

【論 文】

Students' Perceptions of CLIL and Topics in EFL University Classrooms

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Abstract

This paper explores students' perceptions of content and language integrated learning (CLIL) and topics in EFL university classrooms in Japan. In this study, 194 students participated in eight EFL classes focused on grammar and writing during the 2012 and 2013 academic years. Data included item questionnaires on a 5-point Likert scale and open-ended questionnaires. Results indicated that students had positive feelings toward learning English through CLIL. As for topic preferences, students were receptive to topics proposed by teachers. Students showed appreciation for concepts of values concerning justice, equality, tolerance, wisdom inherent in nature, traditions, cultures, crossing a variety of boundaries, and cooperation for common purposes. In this study we found that CLIL was one effective way to motivate students to learn English with rich content. We also found some concerns of CLIL including teachers' CLIL teaching experiences, adequate teachers' content knowledge, and implications of CLIL.

Introduction

Content and language integrated learning (CLIL) has recently become a topic of inquiry in Japan (Sasajima, 2011; Watanabe, Ikeda, & Izumi, 2011, 2012). Although CLIL sounds new in Japan, it has been discussed in Europe since the mid-1990s. In North America, several TESOL researchers have advocated for content-based instruction (CBI) including theme-based instruction, sheltered content instruction, and adjunct language learning (Briton, Snow, & Wesche, 2003; Kasper, 1997, 2000). These approaches share certain aspects of learning and teaching with foreign language education. However, a lot of common features are found between CLIL and CBI. For instance, both CLIL and CBI encompass a balance of language and content activities and are taught by an ESL/EFL teacher who is not necessarily a content specialist (Briton, Snow & Wesche, 2003; Coyle, 2008). It is said that both approaches effectively increase students' linguistic competence and confidence, motivation, and awareness about cultures and global citizenship (Briton,

Snow & Wesche, 2003; Brown, 2004; Coyle, 2008; Huang, 2011; Kasper, 1997, 2000). Although these two forms of instruction are quite difficult to distinguish, CLIL seems to be more flexible and dynamic (Ikeda, 2013; Sasajima, 2013; Tarnopolosky, 2013). While CBI is used for teaching EAP (English for Academic Purposes) to international students in U.S. universities and tertiary school's ESP language courses in EFL teaching situations, CLIL is "a lifelong concept that embraces all sectors of education from primary to adults, from a few hours per week to intensive modules lasting several months" (Coyle, 2008, p. 3). Borrowing Coyle's definition, teaching about one specific topic in a few class sessions can be also called CLIL.

In this study, we as teacher-researchers implemented CLIL in which each teacher only spent between two and four class sessions per semester on their self-selected topics because we had some institutional constraints such as assigned textbooks, required coverage, and standardized evaluation. However, there was some flexibility to digress from the assigned textbook in our classrooms. Under these circumstances, we agreed to spend a few class sessions per semester teaching social, global, and cultural issues because we all believed that teaching English is not only teaching the language but also teaching about social equality and justice and arousing personal intellectual growth.

We hope this paper provides ESL/EFL instructors with encouragement and ideas to create new and dynamic teaching approaches in their classrooms even when there are some institutional constraints in their workplaces.

CLIL in Japan

Since around the 2010s, several Japanese-context CLIL books have been published in Japan. For instance, Watanabe, Ikeda, and Izumi (2011, 2012) edited *CLIL: New Challenges in Foreign Language Education* and illustrated the purposes, theory, methods, and practices of CLIL along with curriculum reforms of foreign language education at Sophia University in Japan. Sasajima (2011) also published *CLIL: New Ideas for Classes* and introduced ideas and practices of CLIL at the high school level and the university level. He also edited and published several CLIL textbooks for university students in Japan. The English education magazine in Japan, *Eigokyoiku*, carried a special feature on CLIL in 2013. Also, *International CLIL Research Journal* made a special edition focusing on the Japanese context in 2013.

Borrowing Ball's (2009) and Bentley's (2009) CLIL views, Ikeda (2013) argued some gradations between the 'strong/hard' version and the 'weak/soft' version. For example, Ball proposed five types of CLIL programs including total immersion, partial immersion, subject courses, language classes based on thematic units, and language classes with greater use of content. Bentley proposed three types of CLIL depending on class contact time such as partial immersion (about half of the curriculum), subject-led/modular

(15 hours per term), and language-led (one 45-minute lesson per week). Drawing on the discussion, Ikeda defined weak/soft CLIL as follows:

‘Weak/soft’ CLIL is a type of content and language integrated instruction taught by trained CLIL language teachers to help learners develop their target language competency as a primary aim and their subject/theme/topic knowledge as a secondary aim. (p. 32)

He then asserted that the ‘weak’ version of CLIL is more realistic in Japanese contexts because it can be implemented without much difficulty. He also noted that the ‘strong’ version of CLIL (i.e. subject lessons taught by Japanese content teachers) is unrealistic in the present circumstances in Japan because of insufficient linguistic training for Japanese content teachers and a lack of appropriate teaching materials and language assistants.

