70%	70%	70%	90%	70%	90%	80%	90%	79%	0.09
	Ct.	80%	40%	80%	90%	70%	90%	80%	90%	78%	0.16
L4	Lg.		70%		80%	70%	80%	80%	95%	79%	0.09
	Ct.		60%		90%	70%	80%	80%	95%	79%	0.12
L5	Lg.		70%	75%	90%	70%	80%	80%	95%	80%	0.09
	Ct.		70%	90%	90%	70%	90%	80%	95%	84%	0.10
L6	Lg.		80%	80%	80%		80%	80%	95%	83%	0.06
	Ct.		80%	90%	90%		80%	80%	95%	86%	0.06
M	Lg.	75%	68%	73%	80%	68%	79%	78%	93%	78%	0.04
	Ct.	85%	70%	87%	82%	73%	82%	76%	93%	81%	0.04
SD	Lg.	0.07	0.09	0.04	0.08	0.05	0.06	0.04	0.02		
	Ct.	0.07	0.17	0.04	0.13	0.05	0.11	0.08	0.02		

On an individual level, the understanding of content tended to be higher than that of language for five out of eight participants: Daisuke (S1), Tomoki (S2), Shota (S3), Yuriko (S5), and Akiko (S6). However, the understanding of content items was

more likely to be influenced by the lesson topic compared to language items. For instance, Tomoki's (S2) understanding of content had the greatest range, the lowest being 40% in Lesson 3 and the highest being 90% in Lesson 1. On the other hand, Shigeru had a high self-reported understanding for both content and language in all the lessons (M=93%). In addition, data shows that the participants who were considered to have relatively high levels of language proficiency (e.g. Daisuke and Yuriko) did not necessarily have high self-reported understanding of the language and content items. In summary, regardless of their language proficiency levels, the learners had moderately high levels of understanding for both content and language, although there were some differences both among and within individuals.

4.1.1.3. Preferences of Tasks, Activities, and Topics

In this section, first the tasks/activities in the CLIL lessons, which were perceived to be enjoyable or difficult. Table 12 lists the items in Section E (i.e. enjoyable tasks/activities) and Section D (i.e. difficult tasks/activities) for Lessons 1 to 6 (L1-L6). Tasks and activities in Section E are what the participants perceived to be the most enjoyable in each lesson. On the other hand, items in Section D are tasks/activities that were perceived to be the most difficult. It is clear from the data that different learners had wide-ranging impressions. For instance, in Lesson 1, the travel plan was perceived to be enjoyable for Shota (S3), while it was difficult for Daisuke (S1) and

Akiko (S6). In Lesson 3, the foreign recipe activity was perceived to be enjoyable for Tomoki (S2) and Michiko (S4) while it was difficult for Yuriko (S5) and Shigeru (S8). There were also tasks that many of the students frequently enjoyed such as reading a text (Lessons 1, 3, 4), and food cultures (Lesson 3) or tasks that were frequently mentioned to be difficult such as writing a summary for the text (Lessons 1, 2, 3).

Table 12: *Preferences of Tasks/Activities and Topics*

		Daisuke (S1)	Tomoki (S2)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)
L1	E	Reading	Achievement Test	T-plan Reading	Hawaiian cuisine		Scanning questions		Reading
	D	T-plan	N/A	Writing Summary	Writing Summary		T-Plan		Mini-Quiz
L2	E		Discussion	Graph Activity	Mixed Plate	Mixed Plate		Ethnic Meals	Graph Activity
	D		N/A	Discussion	Writing Summary	Discussion		Word-phrase hunt	Discussion
L3	E	Food Cultures	Foreign Recipe	Food Cultures	Foreign Recipe	Food Cultures	All	Reading	Food Cultures
	D	Food Cultures	N/A	Video	Food Cultures	Foreign Recipe	Writing Summary	Writing Summary	Foreign Recipe
L4	E		Reading		Reading	Japanese food	Reading	Japanese food	Reading
	D		N/A		Discussion	Discussion	Scanning Questions	Reading	Map Activity
L5	E		Translating Quotes	Translating Quotes	Popular Sports	Video	Athletes' Quotes	Favorite Sports	All
	D		Creating Quotes	Translating	Popular Sports	Translating Quotes	Athletes' Quotes	Popular Sports	Video

				Quotes					
L	E		Class Reflection	Schedule for U.S.	Quiz		Schedule for U.S.	Quiz	
6	D		N/A	Manners	Schedule for U.S.		Schedule for U.S.	Manners	

Note. E: Tasks/Activities that were enjoyable D: Tasks/Activities that were difficult

Furthermore, the results show that some learners perceived certain tasks and activities to be both difficult and enjoyable. For instance, in Lesson 3, Daisuke (S1) perceived the staple food activity to be difficult but enjoyable. Similarly, Shota (S3) perceived the quote translation activity in Lesson 5 to be the most difficult but enjoyable, which was similar to Akiko’s (S6) perception of the U.S. team schedule in Lesson 6. These results suggest that students enjoyed the class even if the tasks were cognitively engaging. In addition, data shows that the learners’ linguistic levels did not necessarily influence their perceptions of the task difficulty. For instance, Michiko (S4), whose English level was around A2, perceived the foreign recipe activity in Lesson 3 to be enjoyable, whereas Yuriko, whose English level was around B1-B2 perceived it to be the most difficult. Such results suggest that learners in CLIL classes do not rely solely on linguistic knowledge to engage in the learning process. Moreover, in such situations where individuals had difficulty in different tasks, there were many instances where students helped each other in different tasks/activities such as in the graph activity in Lesson 2, where some students were better at reading and analyzing graphs than others. To sum up, results indicate that learners perceived different tasks and activities to be

enjoyable and/or difficult, enjoying cognitively engaging activities that required them to think deeply and critically.

In this section, second, the students' preferences of topics are explored. The students ranked the six CLIL lessons from 1 (favorite) to 6 (least favorite), which are presented in Table 13. The results show that there were great individual differences in the preferences of topics. For instance, Lesson 2 (Ethnic Diversity) ranked first for Shota (S3), Akiko (S6), and Shigeru (S8); third for Tomoki (S2); fifth for Fumie (S7); and sixth for Michiko (S4). Lesson 5 (Athletes' quotes) ranked first for Tomoki (S2); second for Fumie (S7); third for Akiko (S6) and Shigeru (S8); fourth for Michiko (S4); and fifth for Shota (S3). These results suggest that different learners, regardless of their language proficiency levels, prefer certain topics above others, highlighting the necessity to incorporate wide-ranging topics that satisfy the interests and background knowledge of different learners.

Table 13. *Preferences of CLIL Topics (Ranking)*

	Daisuke (S1)	Tomoki (S2)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)
1		L5: AQ	L2: ED	L1: HT		L2: ED	L3: FC	L2: ED
2		L4: FW	L1: HT	L3: FC		L4: FW	L5: AQ	L4: FW
3		L2: ED	L3: FC	L4: FW		L5: AQ	L6: TO	L5: AQ
4		L3: FC	L6: TO	L5: AQ		L1: HT	L1: HT	L3: FC

5		L6: TO	L5: AQ	L6: TO		L3: FC	L2: ED	L6: TO
6		L1: HT	Absent in Lesson 4	L2: ED		L6: TO	L4: FW	L1: HT

Note. L1: HT (Hawaii Trip) L2: ED (Ethnic Diversity) L3: FC (Food Cultures)
L4: FW(Food Waste) L5: AQ (Athletes' Quotes) L6: TO (Tokyo Olympics)

4.1.2. The Results of Semi-structured Interview

4.1.2.1. Overall Impression and Satisfaction

This section looks into the participants' overall impression and satisfaction of the CLIL lessons based on the semi-structured group interview. Students were allowed to use both English and Japanese, depending on their preferences. The following are some of the participants' direct quotes of their responses in the interview, which were related to their overall impression and satisfaction of the lessons. The Japanese quotes were translated into English by the researcher, which are indicated in the square brackets. The following are some of the actual students' responses regarding their impression and satisfaction:

Akiko (S6): 「フードロスの回はちょっと勉強的かな？中高生向けのテーマかな？なんて最初思ったりもしましたが、でも授業が進むにつれてこの回も英語表現と一緒にプラスアルファの知識も学べる授業になっていて面白かったですし、単に文法や単語や会話表現を学ぶ、というだけでなく、毎回、普段の会話の糸口になるようなテーマや考えるテーマが入っていて、とっても楽しい授業でした。」
[As for the lesson about food waste, at first, I thought that it may have been more suitable for junior/senior high school students, as it was a little like studying a school subject. However, as the lesson progressed, I enjoyed learning different English expressions as well as additional knowledge. The lessons were very enjoyable, as the lessons were not simply learning grammar,

vocabulary, or expressions for conversation but learning about different topics that we could talk about in our daily lives.]

Michiko (S4): 「文法理解度不足もあり苦戦しましたが、グループの方々や先生の解説で理解できました。」 [Although I had difficulty due to my lack of grammar understanding, I was able to understand the class thanks to the help of my group members as well as the teacher's instruction]

Akiko (S6): 「授業も90分の中で同じことをするのではなく、会話やリーディング、リスニングなどメリハリをつけた工夫がされていて、実は別の言語を習っているのですが、もう、90分、ずっと教科書の文法の説明ばかりで面白くも何ともない、という授業で、(中略)先生の授業は本当に工夫されていて素晴らしかったです。」 [The classes were well designed where different types of tasks for speaking, reading, or listening were incorporated in the 90-minute lesson. I am actually learning a different language in another course, but that class is basically receiving grammar explanation, and it is not interesting at all. I thought that this class was well thought-out and wonderful.]

Fumie (S7): “The foreign teacher (I had last year) want (students) to reply quickly, in every case, for example, a different teacher often said, ‘Don’t be quiet. Say something, rapidly,’ so it was difficult to answer at once.” 「(その先生は)黙っちゃいけないというので。でもやっぱり考える時間が必要で。この授業は thinking time がとてもたくさんあって嬉しかったです。」 [That teacher said that I shouldn’t be silent, but I still needed some time to think. I was happy that I had a lot of thinking time in this class.]

Shigeru (S8): “I attended a different teacher’s class but I couldn’t catch the teacher’s voice so I changed to this class. I’m happy!”

Akiko (S6): “If we have time, I’d like to ask you to correct our English’s grammatical error much further”

As is indicated above, it was found in the semi-structured interview that the participants perceived the CLIL lessons positively and enjoyed learning different topics.

Although the learners found the tasks/activities to be difficult or felt nervous at times, they were able to understand the lesson with the support from both their classmates and

the teacher. For instance, Michiko (S4) mentioned that although she had difficulty comprehending the grammatical structures used in the lessons, she was able to understand them with the help of her classmates and the teacher. In addition, in comparison with other language classes that the students had experienced, Shigeru (S8) found the teacher's way of speaking to be easier to understand, as he mentioned that he often experiences difficulty in his hearing in daily life. As for Fumie (S7), she perceived having abundant thinking time during the class to be beneficial and helpful to understand and think deeply about the content. Akiko (S6) also mentioned that the CLIL lessons were more enjoyable and meaningful for her compared to the other language classes that she had been taking, which were taught using the GTM.

On the other hand, in terms of some negative comments or suggestions, Akiko (S6) mentioned that she would like to have received more explicit correction and feedback in terms of grammar usage. As grammar corrections were given implicitly through the use of recasts, learners may not have noticed them during the lesson. In addition, some students mentioned that they felt anxious when required to speak in front of others or when they couldn't respond to the teacher's questions. Such results suggest that students have different perceptions and needs in terms of their language learning, which should be also addressed when planning and conducting language lessons. In summary, the findings of the semi-structured interview show that most students perceived positively. They mentioned that they enjoyed learning not only the language

but also different topics in the lessons, although some learners experienced some difficulty in comprehending the language or content.

4.1.2.2. Effects on Students' Learning

This section explores the effects of the CLIL lessons on students' learning.

The following are some examples of the students' responses, which were chosen as examples that relate to their learning of both language and content:

Michiko (S4): 「アロハの意味を深く学べた意義のある授業でした。知らない単語もありましたが、考えたり類推して学べるのはとても良い方法だと感じました。」 [It was a meaningful lesson, as I was able to learn about the deep meaning of Aloha. There were some words that I didn't know, but I felt that it was a good way to think and guess from the context.]

Fumie (S7): 「ハワイの話とか、そう、知らないことがたくさんあって、「あ、これ食べたい」とか思ったり。」 [For example, in the topic about Hawaii, there were many things that I didn't know. I also thought 'I want to eat this' and so on.]

Shota (S3): 「僕はあの、ハーフのあの話はすごく勉強になって、考えさせられました。今後そういう(多様な文化的背景を持つ人が存在するという)のも増えて行く中で、私たちも考えなきゃいけないことで、あれを英作文にするのがものすごく難しかったです。」 [As for me, I learned a lot from the story about the person with a multicultural background and thought a lot about it. As the number of such people with different cultural backgrounds may well increase, I thought that we should think about the topic seriously. It was difficult to write an English composition about it.]

Tomoki (S2): “I changed my mind of studying English. Reading and writing だけじゃなくて、えっところ speaking とかもしていきたいなと思って。” [I would like to incorporate speaking in my language studies, not just reading and writing]

Fumie (S7): “I changed my mind after the class, waste of food I think I don’t buy surplus food in order to eat up.” 「It’s important, so 何か食べ物が残って、食べきれなくて、捨てることって結構あったと思うんですね、いけないなと思って、気をつけようと思いました。ずっとニュースでアフリカで食べられなくて、餓死しちゃう子がすごくたくさんいるってきいていても、自分は食べ物を無駄にするってことってというのがあって、気をつけなきゃなという風に思いました。」 [In the past, I encountered many situations where I had to throw away food because I couldn’t eat it all. I think that was not a good habit, so I would like to be careful from now on. Although we see on the news that there are many children starving in Africa, we often waste food in our daily lives. I hope to keep in mind not to do that.]

Tomoki (S2): It’s great for me to take this lesson, I interested talking with my friends who had an Indian wife, in Japan. I talked to them about this lesson, so, we discussed about at first, we should watch the fact, for example, Miyamoto-san, after that, それに沿って英語を学ぶ。事実があって、すごくいい考え方の転換ができて（良かった） [It was a good opportunity to learn English based on facts, and I was able to change my way of thinking through the class.]

All the students mentioned that it was their first time learning English in a class taught in the CLIL approach, and despite being adult learners of English, who were cognitively mature and already had some background knowledge about various topics, they all mentioned that they had learned about new topics and information in the CLIL lessons. In the semi-structured interview, some students said that they had reflected upon the different issues in their own ways and how they could be solved. For instance, Shota (S3) mentioned that he thought that the topic about ethnic diversity a serious topic that needs considering in Japan, especially as more and more people may well have such struggles in the globalizing society. Similarly, Tomoki (S2) had a

discussion with his friend regarding the topic on ethnic diversity after the lesson. Fumie (S6) also mentioned that after learning about food waste issues in Japan, she reflected upon her daily life and tried not to buy food that may be unnecessary, as she often threw away food in the past. Such results suggest that students used the knowledge that they had acquired during the class to actively and critically think about the matter in their own ways.

Furthermore, the CLIL lessons seemed to have an effect on the students' beliefs in language learning. As they were all familiar with the GTM, they mentioned that the CLIL class was something that was both enjoyable and beneficial for their language learning. Therefore, many of the students said that they hope to improve not only their reading and writing skills but also would aim at nurturing their listening and speaking skills. Tomoki (S2) also mentioned that the GTM should be changed in Japanese schools, as he considered it ineffective based on his own language learning experience. Although it cannot be easily stated that the six lessons had a positive influence on their language proficiency, it can be said that there were some influence on how they reflected upon the various issues mentioned in class as well as how they perceived their language learning. To sum up, it can be said that the lessons incorporating the CLIL approach had some influence on their knowledge toward different topical matters as well as their beliefs in language learning.

4.2. What content and language knowledge do multilevel students learn in CLIL classes?

4.2.1. Results of Achievement Test

The achievement test was administered to understand content/language knowledge that students learn in CLIL classes. The overall mean scores and SD of the achievement test in Lessons 1 to 6 are shown in Table 14. The test scores were calculated for the language (10 points) and content (10 points) items, the total score being 20 points. Spelling mistakes were not penalized. Overall, Table 14 shows that the average score for language items ($M=8.41$) was lower than that of content items ($M=9.05$). The total mean score for all lessons was 17.46. In addition, it can be seen from the table that there were greater individual differences in the language items ($SD=0.86$) than the content items ($SD=0.59$).

Table 14: *Overall Results of Achievement Test (Lessons 1-6)*

	<i>M</i>	<i>SD</i>
Language items	8.41	0.86
Content items	9.05	0.59
Total score	17.46	1.14

On the other hand, on an individual level, Table 15 shows the achievement test scores for each individual. The result shows that whether the student got higher

scores for language or content differed from individual to individual. For instance, data shows that Daisuke (S1), Tomoki (S2), Shota (S3), and Shigeru (S8) had greater variation in the content scores while Michiko (S4), Yuriko (S5), Akiko (S6), and Fumie (S7) had greater variation in the language scores.

Table 15: *Individual Results of Achievement Test*

		Daisuke (S1)	Tomoki (S2)	Shota (S3)	Michiko (S4)	Yuriko (S5)	Akiko (S6)	Fumie (S7)	Shigeru (S8)	M	SD
L 1	Lg.	9/10	8/10	6/10	8/10		8/10	10/10	7/10	7.00	3.07
	Ct.	10/10	6/10	8/10	9/10		8/10	10/10	8/10	8.42	1.39
	Ttl.	19/20	14/20	14/20	17/20		16/20	20/20	15/20	16.40	2.37
L 2	Lg.	10/10	9/10	7/10	7/10	8/10	10/10	9/10	9/10	8.62	1.18
	Ct.	9/10	10/10	7/10	9/10	8/10	10/10	9/10	7/10	8.62	1.18
	Ttl.	19/20	19/20	14/20	16/20	16/20	20/20	18/20	16/20	17.25	2.05
L 3	Lg.	10/10	9/10	8/10	7/10	10/10	9/10	7/10	9/10	8.62	1.18
	Ct.	8/10	4/10	6/10	10/10	10/10	8/10	10/10	10/10	8.25	2.25
	Ttl.	18/20	13/20	14/20	17/20	20/20	17/20	17/20	19/20	16.87	2.35
L 4	Lg.	9/10	8/10		8/10	7/10	7/10	9/10	9/10	7.12	2.99
	Ct.	10/10	10/10		10/10	10/10	10/10	10/10	8/10	9.71	0.75
	Ttl.	19/20	18/20		18/20	17/20	17/20	19/20	17/20	17.85	0.90
L 5	Lg.		10/10	7/10	6/10	10/10	9/10	9/10	10/10	8.71	1.60
	Ct.		10/10	10/10	10/10	8/10	10/10	10/10	10/10	9.71	0.75
	Ttl.		20/20	17/20	16/20	18/10	19/20	19/20	20/20	18.42	1.51
L 6	Lg.		7/10	8/10	6/10		8/10	10/10	9/10	6.85	3.28
	Ct.		10/10	10/10	10/10		10/10	10/10	10/10	10.00	0.00
	Ttl.		17/20	18/20	16/20		18/20	20/20	19/20	18.00	1.41
M	Lg.	9.50/10	8.50/10	7.20/10	7.00/10	8.75/10	8.50/10	9.00/10	8.83/10	8.42	0.86
	Ct.	9.25/10	8.30/10	8.20/10	9.67/10	9.00/10	9.33/10	9.83/10	8.83/10	9.05	0.59
	Ttl.	18.75/20	16.80/20	15.40/20	16.67/20	17.75/20	17.83/20	18.83/20	17.66/20	17.46	1.14
S D	Lg.	0.58	1.05	0.84	0.89	1.50	1.05	1.10	0.98		
	Ct.	0.96	2.66	1.79	0.52	1.15	1.03	0.41	1.33		
	Ttl.	0.50	2.79	1.95	0.82	1.70	1.47	1.17	1.97		

In addition, the result shows that despite the participants having different linguistic levels, there was not much difference in terms of the test scores regarding the lowest total score (M=15.40) and the highest total score (M=18.83). Moreover, learners who were perceived to have higher linguistic level, such as Yuriko (S5), who was on the level of B1-B2 level in CEFR, did not necessarily get higher scores in the CLIL achievement test than the other learners who were considered to have lower language proficiency levels. Therefore, the CLIL achievement test may have been more or less difficult for all learners, regardless of their language proficiency levels, as the test required both language and content knowledge. Such results suggest the potentiality of multilevel learners to feel a sense of achievement in the CLIL lessons.

