

A Study on the Effectiveness of CLIL-oriented English Classes
at Primary Schools in Japan

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Chapter 1

Introduction

Since the Ministry of Education, Culture, Sports Science and Technology (MEXT) announced its English Reform Plan corresponding to Globalization, on December 23rd, 2013, it became apparent that the English education system had been changing faster than teachers expected. In this reform plan, Foreign Language Activities classes will take place one or two times a week in the curriculum of the third and fourth Elementary School grades. For fifth and sixth grades, English will be a formal subject and English Language Classes will be embedded three times a week using modular classes.

The purpose of reforming Elementary School English education is to nurture the foundations for communication skills in third and fourth grades and to foster fundamental English language proficiency in fifth and sixth grades. It is also mentioned as to how to organize the system for this reform plan; preparing teacher-training to nurture leaders, strengthening teaching ability of not only homeroom teachers but also specialized teachers, developing and providing video-taped materials for teacher-trainings, and improving and enhancing teacher-course as well as employment examinations. This reform plan has been undergoing revision based upon examinations by the Central Education Council. On August 1st, 2016 the latest announcement of the Central Education Council was that 70 English classes a year for fifth and sixth grades as a formal subject and 35 Foreign Language Activities classes a year for third and fourth grades will comprise the new curriculum of 2020.

In view of the reform plan, teaching style should be changed to an appropriate one in accordance with the new condition for fifth and sixth grades, since they will learn English as a formal subject. Some experts say English classes will be changed from an Activity Model to a

Formal Subject Model, that is, they should learn English by compiling knowledge in a spiral via taught units.

When English became a compulsory subject for fifth and sixth grades at elementary schools in 2011, the aim of learning English was “to form the foundation of pupils’ communication abilities through foreign languages, while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages” (MEXT, 2010). However, in the case of enforcing the new Course of Study, if pupils learned English in the same way from third grade, it would be expected that they would be bored with learning English by substituting English vocabulary in given target sentences, considering the result of the Benesse questionnaire in 2011. Yanase and Koizumi (2015) rang the alarm bells in their book as ‘a quoting game’, which is a game to quote example sentences from English textbooks or other materials as quickly and correctly as possible,” (p.6) cannot nurture pupils’ communication competency in English, because ‘mind’ is main and ‘English’ is subordinate. However, most of the time in ‘a quoting game’, ‘mind’ is ignored (pp. 8-9). English can be acquired by stimulating ‘mind’ and ‘body’, because experiencing the language in direct ‘live’ practical use gives children deep impressions (p. 51).

On the other hand, according to the rough draft of the Central Education Council on August 1st, 2016, the points of the revision of the Course of Study are fostering learning ability and cultivating human nature to apply their learning to their lives and society; acquiring knowledge and skills to live and work in society; and nurturing cognition, judgement and expressiveness to be able to deal with unexpected conditions (MEXT, 2016a).

Considering this rough draft, it is important for teachers themselves to make it clear what to teach and how to teach English in primary education.

From the author's experience of having supported homeroom teachers in Foreign Language Activities classes as a Japanese Teacher of English (JTE) at public elementary schools for about 10 years, fifth graders are usually excited to start English Language Activities class with familiar topics and fundamental English vocabulary and phrases, but the topics of *Hi, friends!* 2 are not so familiar with sixth graders. For example, the case of understanding the meaning of the auxiliary "can" and the theme of the units, "Let's go to Italy" and "What do you want to be?", which are not so relevant to their situations. Then, in those units the classes utilizing Content-based instruction (CBI) were apparently successful, because pupils could learn English through the content relating to their interests and they got chances to deepen their ideas and express what they really wanted to say. They also enjoyed working in groups and helping each other. In this case, both pupils who were and were not good at English could willingly participate in the English class, since they learned not only English but also the interesting content. Even though they needed to use some Japanese in their presentations as they did not know enough English to express their own ideas and opinions freely, they enjoyed making their presentations in front of the class. However, some homeroom teachers require them to speak target sentences in English correctly and fluently, as well as to remember a lot of English vocabulary and phrases before going to their junior high schools. This is due to the way they had learned English and the ease with which teachers could judge from their output how much they had developed English skills. Therefore, it is difficult to make teachers admit the effectiveness of a teaching style like CBI as most of them have experiences only of studying English with drills and memorization. It

might be also somewhat challenging to teach English in a manner they have no experience of. However, according to Yanase and Koizumi (2015), it is important to emphasize physically feeling something in the reconstruction of English education. The methodology of teaching English should be changed from that of primary education, because pupils at elementary schools can enjoy physically feeling something without protest. Then, what was learned in primary education should be further developed in secondary education. Besides, primary education provides pupils with abundant learning, which should be connected with English learning (pp. 48-49). Then, Yanase and Koizumi (2015) started to search for a way of teaching English that would be emotionally and intellectually engaging, while utilizing primary learning, which was Content and Language Integrated Learning (CLIL) (p. 52). CLIL might be one catalyst to change English education from primary education.

As Foreign Language Activities classes are due to start in third and fourth grades from 2020, pupils will become more familiar with English sounds and phrases before fifth and sixth grades. Then, it will be possible for fifth and sixth grades to learn English practically with high quality content utilizing more meaningful teaching methods like CBI and CLIL. The study for implementing those methods must be considered essential. Especially, CLIL is presumed to be able to provide teachers with clearer images of planning the classes than CBI as CLIL is well balanced with 'the 4Cs' which are: cognition, community/culture, communication and content (Coyle, Hood & Marsh, 2010). Therefore, the research into CLIL implementation at primary schools could help teachers in the future, conducting English classes in 2020 with the new Course of Study.

This study focuses on finding a practical CLIL approach to implement in Japanese primary education, with reference to the previous research. Chapter one describes about the

reconstruction of English education in Japan according to the information from MEXT as well as the challenges and prospects facing present English Language Activities classes. Chapter two explores the background of CLIL theories and previous CLIL implementations at Japanese primary schools in order to assist with research into feasible CLIL classes. In chapter three, the author proposes teaching plans utilizing the CLIL approach adjusted to the curriculum of the new Course of Study in 2020. Chapter four is the experiment section with respect to CLIL classes conducted at two elementary schools. After the experiments, chapter five discusses this research. Finally, chapter six summarizes the findings, showing the limitations and suggestions for future research.