We agree with Ikeda (2013). His ‘weak’ version of CLIL led us to consider the implementation of CLIL in our university EFL classrooms and do research about what students think of CLIL and the topics proposed by their teachers in the EFL university classroom. We formulated two research questions:

1. Did students like CLIL? What did they like about it?
2. Which topics did students like, and why?

Methods

Participants

A total of 194 students participated in the study, comprising eight EFL classes focused on grammar and writing over two academic years. Teacher A taught two classes (71 students) in the 2012/2013 academic year and one class (30 students) in the 2013/2014 year. Teacher B taught two classes (56 students) in the 2013/2014 academic year. Teacher C taught two classes (37 students) in the 2013/2014 academic year. All the students were majoring in business at a private Japanese university, and were freshmen. The course was required, and students were streamed according to their TOEIC scores. Their English proficiency ranged from 350 to 595 on the TOEIC. The students were similar in terms of English language learning background. They had studied English in junior and senior high schools for six years; however, they had studied reading, grammar, and translation and had memorized a large quantity of vocabulary in preparation for the demanding Japanese university entrance examinations. They had little experience with communicative English.

Materials and Procedures

The class met once a week for 90 minutes for 30 weeks during the 2012/13 and 2013/14 academic years. In the course, all students used an assigned textbook, published by an American publisher, that focused on grammar and writing. While we spent time

teaching English grammar and writing using the assigned textbook, we spent two to four class sessions per semester on our self-selected topics. Teacher A taught about child labor for four class sessions in the first semester and domestic violence among youth for four class sessions in the second semester. Teacher B taught about amber for two class sessions and water for two class sessions in the first semester, and the Maori for two class sessions and natural medicine for two class sessions in the second semester. Teacher C taught about cultural differences for four class sessions in the first semester and revenge/generosity for four class sessions in the second semester (see Appendix 1). These topics were all related in some way to social, global, cultural, environmental, health, and gender issues. The materials, such as readings, grammatical points, visual aids (e.g., videos and the Internet clips), discussion guides, and samples of essay writing were prepared by each instructor. All of the materials were written in English. Teachers principally instructed classes in English but used Japanese when necessary. Although teachers encouraged students to use English, students were allowed to use Japanese during discussion time because of low English speaking ability. Students were also required to write English essays of approximately 400 words on each topic, which comprised 25 % of their grades. The instruction of English essays varied depending on the teacher.

Data Analysis

To investigate students' perceptions of CLIL and the topics discussed in their classes, a combination of two types of data was collected: an item questionnaire and an open-ended questionnaire. The item questionnaire comprised 14 items¹ using a 5-point Likert scale (see Appendix 2). The open-ended questionnaire included three prompts (see Appendix 3). Students completed the questionnaires in the final session of the academic year and were allowed to respond in Japanese.

To investigate students' attitudes toward CLIL, we analyzed students' responses to Item Q8 on the questionnaire (see Appendix 2) and the open-ended questionnaire Item Q1 (see Appendix 3), categorizing data that pertained to whether or not, and if so, why they preferred theme-based or skill-based language instruction. As for students' preferences on topics, we examined each participant's responses to the item questionnaire: Items Q13 and 14 (see Appendix 2) and the open-ended questionnaire Item Q2 (see Appendix 3). We then collated student responses regarding eight topic preferences, focusing on why certain topics were more interesting for them than others.

1 We used Q8, Q13, and Q14 for this study. However, we analyzed Q1-Q12. See Appendix 4 (Table 5). Teacher C did not use reading materials for CLIL, so Q9 was eliminated from the table.

Findings

(1) Did students like CLIL instruction? What did they like about it?

To investigate students' perceptions of CLIL, we analyzed a single item on the item questionnaire (Item Q8) and one open-ended questionnaire item (Item Q1). Table 1 shows the mean and standard deviation of the item questionnaire (Item Q8), which measured the extent to which students liked CLIL.

Table 1

Mean and Standard Deviation of Students' Attitudes toward CLIL

($N=194$)

Item	<i>M</i>	<i>SD</i>
Q8 I like theme-based language teaching better than skill-based language teaching.	3.93	.86

The result indicates that students liked theme-based language teaching better than skill-based language teaching ($M = 3.93$, $SD = .86$). We conducted a one-way ANOVA to explore if there was any significant difference between teachers. Table 2 shows the descriptive statistics for the pair-wise differences among the three teachers.