4.2.2. Results of the Uptake Recall Chart

In order to gain a more dynamic view in the students' learning process, students' uptake in the CLIL classes was also considered. This section presents the results of the URC in Table 16. Items in the URC are presented in the original form written by the students, and the correct forms of some of the items are given in square brackets. In addition, instances of incidental learning, that is, items that were not initially intended to teach by the researcher are underlined. It is clear from the table that the participants seemed to uptake different language and content items, varying in quantity and quality. Data also indicates that students recalled items that had been

taught both intentionally and incidentally.

Table 16: Results of the Uptake Recall Chart (Lessons 1-6)

Participants		Language Items	Content Items
Daisuke (S1)	L 1	-Vocabulary: self perfection, realization -Grammar: <u>never/ever</u>	-アロハが単なる挨拶ではなく、ハワイの人々の信仰や哲学に関する言葉であること。 -タロ、サイメン[サイミン]、アサイーなどハワイの食べ物
	L 2	-Vocabulary: the South[ern] hemisphere, <u>inbound and outbound</u> , the Philippines -Grammar: less than kind	-日本にもハーフ差別のようなものが存在すること。 -ハワイのミックスプレートが生まれた経緯には、ハワイのプランテーション農場で労働者になっていた多くの外国人が関わっている。
	L 3	-Vocabulary: maize, corn flour, minced meat, oven, cuisine, grate, green and yellow pepper, bake a pancake, beralus[Belarus]	-じゃがいもを主食にしている国が一定数存在している
	L 4	-Vocabulary: scarce, scarcity [scarcity], <u>million</u> , billion, <u>trillion</u> , self-efficiency [<u>self-sufficiency</u>] -Grammar: , which, , where,	-日本で 11 兆円もの食料廃棄があり、その処分に 2 兆円もかかっているということ。その理由の一つが見た目にあること。
	L 5		
	L 6		
Tomoki (S2)	L 1	- <u>and</u> で続く場合、[カンマ]で繋げる	-Aloha は様々な意味の言葉で構成されている。
	L 2	-Vocabulary: <u>take a while</u> の意味 -Grammar: less than の使い方, 2 回同じ単語を使うときの <u>that</u> の使い方(the percentage of~+that of ~)	-mixed plate の成り立ち -人種のアメリカでの割合(ハワイでは割合が本土と異なる) -ミスユニバース日本代表の挑戦、日本での差別
	L 3	-Vocabulary: <u>wheat</u> と <u>flour</u> の違いについて -Grammar: <u>place</u> の使い方, with の使い方, with warm feelings	-各国の給食について、各国の主食について (potatoes, rice, cassava,) -各国の代表的な食事・材料と調理法について
	L	-Vocabulary: eathhetic[aesthetic] の意味	-日本食の紹介について

	4	-Grammar: ,[カンマ] + 関係代名詞 or 関係副詞の使い方について→補足説明の時に使う, <u>another</u> の使い方について →加えて(extra や addition と同じ意味)	-各国の食料充足率や不足率について -各国の色塗りによる地図での食料状況の把握。 -日本における食料廃棄の割合について。日本では形や大きさ
	L 5	-Vocabulary: <u>that's my boy</u> の表現 -Grammar:比較級の使い方, keep A from B の使い方	-日本とアメリカの人気スポーツについて(日本では男女別) -オリンピックのアスリート家族について、有名な名言について -錦織圭のインタビューについて、他にも多くのスポーツを経験
	L 6	-Vocabulary: million→百万 thousand→千 -Grammar: in と at の用法、意味の違い, in charge [of]の使い方	-オリンピックで新たに追加される競技 →surfing -今までなかった競技→squash, -初めて[女性が]オリンピックに参加→パリ -アメリカの野球チームの案内について
Shota (S3)	L 1	-Vocabulary: wikipedia, quick, gasolin station, gasolin [gasoline] stand	-Aloha's meaning -ハワイの食べ物, activity, tour -旅行スケジュール, -ハワイの成り立ち、ハワイの位置、島の数、名称
	L 2	-Vocabulary: Diverstity [diversity], The Phillipinnes [The Philippines] put the and s, causion [caucasian] -Grammar: <u>one of [the] victims</u> (put s after one of ...) , African American The percentage of ___ is ___ than that...	-ハワイとアメリカの人口分布 -日本人代表の議 -ミックスペレートができた理由 -国毎の料理 -ハワイの白人差別
	L 3	-Vocabulary: pancake=平たくした, place, put, serve, cooking, <u>flour=wheat</u> , corn -Grammar: where are potatoes eaten?	-伝統料理 -調理方 -日本人のハーフについて -料理と文化について -給食主食地図
	L 4		
	L 5	-Vocabulary: regret it, <u>lazy</u> , encourage, self-improvement -Grammar: keep A from B, the more 比較級, more 比較級, never 原形	-あらゆるスポーツの種類、人気スポーツランキング(日本人の男性、女性、アメリカ) -スポーツ選手の格言、名言(ベイブルース、ペレ、アリ) -Nishikori 選手のインタビュー(両親のテニス好きから始まった。他にもいろんなスポーツ

			をしていた)
	L 6	-Vocabulary:100 万=million, 27 万 3 千 →two hundred seventy-three thousand -Grammar: The Tokyo Olympics (The, s をつける), at→pinpoint, in 大きいエリア, should 原形	-東京オリンピック会場 -2028 年ロサンゼルスオリンピック -野球の試合 -アメリカチームのスケジュール -もてなし -マナー -日本でやったほうが良いこと、しないほうが良いこと
Michiko (S4)	L 1	-Vocabulary: sprints [spirits], love ourselves, create feeling and thought, presence, breath, philosophy[philosophy]	-Aloha has [a] deep meaning, Hawaii -food,,pancakes, poke, acai bowl, humbergars[hamburgers] -peal herver [pearl harbor], activety [activity], marine sports
	L 2	-Vocabulary: ethnic diversity, discrimination	-We respect each others [other], we accept them in the world -It shows Hawaiian graph and U.S.A. There are different on the popullation of parsentase [The percentage of ethnic races in the Hawaii graph and U.S. average graph are different] -Ms. Miyamoto, she makes chance in Japan [Ms. Miyamoto provides insights for Japan’s problem with race]
	L 3	-Vocabulary: How to cook food., I'm interested in food., Preheat, simmer, pot, serve -Grammar: where is eaten in _____. [where is _____ eaten] , _____ is eaten in _____.	-food culture around the world -food connection and culture good memories
	L 4	-Vocabulary: food waste, aesthic[aesthetic] product が	-マーケティングで主流とされるがゆえに廃 棄するにも費用がかなり必要なこと。 -2 trillion は国の支出に影響ある。
	L 5	-Vocabulary: Sports	-日本の男女で好みに分かれる -アメリカならなお日本と異なるスポーツが 上位にあった -偉人の名言は 5 人(ベーブルース、モハメド アリなど)偉業を成し遂げたインタビューの 聞き取り
	L 6	Grammar: ～すべきこと、しないほうが良いこ	-2020 東京オリンピック、パラリンピック。 -オリンピックの協議の歴史、開催された国、

		と。 , The Olympics(The をつける、s をつける)	未来のこと -2028 Los Angeles の開催予定国など。 -オリンピックのアメリカチームを招待することを想定した内容で飛行機とホテルの予約手配を考えてみる。予算内、人数の上限をもとに選手を考慮したものを考える。
Yuriko (S5)	L 1		
	L 2	-Vocabulary discrimination -Grammar <u>One of the _____ s をつける</u> , パーセンテージ、分数の表し方	-ハワイの歴史、多民族→mixed-plate, -異民族間の相互理解の難し -日本での問題(hafu -アメリカとハワイの人口比率の違い
	L 3	-Vocabulary: maize-corn, staple food, simmer, grate(ひく、刻む), flour-wheat -Grammar: where are potatoes eaten? Where is wheat eaten?	-food と文化との関係 -記憶との繋がり -主食の違いの分布世界 -各国の food の作り方 -食のグローバリゼーション
	L 4	-Vocabulary: scarcity, million (百万), billion (10 億), trillion (1 兆), aesthetic, dispose of, estimate, loss -Grammar: , where/which 補助説明[補足説明]	-食料が足りている国、捨てている国 -主に日本で食料を捨てている問題、その解決策の検討
	L 5	-Vocabulary: accomplish, regret, strike out, keep A from B -Grammar: • the __ er, the ___ er	-スポーツ選手の名言の和訳 -Nishikori 選手のインタビューの穴埋め -日本アメリカそれぞれで好まれているスポーツのランキング -好きなスポーツ、その理由
	L 6	-Vocabulary: badget(budget), transportation, accomplish, recreation, baseball, airport, attend, the 2020 Tokyo Olimpics[Olympics], <u>the Palarinpics</u> [Paralympics], games, hotel, mascot, symble {symbol}	-About the way of making the shedule[schedule] for American baseball team who will come to Japan for the Tokyo Olimpics[Olympics] -The things that we should tell to the foreigners when they come to Japan
Akiko (S6)	L 1	-Vocabulary: inspired by, philosophy, respect, Aloha's meanings self-, spread -Grammar: we want to eat~, , because....	-loco moco -アロハという言葉の意味が深まった。愛ぐらいしか知らなかったが、隣人愛、哲学、尊敬

			と深い意味を持つ良い言葉。 -ハワイの食事、local foods についての知識。 -ハワイの観光資源について(アクティビティ、ショッピング、sightseeing spots)
	L 2	-Vocabulary: caucasian [caucasian], race, representative, discrimination, ethnically, post, African-American, participant, Asian, face, racial, the Phillipine[the Philippines], population	- <u>Don't face [force] your culture onto others</u> -We have to respect other's cultures and races
	L 3	-Vocabulary: immigrant, prepare, relationship, connection, ingredients, source, heat, preheat, serve, half, mix, mixed, respect, pepper, lunch	-各国のランチ -many lunches for various countries -食べ物と文化との関連性が深いこと、どんな容姿かではない -どこで(生まれ)育ったか、その人が自分は何人と思っていることを尊重する
	L 4	-Vocabulary: aesthetic, waste, loss, food waste problems, <u>dominate</u> , domesticate [domestic] products, consumer, company, apperance, [appearance] size, severe, issue -Grammar: ,which or where 補足説明	-food waste is the important problem in the world -especially that is so severe in Japan, we should do everything that we can, if we can't do that, we must have big issue in the future.
	L 5	-Vocabulary: sports, tennis, compite{compete}, regret, baseball, skating, Ice hocey [hockey], quote, golf -Grammar: the 比較級~, the 比較級	-The way of making quotes, -sports words -quotes make our life happy 豊かに -people who accomplished some succeeds [who succeeded]
	L 6	-Vocabulary: transportation, accomodation [accommodation], arrangement, in short -Grammar: defference [difference] of in and at	-American baseball team について -video about the 2020 Tokyo Olympics
Fumie (S7)	L 1		-about Aloha, reading the meaning, expressing Aloha -Travel plan in Hawaii -Hawaiian food and activity
	L 2	-Vocabulary: the is needed in the Pilippenes [the Phillippines]	-origin of mixed-plate -percentage of population in Hawaii and the U.S. -Ms. Miyamoto's story -discussion [on] how to recognize foreign people [and how to cope with] each other ['s differences]

	L 3	-Vocabulary: seasonings, spelling [of] each countries [country], how to say cooking word [words for cooking]	-Ms. Miyamoto's interview (video) food and culture -cooking dishes in many countries, any food in random selection
	L 4	-Vocabulary: waste of food, scarcity of food -Grammar: we should, ought to, would like to...	-食料余りと不足の国の分類 -How can we reduce waste of food? -recommendable Japanese food: tempura, ramen, takoyaki
	L 5	-Vocabulary: keep you from game の意味の取り方 -Grammar: 比較級の使い方, Never~の訳の解釈	-kinds of sports -popular sports in Japan and USA -Kei Nishikori's interview -athlete's quote の読み取り方
	L 6		
Shigeru (S8)	L 1		-ハワイについて -Aloha の意味 -ハワイの食べ物 -ハワイ旅行の planning
	L 2	-Vocabulary: ethnic diversity -Grammar: that of の使い方, 比較級最上級の使い方	-ハワイのミックスプレートについて -グラフの読み方 -民族の多様性について -日本における人種間 -日本人の捉え方、受け止め方
	L 3	Grammar: Where are potatoes eaten? Potatoes are eaten in...	-Brainstorming about food -food cultures around the world -listening to ingredient -staple food around world
	L 4	Vocabulary: 億単位以上の数字, <u>corporate end</u> の end の使い方 -Grammar: where, which, 補助説明の仕方	-waste of food, food waste -to solve food waste
	L 5		
	L 6	Grammar: in, at, against の使い方	-2020 年オリンピックパラリンピックについて -オリンピックの協議種目の歴史について来日するチームのスケジューリング -過去のオリンピックの 2020 年東京オリンピックについて

Moreover, regarding the language and content items that were mentioned in the URC, there was a difference in whether students uptake more language items or content items. For instance, Yuriko (S5) recalled more language items than content items whereas Michiko (S4), Fumie (S7) Shigeru (S8) tended to recall more content items. As for Tomoki (S2), Shota (S3), and Akiko (S6), they had a relatively balanced uptake of both language and content items. As for Daisuke (S1), his uptake of language and content items differed from topic to topic. Another finding was that there were many spelling mistakes found in the URC for many of the learners, suggesting that it may be a language feature that is difficult to acquire in a short period of time. To sum up, the results suggest that learners perform and uptake content and language knowledge in wide-ranging ways, and incidental learning of such items may well occur through both teacher-student and student-student interaction provided in the CLIL lessons.

4.3. What instances of incidental teaching and learning can be observed in CLIL classes? This section looks into incidental teaching and learning in two sections: language items and content items. In the present study, incidental teaching and learning were investigated through items that were categorized as language through learning, that is, language that is used to support students to deeply thinking about the topic to enhance their language learning (Coyle et al., 2010). Instances of incidental learning

and teaching were identified through the URC and audio-recordings of the CLIL lessons, examining the language and content knowledge that were not intended to teach by the teacher in the initial lesson plan. In particular, the URC was used to determine features of incidental learning based on the items that the learners successfully recalled.

4.3.1. Incidental Learning and Teaching of Language Items

This section looks into the language items that were categorized as language through learning in each of the six CLIL lessons, which are presented in Table 17. The language items were classified into vocabulary/phrases and grammar sections. The items that were mentioned in the URC are underlined as instances of incidental learning. It shows the students who recalled the items in the URC in the parentheses. It can be noted however, that the teacher also observed many instances where the students asked and confirmed with each other for words that they could not come up with during the pair/group work, which may not have been heard in the audio-recordings.

Table 17: *Incidental Teaching and Learning of Language Items*

CLIL Lesson	Language Items	
	Vocabulary/Phrases	Grammar
Lesson 1: A Trip to Hawaii	-self-enhancement -I want to eat both -underwater	- <u>You do not say Have you never eaten...?</u> (Daisuke) - <u>and で続く場合、comma で繋げる</u> (Tomoki)
Lesson 2:	-freshly-caught	- <u>one of the victims</u> (put s after

<p>Acknowledging Ethnic Diversity</p>	<ul style="list-style-type: none"> -all at once -<u>inbound and outbound</u> (Tomoki) -immigration -immigrants -What are others? -one-fourth [how to read fractions] -the background of each person -<u>Don't force your own culture onto others</u> (Akiko) -<u>take a while</u> (Tomoki) 	<p><u>victim</u> (Shota, Yuriko)</p>
<p>Lesson 3: Food Cultures Around the World</p>	<ul style="list-style-type: none"> -fried bread with sugar -longtime favorite -powdered milk -frozen tangerine -grind -spelling of almond, cabbage, parsley -<u>wheat/flour</u> (Tomoki, Shota) -pronunciation of butter -pronunciation of oven 	<ul style="list-style-type: none"> -<u>place + noun</u> (Tomoki) -sugar is an uncountable noun
<p>Lesson 4: Food Waste in Japan</p>	<ul style="list-style-type: none"> -rainy season -rice crackers -economy -self-sufficiency rate (Daisuke) -temperature -climate -<u>million/trillion</u> (Daisuke) -leftover -raise awareness -dominate -corporate end の end の使い方 (Shigeru) 	<p>-<u>another...extra...</u> (Tomoki)</p>
<p>Lesson 5: Athletes' Words of Wisdom</p>	<ul style="list-style-type: none"> -triathlon -The Imperial Palace -<u>That's my boy</u> (Tomoki) -<u>lazy</u> (Shota) 	
<p>Lesson 6: 2020 Tokyo Olympics</p>	<ul style="list-style-type: none"> -<u>Paralympics</u> (Yuriko) -position of players 	

Firstly, the overall results of the six lessons indicate that there were 39 vocabulary/phrase items that were classified as language through learning, which were taught mainly through the students' asking questions when they encountered words that they were unable to say in English. For instance, the phrase *freshly-caught* in Lesson 2 was introduced during the first task when Shigeru gave a presentation about his travel plan and wanted to find how to say 獲れたての in English. Another example is *longtime favorite*, which came up in the task where students had a discussion about the school lunches that they had experienced in the past and wanted to know the English word for 長年愛される.