Chapter 2

Literature Review

2.1 The Development of CLIL in ELT of Globalization

“The term CLIL was coined in 1994 in Europe” (Mehisto, Marsh & Frigols, 2008, p. 9), though CLIL implementation has a much longer history. In the linguistic history, CLIL sought to support second-language learning while also favoring first-language development (p.9) At this point CLIL is assumed to be a suitable method for primary English education because of placing significance on developing English as well as Japanese competency.

Back in the 1970s, the expansion of language-immersion, bilingual education became more easily for children from various backgrounds to access, while Languages Across the Curriculum in the UK made teachers aware of the necessity to improve children’s language skills whether it is their first or second language. The teaching method including content and language learning needed to be taught and learned hand-in-hand and it was gradually becoming understood and developed, which might be a cause of rising CLIL approach. Also it was becoming apparent that standard-school-language teaching alone was not adequate to achieve great success in developing English skills (p. 10).

Because of globalization by the mid-1990s, greater linguistic demands were being placed on mainstream education from the primary level through to institutions of higher education. From this point of view, in Europe improvements in language-learning have been demanded for young learners to increase European cohesion and competitiveness. Also in Asia, thanks to the exponential growth of China’s economy, interest in improving a common language like English is on the rise, which is important for the economies and societies of several Asian countries. In this part of globalization, the reality of life in a mixed global

society is having an impact on how we teach and what we teach, and becomes a trigger of concern about the language education as much as any other form of subject learning . CLIL is one of the innovative methodologies that have emerged to cater this new age (pp. 10-11).

2.2 The Difference between CLIL and Immersion Teaching

First of all we need to understand what CLIL is. Coyle et al. (2010) describes that CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (2010, p. 1). On the other hand, Ikeda (2011) mentions the principle of immersion teaching, to use and acquire the second language as a tool to learn the content is the same as that of CLIL, ‘Learn as you use, use as you learn’-not ‘learn now, use later’ (Mehisto et al. 2008, p. 11). However, Ikeda (2011) indicates the difference between immersion teaching and CLIL is the former is accidental improvement of English skills through learning content and the latter is to intentionally choose aims, content, how to teach and materials as in ELT (p. 1). While, Coyle et al. (2010) insist bilingual education and immersion have been in operation for decades in specific countries and content-based language teaching or English as an Additional Language (EAL) may share some basic theories and practice, but they are not synonymous with CLIL (p. 1). Then, Ikeda (2011) suggests that the differences and similarities between CBI and CLIL must be clearly understood first, as CBI was developed prior to CLIL. Then, the features of CLIL will be more apparent (p. 2).

2.3 The Difference between CLIL and Content-based Instruction

Ikeda (2011) enumerates the common features of CLIL and CBI (p. 2-3):

1. Both are content-based using a subject or a theme which is the center of learning.

2. Language is a tool to learn content using it in a natural context, which is intended to expand Cognitive Academic Language Proficiency (CALP).
3. Tasks utilizing authentic materials, like newspapers, magazines, TV programs, and the Internet are intentionally embedded in a class to activate four skills for data processing learning, providing scaffolding for comprehension.
4. The learning results are expected to acquire knowledge of subjects or themes, English skills and cognition.
5. The learning theories are to provide understandable input and communicate interactively with peers and teachers in order to enhance linguistic competency.

CLIL is often identified with CBI, even among researchers, because of those similarities.

However, there are different backgrounds within each method. CLIL has an origin of ELT in 1970s Europe and developed (Mehisto et al., 2008), while CBI is systematized in the U.S.A. in 1990s (Ikeda, 2011, p. 2.). CLIL classes are conducted by non-native teachers under the conditions of English as a foreign language (EFL), while, CBI classes are carried out by native teachers under that of English as a second language (ESL).

Larsen-Freeman (2000) suggests CBI has clear language objectives as well as content learning objectives, that is, it integrates the learning of language with the learning of some other content, often academic subject matter (p. 137). On the other hand, CLIL is flexible and can be adapted to different contexts for the approach to be justifiable and sustainable, although its theoretical basis is rigorous and transparent in practice (Coyle et al., 2010). Thus, there are some differences between CBI and CLIL. In addition, there is a substantial practical difference. The apparent character of CLIL is that it has 'the 4Cs'; Content, Communication, Cognition and Community or Culture, which consist of a refined framework that makes it easy to use

CLIL. This teaching method has a high degree of perfection, because of ‘the 4Cs’ and it is also said to be a set of systematic concrete educational skills. In English classes, at Primary School by actively utilizing knowledge of other subjects, CLIL can provide interesting content and can enhance the competency of conveying a message and so bring an improvement in the quality of English education. Izumi (2014) assumes that as with ELT, the “get two for one” idea, will propagate from now on (p.166). From the viewpoint that homeroom teachers teach most of subjects to the same pupils at Elementary School, it is conceivable that CLIL is an effective way to teach foreign languages, especially for Primary Education.

2.4 Features of CLIL Methodology

Coyle et al. (2010) show the image of the 4Cs Framework (see Figure 1) integrates four contextualized building block (p. 41).