Table 2

One-Way Analysis of Variance Summary for Teachers (N = 201)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	η^2
Between groups	2	12.10	6.05	8.83*	0.9
Within groups	191	130.89	.69		
Total	24	3136.00			

Note. η^2 = effect size.

* $p < .001$.

Table 2 shows that there was a significant difference among the three teachers, $F(2, 191) = 8.83$, $p < .001$. Because the F test was significant, follow-up tests were conducted to evaluate pair-wise differences among the means. The Levene's test was not significant ($p = .38$); therefore, the Turkey HSD results were examined instead of the Dunnett C test. The results indicated that there was a significant mean difference between Teacher A and Teacher C ($.66$, $p < .001$), and between Teacher B and Teacher C ($.48$, $p < .001$). However, there was not a significant difference between Teacher A and Teacher B (see Table 3).

Table 3

Descriptive Statistics for Students' Attitudes toward CLIL Among the Three Teachers

Teachers	<i>M</i>	<i>SD</i>	Teacher A	Teacher B
Teacher A	4.11	.79		
Teacher B	3.93	.86	-.14 to .51	
Teacher C	3.45	.86	.29 to 1.04*	.07 to .89*

Note: An asterisk indicates that the 95% confidence interval does not contain zero, and therefore the difference in means is significant at the .01 significance using Dunnett's C Test.

The results indicate that students liked CLIL better than skill-based language teaching. However, there was a significant difference in students' perceptions of CLIL, depending on the teacher.

To investigate more deeply what students liked about CLIL, we analyzed students' responses on the open-ended questionnaire. Regarding students' perceptions of CLIL, some themes emerged. Several students noted that they liked theme-based teaching because they enjoyed learning about social issues while learning language at the same time. One student wrote, "I found the lessons very informative and useful, giving me the chance to learn social issues as well as English." Another student seemed to enjoy developing his new knowledge about social issues: "My concern about various issues has developed, having been immersed in a wide range of knowledge." Thus, students seemed to enjoy learning about sociocultural topics in English.

Also, some students noted that they enjoyed the learning process during theme-based language teaching. For example, one student wrote, "The lessons developed my knowledge about the themes, and it was very useful to write essays, putting what I thought into English." Another student responded, "Since the classes are conducted almost completely in English, my listening ability has been improved. We usually do not have occasions to think about a specific theme deeply; I appreciate the occasion." Other students pointed out the differences between English learning in high school and in university, for example, "In high school classes I didn't have any practice in putting my thoughts into English..." and "Since the classes are different from those I experienced in high school..." Thus, students seemed to hope and expect that English classes in universities would be different, not just the continuation of high school English classes.

(2) Which topics did students like or dislike? Why?

Table 4 shows students' preferences on topics. We conducted a one-way ANOVA to find if there was any significant difference between topics. Regarding students' preferences on topics, the mean scores were quite high: "Natural Medicine" (4.25) and "Water" (4.25), "Amber" (4.14), "Domestic Violence" (4.09), "Child Labor" (4.03), "the

Maori" (3.98), "Revenge/Generosity" (3.92), and "Cultural Differences" (3.89). There was no statistically significant difference among topics.

Table 4

Means and Standard Deviations of Students' Preferences on Topics (N = 194)

Topics (Teachers)	<i>M</i>	<i>SD</i>
Child Labor (Teacher A)	4.03	.85
Domestic Violence Among Youth (Teacher A)	4.09	.82
Amber (Teacher B)	4.14	.85
Water (Teacher B)	4.25	.75
The Maori (Teacher B)	3.98	1.00
Natural Medicine (Teacher B)	4.25	.77
Cultural Differences (Teacher C)	3.89	.89
Revenge/Generosity (Teacher C)	3.92	.91

* $p < .05$.

To investigate more deeply why students liked certain topics, we used the open-ended questionnaire. Generally speaking, students were very receptive to topics proposed by teachers, for the mean score for every topic was quite high. Students also showed appreciation for concepts of values concerning justice, equality, tolerance, wisdom inherent in nature, traditions, cultures, crossing a variety of boundaries, and cooperation for common purposes.

By analyzing responses on the open-ended questionnaire, we discovered what motivated students to learn about the topics: (1) themes which students were unfamiliar with, (2) topics containing different perspectives from their own, and (3) challenging subjects which are not too easy to grasp. For instance, students' written comments included: "The theme in the first semester was more intriguing because I had no idea about it," and "I was curious to know about the subject in the second semester which I was unaware of." Comments such as these suggest that students were interested in learning about topics that they did not know about and were not familiar with. Some students also noted, "I was particularly touched by the content of the theme in the first term offering a new perspective," and "I preferred the topic in the second term because it was thought-provoking content." These students found enjoyment in learning about topics from different perspectives, even though they already knew something about the topics. Several students also expressed their enjoyment and curiosity to learn about challenging and difficult topics. One student wrote, "The theme in the second term was hard to understand. Due to that, however, it was more fascinating." Thus, students showed willingness to tackle subjects

that they had no idea about, gained new perspectives on, and felt were challenging and difficult.