Secondly, in terms of grammar items, there were six items that were classified as incidental learning in the lessons. The grammatical items were taught mainly through the teacher's realization of students' errors during the teacher-student or student-student interaction. For instance, when Shota (S3) asked, "Have you *never* eaten...?" during a pair work in Lesson 1, T decided to give a form-focused instruction in front of the whole class, mentioning that 'ever' is used instead of 'never' when asking a question about their interlocutor's experiences. Another example is in Lesson 2, where many students forgot to put an 's' after victim in "one of the victims." T noticed the error and decided to give a form-focused instruction to introduce that the noun after "one of the..." should be used in the plural form. Overall, it is clear that there were wide-ranging vocabulary/phrases and grammar items, which were taught incidentally through

different opportunities of both teacher-student and student-student interaction in the CLIL classes.

Furthermore, the results show that some of the items that were taught incidentally were also recalled in the URC. As for vocabulary items, eight out of 39 incidental vocabulary items were recalled in the URC by some of the participants. As for grammar items, five out of six incidental grammar items were recalled in the URC. Such results suggest that grammar items that were taught incidentally through a form-focused instruction were more likely to be recalled afterwards in the URC, although there were individual differences. To sum up, the results suggest that classes that incorporate the CLIL approach generate a more flexible and dynamic usage of language, which go beyond what the teacher had intended to teach the students in the original lesson plan through different opportunities of both teacher-student and student-student interaction.

4.3.2. Incidental Teaching and Learning of Content Items

This section looks into the incidental teaching and learning of content items that were found in the CLIL lessons in Table 18. Overall, there were 12 instances of incidental learning regarding content items. The items came up incidentally mainly through the questions that the students asked throughout the lessons such as why there is a union jack in the Hawaii state flag (Lesson 2), what people with a vegan diet cannot

eat (Lesson 4), and the American custom where restaurants provide doggy bags to take home leftover food (Lesson 4). In addition, some of the content items were taught by the students, such as Kabaddi and Muay Thai in Lesson 5, which were sports that the teacher did not know and could not explain. The student who knew the sports and their rules were asked to explain them to the other students.

Table 18: *Incidental Teaching and Learning of Content Items*

CLIL Lesson	Content Items
Lesson 1: A Trip to Hawaii	-whether the color of poi is its original color -A Japanese word equivalent of the word “Aloha” that is simple but contains many deep meanings
Lesson 2: Acknowledging Ethnic Diversity	-Why there is a union jack in the Hawaiian state flag (former colony of the U.K.) -concept of time differs from country to country -what is appropriate in one country may not be the case in others (e.g. It is OK to be 30 minutes late for a party in Mexico)
Lesson 3: Food Cultures Around the World	-powdered milk was offered in Japanese schools as school lunches over 65 years ago -tapioca can be made from cassava
Lesson 4: Food Waste in Japan	-What people with a vegan diet cannot eat -doggy bags in the U.S. (you can take home food that you couldn’t finish at the restaurant)
Lesson 5: Athletes’ Words of Wisdom	-The three sports in a triathlon -the basic rules of Kabaddi, Muay Thai, polo
Lesson 6: 2020 Tokyo Olympics	No items were found for incidental teaching and learning of content items

Furthermore, as students differed in ages, they were able to share their

different experiences, learning from one another through different tasks/activities. For instance, Akiko (S6), who worked in a company with workers from different countries, shared her experience in Lesson 6 regarding how she struggles with people who had different manners. Shigeru (S8) also shared his experience in Lesson 3 regarding what Japanese school lunches were like several years after the World War II. Such findings suggest that content knowledge were introduced and co-constructed by both the teacher and student in the CLIL lessons. To sum up, it can be said that CLIL is a dynamic teaching approach with many opportunities of incidental learning and teaching, thus providing a greater variation of content and language items, which were taught by both the teacher and the students.

5. Discussion

This chapter gives an interpretation of the key research findings, with reference to each of the research questions. The first section (Section 6.1.) presents an interpretation of the results in terms of the following: students' perceptions of CLIL classes, achievement of content and language knowledge, and incidental teaching and learning in CLIL. The second section (Section 6.2.) provides the teacher's theory of practice in relation to past literature regarding the CLIL approach, issues surrounding mixed-ability classes, and teaching strategies for language-learning classrooms.

5.1. Interpretations of Results

5.1.1. Students' Perceptions of CLIL Classes

The first research question investigated the students' perceptions of CLIL classes based on the results of the post-class questionnaire and semi-structured group interview. Firstly, to begin with a brief summary of the results, the questionnaire indicated that the CLIL lessons were perceived by students in a relatively positive manner, regardless of their differences in age, linguistic level, background knowledge, and interests. However, greater variation was found in terms of their understanding of language/content, anxiety levels, and preferences of tasks, activities, and topics. In addition, tasks/activities that were difficult for the participants with higher language proficiency were not always difficult for the participants with lower language

proficiency, and vice versa, suggesting that linguistic knowledge is not the only determiner of students' understanding and impressions toward the lessons. Secondly, the results of the semi-structured interview showed that the students had a positive impression toward the CLIL lessons. They mentioned that they had enjoyed learning about not only how to use English but also about different topics in the lessons, even if there were some instances where they found the language or content to be difficult. Another finding was that the CLIL lessons had some positive influence on how students approached different issues mentioned in the class as well as their beliefs towards language learning.

The findings above seem to suggest that CLIL is a flexible and dynamic approach that was perceived positively by multilevel students, which is compatible with previous studies. Although non-CLIL classes were not compared in the present study, the results support the findings of Yamano (2013) and Yoshihara et al., (2015), where students in the CLIL classes perceived the class to be enjoyable while having a feeling that they were able to understand the language and content. In addition, students in the study were found to have raised their awareness toward global issues to generate their personal ideas and opinions, which were found in the present study as well. For instance, Tomoki (S2) and Shota (S3) and reflected upon the issues surrounding people with different ethnic races after the class whereas Fumie (S7) thought about how she could help solve food waste issues and reflected upon her daily life after learning in the CLIL

class.

The findings also lend support to Close (2015), who suggests the potentiality of incorporating the CLIL approach into a class with students who had differing levels of content and language knowledge as a more “flexible, student-centered, and differentiated approach” that acknowledges students’ different strengths and weaknesses (p.75), as students were found to help each other in different tasks. One of the examples was the graph activity, where some students were better at analyzing graphs and numbers, even if those students had a lower language proficiency level. Such results suggest that scaffolding was provided by both students with higher and lower linguistic levels and the notion of an ‘advanced’ learner seemed to have changed depending on the tasks/activities or topics, which corresponds with Ohta’s (1995) statement that the roles of advanced and less-advanced learners are more fluid, where their interaction patterns and contributions are likely to change throughout their language learning. Therefore, CLIL classes may well provide a learning environment for diverse students to generate a feeling of being valuable contributors to the classes, supporting each other in their learning processes.

In terms of mixed-ability settings, in the present study, it was found that the students perceived the classes to be enjoyable regardless of their differences in wide-ranging variables. The results support Okuhara and Hosaka’s (2004) study where both students with higher and lower proficiency levels perceived such mixed-ability

settings to be enjoyable, as they were able to interact and learn from one another. In addition, students in the present study also brought together and shared their knowledge, experiences, and ideas into the classroom, which is compatible with Miura's (2002) statement that a classroom is filled with such treasures of both the teacher and students. For instance, Akiko (S6), who worked in a company with workers from different countries, shared her experience in Lesson 6 regarding how she struggles with people who had different manners. Shigeru (S8) also shared his experience in Lesson 3 regarding what Japanese school lunches were like several years after the World War II, when he was an elementary school student. Furthermore, as the focus of the class was not only on linguistic knowledge, students who had lower proficiency levels were also able to contribute to the class based on their non-linguistic strengths and experiences. In summary, the findings suggest that CLIL is a potential teaching approach that is effective to teach a class with multilevel students who differ in wide-ranging variables, as they can share their different experiences, strengths, and weaknesses to co-construct a more dynamic learning environment.

5.1.2. Acquisition of Content and Language Knowledge

The second research question investigated the achievement of content and language knowledge based on the results of the achievement test and the URC. Firstly, to begin with a brief summary of the results, the achievement test indicated that overall,

there was greater variation in the language items for each lesson. On an individual level, however, whether the participants got higher scores for language or content items differed from individual to individual. Another finding was that despite the participants having different linguistic levels, there was not much difference in terms of the scores in the achievement test. Moreover, it was found that participants who were perceived to have higher language proficiency did not necessarily get higher test scores on the achievement test, as the test incorporated both content and language knowledge. Secondly, the results of the URC indicated that the participants recalled different content and language items, which were taught both intentionally and incidentally, varying in quantity and quality. Furthermore, there was a difference in whether students uptake more language items or content items, which differed depending on the learners or the lesson topic.

Taking the results into consideration, as CLIL is a dual-focused teaching approach that integrates both content and language knowledge (Coyle et al., 2010), linguistic knowledge was not the only determiner of getting higher scores on the achievement test. Therefore, it can be said that compared to traditional teaching approaches that are designed for “an ideal homogeneous class” (Santhi, 2011, p.3), the CLIL classes were cognitively engaging for diverse learners by incorporating both content and language knowledge. Moreover, students who were considered to have poor linguistic skills in the classes taught in the GTM may be able to use their strengths in

classes taught in the CLIL approach, enhancing confidence toward language learning.

In addition, as CLIL classes provide active engagement and dialogic activity in the classroom (Coyle, 2007), there were many instances of learning that occurred beyond the lesson plan (Palmeria, 1995), which were found in the present study as well. For instance, there were many instances where the content and language items were not originally in the lesson but taught incidentally (Slimani, 1992). Such items were generated through the students' questions or student-student interaction in the present study. In addition, the content and language items that the participants recalled varied in quantity and quality, which supports previous research that suggests that there are individual differences in learners' uptake, where different types of learners recall wide-ranging items in the lessons (Slimani, 1989, 1992; Palmeria, 1995).

5.1.3. Incidental Teaching and Learning in CLIL Classes

The third research question investigated instances of incidental learning and teaching in CLIL classes based on items categorized as language through learning, which is defined as "language to support and advance their thinking process whilst acquiring new knowledge, as well as progress their language learning" (Coyle et al., 2010). Such items were investigated through the use of the URC and audio-recordings of the CLIL classes. It was found that there were 39 language items and six content items that were categorized as language through learning. The results are compatible

with the study conducted by Yamano (2013), which found that the CLIL classes had many instances of incidental learning and teaching. Secondly, in terms of incidental learning, some of the items that were taught incidentally in the lesson were also recalled in the URC, suggesting the possibility of such items to have been learned by the students.

Furthermore, it was found in the present study that the language and content items were incorporated incidentally by both the teacher and students, who co-constructed the learning environment through past experiences, knowledge, and information. Such results support previous research that “learners do, unknowingly, profit from their classmates’ contributions” (Slimani, 1989, p.229), as students were able to share their experiences and knowledge through the different opportunities to interact with each other. To summarize, CLIL classes have the potentiality of being a dynamic approach that goes beyond the original lesson plan that the teacher had designed prior to the class so that the lesson flexibly fits the needs or interests of multilevel learners.

5.2. Theory of Practice

Coyle et al. (2010) suggest the importance of language teachers to express their theory of practice, consolidating one’s knowledge and theories of learning implicitly through actual teaching. Therefore, this section interprets the results by

presenting the theory of practice of the researcher, mentioning how CLIL was incorporated in a mixed-ability setting in relation to past theories, literature, and research studies. As the author of this paper was also the teacher in the CLIL lessons, the theory of practice in this section will be presented using first person pronouns (i.e. “I”) to illustrate how the lesson was planned and conducted from a teacher’s point of view.

5.2.1. Incorporating the CLIL Approach

This section illustrates how I incorporated the CLIL approach into the class with multilevel students who differ in wide-ranging factors. The main tool used to design the CLIL lessons was the CLIL lesson framework designed by Ikeda (2016). Table 19 presents an overview of the CLIL lesson framework based for all six lessons, which were incorporated in the present study. I will present how each section was considered when planning and conducting the lessons with reference to actual tasks and activities. In addition, I will mention how the lesson procedure was considered in terms of activating, input, thinking, and production.

Table 19: *CLIL Lesson Framework (Lessons 1-6)*

Content	Communication	Cognition	Culture
Declarative knowledge (Lesson 1) -Information about Hawaii	Language Knowledge (Lesson 1) -Present perfect	LOTS (Lessons 1-6) -Remembering	Cooperative Learning (Lessons 1-6) -Pair work

<p>-Hawaiian cuisine -About the Aloha Spirit -Tourist spots and activities in Hawaii (Lesson 2) - Hawaiian Mixed Plate -History of the plantation -Ethnic background -Ms. Ariana Miyamoto (Lesson 3) -Names of staple food -Names of ingredients -Recipes of popular meals of different countries (Lesson 4) -Food scarcity around the world -Food waste in Japan (Lesson 5) -Names of Sports -Facts about sports -Famous quotes of athletes (Lesson 6) -Information about Sports and the Olympics -Japanese manners</p>	<p>-To infinitive (Lesson 2) -Past tense -Comparatives (Lesson 3) -passive voice -auxiliary verbs (Lesson 4) -auxiliary verbs -relative clauses and pronouns (Lesson 5) -comparatives -superlatives -negatives (Lesson 6) -prepositions -should and shouldn't</p>	<p>-Understanding -Applying</p>	<p>-Group work -Class Discussion -Peer Scaffolding</p>
<p>Procedural knowledge (Lesson 1) -Expressing opinions regarding about food, tourist spots, and activities -Creating travel plans for different places (Lesson 2) -Analyzing the demographic graph -Thinking about the relationships between variables (Lesson 3)</p>	<p>Language Skills (Lessons 1-6) -Reading -Listening -Speaking -Writing</p>	<p>HOTS (Lesson 1-6) -Analyzing -Evaluating -Creating</p>	<p>Global awareness (Lesson 1) -Different food cultures -Values of the Hawaiian people -Learning about different countries and cities (Lesson 2) -Ethnic Groups -Ethnic Diversity -Understanding people who are different (Lesson 3) -Different school lunches</p>

<p>-Analyzing and drawing conclusions from maps</p> <p>-Considering issues and its solutions using data</p> <p>-Writing recipes of a meal</p> <p>(Lesson 4)</p> <p>-Utilizing different information from various sources to express opinions and ideas</p> <p>(Lesson 5)</p> <p>-Creating new quotes from athlete's quotes</p> <p>-Expressing reasons why you like a particular sport</p> <p>(Lesson 6)</p> <p>-Planning for the 2020 Tokyo Olympics using the information and following the requirements</p>			<p>-Food cultures around the world</p> <p>(Lesson 4)</p> <p>-Food issues around the world</p> <p>-Which food to recommend to foreign people</p> <p>(Lesson 5)</p> <p>-Comparing popular sports in Japan and the U.S.</p> <p>-Famous quotes of foreign athletes</p> <p>(Lesson 6)</p> <p>-Recommending Japanese restaurants and tourist spots</p>
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Firstly, I began by considering the Content section by brainstorming topics that may be interesting for the students, reflecting on their interests, background knowledge, areas of expertise, hobbies, strengths, and weaknesses of each student. After deciding some possible topics that can be incorporated into the CLIL lessons, I did some research to find different texts, information, videos, graphs, statistics, stories that may be relevant to the topic to consider how they may be used as learning materials in the CLIL classes. Afterwards, the Communication section was considered to decide how different language knowledge and skills could be incorporated using the learning materials. For instance, for Lesson 2 (Acknowledging Ethnic Diversity), to analyze and

compare different graphs that showed the ethnic backgrounds of the people in Hawaii and the U.S. average, I decided to incorporate comparatives. As for Lesson 4 (Food Waste in Japan), I found a reading text about food waste in Japan, which frequently used relative pronouns and relative clauses. Therefore, I gave a form-focused instruction after the students were given opportunities to familiarize themselves with the text. As for Lesson 5 (Athletes' Quotes of Wisdom), I incorporated negatives that were used in many of the quotes mentioned by different athletes so that the students could learn negatives through a lot of exposure of the target form.

In terms of the four language skills (listening, reading, speaking, and writing), opportunities to use different language skills were provided through wide-ranging tasks/activities. Firstly, listening was mainly incorporated through teacher-student and student-student interaction or watching videos. I also provided some activities focusing on listening, where students listened to the recipes of foreign meals (Lesson 3) or an interview by Kei Nishikori (Lesson 5), filling in the blanks while they listened. Furthermore, I used English as much as possible in the oral introduction or responded to students' Japanese utterances in English. Secondly, for reading skills, I provided different types of texts that were related to the topic so that students could learn about the topic further through the reading materials. I also wrote down some of the key sentences or ideas mentioned during the discussion so that students could see the written form as well. Thirdly, for speaking skills, students were given different opportunities to

express in English in different learning arrangements. I also had students become familiar in talking with smaller groups first before they were asked to report back to the whole class. There were also teacher-led class discussions where I asked the learners follow-up questions through teacher-student interaction, facilitating the discussion. Fourthly, for writing skills, students were given opportunities to write a summary of the text or write English compositions for homework about a related topic. Both meaning-focused and form-focused feedback was provided to improve students' writing skills.

In addition to Content and Communication, the Cognition and Culture sections were also considered. As for Cognition, the tasks and activities were designed in such a way that both lower-order thinking skills and higher-order thinking skills were used. Lower-order thinking skills (remembering, understanding, and applying) were used mainly in the first stages of the lesson, so that the language and content knowledge could be activated and clarified for a smooth transition into the latter part of the lessons, which required deeper and critical thinking. Some of the examples of the tasks/activities in the CLIL lessons that required lower-order thinking skills include the following: videos (Lessons 1, 3, 4, 5, 6), brainstorming (Lessons 3, 5), and form-focused instruction (Lessons 3, 4). On the other hand, higher-order thinking skills (analyzing, evaluating, creating) were used to provide cognitively engaging tasks and activities so that the learners were required to think deeply, which included some of the following:

analyzing maps and graphs (Lessons 2, 4), discussions about ethnic diversity, food culture, food waste, (Lessons 2, 3, 4), and creating a travel plan (Lesson 1).

Lastly, for the Culture section, tasks and activities that required cooperative learning and global awareness were incorporated throughout the six lessons. In terms of cooperative learning, I had students discuss in pairs or groups first, confirming the answers before asking them to share with the whole class so that students could help each other if they had any difficulty with comprehending the language or content to encourage cooperative learning. In addition, there were some tasks such as the travel plan in Lesson 1 or the schedule for the U.S. team in Lesson 6 where the students had to work together to complete the task. In terms of global awareness, there were some topics that required students to think about different issues related to global awareness such as acknowledging ethnic diversity in Lesson 2 and food issues around the world in Lesson 4. There were also tasks/activities that required students to think about other people in foreign countries such as the discussion in Lesson 4, where they came up with a Japanese food that foreign people may like. In Lesson 6, students thought about some Japanese manners that foreign people may not know when they visit Japan.