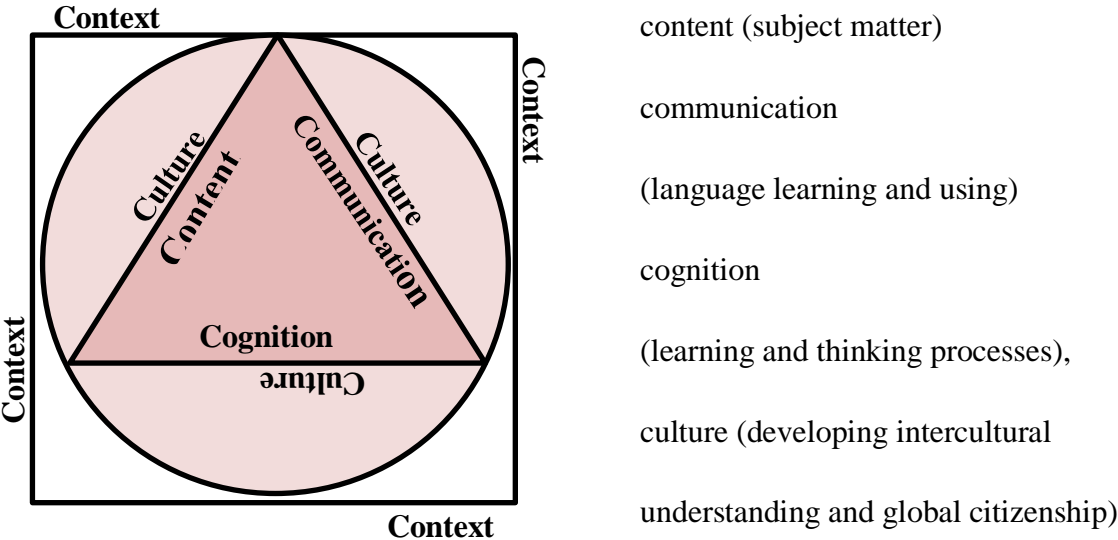


Figure 1. The 4Cs Framework (p. 41)

Figure 1 suggests that effective CLIL takes place as a result of this symbiotic relationship. This exists between specific contents and knowledge through progression in knowledge, skills and understanding of the contents, engagement in associated cognitive procedure, interaction of communicative context, developing appropriate language knowledge and skills, and the acquisition of a deepening intercultural awareness with bringing position of self and ‘otherness’ (p.41).

On the other hand, Ikeda (2011) described ‘the 4Cs’ as a package of four elements linked in organic ways (see Figure 2) to show why CLIL is epoch-making. He also suggests CLIL practice is able to provide learners more sophisticated education by multiplier effects in the case that teachers make teaching materials and lesson plans according to the 4Cs Framework, in consideration of Japanese English Education (p.5).

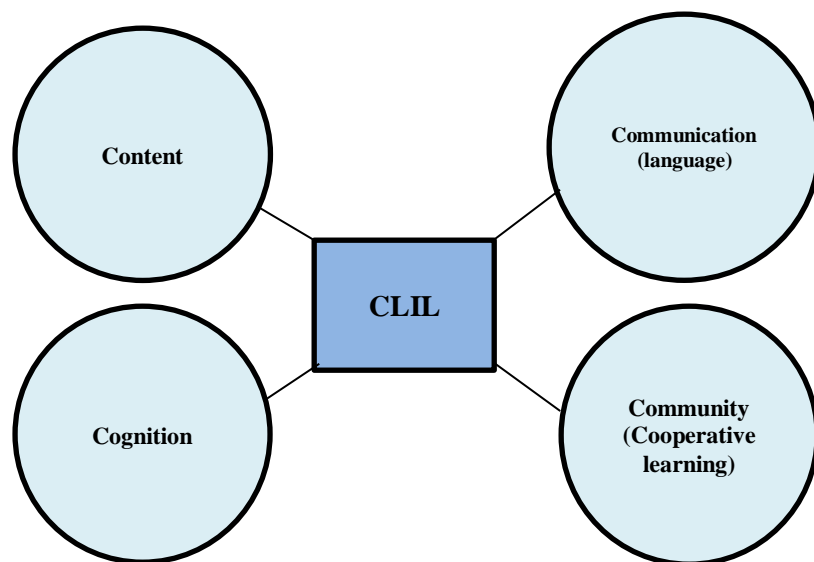


Figure 2. The 4Cs Framework of CLIL (p. 5)

Mehisto et al. (2008) claim, “Thinking drives the teaching /learning process. The more powerful the thinking, the greater the learning” Good CLIL practice is driven by cognition,

that is, the primary focus is not on form like drill for language patterns and memorizing vocabulary, but on content. They also argue that;

In order to acquire new knowledge and skills, people usually need not only to access new information, but also to connect the information with their own existing knowledge, skills and attitudes in (p. 30).

Moreover, meaning is made in both a personal and a social process (community), and new knowledge and skills develop through personal as well as co-operative reflection/analysis (cognition) and through a communicative process (communication) (see Figure 3). Thus, there is effective and comprehensive learnings in CLIL approach. Then, this teaching method is effective application for a class in considering a number of learners.

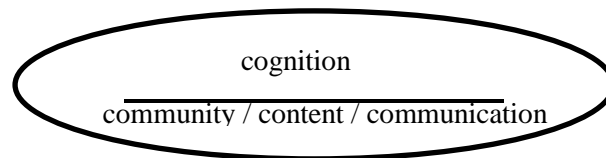


Figure 3. The CLIL model (p. 31)

Ikeda (2016) innovated on the concept and introduced new tools for the practical usage of CLIL in a class. The integration which combines varied educational principles and teaching methods is one way to achieve an effective learning by ‘the 4Cs’. He suggests CLIL can be an educational method for fostering Assessment & Teaching of 21st century Skills (ATCS21). He describes the new 4Cs Framework, emphasizing the mediation of integrating ‘the 4Cs’ is ‘Communication’ (linguistic knowledge and skill) relating other three elements (see Figure 4).

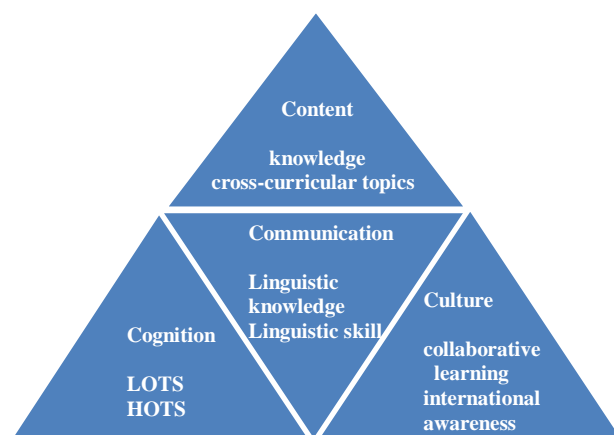


Figure 4. The new 4Cs Framework and Roles of Language (p. 3)

He insists it is possible only through communication to acquire knowledge, to think, to work with others or to think with others using the knowledge combined all together, which means that nurturing linguistic competency becomes a key of success or failure in the whole of CLIL education (pp. 1-3).