However, topics that were too difficult made students unmotivated to learn. One student noted, "The theme in the first term impressed me more because I was able to pick up many key words. In contrast, as for the topic in the second term, I was unable to catch important words to absorb ideas, and the content turned out to be difficult and uninteresting." Another student wrote, "In the first term, the subject was a little hard for me to comprehend because I was not good at understanding that specific topic and had a little resistance to it." While some students indicated that challenging and difficult topics made them motivated to learn, other students felt that these topics made them unmotivated to learn.

Discussion

As for students' perceptions of CLIL, we found that our students preferred CLIL to skill-based language teaching. Evidence suggests that CLIL could lead to an increase in motivation and expectation. Students often reported that they felt they were learning more than language, which means they valued not only knowledge about the topics but also the learning style. Learning about amber, water, the Maori, natural medicine, cultural differences, revenge/tolerance, child labor, and domestic violence, students worked in groups, solved problems, and expressed their ideas and opinions in English. CLIL provided students the opportunity to build confidence, communication skills, and self-expression (see Coyle, 2008; Tarnopolsky, 2013).

As far as the topic preferences are concerned, students were very receptive to topics proposed by teachers. The students in this study seemed to be motivated to learn about topics that were new and different. This indicates that students were intellectually curious and interested in various challenging topics. Our findings support Benesch's (2001) and Butler's (2005) claim that students rarely choose topics, and teacher-selected topics may be of interest to students. All of the teacher-researchers in this study witnessed the inspiration and stimulation experienced by the students in response to the topics teachers provided. If we had taught conventional, bland topics, we might have missed the important opportunity for students to engage in and scrutinize topics that they might otherwise never encounter. On the other hand, topic selection made us realize the difficulty of balancing what teachers want to teach and what students want to learn. From Yoshihara's (2011) teaching experience, students preferred learning about topics related to their major. However, as far as CLIL teachers are language teachers (see Coyle, 2008; Ikeda, 2013; Sasajima, 2011, 2013; Watanabe et al., 2011, 2012), their content knowledge about specific topics might be insufficient. The issue of inadequate teachers' content knowledge in CLIL should be considered in relation to faculty development programs.

There are other issues regarding CLIL that give us pause. Teachers' experiences of CLIL might influence the effectiveness of CLIL and topic preferences among students. As we explained in the findings section, there was a significant mean difference between Teacher A and Teacher C and between Teacher B and Teacher C. Teacher C, whose field of study is English grammar, attempted to realize his hope that the result of Q8 (i.e., the game between theme-based teaching vs. skill-based/grammar-based teaching) would end in a draw, and expected that grammar-based teaching would lose, if at all, by a narrow margin. On the other hand, Teachers A and B had experienced teaching self-selected topics in CLIL and preferred CLIL to skill-based teaching. Such teachers' previous teaching experiences, preferences, and intentions might have influenced students' perceptions of CLIL and the selected topics.

The third and most important issue is the implications of CLIL. CLIL focuses not only on what to teach but also how to teach (Coyle, 2008, Ikeda, 2013; Sasajima, 2013, Watanabe et al, 2011, 2012). Coyle (2008) noted that, "the CLIL environment demands a level of talking and interaction that is different to that of the traditional language classroom" (p. 11). It is important to take into consideration teachers' ability to facilitate pair- and group-work and group discussion, to summarize, hypothesize and ask challenging questions, and to create outcome activities. Sasajima (2013) noted that in the EFL context CLIL is related to English-medium instruction. He valued the importance of students' production in English, particularly through speaking in the CLIL classroom. However, in our study, we highlighted English essays as students' English productions and focused less on speaking activities because of students' low English proficiency. We have to seriously consider the issue of how EFL university teachers have low English proficient students engage in group-work and discussion in English during the CLIL instruction. Merely using topic-specific texts and analyzing them by means of the traditional grammar translation approach is not CLIL. To realize CLIL's potential, English-medium instruction must be reconsidered.

Conclusion

In this study we found that the students liked learning English through CLIL and enjoyed learning English through a different approach. Like many other Japanese college students, the students in this study had previously learned English by memorizing vocabulary and rhetorical forms and by translating sentences in preparation for university entrance examinations. After they entered university, they expected to learn English at the college level in a new way. This study shows that CLIL might be an effective way to teach English at the college level and motivate students to learn English with rich content.