In addition to the 4Cs of CLIL, I also considered the CLIL lesson procedure in terms of activating, input, thinking, and output. Firstly, I aimed at beginning the lessons with an activation of the students' topical knowledge so that there may be a smooth transition into the subsequent activities, as the activating stage refers to the

stage where learners become familiar with the lesson topic, enhancing motivation, producing expectations, focusing on the topic, and acknowledging individual differences (Dale et al., 2010). In this stage, I asked students different questions, showed videos, and conducted brainstorming sessions so that the learners were able to activate their background knowledge in different ways. Secondly, for input, I aimed at incorporating multimodal input through reading texts (Lessons 1, 2, 3, 4), oral introductions, and visual aids. Opportunities to use the given input were incorporated in the subsequent activities. Thirdly, for thinking, after students have become relatively familiar with the topic, I prepared tasks/activities that were slightly more challenging, as they required deeper cognitive skills. For instance, in Lesson 2, students were asked to analyze a graph that showed the ethnic background of the population and later discuss how to cope with diversity. In Lesson 5, students were asked to create a quote based on the model quote mentioned by a famous athlete. Such tasks/activities required students to think deeply and critically think about the topic in wide-ranging ways. Fourthly, for production, there were opportunities for students to generate their opinions or ideas in both spoken and written forms. For instance, in Lesson 1, students created a travel plan in groups to write down what they wish to do in Hawaii, later presenting their travel plan to the whole class. Furthermore, teacher-student and student-student interaction was incorporated throughout the lessons so that students were required to communicate in English in different situations.

In summary, different types of procedure and learning arrangements were incorporated in the lessons so that students were able to learn in a more dynamic way. This was made possible by the flexibility of the CLIL approach to teaching, which allows for rich selection of tasks and activities and greater creativity in task designing and implementation, which would not be possible in such teacher-centered and grammar-oriented methods as GTM classes, where students typically spend their class time reading texts, translating sentences, analyzing grammar, and engaging in mechanical practice for the supposed purpose of consolidating learned knowledge.

5.2.2. Issues Surrounding Mixed-ability Classes

This section considers how the researcher incorporated past theories, literature, and research studies regarding issues surrounding mixed-ability classes, where students vary in wide-ranging variables. As the students in the present study differed greatly in their age, language proficiency, educational background, goals, occupation, interests, anxiety levels, strengths and weaknesses. Taking such a diverse classroom situation into consideration, I adopted the CLIL approach instead of the Grammar Translation Method, which is designed for “an ideal homogeneous class” (Santhi, 2011, p.3), where students with greater language knowledge are more likely to get the correct answers. In addition, as the classes were not ability-based, as a teacher, I was not conscious about the language level of the class while teaching, which often happens in an ability-based class,

where teachers send students in the lower classes a “downward spiral of low achievement and low expectations” (Dörnyei, 2001, p.35). Instead, as the students differed in wide-ranging aspects, I focused more on their strengths, interests, ideas, and experiences, which could be shared in the classroom through different tasks and activities. For these reasons, it can be said that incorporating the CLIL approach in mixed-ability classes is a better way to cope with learners with diverse backgrounds, strengths, and weaknesses than teaching in traditional teaching approaches or streaming students based on their language proficiency.

5.2.3. Teaching Strategies in Language-Learning Classrooms

As teaching strategies are also important factors to consider when teaching a foreign language, this section considers how they were incorporated in the CLIL classes in the current study: teacher talk and dialogic talk; background knowledge and personalization; open-ended activities; scaffolding; cooperative learning; and building rapport. Firstly, in terms of teacher talk, the strategies for effective teacher talk mentioned by Izumi (2016) were incorporated in different parts of the lessons: writing important points that came up during interaction on the board; responding to students’ errors using prompts and recasts; incorporating both previously learned and unlearned items; inserting Japanese expressions between English expressions; using repetition, paraphrases, and examples to promote understanding of the input; using visual aids such

as graphs, figures, and pictures; and incorporating diverse classroom learning styles and arrangements (e.g. whole-class, individual work, pair work, group work).

For instance, when students wanted to know some words such as immigrants, tangerine, or freshly-caught, I wrote them on the blackboard so that they could make a connection between the sound and the written form. I also responded to the students' errors using prompts and recasts, although some of the corrective feedback given to the students may not have been realized. I also drew some pictures or used visual aids to explain something, such as when I tried to explain how to use comparatives. I gave an example using a picture that I drew of a café au lait, describing that "the percentage of milk is higher than that of coffee." Another strategy that I used was incorporating Japanese expressions in between the English expressions whenever I realized that the students were having a hard time understanding the English word. As the teacher talk used in the lessons was perceived to be easier to comprehend than other lessons, especially for Shigeru (S8), who had some difficulty hearing in his daily life, it may well have been effective for students to feel that they were able to understand the language and content in the CLIL classes.

Secondly, for dialogic talk, previous research suggests that students benefit from both teacher-led interaction and group-based discussion, as they provide guidance, language models, and opportunities to communicate with their peers (Mercer & Littleton, 2007). Therefore, tasks and activities that promoted dialogic talk were

incorporated in the present study as well, where students were required to communicate with both the teacher and their peers. As previous research states that a whole-class discussion led by the teacher to hear what the other groups have discussed is also a productive way to share ideas and review the topic once more (Mercer & Littleton, 2007), in Lesson 2, I first gave a teacher-led discussion regarding ethnic diversity, sharing my own experience in Hawaii. After the teacher-led discussion, I asked students to discuss the issue in pairs or small groups. After the pair/group discussion, I asked the students what they had discussed with their group members, leading to another teacher-led discussion to share opinions and experiences with the whole class, asking follow-up questions whenever necessary.

Thirdly, for background knowledge and personalization, I was constantly aware of the students' background knowledge, past experiences, and interests so that the content in the lessons could be personalized to enable students to make a connection between information provided by the teacher and their personal experiences (Sharpe, 2008). I aimed at creating situations for top-down processing so that students who did not have much linguistic knowledge could also understand the lesson content. For instance, in Lesson 3 and 5, as I had known that Akiko (S6) worked with many foreign workers, I asked her about her experience and if there had been any struggles in such an ethnically diverse environment. Another example was in Lesson 3 and 4, where I asked Michiko (S4), who worked for a food company to share some of the food issues that she

had encountered in the past. In addition, I tried to incorporate tasks and activities that they may well encounter in the future such as creating a travel plan (Lesson 1), where they could include their preferences on which places to go and what to eat, personalizing the content. I also incorporated opportunities for a small talk in pairs where they could reflect upon their own experiences in Lesson 3, where they talked about their favorite school lunch in elementary school. Another example is Lesson 5, where they talked about their favorite sports. Such tasks were incorporated so that the learners could incorporate their background knowledge, personalize the content in relation to their daily lives, and become more engaged in the learning process.

Fourthly, for open-ended activities, instead of focusing on tasks/activities that basically had a single correct answer such as grammar-focused questions, I tried to ask questions and incorporate tasks that were open-ended so that I did not have a pre-determined answer in mind. I asked questions to know more about the students' ideas and past experiences, as a way to engage in a more meaningful talk (Kim, 2017). However, I did have some closed activities such as the scanning questions, word-hunting activities, or filling the blanks in the listening activities in the lessons as well to confirm their understanding. In such activities, instead of asking a single student to give the answer immediately after the task, I had students confirm with their peers before they were asked to share their answers with the whole class.

Fifthly, for scaffolding, different types of scaffolding were provided by both

the teacher and peers whenever some students had difficulty understanding the language or content so that learners could engage in authentic and cognitively engaging learning (Gibbons, 2002). In particular, when I was planning the lessons, I considered scaffolding in terms of reception, transformation, and productive scaffolding mentioned by Dodge (2000). Firstly, reception scaffolds were provided using tasks/activities that activated their schema such as the brainstorming sessions or watching videos to gain an image in relation to the topic. Such scaffolds were used so that students had different ways to understand the content or language, as they could rely on visual aids or their background knowledge, instead of relying solely on linguistic knowledge. Secondly, as for transformation scaffolds, although there were not many instances where the students were required to change the given input into a different form, one example is Lesson 1, where students used different words or phrases regarding tourist sports, activities, and meals that were introduced in a different form (i.e. travel plan). Thirdly, in terms of production scaffolds, such scaffolds were provided through speaking and writing frames, which included some possible words or phrases that the students could use in the discussion or English composition. Additional production scaffolds were also given whenever a student encountered a word/phrase that they did not know how to say in English.

Sixthly, for cooperative learning, there were many opportunities for students to engage in tasks/activities together. This section focuses on the five features of

cooperative learning mentioned by Johnson and Johnson (1994): positive interdependence; face-to-face interaction; individual accountability; group processing; and social skills. Positive interdependence was incorporated through opportunities where students worked with their classmates in different tasks/activities, providing peer scaffolding whenever necessary. Face-to-face interaction and social skills were incorporated through different opportunities to interact with both the teacher and students about different topics. In addition, different pairs and groups were assigned in each lesson, which required students to work closely with different people throughout the lessons. Individual accountability was promoted through opportunities for students to share their background knowledge, past experiences, and ideas so that they contributed to the class in wide-ranging ways. As for group processing, however, I was not able to provide opportunities for students to give feedback to each other, which is an aspect that should have been considered when planning and conducting the lessons. Furthermore, cooperative learning in the present research is compatible with sociocultural theory, where knowledge is co-constructed with individuals that interact with each other throughout their learning experiences (Vygotsky, 1978; Mercer & Littleton, 2007; Walsh & Li, 2013).

Seventhly, for building rapport, I aimed at creating a warm atmosphere as much as possible so that learners can take risks, challenge themselves, ask questions, and make efforts (Brookfield, 1990; Stipek, 2006). In addition, I, myself, enjoyed

learning about the students through different activities, reflecting upon the lesson based on the observations to make necessary adjustments in the subsequent lessons. Furthermore, I tried to give students enough thinking time when they engaged in the tasks or were speaking up in front of the class, which are also important strategies to build rapport with the students (Brookfield, 1990; Rimm-Kaufman & Sandilos, 2006). In the group interview, such thinking time was mentioned by Fumie (S7) to have been helpful for her to comprehend the classes and engage in the activities. Overall, as a teacher, I perceived a friendly classroom atmosphere and positive relationships among the students, which were helpful in a class with multilevel students to share their experiences, to acknowledge their wide-ranging strengths and weaknesses, and to support one another in the learning process.

6. Conclusion

6.1. Summary of Key Findings

The primary objective of this study was to explore the potentiality of incorporating the CLIL approach in a mixed-ability class. Firstly, the results regarding students' perceptions in CLIL classes indicated that the CLIL lessons were perceived in a relatively positive manner, although greater individual differences were observed in terms of their understanding of language/content, anxiety levels, and preferences of tasks/activities, and topics. It was also found that the CLIL lessons had a positive influence on how the students approached the different issues mentioned in class as well as their beliefs toward language learning. Secondly, the results regarding the students' achievement of language and content knowledge found that the participants varied in the language and content knowledge that they had achieved in the lessons, which were not necessarily influenced by their language proficiency levels. There were also individual differences in the items that the students claimed to have learned in the class, which came up through different opportunities of teacher-student and student-student interaction. Thirdly, the results regarding incidental learning and teaching suggest that there were many instances of language through learning in the CLIL lessons, which were introduced by both the teacher and students, co-constructing the learning process. These findings support previous research that CLIL is a dynamic and flexible teaching approach that enhances both content and language knowledge so that different learners

become successful contributors in the language classroom .

6.2. Pedagogical Implications

Based on these results obtained in the current study, some pedagogical implications can be suggested. First and foremost, CLIL is an appropriate teaching approach for mixed-ability classes, as it was incorporated in a highly diverse setting, where students differed greatly in age and background knowledge. It can be said that such classroom situations to be better than simply streaming students according to their language proficiency. Another implication is that CLIL may be a more flexible approach compared to the GTM or other traditional approaches, as multilevel students were able to gain a positive impression as well as a sense of achievement in the CLIL classes. In addition, the notion of an ‘advanced’ learner seemed to be more dynamic, as different students seemed to do better depending on the tasks/activities. Furthermore, the findings may well suggest that instead of focusing on students’ achievement of language knowledge (e.g. vocabulary and grammar), which is often emphasized in many of the tests in Japanese schools, a more dynamic assessment of students’ content and language knowledge is necessary to satisfy the intellectual demands of wide-ranging learners in this globalizing society.

6.3. Limitations and Suggestions for Further Research

One of the limitations of the current study was that the CLIL lessons were not compared with a non-CLIL class. This study was further limited by the duration of the research, which was relatively short. Therefore, the achievement of the learners' content and language knowledge could not be observed longitudinally to illustrate the effectiveness of the CLIL approach for learners' language development.

Taking these limitations into consideration, there are several suggestions to be made for further research. Firstly, it is beneficial to compare CLIL classes with non-CLIL classes so that the students' perceptions could be compared. Secondly, a longitudinal study could be conducted to explore the development of students' language and content knowledge as well as influences on their perceptions over a longer period of time. Furthermore, the CLIL lessons in a mixed-ability class could be conducted in a mainstream school setting, where students are given grades and tests, which may influence students' perceptions and anxiety levels.

In conclusion, this study has explored mixed-ability CLIL classes from multiple perspectives through an exploration of students' perceptions, achievement of content/language knowledge, and incidental learning and teaching. The present study suggests the necessity of further research on this topic to establish an optimal learning environment for diverse learners, who can open up their worlds using their content and language knowledge achieved through classes taught in the CLIL approach.

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Appendix A-1: Lesson Plan and Materials for Lesson 1

Lesson 1: A Trip to Hawaii

CLIL Lesson Framework for Lesson 1

Content	Communication	Cognition	Culture
<p>Declarative knowledge</p> <ul style="list-style-type: none"> -Information about Hawaii -Hawaiian cuisine -About the Aloha Spirit -Tourist spots and activities in Hawaii 	<p>Language knowledge</p> <ul style="list-style-type: none"> -Present perfect -To infinitive 	<p>LOTS</p> <ul style="list-style-type: none"> -Remembering -Understanding -Applying 	<p>Cooperative learning</p> <ul style="list-style-type: none"> -Pair work -Group work -Class Discussion -Scaffolding
<p>Procedural knowledge</p> <ul style="list-style-type: none"> -Expressing opinions regarding about food, tourist spots, and activities -Creating travel plans for different places 	<p>Language skills</p> <ul style="list-style-type: none"> -Reading -Listening -Speaking -Writing 	<p>HOTS</p> <ul style="list-style-type: none"> -Analyzing -Evaluating -Creating 	<p>Global awareness</p> <ul style="list-style-type: none"> -Different food cultures -Values of the Hawaiian people -Learning about different countries and cities

Language Objectives:

1. To introduce and use present perfect tense referring to one's experience (e.g. *Have you ever been to ...? Have you ever eaten...?*)
2. To introduce and use to infinitives to express preferences and to share travel plans (e.g. *I/We want to go to... I/We want to eat....*)
3. To introduce and use vocabulary used to describe Hawaiian meals, tourist spots, activities, and the meaning of aloha (e.g. *staple food, seasonings, ethnic meals, philosophy*)

Content Objectives:

1. To introduce and think about the information about Hawaii
2. To introduce and think about the Aloha Spirit of the Hawaiian people
3. To introduce and think about how to create travel plans

Lesson Procedure for Lesson 1: A Trip to Hawaii

1. **Mini-Presentation** (Homework from the previous lesson) [output/pair work/5 min.]
 2. **Picture Guessing** [activating/pair work, whole-class/5 min.]
 3. **Mini-Quiz about Hawaii** [activating/whole-class/5 min.]
 4. **Video about Hawaii** [activating/whole-class/3 min.]
 5. **Hawaiian Cuisine Description Activity** [input/individual/7 min.]
 6. **Hawaiian Cuisine Discussion** [output/pair work, whole-class/5 min.]
 7. **Aloha Spirit Reading** [input, thinking/individual, pair work, whole-class/40 min.]
 8. **Introducing Food/Tourist Spots/Activities** [input/whole-class/3 min.]
 9. **Let's Make a Travel Plan!** [thinking/pair work, whole-class/10 min.]
 10. **Class Reflection** [output/individual, whole-class/7 min.]
- Homework: **Travel Plan for a different country** [input, output/individual]

1. Mini-Presentation (Homework from the previous lesson) [output/pair work/5 min.]

The teacher (T hereafter) begins with a quick review of the previous class, which was about how to give effective presentations. Students (Ss hereafter) are asked to give a 1-2 minute-presentation of a topic of their desire in pairs.

2. Picture Guessing [activating/pair work/5 min.]

T shows pictures, which Ss describe in pairs. T provides a speaking frame, which the Ss can use (e.g. *I can see..., I see..., There is/are...*). T gives a demonstration using the first picture. After showing six pictures, T asks Ss to guess where the place is.

3. Mini-Quiz about Hawaii [activating/whole-class/5 min.]

T gives a mini-quiz about Hawaii. T gives Ss some time to think, asking them to raise their hands to the answer they consider to be correct.

Quiz #1: Where is Hawaii? →between Japan and LA (show map)

Quiz #2: On which island is the state capital (Honolulu) located? →Oahu (show map)

Quiz #3: Which word has a Hawaiian word inside? →wikipedia

Quiz #4: ‘Wiki’ in Wikipedia is a Hawaiian word. What does it mean? →quick

Quiz #5: What is Hawaii’s nickname? →The Aloha State

4. Video about Hawaii [activating/whole-class/3 min.]

T shows Ss a video about Hawaii. T pauses the video from time to time and confirms Ss’ understanding by asking questions such “Do you know Pearl Harbor?” “What do you think an ‘explosive beginning’ means?”

5. Hawaiian Cuisine Description Activity [input/individual/7 min.]

T asks “Have you ever eaten (Hawaiian cuisine)?” Ss choose the descriptions that match each food on the worksheet. The definitions of some words are given (e.g. seasonings, staple food, ethnic). T also shares her personal experience eating them.

6. Hawaiian Cuisine Discussion [output/pair work, whole-class/10 min.]

T gives Ss a discussion topic: “Which food do you want to eat/try right now? Why?” Ss discuss in pairs. T provides a speaking frame: “I want to eat...because...” T goes around the classroom to provide necessary vocabulary/phrases. Afterwards, T asks some Ss to share with the whole class, asking follow-up questions to elicit further responses.

7. Aloha Spirit Reading [input, thinking/individual, pair work, whole-class/40 min.]

First, Ss read the text about the Aloha Spirit for 3 min. Second, T asks Ss scanning questions, which are repeated twice each. Ss confirm their answers in pairs before T checks the answers. Third, Ss write a summary. Fourth, Ss work on the word phrase

hunt, finding the word in the text that matches the Japanese. Finally, Ss share what they learned about the spirit of Aloha.

Scanning questions:

- (1) What is the literal meaning of Aloha?
- (2) What does 'alo' mean?
- (3) What does 'ha' mean?
- (4) What does its deep meaning start by?
- (5) According to the old kahunas, or priests, what did it mean to live the spirit of Aloha?
- (6) What does Aloha send and receive?
- (7) Why do many institutions and businesses in Hawaii have Aloha in their name?