2.5 The Framework of CLIL: ‘The 4Cs’

2.5.1 Content (subject matter)

Coyle et al. (2010) indicate content is progression in new knowledge, skills and understanding; the subject or the CLIL theme involving cross-curricular and integrated studies. Therefore, it is useful to think of content in terms of the knowledge, skills, and understanding that learners can access, rather than simply knowledge acquisition (p. 53). Mehisto et al. (2008) also maintain that content is substantive and integrated from various subjects, while being clearly linked to the community within and outside the classroom. Students apply new content and develop related skills through experiential activities (p. 31).

Furthermore, Ikeda (2016) suggests that the content which is cross-curricular topics,

utilizing his new concept of CLIL, has two kinds of grammatical knowledge; one is ‘declarative knowledge’ to verbally explain rules and meaning and the other is ‘procedural knowledge’ to use practical English proficiently (p. 3). He also insists that it is important to be conscious of applying acquired knowledge in the real world, referring to Ball’s words (2015), “In the CLIL method using subject content, it is necessary to consciously teach the content to foster both declarative knowledge and procedural knowledge” (p. 2).

Thus, additional elements in Ikeda’s (2016) new CLIL concept are assumed to further focus on skills in order to acquire practical linguistic competency, and the new 4Cs Framework provides teachers with a clearer image of CLIL and more concrete ideas on each element.

2.5.2 Communication (language learning and using)

Communication is interaction, progression in language using and learning. Language is a conduit for communication and for learning which can be described as “learning to use language and using a language to learn” (Coyle et al., 2010, p. 54). Ikeda (2011) claims that CLIL lessons lay heavy weight on personal communication and language usage/skill using them as a learning tool rather than language learning/skill acquisition. And acquisition of language will be promoted if language learning and language usage are combined in an organic way (p. 6), that is, ‘the Language Triptych’ (see Figure 5) which makes the interrelationship between content objectives and language objectives. The Language Triptych supports learners in language using through the analysis of the CLIL vehicular language from three interrelated perspectives: language of learning, language for learning and language through learning (Coyle et al., 2010, p. 36).

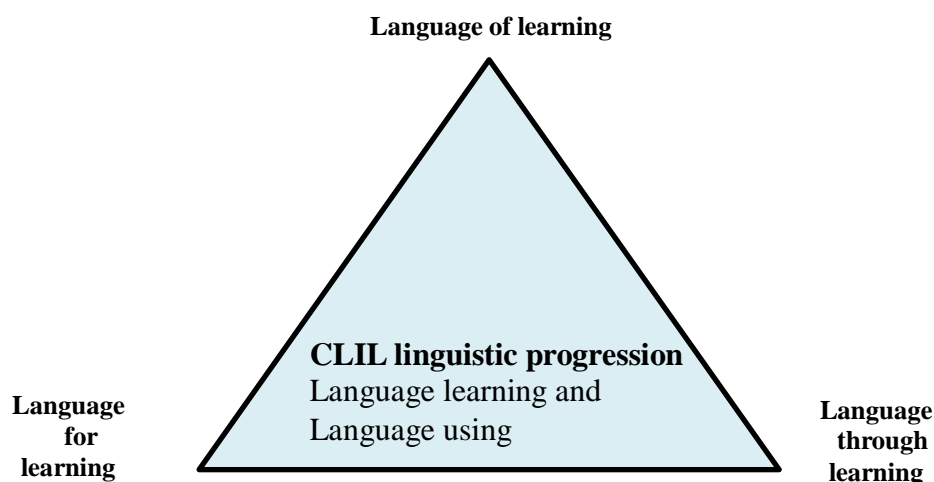


Figure 5. The Language Triptych (p. 36)

- Language of learning is an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic, that is, the key vocabulary and phrases of the contents that language learners will need to access new knowledge and understanding when dealing with it (p. 37).
- Language for learning is the most crucial element for successful CLIL. It focuses on the kind of language needed to operate in a learning environment where the medium is not the speaker's first language (p. 37).
- Language through learning is new language emerging through learning, but not all the CLIL language needed can be planned for. It is based on the principle that effective learning cannot take place without active involvement of language and thinking. (p. 37)

According to Mehisto et al. (2008) 'Communication' in 'the 4Cs' is indicated; students actively participate in activities and communication in the class and in the community; Desk placement, displays on classroom walls and other available resources support learning and communication ;Students and teachers also co-construct and negotiate meaning. (p. 31)

The superior of CLIL is an integration of content and language, but Ikeda (2016) points

out that teaching cross-curricular content or topics does not present adequate integration effect emerged from CLIL approach. He emphasizes on the necessity of ‘the language awareness in CLIL classes’ (see Figure 6) (p. 5).