We hope this paper can provide college EFL teachers with the opportunity to reflect on their own classroom practices and reconsider what the EFL college classroom could be like. We have an opportunity to teach not only language information and skills but also

consciousness about issues such as justice and equality. We also have a chance to create an environment where students feel that they have learned something new and different. On the other hand, we all know that to some extent EFL university teachers have institutional constraints such as an assigned textbook, a unified syllabus, a unified test, standardized evaluation, and school expectations. However, there must always be some space to incorporate teachers' teaching beliefs into their classroom practices. Instead of complaining about an assigned textbook and a unified syllabus, we as teachers should think of what we can do for students. CLIL is one of the ways to make up for the losses caused by some institutional constraints in EFL university classrooms.

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Appendix 1

Topics are listed in alphabetical order.

Amber (Teacher B)

Two sessions over 2 days (45 minutes each, in total 90 minutes) were dedicated to cover the theme of “Amber.” In the first session, at the beginning, the teacher gave an introductory overview of amber and provided students with materials containing a variety of exercises. Next, students were asked to answer questions to identify photos with specific key words, write answers to other questions, and practice short conversations in pairs. After that, students watched a DVD without subtitles on Amber (3 min. British English) of “BBC Short Clips on DVD” (SEIBIDO) to get a rough overview of the topic. Then, students pre-read comprehension questions. After watching the DVD again, they answered the following questions: 1) five multiple-choice questions on the content, 2) five true or false questions through listening, and 3) dictation of three key sentences containing points of grammar and

usage. At the beginning of the second session, students were given 10~15 minutes to complete the remaining tasks: 1) composition: putting the words in the right order and making three complete sentences, 2) summary: filling in five blanks by choosing appropriate words, 3) proverb: writing down the meaning of the proverb concerning the content, and 4) vocabulary: choosing the most appropriate definition and the part of speech of each underlined key word in sentences. Next, students watched the DVD twice, with English subtitles first and then with Japanese subtitles, to improve their understanding. After that, the teacher gave a short talk on the topic and students wrote what they learned, how they felt, and their questions. Last, students were asked to write an essay in which they reflected the content, referred to the proverb concerning the topic, and described their own experiences. They submitted their essays the next week.

Child Labor (Teacher A)

The teacher gave instruction on the theme of “Child Labor” over four lessons (90 minutes per lesson). In the first class, the teacher provided students with reading materials that the teacher created (475 words) and reading questions to ensure that students understood what child labor was. Additionally, the teacher provided a vocabulary quiz and grammar exercises accompanying the reading. Students also watched a *YouTube clip entitled*, “Chocolate and Child Labor” (2 min. English) and completed five questions provided by the teacher. In the second week, students watched the video “If there are 100 people in the world (*Moshi Sekai ga 100nin dattara*)” (25 min.) made in Japan and completed a worksheet in English accompanying the video. The teacher provided discussion questions designed to keep students focused on the topic. While the teacher encouraged students to discuss the questions in English, the teacher allowed them to speak Japanese because of their low English speaking ability. However, students were asked to complete discussion questions in English. Next, the teacher summarized their discussions in English. In the third week, the teacher taught students how to write an opinion essay as a means of expressing their ideas on a subject. Students were asked to write their essay by reflecting on the reading, the video, and the class discussion. Also, the teacher asked students to research an example of child labor in the world and include it in their essay. The teacher asked students to bring their first draft to the next class. In the fourth week, the teacher asked students to check their own essay about format, spelling, and grammar. Then students did peer editing of their essays in pairs, providing compliments, suggestions, and corrections. Students were asked to polish their essay and submit it the following week. The teacher primarily used English to instruct the class but used Japanese if students seemed not to follow the class.

Cultural Differences (Teacher C)

In the first class, students watched the film “E.T.” The teacher in charge provided students with reading materials in English about the plot of the film taken from Wikipedia. In the second class, students were asked to think about the following questions directly related to the film they watched: (1) What have you thought of or learned by watching the film, “E.T.”? The next question students were asked to consider was more general: (2) What do you think is needed to understand other people from different backgrounds? For each question students wrote their answer and talked about what they wrote with in a small group. The third question was more concrete: (3) Do you have anything you don't understand regarding cultures different from yours? In the third week, they were asked to consider things in the opposite direction to Question 3 that they discussed in the previous week: (4) Can you think of questions asked of Japanese people by people from other countries? Write down the questions you could think of. Then, students chose one question and tried to answer it. The teacher provided students with some of the questions frequently asked such as “Why do Japanese universities begin in April?,” “Why do the Japanese like to sleep on trains?,” “Why can't the Japanese clearly say ‘no’?,” and “Why don't many Japanese look the other person in the eye when speaking?” In the fourth class students were grouped according to the question they chose. Those students who didn't have any other students sharing his or her question also made a group. In this group too, students received feedback from others. Students were asked to write a short essay and submit it later. The lessons were conducted primarily in English during discussions and presentations.