8. Introducing Food/Tourist Spots/Activities [input/whole-class/3 min.]

T introduces other Hawaiian food (e.g. egg benedict, malasada), tourist spots (e.g. go to Lanikai Beach, go to Pearl harbor), and activities (e.g. swim with dolphins, watch a hula show). T intentionally uses the target grammar while introducing them: "Do you want to attend surf lessons?" or "Do you want to watch a hula show?"

9. Let's make a travel plan! [thinking/pair work, whole class/10 min.]

T first explains how to make a travel plan by demonstration. T introduces the key phrases: "In the [morning/afternoon], For [breakfast/lunch/dinner], We want to..." After Ss make their travel plans, one representative of each pair/group shares their plan with the whole class.

10. Class Reflection [output/individual/7 min.]

Ss reflect upon what they learned in the class and write them using the URC, which is divided into language and content sections. T erases everything on the board and Ss are not allowed to look at their handouts.

Homework: Travel Plan for a Different Country [input & output/individual/AL]

For homework, Ss create their own travel plan for a country of their choice. Ss are allowed to look into both English and Japanese sources to research different countries.

Lesson 1: A Trip to Hawaii



Task 1: Picture Guessing [Activating/Pair Work/EP/5 min.]

Task 2: Mini Quiz about Hawaii [Activating/Whole-class/EP/5 min.]

Task 3: Hawaiian Cuisine Description Activity [input/individual/AL/10 min.]

Choose the description that matches each Hawaiian meal in the box.



1. Loco Moco



2. Acai Bowl



3. Poke



4. Laulau



5. Poi



6. Saimin

Description Box:

- *Staple food made from cooked taro
- A raw fish salad, which is flavored with some *seasonings
- White rice with hamburger patty, gravy sauce, fried egg, and macaroni salad
- Meat wrapped in leaves and cooked in a stove.
- A noodle soup based on different *ethnic meals
- A fruit smoothie with strawberries, blueberries, banana, granola, and honey

*staple food: A type of food that people eat daily in the region
(e.g. rice is a staple food in Japan)

*seasonings: salts, herbs, or spices added to increase the flavor

*ethnic: groups of people with a common culture, religion, language, etc.

Task 4: Hawaiian Cuisine Discussion [output/group work/EP/10 min.]

Question: Which Hawaiian food do you want to eat right now?

Task 5: Reading about the Aloha Spirit [input/whole class and individual work/AL/15 min]

The Meaning of Aloha

Source: <https://www.to-hawaii.com/aloha.php>

The Spirit of Aloha

The literal meaning of aloha is "the presence of breath" or "the breath of life." It comes from "Alo," meaning presence, front and face, and "ha," meaning breath. Aloha is a way of living and treating each other with love and respect. Its deep meaning starts by teaching ourselves to love our own beings first and afterwards to spread the love to others. According to the old kahunas (priests), being able to live the Spirit of Aloha was a way of reaching self-perfection and realization for our own body and soul. Aloha is sending and receiving a positive energy. Aloha is living in harmony. When you live the Spirit of Aloha, you create positive feelings and thoughts, which are never gone. They exist in space, multiply and spread over to others. Inspired by the philosophy and the wisdom of the Spirit of Aloha, nowadays many institutions and businesses in Hawaii carry its name: Aloha Tower, Aloha Stadium and Aloha Airlines. Many Hawaiian singers write and perform songs about aloha as well.

1. Scanning questions (Please listen to the teacher)

2. Summary (Main point) of the text:

3. Word/Phrase Hunt (Please find the following words or phrases in the text)

- ① 息吹→ _____
- ② 存在→ _____
- ③ 尊敬→ _____
- ④ 自己改善→ _____
- ⑤ 増える、増殖させる→ _____
- ⑥ 哲学→ _____
- ⑦ 知恵→ _____
- ⑧ ~に触発されて→ _____



4. Try to write in your own words
 What have you learned about the Spirit of Aloha?

Task 5: Introducing Tourist Spots/Activities [input/whole-class/EP/20 min]

Food: eat... -pancakes -egg benedict -malasada -Spam musubi -Hawaiian French Toast -hamburger -seafood -steaks -kalua pig plate	Tourist Spots: -climb Diamond Head -go to Lanikai Beach -shop at Ala Moana Shopping Center -go to Polynesian Cultural Center -go to Pearl Harbor -watch a sunset at Waikiki Beach	Activities: -play in Wet n Wild -attend surf lessons -attend ukulele lessons -swim with dolphins -watch a hula show -ride horses at Kualoa Ranch -go on a whale watch tour
--	--	--

Task 6: Let's make a travel plan! [thinking/group-work/AL/20 min.]

Sample Travel Plan:

Day 1	Day 2
<p>In the morning... Breakfast: <u>pancakes</u></p> <p>Tourist Spots/Activities: 1. <u>swim with dolphins</u></p> <p>In the afternoon... Lunch: <u>loco moco</u></p> <p>Tourist Spots/Activities: 1. <u>shop at Ala Moana Shopping Center</u> 2. watch a hula show</p> <p>Dinner: laulau and poi</p>	<p>In the morning... Breakfast: <u>acai bowl</u></p> <p>Tourist Spots/Activities: 1. <u>climb Diamond Head</u></p> <p>In the afternoon... Lunch: <u>hamburger</u></p> <p>Tourist Spots/Activities: 1. <u>go to Lanikai Beach</u></p> <p>Dinner: kalua pig plate</p>



Useful Phrases:

- I/We [want/plan/hope] to ~.
- Our group [wants/plans /hopes] to ~.
- [In the morning/In the afternoon], we want to ~.
- For [breakfast/lunch/ dinner], we want to eat...



Group Travel Plan

Day 1	Day 2
<p data-bbox="432 465 655 499" style="text-align: center;">In the morning...</p> <p data-bbox="304 506 424 539">Breakfast:</p> <p data-bbox="304 656 588 689">Tourist Spots/Activities:</p> <p data-bbox="427 954 663 987" style="text-align: center;">In the afternoon...</p> <p data-bbox="304 994 387 1028">Lunch:</p> <p data-bbox="304 1292 588 1326">Tourist Spots/Activities:</p> <p data-bbox="304 1704 392 1738">Dinner:</p>	<p data-bbox="951 465 1174 499" style="text-align: center;">In the morning...</p> <p data-bbox="817 506 936 539">Breakfast:</p> <p data-bbox="817 656 1101 689">Tourist Spots/Activities:</p> <p data-bbox="946 954 1182 987" style="text-align: center;">In the afternoon...</p> <p data-bbox="817 994 900 1028">Lunch:</p> <p data-bbox="817 1292 1101 1326">Tourist Spots/Activities:</p> <p data-bbox="817 1704 904 1738">Dinner:</p>

Appendix A-2: Lesson Plan and Materials for Lesson 2

Lesson 2: Acknowledging Ethnic Diversity

CLIL Lesson Framework for Lesson 2

Content	Communication	Cognition	Culture
<p>Declarative knowledge</p> <ul style="list-style-type: none"> - Hawaiian Mixed Plate -History of the plantation -Ethnic background -Ms. Ariana Miyamoto 	<p>Language knowledge</p> <ul style="list-style-type: none"> -Past tense -Comparatives 	<p>LOTS</p> <ul style="list-style-type: none"> -Remembering -Understanding -Applying 	<p>Cooperative learning</p> <ul style="list-style-type: none"> -Pair work -Group work -Class Discussion -Scaffolding
<p>Procedural knowledge</p> <ul style="list-style-type: none"> -Analyzing the demographic graph -Thinking about the relationships between variables 	<p>Language skills</p> <ul style="list-style-type: none"> -Reading -Listening -Speaking -Writing 	<p>HOTS</p> <ul style="list-style-type: none"> -Analyzing -Evaluating -Creating 	<p>Global awareness</p> <ul style="list-style-type: none"> -Ethnic Groups -Ethnic Diversity -Understanding people who are different

Language Objectives:

1. To introduce and use the past tense regarding the history of the mixed plate (e.g. *How was the mixed plate born?, Adobo came from the Philippines*)
2. To introduce and use comparatives to compare the Hawaii and U.S. average graphs (e.g. *The percentage of Asian people is higher than that of Caucasian people in Hawaii*)
3. To introduce and use vocabulary used to understand ethnic diversity and cultural conflicts (e.g. *Caucasian, African American, equivalent of*)

Content Objectives:

1. To introduce and think about ethnic meals and history of the Hawaiian mixed plate
2. To introduce and think about the ethnic composition of Hawaii and U.S. average
3. To introduce and think about Japan’s problem with race and ways to cope with the issue

<p>Lesson Procedure for Lesson 2: Acknowledging Ethnic Diversity</p> <ol style="list-style-type: none"> 1. Travel Plan Presentation (Homework) [output/group work, whole-class/8 min.] 2. Hawaiian Mixed Plate [input, thinking/pair work, whole class/15 min.] 3. Graph Activity [thinking, output/group work, whole-class/20 min.] 4. Discussion on Ethnic Diversity [thinking/group work, whole class/17 min.] 5. Japan’s problem with Race Reading [input, thinking/individual, whole class/23 min.] 6. Class Reflection [output/individual, whole-class/7 min.]

1. Travel Plan Presentation (Homework) [output/group work, whole-class/8 min.]

Ss share the travel plans that they have created for a country/city of their choice. Ss share in groups first. T goes around the class to help with necessary vocabulary or phrases.

2. Hawaiian Mixed Plate [input, thinking/pair-work, whole-class/15 min.]

T introduces the mixed plate, composed of various ethnic meals such as kalua pig, adobo, and chow fun. T asks Ss to match each meal with the place of its origin. After going over the answers, T asks Ss, “How do you think the mixed plate was born?” After talking in pairs, T shows an old photo, explaining the history through a teacher-led discussion: “About a hundred years ago, they needed workers. Do you know what they grew? They grew pineapples, coffee, etc. Workers came from these countries. For lunch, they brought their own meals. They started to share them, which became the mixed plate.”

3. Graph Activity [thinking and output/group work, whole-class/20 min.]

First, T shows a photo of a school to show that there are people with different ethnicities. T then shows two graphs: demographics of Hawaii and the U.S. average. After introducing words to describe ethnic groups (e.g. Caucasian), T demonstrates how to compare the graphs. Ss compare the two graphs in groups and later share their findings with the entire class.

4. Discussion on Ethnic Diversity [thinking/individual and group work/17 min.]

Ss engage in the discussion topic: “How can we understand people who are different from us?” Ss share their ideas in groups, sharing with the whole class afterwards.

5. Read Japan’s Problem with Race [input/individual, whole class/23 min.]

First, T asks Ss to read the text for 3 min. Second, T asks Ss the following scanning questions, which are repeated twice each. Ss listen to T and confirm their answers with their pairs before T goes over the answers with the whole class. Third, Ss write a summary of the text. Fourth, Ss work on the word phrase hunt, finding the English word that matches the Japanese word.

Scanning questions:

- (1) Who is one of the victims of Japan’s discrimination?
- (2) Which competition did Ms. Ariana Miyamoto represent Japan?
- (3) What is a hafu?
- (4) What did Miyamoto’s skin tone and curly hair cause?
- (5) What did Miyamoto choose to present herself as?
- (6) How were the reactions of Japanese people?
- (7) How much time will it take for change to come?

6. Class Reflection [output/individual, whole-class/7 min.]

Ss reflect upon what they learned in the class and write them using the URC, which is divided into language and content sections. T erases everything on the board and Ss are not allowed to look at their handouts.

Homework: English Composition about Ms. Miyamoto's Story [output/individual]

Ss write about what they thought about Ms. Miyamoto's story. A writing frame is given. T writes both form-focused corrections and meaning-focused comments, which are returned to the students in the next lesson.

Lesson 2: Acknowledging Ethnic Diversity

Task 1: Presentation of Travel Plan [output/group-work/10 min.]

Task 2: Hawaiian Mixed Plate [input and thinking/pair-work and whole-class/15 min.]



Let's guess where each meal came from!

Meals in the Mixed-plate

- Macaroni Salad (_____)
- Adobo (_____)
- Chow Fun (_____)
- Portuguese Sausage (_____)
- Teriyaki Beef (_____)
- Kalua Pig (_____)



The Philippines



Hawaii



Japan



China



The U.S.A.

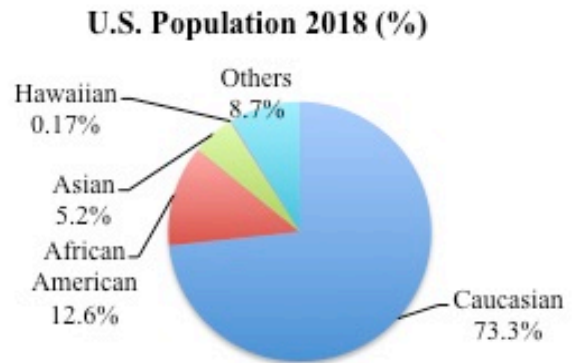
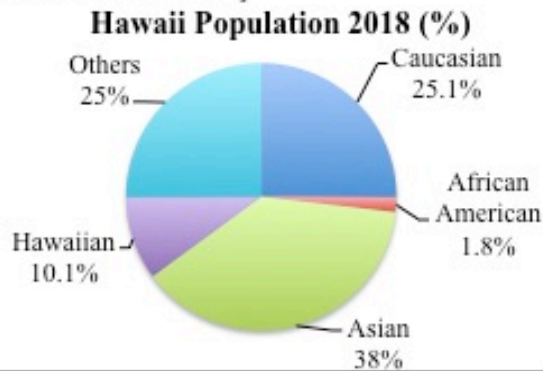


Portugal

Question: How was the mixed-plate born?



Task 3: Graph Activity [thinking and output/group-work and whole-class/15 min.]



Memo:

Useful Phrases:

- The percentage of _____ people is higher/lower in the [Hawaii/U.S.] graph.
- The percentage of _____ people is the highest/lowest in the [Hawaii/U/S] graph.
- There are more _____ people than _____ people in Hawaii.

Task 4: Discussion on Ethnic Diversity [thinking and output /individual and group work/10 min.]

How can we understand people who are different from us?

Memo:



Task 5: Reading Japan's problem with race

Japan's problem with race

by Maya Wesby

<http://www.newsweek.com/why-does-no-one-care-japanese-are-openly-racist-364129>

One of the victims of Japan's discrimination is Ariana Miyamoto, who represented Japan in the 2015 Miss Universe competition. Miyamoto, the daughter of a Japanese mother and an African-American father, is categorized as hafu (someone who is mixed race).

Growing up in Japan, Miyamoto found her skin tone and curly hair caused discrimination; classmates and their parents referred to her as kurombo, the Japanese equivalent of the N-word. Miyamoto chooses to present herself as a representative of all ethnically mixed Japanese. Her participation in Miss Universe opens the door for hafus to be accepted as part of Japanese society.

Reactions from the Japanese public have been less than kind. Posts on social media read, "Is it OK to select a hafu to represent Japan?"; "Miss Universe Japan is... what? What kind of person is she? She's not Japanese, right?"; and "Even though she's Miss Universe Japan, her face is foreign no matter how you look at it."

It may take a while for change to come. In the meantime, Ariana Miyamoto uses her status as Miss Japan to fight for the unrecognized and discriminated people of her country's population.

(Some parts of the original text were adapted for the assignment)

1. Scanning Questions (Please listen to the teacher)

2. Summary (Main point) of the text:

3. Word/Phrase hunt (Please find the following words or phrases in the text)

① 被害者→ _____

② 差別→ _____

③ 代表→ _____

④ 参加→ _____

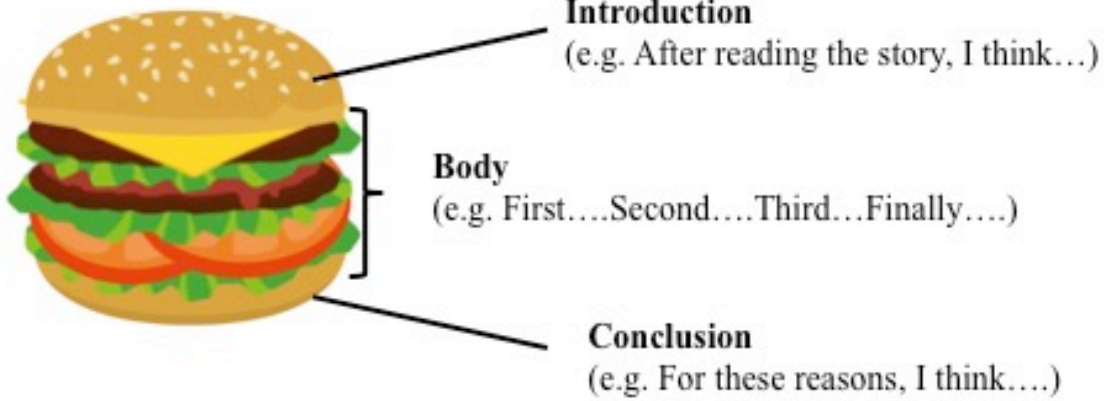
⑤ 民族的に→ _____

⑥ 投稿→ _____

⑦ 立場→ _____



Points for Writing an English composition:



English Composition:

• What did you think after reading Ms. Ariana Miyamoto's story?

Appendix A-3: Lesson Plan and Materials for Lesson 3

Lesson 3: Food Cultures Around the World

CLIL Lesson Framework for Lesson 3

Content	Communication	Cognition	Culture
<p>Declarative knowledge</p> <ul style="list-style-type: none"> -Names of staple food -Names of ingredients -Recipes of popular meals of different countries 	<p>Language Knowledge</p> <ul style="list-style-type: none"> -passive voice -auxiliary verbs 	<p>LOTS</p> <ul style="list-style-type: none"> -Remembering -Understanding -Applying 	<p>Cooperative Learning</p> <ul style="list-style-type: none"> -Pair work -Group work -Class Discussion -Scaffolding
<p>Procedural knowledge</p> <ul style="list-style-type: none"> -Analyzing and drawing conclusions from maps -Considering issues and its solutions using data -Writing recipes of a meal 	<p>Language Skills</p> <ul style="list-style-type: none"> -Reading -Listening -Speaking -Writing 	<p>HOTS</p> <ul style="list-style-type: none"> -Analyzing -Evaluating -Creating 	<p>Global awareness</p> <ul style="list-style-type: none"> -Different school lunches -Food cultures around the world

Language Objectives:

1. To introduce and use the passive voice when referring to school lunches/staple food eaten in a particular country (e.g. *Potatoes are eaten in Belarus; Where is rice eaten?*)
2. To introduce and use vocabulary used to understand food cultures around the world (e.g. *maize, wheat, traditional*)

Content Objectives:

1. To introduce and think about different types of staple food around the world
2. To introduce and think about the recipes of different meals around the world
3. To introduce and think about the relationships between food and culture

<p>Lesson Procedure for Lesson 3: Food Cultures Around the World</p> <ol style="list-style-type: none"> 1. Video-Watching (Review of Lesson 2) [input/whole-class/5 min.] 2. Brainstorming about food [activating/pair, whole-class/4 min.] 3. Favorite School Lunches [activating, output/pair, whole-class/4 min.] 4. School Lunches Around the World [input/whole-class/4 min.] 5. Staple Food Around the World [thinking/group work, whole-class/7 min.] 6. Form-focused instruction [input/whole-class/2 min.] 7. Recipes of Foreign Meals [input/individual, pair, whole-class/40 min.] 8. Discussion on Foreign Cuisines [output/pair work/2 min.] 9. Reading [input,thinking/individual, pair, whole-class/15 min.] 10. Class Reflection [output/individual, whole-class/7 min.] <p>Homework: English Composition about a memorable food [output/individual]</p>
--

1. Video-Watching (Review of Lesson 2) [input/whole-class/5 min.]

Ss watch a video of an interview with Ms. Ariana Miyamoto. T pauses the video from time to time to confirm Ss understanding. English subtitles are given in the video.