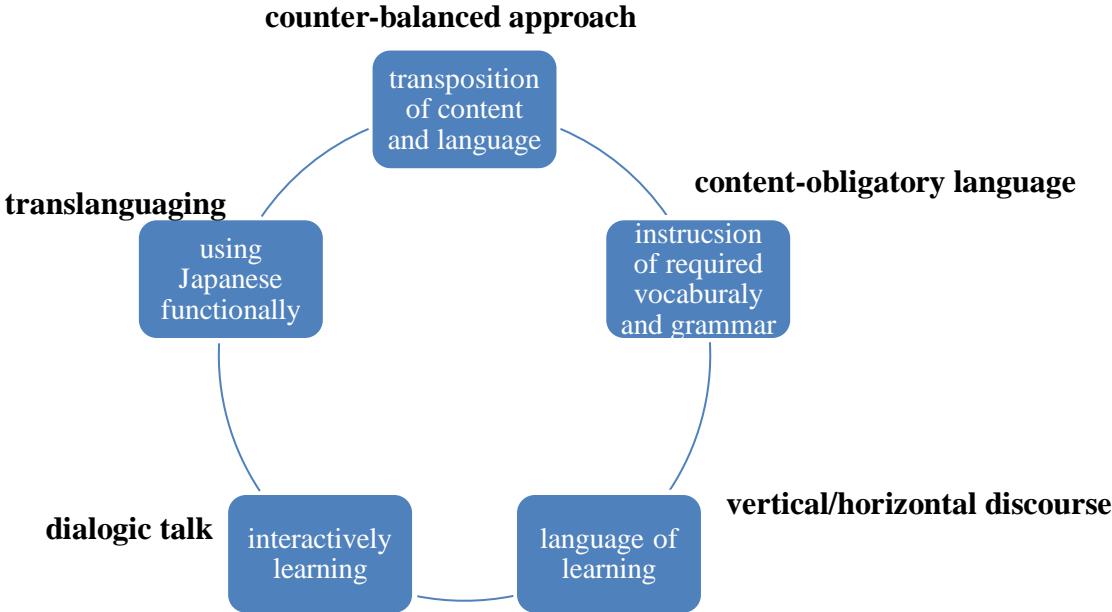


Figure 6. Language Awareness in CLIL Classes (p. 5)

- Counter-balanced approach

Figure 7 shows the attitude and method to instruct with the balance of content learning and language learning (Lyster, 2007, p. 135), which is conducted in the three steps of content; input of learning content (listening and reading), output of learning content (speaking and writing) and interaction of learning content (interaction between teachers and students).

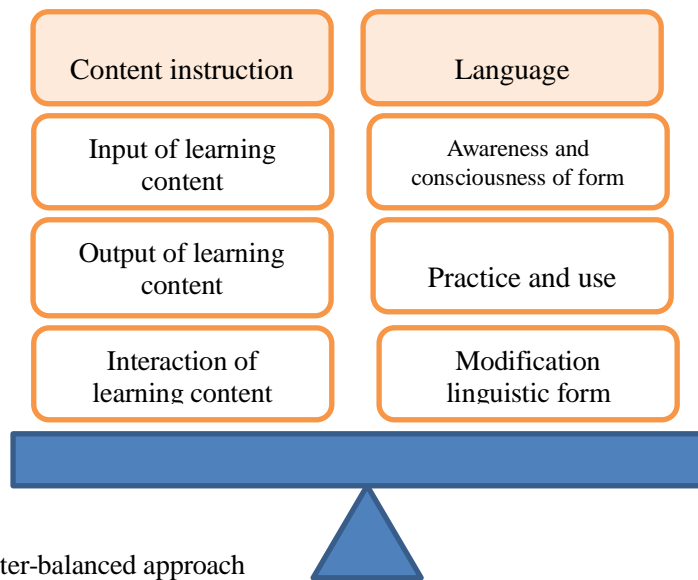


Figure 7. Counter-balanced approach revised from Lyster (2007) (Ikeda, 2016, p. 6)

- Content-obligatory language

On learning content of subject or cross-curricular topics, there is indispensable linguistic knowledge, which is content-obligatory language (essential for learning content) (Coyle et al., 2010, p. 36). Therefore, preparing for CLIL classes is to propose learning tasks that stimulate understanding, cognition and expressions, focusing on key words and concepts. (Ikeda, 2016, p. 8)

- Vertical/horizontal discourse

The type of learning language is mainly nurturing Cognitive Academic Language Proficiency (CALP) in CLIL classes. Besides, the crucial role of CLIL teachers is to consciously use Basic Interpersonal Communication Skills (BICS) by connecting learning content with learners' lives, interest, experience and opinions. The former is likened to 'warp' and the latter is likened to 'weft'. Then, the comprehensive foundation of English proficiency can be made by interweaving them (pp. 8-9).

- Dialogic talk

In CLIL classes teachers add referential questions after display questions to activate CLIL classes and foster learners' communication competency such as explaining something in details, explaining reasons, enumerating concrete examples, telling about experiences and speaking opinions. (p.9)

- Translanguaging

In the CLIL classes all the activities are basically conducted in English, in order to increase the amount of input, providing interaction and making a chance of output. However, using Japanese cannot be avoided because of giving a direction for a task, understanding complicated concept and discussing. Therefore, the language is necessarily changed into a mother tongue, which is code-switching. This is called Translanguaging which has been becoming conspicuous for these years. It means using a mother tongue in a positive manner, that is, teachers should not use it by compromising in a class (pp. 8-9)

2.5.3 Cognition (the learning and thinking process)

Coyle et al. (2010) defines cognition as engagement in higher-order thinking (HOTS: creating, evaluating and analyzing, as well as lower-order thinking (LOTS: applying, remembering and understanding). The revised version of Bloom's taxonomy (Anderson & Krathwohl, 2001) (see Figure 8) guides planning for cognitive challenge (p. 54).

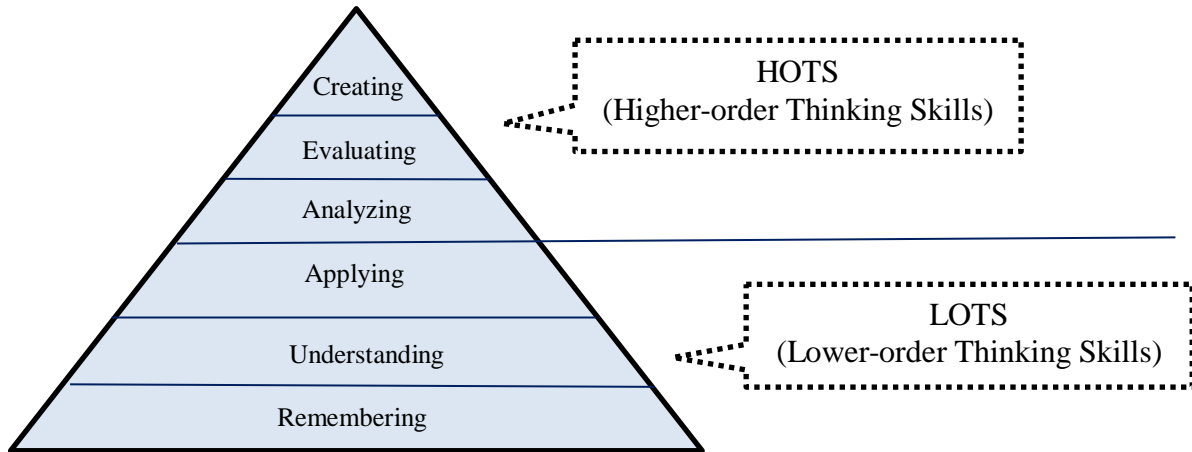


Figure 8. Bloom's taxonomy, revised by Anderson and Kathwohl (2001)
The Cognitive Process Dimension of Bloom's taxonomy