Domestic Violence (Teacher A)

The teacher provided instruction on the theme of “Domestic Violence” over four lessons (90 minutes per lesson). In the first class, the teacher provided students with reading material (“Domestic Violence” in *Gender Issues Today*, which the teacher revised for length and difficulty, 469 words) and reading questions to ensure that students understood what domestic violence was. Additionally, the teacher provided a vocabulary quiz and grammar exercises accompanying the reading. In the second week, students watched the video “A Love That Kills” (25 min.) made in Canada with Japanese captions and completed a worksheet in English accompanying the video. The teacher provided discussion questions designed to keep students focused on the topic. While the teacher encouraged students to discuss the questions in English, the teacher allowed them to speak Japanese because of their low English speaking ability. However, students were asked to complete discussion questions in English. Next, the teacher summarized their discussions in English. In the third week, the teacher taught students how to write a cause-effect essay as a means of expressing their ideas on the subject. Students were asked to write their essay by reflecting

on the reading, the video, and the class discussion. The teacher asked students to bring their first draft to the next class. In the fourth week, the teacher asked students to check their own essay for format, spelling, and grammar. Then students did peer editing of two students' essays, providing compliments, suggestions, and corrections. Students were asked to polish their essay and submit it the following week. The teacher primarily used English to instruct the class but used Japanese when necessary.

Natural Medicine (Teacher B)

Two sessions over the 2 days (45 minutes each, in total 90 minutes) were dedicated to cover the theme of "Medicine." At the beginning of the first session, the teacher gave an introductory overview of Medicine and provided students with materials containing a variety of exercises. Next, students were asked to answer questions to identify photos with specific key words, write answers to other questions, and practice short conversations in pairs. After that, students watched a DVD without subtitles on Medicine (3 min. British English) from "BBC Short Clips on DVD" (SEIBIDO) to get a rough overview. Then, students pre-read comprehension questions. After watching the DVD again, they answered the following questions: 1) five multiple-choice questions on the content, 2) five true or false questions through listening, and 3) dictation of three key sentences containing points of grammar and usage. At the beginning of the second session, students were given 10~15 minutes to complete the rest of the tasks in the material: 1) composition: putting the words in the right order and making three complete sentences, 2) summary: filling in five blanks by choosing appropriate words, 3) proverb: writing down the meaning of the proverb concerning the content, and 4) vocabulary: choosing the most appropriate definition and the part of speech of each underlined key word in sentences. Next, students watched the DVD twice, with English subtitles first and then with Japanese subtitles, to improve their understanding. After that, the teacher gave a short talk on the topic and students wrote what they learned, how they felt, and their questions. Finally, students were asked to write an essay in which they reflected on the content, referred to the proverb concerning the topic, and described their own experiences. The submitted their essays the following week.

Revenge/Generosity (Teacher C)

Four lessons were allocated to the theme of the above title. In the first class, students were asked to consider the following three questions: (1) Have you ever been put in a hard situation because a person or persons don't like you? (2) You don't have to mention the details, but could you say what kind of thing or situation it was? (3) How did you react to what they did and how did you deal with the difficult situation? For each question students wrote what they experienced in the past and talked about what they wrote in a small group.

Some students experienced some kind of bullying in the past. In the second lesson, students watched the film “Invictus,” a film about Nelson Mandela. The teacher in charge provided students with reading materials in English about the plot of the film taken from Wikipedia. In the third week students were asked the following two questions: (4) What have you thought of, and is there anything we could learn by watching the film “Invictus”? (5) What do you think is needed to deal with people from different backgrounds? Most students related what they saw in the film to what they experienced in the past, namely, the question of “revenge” or “generosity”. In the fourth lesson, students were asked the following question: (6) Can you think of things you would like to write in a letter to one of the characters in the film? Most people chose to write to Mandela while others chose the captain of the rugby team, who is also one of the main characters in the film. Students talked about what they wrote in a group and received feedback. Students were asked to write a short essay with regard to (6) and submit it later. The lessons were conducted primarily in English during discussions and presentations.