2. Brainstorming about food [activating/pair, whole-class/4 min.]

T writes the word: ‘food’ on the board. T asks students to brainstorm any food they can come up with in pairs. After the 3-minute brainstorming session, T asks Ss to share some of the food they came up with, writing the answers on the board.

3. Favorite School Lunches [activating and output/pair, whole-class/4 min.]

T asks students: “What was your favorite school lunch in elementary school?” Ss discuss with their pairs what their favorite school lunches were. After sharing with the class, Ss share with the whole class.

4. School Lunches Around the World [input/whole-class/4 min.]

T shows some pictures of school lunches around the world and asks students what they can see in the school lunches. After showing some pictures, T shows a video to the student, which introduces different types of school lunches around the world.

5. Staple Food Around the World [thinking/group work, whole-class/7 min.]

T shows a world map that indicates the staple food eaten in different parts of the world. After introducing that the colors indicate staple food, T introduces different staple food. Ss then fill in the blanks of the worksheet. T goes over the answers by asking questions such as “Where are potatoes eaten as staple food?” while eliciting students’ response using the passive voice.

6. Form-focused instruction [input/whole-class/2 min.]

T gives a form-focused instruction about how to use the passive voice. T writes the examples that came up in the previous task: “Where are potatoes eaten?” and “Where is wheat eaten?” Potatoes are eaten in.... Wheat is eaten in...

7. Recipes of Foreign Meals [thinking and output/individual, whole-class/40 min.]

T reads the recipes of foreign meals and the name of the meal twice each. Listening to the T’s information, Ss try to fill in the blanks of the worksheet. After each recipe, T first asks Ss to check with their pairs. Afterwards, T goes over the answer with the whole class.

8. Discussion on Foreign Cuisines [output/pair work, whole-class/2 min.]

T asks Ss, “Which foreign cuisine do you want to eat?” Ss discuss in pairs briefly for two minutes, stating why they want to eat the meal.

9. Reading [input,thinking/individual,pair,whole-class/15 min.]

Students will read a passage about food and culture. First, T asks Ss to read the text for 3 min. Second, T asks Ss the following scanning questions, which are repeated twice. Ss listen to T and confirm their answers with their pairs before T goes over the answers. Third, Ss write a summary. Fourth, Ss do the word phrase hunt, finding the word in the text.

Scanning questions:

- (1) Is there more of a connection between food and culture than you may think?
- (2) What do many of us associate food from our childhood with?
- (3) What did the author's mother cook when she was sick and couldn't eat rice?
- (4) Now, when does the author remember the soup her mother made for her?
- (5) What is food also an important part of?
- (6) What do immigrants bring with them?
- (7) As the world becomes more globalized, what becomes easier?
- (8) What is important to remember about each dish?

10. Class Reflection [output/individual, whole-class/7 min.]

Ss reflect upon what they learned in the class and write them using the URC, which is divided into language and content sections. T erases everything on the board and Ss are not allowed to look at their handouts.

Homework: English Composition about a recipe

Ss write an English composition of a meal in any country/city/prefecture. A writing frame is given: introduction (e.g. I would like to introduce...It is eaten in) body (e.g. To make this meal, first...second...third...finally...) Conclusion (e.g. I think this meal is delicious and I hope others will try this.). T writes both form-focused corrections and meaning-focused comments, which will be returned to the students in the next lesson.

Lesson 3: Food Cultures Around the World

Task 1: Brainstorming about Food [activating/pair-work/5 min.]

Task 2: Favorite School Lunches [activating/output/group Work/10 min.]

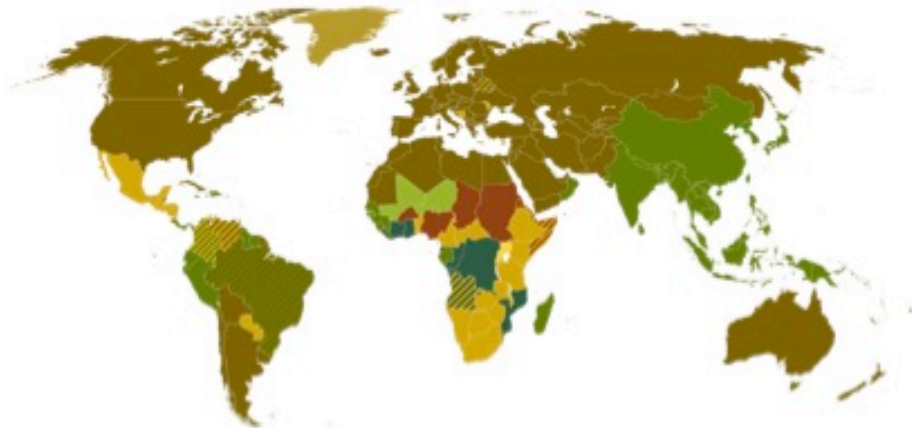
What was your favorite school lunch in elementary school?



Task 3: School Lunches Around the World [input/whole-class/5 min.]

Task 4: Comparing Food Cultures [thinking/group-work/15 min.]

Main Staple food around the world



1. _____ (Canada, France, U.K., etc.)
2. _____ (China, India, Korea, etc.)
3. _____ (Mexico, South Africa, etc.)
4. _____ (Congo, Mozambique, etc.)
5. _____ (Greenland, Belarus, etc.)



rice



potatoes



wheat



cassava



maize

Task 5: Recipes of Foreign Meals [thinking and output/individual and whole-class/20 min.]

<p>Hawawshi () Ingredients: minced (), pita (), onions, () 1. Preheat the () 2. Put the ingredients in pita bread 3. Bake for () min.</p>	<p>Melktert () Ingredients: (), (), baking (), (), cinnamon sugar 1. Preheat the oven 2. () ingredients 3. Bake for () min.</p>	<p>Poutine () Ingredients: (), (), flour, stock, () 1. Make gravy () 2. () and cook potatoes 3. Place potatoes, gravy, and cheese on a plate</p>
<p>Chuoï Chung () Ingredients: (), tapioca, () milk, sugar, () 1. () the tapioca in water 2. Add coconut milk and () 3. Add bananas</p>	<p>Draniki () Ingredients: (), (), salt, (), sour cream 1. Grate potatoes/onions and add () 2. Heat pan with () and bake a () 3. () with sour cream</p>	<p>Chicken Kabsa () Ingredients: chicken, (), yogurt sauce, () 1. Bake chicken with seasonings 2. () chicken with rice 3. Put yogurt sauce</p>
<p>Atole () Ingredients: () flour, milk, water, sugar, () 1. Simmer the ingredients in () high heat 2. () the heat and simmer for 5-10 min.</p>	<p>Moqueca () Ingredients: () fillet, (), lime juice, green and yellow (), seasonings 1. Cut the ingredients 2. Simmer the ingredients in a ()</p>	<p>Pastitsio () Ingredients: (), (), onions, sauce 1. () oven 2. Cook pasta, beef, onions, and sauce 3. Bake in oven</p>



Belarus

Greece

Mexico

Egypt

Canada



Vietnam

South Africa

Saudi Arabia

Brazil

Task 6: Discussion on Foreign Cuisines [output/pair work and whole-class/10 min.] **Which foreign meal do you want to eat?**



Task 7: What Food Tells Us About Culture

by Chau B Lee

Source: <https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/>

There is more of a connection between food and culture than you may think. Many of us associate food from our childhood with warm feelings and good memories. When I was sick as a kid, I couldn't eat rice because I was too weak, so my mother would cook soup and bring it to bed for me. The smell and taste of the soup became something very familiar to me. Now, whenever I feel tired or stressed, I remember the soup my mom used to make for me and I feel hungry for that soup.

Food is also an important part of culture. Traditional cuisine is passed down from one generation to the next. Immigrants bring the food of their countries with them wherever they go and cooking traditional food is a way of preserving their culture when they move to new places.

As the world becomes more globalized, it is easier to access cuisines from different cultures. It's important to remember that each dish has a special place in the culture. It is special to those who prepare it.

1. Scanning Questions (Please listen to the teacher)

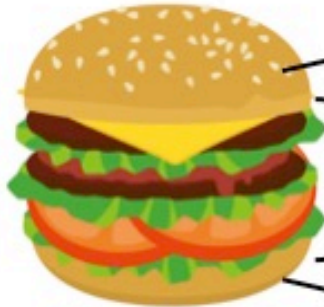
2. Summary (Main point) of the text

3. Word/Phrase hunt (Please find the following words or phrases in the text)

- ① つながり→ _____
- ② 関連づける→ _____
- ③ 馴染みのある→ _____
- ④ 伝統的な→ _____
- ⑤ 世代→ _____
- ⑥ 移民→ _____
- ⑦ 保存する→ _____
- ⑧ 準備する→ _____



Homework: Introduce a recipe of a meal in any country/city/prefecture.



Introduction

(e.g. I would like to introduce (name of meal). name of meal is eaten in (name of country)).

Body

(e.g. To make this meal, first....second....third...finally....)

Conclusion

(e.g. I think this meal is delicious and I hope others will try this as well.)

Teacher's Materials for Task 5

<p>Hawawshi (Egypt) Ingredients: minced meat, pita bread, onions, tomatoes 1. Preheat the oven 2. Put the ingredients in pita bread 3. Bake for 30 min.</p>	<p>Melktert (South Africa) Ingredients: eggs, flour, baking powder, milk, cinnamon sugar 1. Preheat the oven 2. Mix ingredients 3. Bake for 25 min.</p>
<p>Poutine (Canada) Ingredients: potatoes, butter, flour, stock, cheese 1. Melt butter, add flour and stock to make gravy 2. Slice potatoes and cook 3. Place potatoes, gravy, and cheese on a plate</p>	<p>Chuoï Chung (Vietnam) Ingredients: water, tapioca, coconut milk, sugar, bananas 1. Heat the tapioca in water 2. Add coconut milk and sugar 3. Add bananas</p>
<p>Draniki (Belarus) Ingredients: potatoes, onions, salt, oil, sour cream 1. Grate potatoes and onions and add salt 2. Heat pan with oil and bake a pancake 3. Serve with sour cream</p>	<p>Chicken Kabsa (Saudi Arabia) Ingredients: chicken, rice, yogurt sauce, seasonings 1. Bake chicken with seasonings 2. Place chicken with rice 3. Put yogurt sauce</p>
<p>Atole (Mexico) Ingredients: corn flour, milk, water, sugar, cinnamon 1. Simmer the ingredients in medium high heat 2. Reduce the heat and simmer for 5-10 min.</p>	<p>Moqueca (Brazil) Ingredients: fish fillet, tomatoes, lime juice, green and yellow peppers, seasonings 1. Cut the ingredients 2. Simmer the ingredients in a pot</p>
<p>Pastitsio (Greece) Ingredients: pasta, beef, onions, sauce 1. Preheat oven 2. Cook pasta, beef, onions, and sauce 3. Bake in Oven</p>	

Appendix A-4: Lesson Plan and Materials for Lesson 4

Lesson 4: Food Waste in Japan

CLIL Lesson Framework for Lesson 4

Content	Communication	Cognition	Culture
Declarative knowledge -Food scarcity around the world -Food waste in Japan	Language Knowledge -auxiliary verbs -relative clauses and pronouns	LOTS -Remembering -Understanding -Applying	Cooperative Learning -Pair work -Group work -Class Discussion -Scaffolding
Procedural knowledge -Utilizing different information from various sources to express opinions and ideas	Language Skills -Reading -Listening -Speaking -Writing	HOTS -Analyzing -Evaluating -Creating	Global awareness -Food issues around the world -Which food to recommend to foreign people

Language Objectives:

1. To introduce and use auxiliary verbs to consider food issues
2. To introduce and use vocabulary used to think about food and world issues

Content Objectives:

1. To introduce and think about the food waste issue in Japan
2. To introduce and think about some projects conducted to solve food issues

Lesson Procedure for Lesson 4: Food Waste in Japan

1. **Recommending Japanese food** [activating, output/pair work, whole-class/10 min.]
 2. **Map Activity** [thinking/group work, whole class/10 min.]
 3. **Reading about Food Waste** [input, thinking/individual, whole-class/37 min.]
 4. **Form-focused instruction** [input/whole-class/2 min.]
 5. **Discussion of Food Waste** [output/group-work/15 min.]
 6. **Video about Food Issues** [input, thinking/whole class/ 9 min.]
 7. **Class Reflection** [output/individual, whole-class/7 min.]
- Homework: **English Composition about World Issues** [thinking, output/individual]

1. Recommending Japanese Meals [activating, output/pair work, whole-class/10 min.]

T writes on the board, “ What Japanese food would you recommend to foreign people? Why?” T provides a speaking frame including phrases such as “I would recommend...because...” Ss discuss in pairs for a few minutes, sharing with the whole class afterwards.

2. Map Activity [thinking/group work and whole class/10 min.]

T shows two maps and Ss try to guess what they show. The first map is a hunger map. The starving countries are colored in dark red whereas those with abundant food are in lighter colors. The second is a food waste map, where countries that waste food are colored in red.

3. Reading about food waste in Japan [input/individual and whole class/25 min.]

First, T asks Ss to read the text for 3 minutes. Second, T asks Ss the following scanning questions, which are repeated twice each. Ss listen to T and confirm their answers with their pairs. Third, Ss write a summary. Fourth, Ss do the word phrase hunt, finding the English word in the text that matches the Japanese.

Scanning questions:

- (1) In the developed world, where does much of the food loss occur?
- (2) Why does much of the food loss occur on the corporate end?
- (3) What is the percentage of the British vegetable crop not harvested?
- (4) Where is this situation most severe?
- (5) What do Japanese consumers demand?
- (6) What are the estimates of the amount of waste in Japan?
- (7) What is the low end, 17 million, equivalent to?
- (8) How much is the high end, 23 million, worth?
- (9) How much does it cost to dispose of the waste in Japan?

4. Form-focused instruction [input/individual/2 min.]

T writes on the board 2 sentences that came up in the reading: (1) This situation is most severe in Japan, where consumers demand perfect and pretty products. (2) Experts say that it costs another 2 trillion yen to dispose of that waste, which is a large amount of money. T asks Ss the differences between the two sentences.

5. Discussion of Food Waste [output/group-work/10 min.]

T writes the discussion question: “What can we do to solve food waste issues?” In groups, students discuss solutions. Ss are allowed to use Japanese during the discussion, but are asked to use English when they share with the class. T provides necessary vocabulary or phrases.

6. Video about Food Issues Around the World [input, thinking/whole-class/9 min.]

T shows a video to the Ss about food issues around the world. T pauses the video from time to time, confirming Ss understanding. T introduces the Onigiri Action.

7. Class Reflection [output/individual and whole-class/7 min.]

Ss reflect upon what they learned in the class and write them using the URC, which is divided into language and content sections. T erases everything on the board and Ss are not allowed to look at their handouts.

8. Homework: English Composition about World Issues [output/individual]

Ss write on the following topic: Mention one thing that you are concerned with and how you will solve. The issue can be anything. T writes both form-focused corrections and meaning-focused comments, which will be returned to the students in the next lesson.

Lesson 4: Food Waste in Japan

Task 1: Recommending Japanese Meals [activating/pair-work/5 min.]

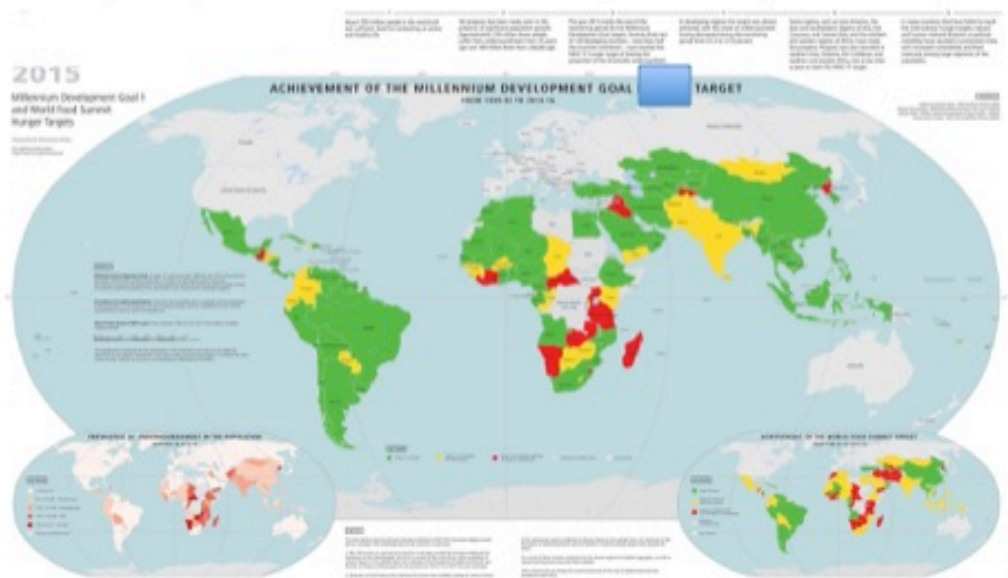
What Japanese food would you recommend to foreign people? Why?



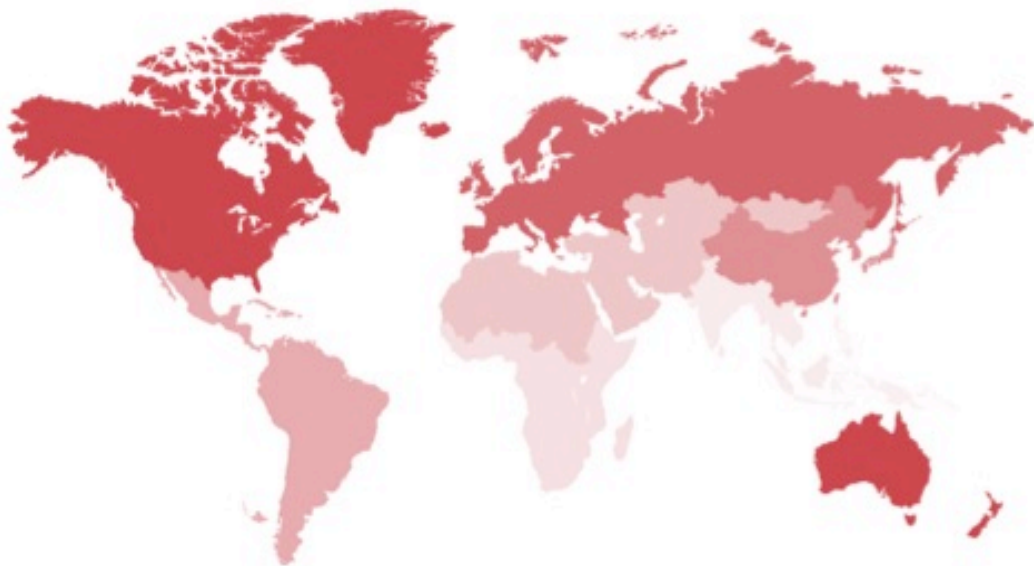
Task 2: Map Activity [thinking/group-work/7 min.]