(Lower-order processing)	(Higher-order processing)
<ul style="list-style-type: none"> ● Remembering: recognizing and recalling ● Understanding: interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining ● Applying: executing and implementing 	<ul style="list-style-type: none"> ● Analyzing: differentiating, organizing and attributing ● Evaluating: checking and criticizing ● Creating: generating, planning, producing

(p. 31)

This taxonomy helps teachers with preparing CLIL classes and practicing and evaluating, because teachers can recognize what kinds of questions and tasks to give learners and how much cognitive burden of s a pupils' task has. This also makes it possible to plan and practice well-balanced diverse educational activities; the former lessons are focused on LOTS activities and the latter lessons are focused on HOTS activities (Ikeda, 2011, pp. 7-8). It is important for CLIL to involve learners to tackle the learning without answers which needs to use HOTS. 'Transfer-appropriate processing' is essential to acquire the practical English faculty for average Japanese learners who have little experiences of staying abroad. 'Transfer-appropriate processing is defined as;

Remembering what we learn is easier when we are in a situation that is similar to the one in which we learned it in the first place or when using the kinds of cognitive processes that we used during learning. (Lightbown, 2014, p. 57)

The education fostering practical thinking skills (HOTS) as well as basic ones (LOTS) is significant in the knowledge-based global society of 21st century (Ikeda, 2016, p. 14).

2.5.4 Community/Culture (developing intercultural understanding and global citizenship)

Coyle et al. (2010) claim Culture (Communication) is ‘self’ and ‘other’ awareness, identity, citizenship, and progression towards multicultural understanding (p.54). Then, they use the term of Culture instead of Community, because CLIL started in the European community and comprised multicultural, multilingual and multinational aspects as an educational method (Ikeda, 2011, p.8). On the other hand, Ikeda (2011) insists on using the term Community which has a general meaning instead of Culture, because the situation of Japanese learners is different from that of Europeans. In this case, the term Community presents the meaning of sharing experiences and ideas among learners, which doesn’t mean only utilizing pair works and group works in CLIL Class. Community indicates the whole globe as Figure9 shows. Thus, CLIL classes are comprised with ‘collaborative learning’ and ‘intercultural understanding’ as Community (p. 9).

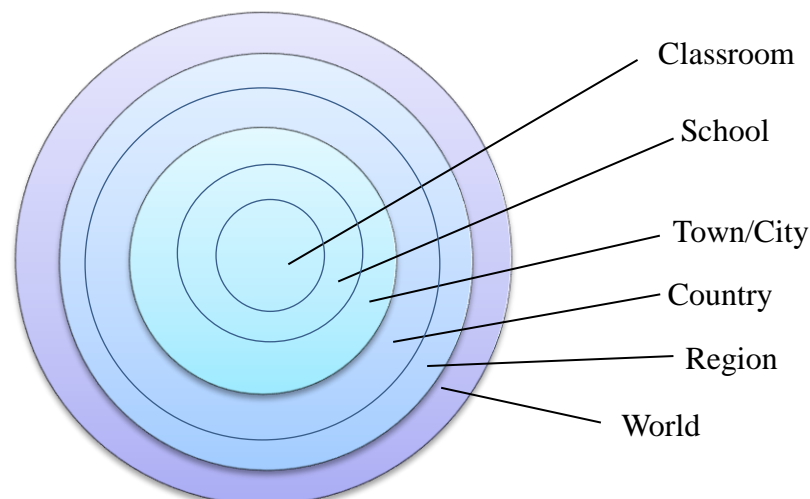


Figure 9. The concept of community in CLIL Class (p. 9)

However, Ikeda (2016) started to use Culture instead of Communication as the meaning of ‘collaboration’, in consideration of fostering 21st citizenship; having expertise fields for social contribution (Content), effective communication ability in a common language (Communication), having logical and flexible ideas (Cognition), and having collaborative executive ability to solve problems (Culture). Thus, the education in the world started to tackle human resources developing with the definition of specific competencies such as Definition and Selection of Competencies (DeSeCo) Projecting in Europe and Assessment & Teaching of 21st Century Skills (ATC21S) in the U.S.A. and in Japan. He claims that CLIL is precisely pedagogy to nurture general competency. For utilizing CLIL classes effectively, teachers necessarily have the image (see Figure 10) that learning in a class will be developed to general competency in their society through the CLIL approach (pp. 14-16).

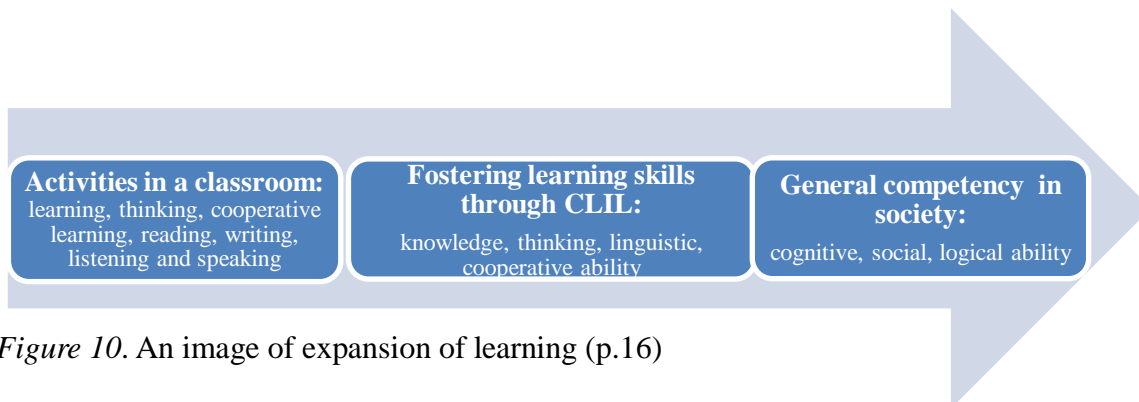


Figure 10. An image of expansion of learning (p.16)