The Maori (Teacher B)

Two sessions over the 2 days (45 minutes each, in total 90 minutes) were dedicated to cover the theme of “The Maori.” At the beginning of the first session, the teacher gave an introductory overview of the Maori and provided students with materials containing a variety of exercises. Next, students were asked to answer questions to identify photos with specific key words, write answers to another questions and practice short conversations in pairs. After that, students watched a DVD without subtitles on the Maori (3 min. British English) from “BBC Short Clips on DVD” (SEIBIDO) to get a rough overview. Then, students pre-read comprehension questions. After watching the DVD again, they answered the following questions: 1) five multiple-choice questions on the content, 2) five true or false questions through listening, and 3) dictation of three key sentences containing points of grammar and usage. At the beginning of the second session, students were given 10-15 minutes to complete the rest of the tasks in the materials: 1) composition: putting the words in the right order and making three complete sentences, 2) summary: filling in five blanks by choosing appropriate words, 3) proverb: writing down the meaning of the proverb concerning the content, and 4) vocabulary: choosing the most appropriate definition and the part of speech of each underlined key word in sentences. Next, students watched the DVD twice, with English subtitles first and then with Japanese subtitles, to improve their understanding. After that, the teacher gave a short talk on the topic and students wrote what they learned, how they felt, and their questions. Last, students were asked to write an essay in which they reflected on the content, referred to the proverb concerning the topic, and described their own experiences. They submitted their essays the following week.

Water (Teacher B)

Two sessions over the 2 days (45 minutes each, in total 90 minutes) were dedicated to the theme of “Water.” At the beginning of the first session, the teacher gave an introductory overview of Water and provided students with materials containing a variety of exercises. Next, students were asked to answer questions to identify photos with specific key words, write answers to another questions and practice short conversations in pairs. After that, students watched a DVD without subtitles on Water (3 min. British English) from “BBC Short Clips on DVD” (SEIBIDO) to get a rough overview. Then, students pre-read comprehension questions. After watching the DVD again, they answered the following questions: 1) five multiple-choice questions on the content, 2) five true or false questions through listening, and 3) dictation of three key sentences containing points of grammar and usage. At the beginning of the second session, students were given 10-15 minutes to complete the rest of the tasks in the materials: 1) composition: putting the words in the right order and making three complete sentences, 2) summary: filling in the five blanks by choosing appropriate words, 3) proverb: writing down the meaning of the proverb concerning the content, and 4) vocabulary: choosing the most appropriate definition and the part of speech of each underlined key word in sentences. Next, students watched the DVD twice, with English subtitles first and then with Japanese subtitles, to improve their understanding. After that, the teacher gave a short talk on the topic and students wrote what they learned, how they felt, and their questions. Last, students were asked to write an essay in which they reflected the content, referred to the proverb concerning the topic, and described their own experiences. They submitted their essays the following week.

Appendix 2

	英語1 (文法)の授業について English 1 (Grammar)	強くそう思う 全くそう思わない Strongly Agree Strongly Disagree				
1	外国出版社の本(中身がすべて英語で書かれている本)でよかった。 I liked a foreign publisher's textbook (the textbook is written in English)	5	4	3	2	1
2	担当の先生が英語で授業を行うのはよかった。 I liked my teacher using English in class.	5	4	3	2	1
3	Pair-workやGroup-workは楽しかった。 I enjoyed pair-work and group-work.	5	4	3	2	1
4	担当の先生には日本語で授業をやってほしかった。 I wanted my teacher to use Japanese in class.	5	4	3	2	1

Students' Perceptions of CLIL and Topics in EFL University Classrooms

5	授業のアクティビティで、友だち同士で英語を話すのは恥ずかしい。 It was embarrassing to use English with my classmates in classroom activities.	5	4	3	2	1
6	この1年間で英文法の理解度が深まった。 I had a better understanding about English grammar for this one year.	5	4	3	2	1
7	英語を話せるようになるためには英文法が大切だと思った。 I realized that English grammar is important to speak English.	5	4	3	2	1
	テーマ別授業について Theme-based instruction					
8	テーマ中心の英語授業は文法中心(テキスト中心)の英語授業よりも楽しかった。 I like theme-based language teaching better than skill-based language teaching.	5	4	3	2	1
9	授業中に読んだreadingはテーマの内容を把握するのに役立った。 Reading materials help understand the content of the topic.	5	4	3	2	1
10	授業中に観たビデオはテーマの内容を把握するのに役立った。 Videos help understand the content of the topic.	5	4	3	2	1
11	授業中に行ったディスカッションはテーマの内容を把握するのに役立った。 Discussion helps understand the content of the topic.	5	4	3	2	1
12	英語で書いたレポートはよい経験だった。 Writing an essay in English was a good experience.	5	4	3	2	1
13	テーマ重視型英語授業のトピック「XXXX」は面白かった。 I enjoyed the topic "XXXX."	5	4	3	2	1
14	テーマ重視型英語授業のトピック「XXXX」は面白かった。 I enjoyed the topic "XXXX."	5	4	3	2	1

Appendix 3

アンケート調査

Q1 テーマ重視型英語授業(1つのテーマについて2-4回の授業を費やす授業)について、あなたはどう思いますか? あなたの感想を述べてください。

How do you feel about theme-based language teaching (the instruction that teachers spend 2-4 classes to teach about one topic)? Please write your opinion about it.