What do the two maps show?

Map #1: _____ (2015 Data)



Map #2: _____ (2016 Data)



Task 3: Reading about food waste in Japan [input/individual and whole class/20 min.]

An appalling waste of food

Adapted from:

<https://www.japantimes.co.jp/opinion/2013/01/21/editorials/an-appalling-waste-of-food/#.WqocoGaB3MI>

In the developed world, much of the food loss occurs on the corporate end because the food does not meet aesthetic standards. In fact, as much as 30 percent of the British vegetable crop is not harvested because it does not meet marketing standards for size and appearance. This situation is the most severe in Japan, where consumers demand perfect and pretty products.

Estimates of the amount of waste in Japan range from 17 million to 23 million tons a year; the low end of that estimate is equivalent to 30 percent of the country's domestic production. The high end, which comes from the Ministry of Agriculture, Forestry and Fisheries, is worth almost ¥11 trillion. Experts say that it costs another ¥2 trillion to dispose of that waste, which is a large amount of money.

•Scanning Questions (Listen to the teacher):

•Skimming Activity (Write a summary for the text):

Whole passage summary:

•Word-hunt

1. 損失→ _____
2. 企業側 (2語で)→ _____
3. 美的な→ _____
4. 基準、標準→ _____
5. 消費者→ _____
6. ～に相当する (2語で)→ _____
7. 国内生産 (2語で)→ _____
8. ～を処分する(2語で)→ _____

Task 4 and 5: Discussion about Food Waste/Video

What can we do to solve food waste issues?

Useful Phrases:
(I think) we can....
(I think) we could....
I would....

We should....
We must....
We ought to....
We have (need) to...



Task 6: Discussion about Food Scarcity

What can we do to solve food scarcity issues?



Task 7: Example of a project to solve food issues

TABLE FOR TWO Celebrates World Food Day 2017 **-Change the World With Onigiri (Rice Ball) #OnigiriAction**

Onigiri is featured to celebrate rice, one of the major Japanese agricultural products, and to showcase the Japanese tradition of making onigiri for others with love. The World Food Day campaign featured a special interactive website. People submit photos of their own onigiri enjoyment to the site. They can also post photos on their own social media with #OnigiriAction. Sponsor organizations will donate five school meals per photo submitted. In Africa, a 25 cent donation can provide one school meal to a child.

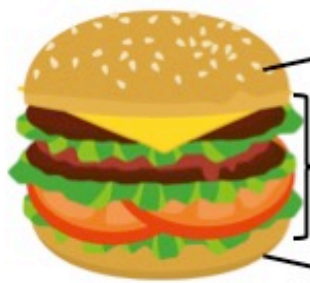
In the U.S., the same donation enables schools to provide a school meal upgraded with fresh vegetables and fruits in low-income neighborhood school districts.



Homework for Lesson 4

1. English Composition:

Mention one issue you are concerned with and how you want to solve it. The issue can be anything such as world issues (global warming, pollution), daily life issues (friendship, love, future).



Introduction

(e.g. The issue I am concerned with is...)
I want to solve it by doing ___ things...)

Body

(e.g. First, Second, Third, Finally... Give examples)

Conclusion

(e.g. For these reasons, I want to solve...)

Appendix A-5: Lesson Plan and Materials for Lesson 5

Lesson Plan for Lesson 5 (Athletes' Words of Wisdom)

CLIL Lesson Framework for Lesson 5

Content	Communication	Cognition	Culture
<p>Declarative knowledge</p> <ul style="list-style-type: none"> -Names of Sports -Facts about sports -Famous quotes of athletes 	<p>Language Knowledge</p> <ul style="list-style-type: none"> -comparatives -superlatives -negatives 	<p>LOTS</p> <ul style="list-style-type: none"> -Remembering -Understanding -Applying 	<p>Cooperative Learning</p> <ul style="list-style-type: none"> -Pair work -Group work -Class Discussion -Peer Scaffolding
<p>Procedural knowledge</p> <ul style="list-style-type: none"> -Creating new quotes from athlete's quotes -Expressing reasons why you like a particular sport 	<p>Language Skills</p> <ul style="list-style-type: none"> -Reading -Listening -Speaking -Writing 	<p>HOTS</p> <ul style="list-style-type: none"> -Analyzing -Evaluating -Creating 	<p>Global awareness</p> <ul style="list-style-type: none"> -Comparing popular sports in Japan and the U.S. -Famous quotes of foreign athletes

Language Objectives:

1. To introduce and use comparatives and superlatives for popular sports ranking and understanding famous quotes of athletes (e.g. *Which is the most popular sport in the U.S.? Which is more popular in Japan, baseball or soccer?*)
2. To introduce and use negatives to understand famous quotes of athletes (e.g. *Never let the fear of striking out keep you from the game.*)
3. To introduce and use vocabulary used in the quotes (e.g. *courageous, compete, victory*)

Content Objectives:

1. To introduce and think about the popular sports of U.S. and Japan, considering their similarities and differences
2. To introduce and think about information and knowledge relating to sports
3. To introduce and think about different quotes and expressions mentioned by famous athletes

Lesson Procedure for Lesson 5: Athletes' Words of Wisdom

1. **Review of Last Lesson** [activating, input/whole-class/4 min.]
 2. **Brainstorming** [activating/group-work and whole-class/5 min.]
 3. **Discussion** [activating/output/pair-work/6 min.]
 4. **Mini-Quiz about Sports** [input/whole-class/3 min.]
 5. **Ranking of Popular Sports** [thinking/pair, whole class/10 min.]
 6. **Video of Emotional Winnings** [input/whole-class/4 min.]
 7. **Quotes of Famous Athletes** [input, thinking/individual, whole-class/30 min.]
 8. **Creating Words of Wisdom** [thinking, output/individual, whole-class/15 min.]
 9. **Kei Nishikori's Interview** [input, thinking/individual, whole-class/6 min.]
 10. **Class Reflection** [output/individual, whole-class/7 min.]
- Homework: **English Composition about Favorite Quote** [output/individual]

1. Review of Last Lesson [activating, input/whole-class/4 min.]

T shows Ss a video of Onigiri Action, which is a project in Japan to help provide meals to African children by posting photos of people eating onigiri on SNS.

2. Brainstorming [activating/group-work and whole-class/5 min.]

T writes the word “Sports” on the board. In groups, Ss will brainstorm names of sports in 2 minute with their pairs. T will ask the pairs to count the number of sports they came up with and share the names of some unique sports that they have come up with.

3. Discussion [activating/output/pair-work/6 min.]

In pairs, Ss will discuss the topic: “What is your favorite sport, and why?” T will go around the classroom to scaffold any Ss that are having trouble with any vocabulary or phrases.

4. Mini-Quiz about Sports [input/whole-class/3min.]

T give a mini-quiz about sports. Ss are required to raise their hands to the options.

Quiz #1: Which country invented volleyball? →USA

Quiz #2: Which sport has the largest balls? →basketball

Quiz #3: How long was the longest baseball game in professional baseball history? →8 hours and 25 min.

5. Ranking of Popular Sports [thinking/pair and whole class/10 min.]

T introduces the ranking of popular sports around the world. T provides the name of sports in the word box. Ss try to guess which sport goes into the blanks (sports in the parentheses). T uses phrases such as “What is the most popular/second most popular/least popular?”

6. Video of Emotional Winnings [input/whole-class/4 min.]

T shows Ss a video of emotional winnings of athletes around the world. T pauses the video from time to time to confirm some difficult phrases that are found in the video. After watching the video, T asks the Ss if they have any memorable scenes of any athletes that they remember.

7. Quotes of Famous Athletes [input and thinking/individual and whole-class/20 min.]

T introduces some famous quotes of athletes, which includes the target forms such as superlatives and negatives. T introduces each quote along with the athlete who said it. Ss are given some time to create a literal or creative translation of each quote.

8. Creating Words of Wisdom [thinking and output/individual and whole-class/20 min.]

Using the model quotes, Ss try to make new creative words of wisdom. Ss try to fill in

the blanks for each quote. Afterwards, Ss share their quotes with the whole class.

9. Kei Nishikori's Interview [input, thinking/individual, whole-class/6 min.]

Ss listen to Kei Nishikori's interview. Before listening to the interview, Ss try to guess and fill in the blanks of the worksheet, which is a transcription of the interview. Afterwards, Ss listen to the interview once and confirm their answers. T gives the answers afterwards.

10. Class Reflection [output/individual and whole-class/5 min.]

Ss reflect upon what they learned in the class and write them using the URC, which is divided into language and content sections. T erases everything on the board and Ss are not allowed to look at their handouts.

Homework: English Composition about Favorite Quote [output/individual]

Ss write an English composition of their favorite quote. A writing frame is given for each section. T write both form-focused corrections and meaning-focused comments, which will be returned to the Ss in the next lesson.

Lesson 5: Famous Quotes of Athletes

Task 1: Brainstorming [activating/group-work and whole-class/EP/3 min.]

Sports.....

Task 2: Small Talk [activating/output/pair-work/EP/5 min.]

What is your favorite sport?



Task 3: Mini-Quiz about Sports [input/whole-class/EP/5 min.]

Task 4: Ranking of Popular Sports [thinking/pair and whole class/EP/10 min.]

Japan (Men)	Japan (Women)	U.S. Ranking
1		1
2		2
3	golf	3 basketball
4	tennis	4 ice hockey
5		5
6	marathon	6 tennis
7	ekiden	7 golf
8	boxing	8 wrestling
9	motor Racing	9 motor racing
10		10

soccer, sumo, judo, baseball	soccer, tennis, golf, figure skating	soccer, baseball, American football, badminton
---------------------------------	--	--

Task 5: Quotes of Famous Athletes [input and thinking/individual and whole-class/AL/15 min.]



The principle is competing against yourself. It's about self-improvement, about being better than you were the day before. (Steve Young)



The more difficult the victory, the greater the happiness in winning. (Pele)



Never let the fear of striking out keep you from the game. (Babe Ruth)



Nobody who ever gave his best regretted it. (George Halas)



He who is not courageous enough to take risks will accomplish nothing in life. (Muhammad Ali)

Task 6: Creating Words of Wisdom [thinking and output/individual and whole-class/AL/20 min.]

Model Quote #1: The five S's of sports training are: stamina, speed, strength, skill, and spirit; but the greatest of these is spirit. (Ken Doherty)

→The () _____'s of _____ are: _____

_____ ; but the greatest of these is _____.

Model Quote #2: Your biggest opponent isn't the other guy. It's human nature. (Bobby Night)

→Your biggest opponent isn't _____. It's _____.

Model Quote #3: It's not the will to win that matters-everyone has that. It's the will to prepare to win that matters. (Paul Bryant)

→It's not the will to _____ that matters-everyone has that. It's the will to

_____ that matters.

Task 7: Interview with Kei Nishikori

Interviewer: Welcome to StadiumUnplugged, Kei Nishikori.
Now, first of (), tell me, why did you pick () of all the sports in the world?

Kei: Um, because my parents used to play, just for (). But he, my dad brought me a little tennis (), and I start(ed) with my parents, my sister, even at the park, without the tennis court, hitting the (). And yeah, that's become, you know (how I) start(ed) playing tennis.

Interviewer: Was, well cuz it's not a big sport in Japan. Um, you're now almost an icon for tennis, for Japan. So why were your () into it? Why such a big interest in the sport in general? And not sumo.

Kei: Um, I don't know. I think my parents loved tennis. That's why (how) they () each other, so... I think they loved tennis. I heard a lot of kids start () tennis now in Japan, so that's good to hear and I'm very happy.

Interviewer: Well, what kind of kid were you when you were playing tennis? Were you the kind that was always on the tennis court, I want to get good at this, or was it something that you did for fun?

Kei: Um, I think I was a little bit (). (laughing)

Interviewer: Well, you got to where you are now, my god. That's () then.

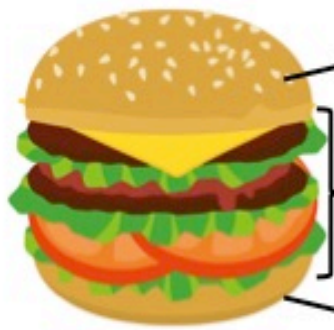
Kei: I guess, I was playing other sports: soccer, (), swimming.



Homework for Lesson 5

1. English Composition:

What is your favorite quote? Why?



Introduction

(e.g. My favorite quote is...)

Body

(Give examples, reasons why you like the quote)

Conclusion

(e.g. For these reasons, _____ is my favorite quote)

Appendix A-6: Lesson Plan and Materials for Lesson 6

Lesson 6: 2020 Tokyo Olympics

Lesson Plan for Lesson 6 (2020 Tokyo Olympics)

Content	Communication	Cognition	Culture
<p>Declarative knowledge</p> <p>-Information about Sports and the Olympics</p> <p>-Japanese manners</p>	<p>Language Knowledge</p> <p>-prepositions</p> <p>-should and shouldn't</p>	<p>LOTS</p> <p>-Remembering</p> <p>-Understanding</p> <p>-Applying</p>	<p>Cooperative Learning</p> <p>-Pair work</p> <p>-Group work</p> <p>-Class Discussion</p> <p>-Peer Scaffolding</p>
<p>Procedural knowledge</p> <p>--Planning for the 2020 Tokyo Olympics using the information and following the requirements</p>	<p>Language Skills</p> <p>-Reading</p> <p>-Listening</p> <p>-Speaking</p> <p>-Writing</p>	<p>HOTS</p> <p>-Analyzing</p> <p>-Evaluating</p> <p>-Creating</p>	<p>Global awareness</p> <p>-Recommending Japanese restaurants and tourist spots</p>

Language Objectives:

1. To introduce and use prepositions regarding the team's schedule for the Olympic games (e.g. *from Los Angeles to Tokyo; arrive at Haneda; dinner in Fukushima*)
2. To introduce and use should and shouldn't to refer to manners in Japan
3. To introduce and use vocabulary used in the class (e.g. *accommodation, transportation, recreation*)

Content Objectives:

1. To introduce and think about the Olympics and the 2020 Tokyo Olympics
2. To introduce and think about different manners in Japan and around the world

Lesson Procedure for Lesson 6: 2020 Tokyo Olympics

1. **Sharing favorite quotes** (Homework) [output/whole-class/8 min.]
 2. **Mini-quiz about the Olympics** [activating/whole-class/10 min.]
 3. **Video about the 2020 Tokyo Olympics** [activating, input/whole-class/7 min.]
 4. **Preparing for Tokyo 2020** [input, thinking, output/pair, whole-class/48 min.]
 5. **Japanese Manners** [thinking and output/group work and whole-class/10 min.]
 6. **Class Reflection** [output/individual and whole-class/7 min.]
- Homework: **Manners Around the World** [input and output/individual]

1. Sharing favorite quotes (Homework) [output/whole-class/8 min.]

Ss will share the favorite quotes that they have written for the homework assignment with the whole class.

2. Mini-quiz about the Olympics [activating/whole-class/10 min.]

T will give a mini-quiz about sports. Ss are required to raise their hands to the options.

Quiz #1: Where will the 2028 Summer Olympics be held? →LA

Quiz #2: Which of the following sport will be part of the 2020 Tokyo Olympics?
surfing/unicycle/bowling →surfing

Quiz #3: Where will the next 2022 Winter Olympics be held? →Beijing

Quiz #4: When did women compete in the Olympics for the first time? →1900 Paris game

Quiz #5: Which of these sports has never been part of the Olympics? tug of war, motorcycle racing, squash, and swimming obstacle race→squash

3. Video about the 2020 Tokyo Olympics [activating, input/whole-class/7 min.]

Ss watch a video in English featuring the 2020 Tokyo Olympics. The video introduces the sports, venues, mascots, and construction currently taking place in Tokyo. T pauses the video from time to time to confirm Ss' understanding.

4. Preparing for Tokyo 2020 [input, thinking, output/group and whole-class/48 min.]

T provides Ss a situation where they have to prepare for the American baseball team's stay in Japan for the Tokyo Olympics considering the following factors: accommodation, transportation, food, and recreation. T will first explain the schedule of the American team as well as some things to take into consideration. After T explains the overall schedule from Days 1 to 13, T provides a form-focused instruction of the prepositions used in the schedule.

5. Japanese Manners [thinking and output/group work and whole-class/10 min.]

As there will be many foreign athletes and tourists visiting Japan, each group will discuss what Japanese manners they should know. T will divide the board into two sections: 1. what you should do and 2. what you should not do. In groups, students will discuss Japanese manners about what they should or should not do in certain situations.

6. Class Reflection [output/individual and whole-class/7 min.]

Ss reflect upon what they learned in the class and write them using the URC, which is divided into language and content sections. T erases everything on the board and Ss are not allowed to look at their handouts.

Homework: Manners Around the World [input and output/individual]

Ss research and write about a manner in a certain country/city. Ss will report to the class in the next lesson.

Lesson 6: 2020 Tokyo Olympics



Task 1: Mini-quiz about the Olympics [activating/whole-class/EP/5 min.]

Task 2: Preparing for Tokyo 2020 [input and thinking/group and whole-class/AL/30 min.]

Time Schedule for the American Baseball Team





Time	Schedule
Day 1 ① <u>Time of Departure</u> ② <u>Time of Arrival</u> (30 minute bus ride) 19:00	Day 1 ① Flight (_____) Los Angeles (_____) Tokyo ② Arrive (_____) Tokyo International Airport (Haneda) (Chartered bus from Haneda) Attend Welcoming Party
Days 2-3: Training Day	
Day 4 20:00	Day 4 Opening Ceremony
Day 5 ③ <u>12:30</u> 15:00	Day 5 ③ Arrive (_____) the hotel (_____) Fukushima Match against Korea (_____) Azuma Stadium
Day 6 11:00 ④ <u>18:00</u>	Day 6 Match (_____) Japan ④ <u>Dinner</u> (_____) Fukushima
Day 7 ⑤ <u>11:00</u>	Day 7 ⑤ <u>Lunch</u> (_____) Fukushima
Days 8-11: Baseball Matches (_____) Yokohama Stadium	
Days 12 and 13: ⑥ Recreation Day	

- Transportation group: In charge of ① and ② (choose the airline and time of the flight)
- Accommodation group: In charge of ③ (choose accommodation)
- Restaurant group: In charge of ④ and ⑤ (choose dinner for Day 6 and lunch for Day 7)
- Recreation group: In charge of ⑥ (choose two options)

Task 3: Japanese Manners [thinking and output/group work and whole-class/AL/15 min.]