2.6 Utilizing CLIL in primary EFL classroom

Grieveson and Superfine (2012) insist the language learning in context becomes more meaningful to children, which also gives them greater exposure to the foreign language in a natural way. Then, CLIL is able to improve their educational experience by using the subject content as well as motivate and provide a wider variety of stimuli for a broader range of learners (p. 8). However, CLIL is still a novel teaching method for Japanese English education. It is necessary to adjust a CLIL method to Japanese educational environment utilizing the CLIL variation; Soft CLIL focusing content learning and Hard CLIL focusing English education; Light CLIL and Heavy CLIL by frequency of classes; Partial CLIL and Total CLIL by portion; Bilingual CLIL taught by Japanese and English, and Monolingual CLIL taught by English. The variation CLIL not only expand the possibility for homeroom teachers who have little experience of teaching English to utilize the CLIL approach, but also is a key factor to change Japanese English education.

2.7 Previous Research at Elementary Schools in Japan

Apparently the practices of CLIL lessons are gradually increasing in the term of preparing for English classes as a subject in 2020. Experts and teachers have been trying to

find out what to teach in English and how to teach English in effective ways as a formal subject.

Yamano (2013) investigated CLIL lessons with the animals theme in foreign language activities of fifth grade by cross-curriculum such as arts and crafts, science and social studies utilizing 3 lessons taught by a homeroom teacher, a Native English-speaking teacher (NET) and a researcher conducting the study as a Japanese teacher of English (JTE). The objective of the final class is to encourage the pupils to understand language and culture by learning about international matters in English. In the first class pupils learned the vocabulary of colors and animals and made their favorite animals with clay as Lower-order Thinking Skills (LOTS). In the second class they made a class zoo with thinking animals' habitats as LOTS. In the last class they discussed global issues and individually create the messages how to save the endangered animals as Higher-order Thinking skills (HOTS). She concluded the results of CLIL application as it could deepen the pupils' experiential learning to use English through authentic content. She suggests the integration of content from other subjects and foreign language learning within the framework of 'the 4Cs' might be one solution to the contemporary challenges with content and effective teaching that Japanese elementary school teachers face. On the other hand, she indicated several problems of CLIL lessons as CLIL teacher would have a heavy burden with preparation and the teachers' anxiety about pupils' responses to the innovative because of unusual procedure. She conducted CLIL lessons setting the goal by using HOTS according to the framework of 'the 4Cs'. Then, she pointed out the further problems of how to provide understandable input and how to execute activities with abundant output with vocabulary and phrases with higher levels for learners. The modification of the lessons in process is one challenge to implement CLIL classes. This time, they discussed

the content prior to the third period, because of dealing with the difficult content. However, most teachers aren't able to spend much time for preparation of every English Language Activities classes. She hopes that more research will be done to verify the feasibility and potentials of CLIL in varied contexts to improve Japanese foreign language activities. (Yamano, 2013)

Kashimoto (2015) studied implementation of four-hour CLIL classes for sixth grade adjusting to the unit of *Hi, friends!* 2; "What time do you get up?" integrated with science, social studies and math for which learners had a little basic knowledge prior to learning some new things in the unit. In the first and second lessons she focused on the input of the vocabulary and phrases pupils needed to express about their daily lives utilizing activities which are familiar with HRT. She used a picture book for the purpose of intercultural understanding in the second class. In the third class she used 'Time Difference' which learners used HOTS to acquire the knowledge of. In the fourth class pupils learned about the children's lives in other countries through the listening activity of called 'Day Sketch' in *Hi, friends!* The pupils were able to acquire requisite English vocabulary and expressions to talk about their daily lives and they learned about the time differences.

According to her result of pupils' reflection sheets most pupils enjoyed CLIL lessons. Judging from evaluation of pupils' descriptions, understanding of content was increased by their interest in the content of each class such as listening quiz and learning 'Time Difference', which shows the possibility of the CLIL method to provide enough quality and quantity of input to make them interested and motivated (p. 37). It is important to motivate six graders who have been losing interest in learning English.

From the teachers' feedback, HRT pointed out the increase of pupils' output in English

in CLIL lessons and it was possible for learners to guess the content using their existing knowledge about subjects. On the other hand, ALT indicated the difficulties about “language through learning” and worried about using a lot of Japanese in CLIL lessons. She concluded that “the balance of English and Japanese in the classes and the possibilities of considerable variation in lesson quality due to teacher’s experiences and knowledge” (pp. 42-43). Finally, she suggests teachers should cooperate in order to incorporate CLIL approach in the annual curriculum, for selecting contents and target languages, and building up scaffolding. She also proposes to build up the database and teachers’ network as well as nurturing a sufficient English ability to use in the class (p. 43)

Nigo (2013) indicated there are one third of 6 graders who don’t like English in the 2011 Benesse questionnaire (Benesse, 2012). He pointed out a reason was that playing games using English vocabulary and phrases which weren’t suitable for their developmental stages of 12 or 13 years old. Interview games and materials without content are not enough for them to cultivate interest in learning English. Not only are they tired of them, but also they do not feel compulsion to raise their English abilities (pp. 84-85). He has been researching ELT methods used at elementary schools which activates pupils’ brains in accordance with Piaget’s (1972) ‘theory of developmental stages of thinking’. Nigo (2016) implemented CLIL lessons by innovating Multiple Intelligences (MI) for fifth and sixth graders at the elementary school (pp. 58-59). MI introduced by Howard Gardner (1999) is composed of eight intelligences; linguistic intelligence, logical-mathematical intelligence, music-rhythmic and harmonic intelligence, visual-spatial intelligence, verbal-linguistic intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence and naturalist intelligence. In his research, he suggested cross-curricular CLIL utilizing MI to solve the problem of the gap caused by pupils’ fondness

of subjects and provide the scaffolding for learners to overcome the excessive difficulty of content and language. He concluded that CLIL would be the possible method to provide high quality English education to Primary Schools pupils if MI was utilized in CLIL classes (p. 60).