Q2 どのトピックが面白かったですか? どうしてですか? 反対に、おもしろくなかった理由は何ですか?

Which topic did you like best? Why? On contrary, why didn't you like the other?

Q3 テーマ重視型英語授業を受けるとしたら、これからどんなトピックをとりあげてもらいたいと思いますか。できるだけ多く書いてください。

If you learn English in theme-based instruction, what topics do you want to learn? Could you write them as many as possible?

Appendix 4

Table 5

Mean and Standard Deviation of Students' Attitudes toward SBT and CLIL (N=194)

Item	<i>M</i>	<i>SD</i>
Students' Attitudes toward SBT (Q1-Q7)		
Q1 I liked a foreign publishers' textbook (the textbook is written in English).	3.75	.93
Q2 I liked my teacher using English in class.	3.97	.89
Q3 I enjoyed pair-work and group-work	3.87	.96
Q4 I wanted my teacher to use Japanese in class.	2.78	.94
Q5 It was embarrassing to use English with my classmates in classroom activities.	2.63	1.13
Q6 I had a better understanding about English grammar for this one year.	3.60	.89
Q7 I realized that English grammar is important to speak English.	3.92	.97
Students' Attitudes Toward CLIL (Q8-Q12)		
Q8 I like theme-based language teaching better than skill-based teaching.	3.93	.86
Q10 Videos help understand the content of the topic.	4.23	.73
Q11 Discussion helps understand the content of the topic.	3.80	.84
Q12 Writing an essay in English was a good experience.	4.14	.89

*Q9 was eliminated because Teacher C did not use reading materials for CLIL.

大学の EFL 教室における内容言語統合型学習とその授業で取り上げるトピックに対する学生の意識

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本論文は日本の大学における EFL 教室で内容言語統合型学習法 (CLIL) とその授業で取り上げるトピックに対する学生の意識調査をもとに、CLIL の授業を学生はどのように捉えているのか、また、その授業で取り上げられたトピックについてどのように思っているのかを探究したものである。CLIL の定義は幅広く、immersion タイプのものから「柔らかい CLIL (the 'weak' version)」までである。この「柔らかい CLIL」は一つのトピックについて 1 回もしくは 2 回程度の授業を行い、授業中の言語は主に英語で行われるが必要な時には母語を使うというものである。

本研究はこの「柔らかい CLIL」を使った実証研究である。本研究では 2012 年と 2013 年の 2 年間で費やし、194 名 (8 クラス) の学生が参加した。データは項目式アンケートと記述式アンケートを実施した。その結果、学生たちはスキルを中心とした授業よりも CLIL の授業に好意的であったことがわかった。その理由として、「英語だけではなく社会問題を学べてよかった」や「知識を深めることができた」といった意見に並んで、「英語で学べてよかった」「高校と違ってよかった」といった学習スタイルに対して好意的であったことがわかった。3 人の教師の教え方を比較したところ、A 教師と B 教師の間に有意差はなかったが、A 教師と C 教師、B 教師と C 教師の間には有意差があった。これは、A 教師と B 教師が CLIL の経験者であったことに対して、C 教師は CLIL を初めて実践したということが考えられる。また、C 教師の専門は文法であり、スキルか CLIL かといった二項対立に陥らないような授業を試みたことが考えられる。

また、3 人の教師がとりあげたトピックは児童労働、ドメスティック・バイオレンス、琥珀、水の問題、マオリ族、自然薬、文化的差異、寛容さなど社会問題やグローバル問題に深い関連性がある。これらのトピックについて学生はどのように感じているのかを調査した。学生は教師が与えたトピックについて、5 スケール中 3.87-4.25 とかなり高い数値で、それぞれのトピックを好意的に受け取っていた。そして、それぞれのトピック間に有意差は生じなかった。

本研究で明らかになったことは、学生は CLIL で社会問題やグローバル問題を学ぶことに好意的であったということだけではなく、学びのスタイル (英語で授業をする / 高校とは異なる英語の授業) に好意的であったということだ。また、3 人の教師の比較からもわかるように、CLIL の実践には教師の経験や専門性が深く関わっているように思われる。今後の課題として CLIL の実践モデルを探究すると同時に、CLIL 実践のための教員研修の必要性も検討されなければならない。