What should we do? What shouldn't we do?



We should....	We should not...
	

Memo:

Homework for Lesson 6

1. Choose one country
2. Research different manners of the country

In _____ (Country/City),

We should....	We should not...
	



Task 2 Materials

Transportation:

Choose the airline from LA to Tokyo



Requirements:

1. Total Budget (One way ticket): (¥4,000,000)
2. Team: 24 athletes + 1 Manager + 3 coaches =28 people
3. Arrive at the airport at least 2 hours before the welcoming party
4. Higher travel classes preferred

Option 1:  **DELTA**

Delta Airlines

LAX (Departure at 11:21)

HND (Arrive at 14:35)

Fare: ¥60,000 (per person)

Economy Class

Option 2:  **UNITED**

United Airlines

LAX (Departure at 01:20)

HND (Arrive at 04:50)

Fare: ¥140,000 (per person)

Premium Economy Class

Option 3:  **ANA**

ANA

LAX (Departure at 16:21)

HND (Arrive at 19:35)

Fare: ¥140,000 (per person)

Premium Economy Class

Option 4:  **AIR CANADA**

Air Canada

LAX (Departure at 12:48)

HND (Arrive at 15:55)

Fare: ¥300,000 (per person)

Business Class

Option 5:  **HAWAIIAN AIRLINES**

LAX (Departure at 10:41)

HND (Arrive at 13:50)

Fare: ¥140,500 (per person)

Premium Economy Class

Option 6:  **JAL**

LAX (Departure at 15:12)

HND (Arrive at 18:35)

Fare: ¥250,000 (per person)

Business Class

Task 2 Group work Materials



Accommodation:

Choose the hotel to stay in Fukushima

Requirements:

1. Total Budget (per night): ¥300,000
2. Team: 24 athletes + 1 Manager + 3 coaches =28 people
3. The manager stays in a single room
4. Athletes/coaches stay in a double or triple room

Option 1:

Fukushima
Prince Hotel



Room Price (per night):

Single room: ¥30,000

Double room: ¥32,000

Triple room: ¥35,000

-2 min. to the stadium

-Hot spring and lounge

-Luxury Class Hotel

Option 2:

Keyaki Inn



Room Price (per night):

Single room: ¥10,000

Double room: ¥12,000

Triple room: ¥14,000

-25 min. to the stadium

-Futon only

-Economy Class Hotel

Option 3:

Swan Lake
Fukushima



Room Price (per night):

Single room: ¥20,000

Double room: ¥22,000

Triple room: ¥25,000

-5 min. to the stadium

-Hot spring

-Premium Class Hotel

Option 4:

Fukushima
Sakura Hotel



Room Price (per night):

Single room: ¥16,000

Double room: ¥18,000

Triple room: ¥20,000

-10 min. to the stadium

-Beautiful countryside view

-Standard Class Hotel

Task 2 Group work Materials



Restaurant:

Choose the dinner for Day 6 and lunch for Day 7

Requirements:

1. Total Budget (for both dinner and lunch): ¥90,000
2. Team: 24 athletes + 1 Manager + 3 coaches =28 people
3. Japanese food
4. Choose different restaurants for lunch and dinner

Option 1:

Ramen restaurant



Price (per person)

Lunch: ¥800

Dinner: ¥800

Option 2:

Tonkatsu restaurant



Price (per person)

Lunch: ¥1200

Dinner: ¥1500

Option 3:

Japanese-style restaurant (Fancy)



Price (per person)

Lunch: ¥2000

Dinner: ¥3500

Option 4:

Okonomiyaki restaurant



Price (per person)

Lunch: ¥800

Dinner: ¥1200

Option 5:

Curry restaurant



Price (per person)

Lunch: ¥1000

Dinner: ¥1200

Option 6:

Japanese-style restaurant (standard)



Price (per person)

Lunch: ¥1500

Dinner: ¥2000

Task 2 Group work Materials



Recreation:

Choose two options for Days 9 and 10

Requirements:

1. Total Budget (for two activities): ¥500,000
2. Team: 24 athletes + 1 Manager + 3 coaches =28 people
3. Most players want to go to Tokyo Tower or Tokyo Sky Tree

Option 1:

1. Tokyo Tower
2. Baseball Museum
3. Tokyo Oedo Onsen



Price (per person): ¥6000

Option 2:

1. Tokyo Sky Tree
2. Sumida Aquarium
3. Asakusa Tour



Price (per person): ¥8000

Option 3:

1. Kyoto Tour



Price (per person): ¥15,000

Option 4:

1. Hakone Hot Springs



Price (per person): ¥10,000

Option 5:

1. Yokohama Tour



Price (per person): ¥7000

Option 6:

1. Tokyo Cruise Ship



Price (per person): ¥12,000

Appendix B: Student Profile Questionnaire
Student Profile Questionnaire

Name お名前: _____

Age 年齢 (当てはまるものに☑を付けてください)

10代 20代 30代 40代 50代 60代 70代
以上

English-learning Experience 英語の学習歴について

1. When did you start learning English? (e.g. from junior high school)

英語はいつ頃から学び始めましたか。(例: 中学から)

2. Where did you learn English? (e.g. in English classes at school, at conversation schools)

どちらで英語を学習しましたか。(例: 学校の英語の授業、英会話学校、海外)

3. For those who have lived abroad for more than three months: Where did you live?

For how long? (e.g. America, two years)

海外で3ヶ月以上暮らしたことがある方のみ:

滞在国・滞在期間をご記入ください。(例: アメリカ、2年)

English Use in Daily Life 日常の英語使用について

4. How many hours a week do you use English in daily life?

1週間に何時間程度英語を使用していますか。

_____ hours (時間)

English Proficiency Level 英語能力について

5. If you have taken any type of English proficiency test (e.g. TOEIC, TOEFL, Eiken), please indicate your highest score or grade. (e.g. TOEIC 550; Eiken Grade 2)

TOEIC、TOEFL、英検等の英語の能力を測る試験を受けたことがある場合はその点数または合格した級をご記入ください。(例: TOEIC 550 点; Eiken 2 級)

6. When did you take the English proficiency test? こちらの英語能力試験はいつ受けられましたか。

7. Please indicate which English level you think you are currently at based on the CEFR table shown below (e.g. A2 level) 現在のご自身の英語レベルに最も近いと思われるレベルを表から選び、ご記入ください。(例: A2)

CEFR	Cambridge English	英検	GTEC	GTEC CBT	IELTS	TEAP	TEAP CBT	TOEFL IBT	TOEFL Junior Comprehensive 2016年12月末 販売終了	TOEIC L&R TOEIC S&W
C2	CPE (200+)				8.5 9.0					
C1	CAE (180~199)	1級 (2630~3400)		1370 1400	7.0 8.0	400	800	95 120		1305-1390 L&R 945~ S&W 360~
B2	FCE (160~179)	準1級 (2304~3000)	1190 1280	1160 1369	5.5 6.5	334 399	600 795	72 94	341 352	1095-1300 L&R 785~ S&W 310~
B1	PET (140~159)	2級 (1980~2600)	960 1189	880 1159	4.0 5.0	226 333	420 595	42 71	322 340	790-1090 L&R 550~ S&W 240~
A2	KET (120~139)	準2級 (1728~2400)	690 959	510 879	3.0	150 225	235 415		300 321	385-785 L&R 225~ S&W 160~
A1		3級-5級 (419-2200)	-689	-509	2.0					200-380 L&R 120~ S&W 80~

CEFR: _____

Appendix C: Uptake Recall Chart

Uptake Recall Chart (アップテイク・リコール・チャート)

Name: _____ Date: _____

Instructions: What do you remember in today's lesson? Please answer fully and in detail without looking at anything. 本日の授業で覚えている事項を可能な限り具体的にお書きください。感想を書く必要はありません。

Language (grammar, spelling, pronunciation, punctuation, ways of using the language, words and phrases)

言語について (文法事項・つづり・発音・句読点の使い方・言葉の使い方・語句・表現):

Content (knowledge and information about the topic):

内容について (テーマについての知識や情報):

Appendix D-1: Achievement Test for Lesson 1

Quiz: A Trip to Hawaii

Part 1: Vocabulary $1 \times 7 = 10$

Write the English vocabulary that matches each Japanese meaning.

1. 調味料
2. 哲学
3. 息吹
4. 主食
5. 民族の
6. 自己改善
7. 知恵

Part 2: Grammar $1 \times 3 = 3$

1. Please write 「ラーメン(ramen)を食べたことはありますか？」 in English.
2. What do you want to eat right now? (Please answer in English)
3. What do you want to do this afternoon? (Please answer in English)

Part 3: Content $2 \times 5 = 10$

1. What is the nickname of Hawaii? The _____ .
2. Write one of the meanings of the word 'Aloha.'
3. Write one Hawaiian food that you want to eat in Hawaii.
4. Write one tourist spot that you want to visit in Hawaii.
5. Write one activity that you want to do in Hawaii.

Appendix D-2: Achievement Test for Lesson 2

Quiz: The Hawaiian Mixed Plate

Part 1: Vocabulary 1×7=10

Write the English vocabulary that matches each Japanese meaning.

1. 白色人種の
2. 人口
3. 多様性
4. 被害者
5. 参加
6. 差別
7. 民族的に

Part 2: Grammar 1×3=3

1. Please write 「ハンバーガー(hamburgers)はアメリカから来ました。」 in English.
2. 「りんご(apples)の割合はオレンジ(orange)の割合より高い。」

The percentage of _____ is _____ than that of _____.

3. 「ここには高校生より中学生が多くいる。」

There are _____ junior high school students _____ high school students here.

Part 3: Content 2×5=10 日本語でお答えください。

1. アドボ(adobo)はどここの国の食べ物ですか。
2. ミックスプレートはどこで働く移民によって誕生したのですか。
3. アメリカ全体の人口で一番割合が高い人種は何ですか。
4. ハワイの人口で一番割合が高い人種は何ですか。
5. 宮本エリアナさんが 2015 年に日本を代表した大会名はなんですか。

Appendix D-3: Achievement Test for Lesson 3

Quiz: Food Cultures Around the World

Part 1: Vocabulary 1×7=10

Write the English vocabulary that matches each Japanese meaning.

1. つながり
2. トウモロコシ (m で始まる言い方)
3. 移民
4. 調味料
5. 準備する
6. 世代
7. 伝統的な

Part 2: Grammar 1×3=3

1. 「米は日本で食べられている。」

Rice _____ in Japan.

2. 「ラーメン(ramen)はどこで食べられていますか。」

_____ ?

3. 「りんご(apples)はどこで食べられていますか。」

_____ ?

Part 3: Content 2×5=10 日本語でお答えください。

1. メキシコの主食は何ですか。
2. ベラルーシの主食は何ですか。
3. 小麦を主食としている国を1つ挙げてください。
4. キャッサバを主食としている国を1つ挙げてください。
5. 食べ物が文化と強いつながりのある理由はなんですか。簡単にお答えください。

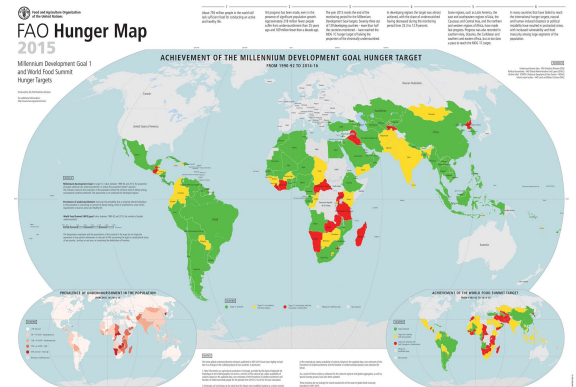
Appendix D-4: Achievement Test for Lesson 4
 Quiz 4: Food Waste in Japan

Part 1: Vocabulary 1×7=10

Write the English vocabulary that matches each Japanese meaning.

1. 食品の廃棄 (2語で)
2. 食料不足 (2語で)
3. 消費者
4. 国内生産 (2語で)
5. ～を処分する (2語で)
6. 企業側 (2語で)
7. 美的な

図 1



Part 2: Grammar 1×3=3

1. 「この状況はドイツで良好で、そこでは環境に対する意識が高い。」

This situation is good in Germany, _____ there is a high awareness toward the environment.

2. 「パソコンを修理するには8万円かかり、それは多額の金額である。」

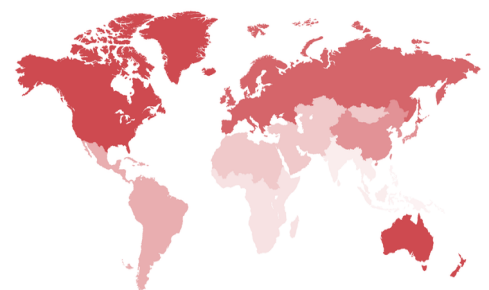
It costs 80,000 yen to fix the computer, _____ is a large amount of money.

3. 「私たちはもっと野菜を食べるべきだ。」

We (s_____) (_____) more vegetables.

Part 3: Content 2×5=10 日本語でお答えください。

図 2



4. 図 1 は何を表している地図ですか。
5. 図 2 は何を表している地図ですか。
6. 日本ではなぜ食品の廃棄率が特に高いのでしょうか。
7. 食料の供給・廃棄を任務としている日本の行政機関はどこでしょうか。
8. 「おにぎりアクション」とはどのような取り組みですか。簡単に説明してください。

Appendix D-5: Achievement Test for Lesson 5

Quiz 5: Athletes' Quotes of Wisdom

Part 1: Vocabulary 1×7=10

Write the English vocabulary that matches each Japanese meaning.

1. スポーツ選手 (a から始まる語)
2. 三振 (2 語で)
3. 意思
4. 後悔する
5. 達成する
6. 敵
7. 勇気のある

Part 2: Grammar 1×3=3

1. 「決して家の中で野球をしてはならない。」
() () baseball inside the house.
2. 「より難しい問題であればあるほど解けた時がより嬉しい。」
() () difficult the problem, ()
() you get when you solve it.
3. 「家の冷蔵庫の中には何もなかった」
There was () in the refrigerator of the house.

Part 3: Content 2×5=10 日本語でお答えください。

1. バレーボールが誕生した国はどこですか。
2. アメリカで最も人気のあるスポーツは何ですか。
3. 日本人の男性に最も人気のあるスポーツは何ですか。
4. Ken Doherty 氏は“The five S’s of sports training are: stamina, speed, strength, skill, and spirit” という名言を残していますが、5 つの s から始まる言葉の中で最も重要だと言ったのはどの言葉ですか。
5. 錦織圭がテニスをし始めたきっかけは何ですか。

Appendix D-6: Achievement Test for Lesson 6

Quiz 6: 2020 Tokyo Olympics

Part 1: Vocabulary 1×7=10

Write the English vocabulary that matches each Japanese meaning.

1. 宿泊施設 (a から始まる語)
2. 娯楽 (r から始まる語)
3. 予算
4. 国際空港 (2 語で)
5. オリンピック
6. 開会式 (2 語で)
7. 移動手段 (t から始まる語)

Part 2: Grammar 1×3=3

1. 「日本では家に入る前に靴を脱ぐべきだ。」
In Japan, you () take off your shoes before you go into the house.
2. 「私たちは大分にあるホテルに到着した。」
We arrived () the hotel () Oita.
3. 「ハワイから東京まで 8 時間のフライトだった。」
It was an 8-hour flight () Hawaii () Tokyo.

Part 3: Content 2×5=10 日本語でお答えください。

1. 2020 年の東京五輪に追加される種目を 1 つお答えください。
2. 日本でマナーとしてした方がよいことを 1 つお答えください。
3. 日本でマナーとしてしてはならないことを 1 つお答えください。
4. 東京五輪の野球の試合は神奈川(横浜)と_____の野球場で行われる。
(空欄に当てはまる都道府県名を書いてください。)
5. スカッシュ、綱引き、バイクレース、水泳障害物競争のうち、1 度もオリンピックの種目となっていないものはどれですか。

Appendix E: Post-class Questionnaire

Post-class Questionnaire

Name: _____

こちらのアンケートでは選択式・自由記述の設問が含まれます。選択式の質問ではもっとも当てはまる番号をそれぞれ1~4の中から選び、ご記入ください。

- 1: No (そう思わない)
- 2: No, to some extent (あまりそう思わない)
- 3: Yes, to some extent (ややそう思う)
- 4: Yes (そう思う)

Overall Impression 授業全体の印象

- 1. Did you enjoy the lesson? 授業は楽しめましたか。

- 2. Was the topic interesting for you? トピックは面白かったですか。

- 3. Are you satisfied with the class? 授業に満足しましたか。

Difficulty of the class 授業の難易度

- 4. Was the English used in the class difficult for you in general?
授業で使われていた英語は全体的に難しかったですか。

- 5. Was the content (topic) of the class difficult for you?
授業のトピックは難しかったですか。

Psychological Factors 心理面について

6. Did you feel nervous during the class? 授業中に緊張しましたか。

7. Did you feel confident using English? 英語を自信を持って使えましたか。

Understanding of English and Topic 英語やテーマへの理解

8. How much of the English did you understand in the lesson? (Percentage)

_____ %

9. How much of the topic did you understand of the lesson? (Percentage)

_____ %

Tasks/Activities タスク/アクティビティについて

10. Which task/activity did you enjoy or find interesting? どのタスク/アクティビティが楽しかったですか。

11. Which task/activity did you find difficult?

どのタスク/アクティビティが難しかったですか。

Reflection of all the lessons 全体の振り返り(After Lesson 6 only)

12. 6つのCLILレッスンのうち、総合評価(楽しさ、印象、満足度)の高い順に隣の空欄に1～6の番号を書いてください。ご欠席された回には×をお書きください。

(1→最も高い評価 6→低い評価)

- ① Lesson 1: A Trip to Hawaii (ハワイ旅行プラン) _____
- ② Lesson 2: Ethnic Diversity (人種の多様性) _____
- ③ Lesson 3: Food Cultures Around the World (世界の食文化) _____
- ④ Lesson 4: Food Waste in Japan (日本の食料廃棄) _____
- ⑤ Lesson 5: Athletes' Words of Wisdom(スポーツ選手の名言) _____
- ⑥ Lesson 6: 2020 Tokyo Olympics (2020年東京五輪) _____

ご協力ありがとうございました!

Appendix F: Interview Guide

Interview Guide

Educational Background/English-learning Experience

- What types of English classes did you experience as a JHS/SHS/university student?
- Have you ever experienced classrooms that were content or topic-based?
- Have you studied at a university? If so, what was your major in university?
- Why did you choose to take the course?
- What is your current goal in learning English?

Psychological factors

- In what situations did you feel nervous in using English?
- In what situations did you feel confident in using English?
- Has your nervousness/confidence in using English change in any way?

Students' Perceptions of CLIL classes

- How did you feel about the CLIL classes?
- Did you learn anything through the classes? If so, what?
- Do you have any further thoughts or comments about the classes?