Hasegawa and Tsuda (2014) practiced two types of CLIL lessons using picture books. One is the picture book, *The World in A Supermarket* as a CLIL lesson without adjusting to *Hi, friends!* The cross-curricular subjects were social arts and crafts, social studies and math. The goals were intercultural understanding through the world's food, learning communication skills and how to make graphs collaboratively with the eventual goal of making a class book. The other was "*I am special*" adjusting to Lesson 3 of *Hi, friends!*². The aims were to nurture foundations for living in the global society by raising self-esteem through praising each other and fostering communication skills. In her research she analyzed CLIL classes through the evaluation. First, she analyzed pupils' comment about their feedback sheets according to 5 points; communication, familiarity with English, learning about the language and the culture, accomplishment and interest in pronunciation, using 'Hasegawa's keywords retrieval' (Hasegawa, 2011, pp. 53-56). She described that the points of communication and familiarity with English were increased in the classes, because pupils were able to understand the content gradually by each class. On the other hand, the points of learning about the language and the culture, and interest in the pronunciation were decreased. This might be influenced by how much a teacher spends time on them. At the point of evaluation for CLIL classes, she claims that the current evaluation points are not good enough to assess some CLIL lessons; they are experientially understanding cultures, nurturing the foundations of communication skills and becoming familiar with English sounds and expressions. However, she indicated the difficulty of CLIL evaluation, depends on the contents. Therefore, in her research she proposes Can-Do

statement for CLIL approach that has not been studied yet (Hasegawa & Tsuda, 2014).

According to previous research, researchers appreciate the CLIL teaching method in primary schools. On the other hand, they pointed out some challenges of implementing it. First, it is necessary to reduce a teachers' burden for preparation of CLIL classes such as preparing for visual aids being indispensable for pupils to understand the content easily. Especially, for CLIL lessons using HOTS, more preparation would be needed. Considering this point, it is assumed to be worth preparing for making database of teaching plans and materials proposed by Kashimoto (2015) in order to reduce their work. CLIL implementation will be more expanded if it is realized. Then, teachers also will be able to effectively foster their teaching skills for CLIL classes. The second challenge is the balance of English and Japanese. Utilizing CLIL triggers using Japanese because of setting HOTS tasks in the lessons. Especially, discussion in a group or in a class is a crucial task for CLIL lessons, which is impossible for pupils to discuss the topic deeply in English. However, if teachers know the good balance of two languages effectively, it might be possible to use less Japanese and more English. Also, it might be solved by providing pupils with appropriate 'scaffolding' for the success of CLIL implementation. The fourth is evaluation for CLIL classes. As Hasegawa and Tsuda (2014) pointed out, the current assessment points are insufficient for a CLIL approach which can reveal the various abilities of learners. The proper evaluation is indispensable for teachers to see if CLIL approach is being carried out effectively for pupils to learn English or not.

Thus, CLIL classes are worth carrying out at primary schools, in spite of existing challenges. Exploring a feasible CLIL methodology and solving problems occurred during a CLIL class is necessary for an overhaul of English education. In this research, the author investigates a potential CLIL implementation at Japanese primary schools by studying the

natural English output produced during collaborative learning; the pupils' attitude to speaking English by utilizing content; the effectiveness of teacher talk in CLIL classes to produce interaction in English. Also, it is hoped that CLIL teaching plans presented in Chapter 3 can be used by teachers in order to modify CLIL program to one more appropriate for elementary schools.

In this research, the author defines the CLIL-oriented method as a cross-curricular teaching method which is teacher-friendly. This is because Elementary School teachers have the abundant knowledge, skills and experience to teach all the subjects. Besides, the meaning of 'Cognition' as used in 'the 4Cs' is suggested as utilizing pupils' existing knowledge across various subjects and adds a little new knowledge in accordance with the existing curriculum of all the subjects. By presenting CLIL-oriented English classes, the author expects that homeroom teachers will conduct them independently while providing appropriate 'scaffolding' to pupils, since they understand well pupils' level of knowledge and how each pupil is fairing in other ordinary classes. Then, the author proposes some teaching plans utilizing the CLIL approach to be used by many homeroom teachers in the next chapter.

Chapter 3

Curriculum Development for the fifth and sixth Grade

3.1 Suggestion for the Curriculum by MEXT for 2020

As mentioned in the previous chapter, the author presents six teaching plans utilizing the CLIL approach. The aim of curriculum development is so that it can be used by homeroom teachers to examine the CLIL methodology. This is in order to explore ways to be more effective enforcement in primary education using a system based on all-around education. The plans are comprised of some elements with reference to the previous research at primary schools as described in Chapter 2 such as cross-curriculum, Multiple Intelligences and picture books to act as scaffolding for primary English learners. In addition, collaborative works in pairs or groups are intentionally included for opportunities to generate English output interactively.

MEXT announced the image of the new curriculum according to the new Course of Study on December 21st, 2015. It had been under revision until June 20th of 2016. The author adapted this new curriculum for a fifth and sixth English Language class as a formal subject in order to construct teaching plans. The units chosen from it are expectedly designed to effectively implement the CLIL-oriented approach once per semester. In addition, the author planned them at a higher level than the present curriculum on the assumption that the new curriculum will start in 2020. In that case, pupils will be more familiar with English after the new curriculum of 35 English Language Activities classes for third and fourth grades and 70 English Class are carried out. However, in considering the present situation and homeroom teachers' English ability, appropriate support as mentioned above is indispensable.

3.2 Teaching Plans Using the CLIL-oriented Method

Ikeda (2016) suggests intentionally innovating well-balanced ‘the 4Cs’ to content in order to achieve high quality English classes. He divides each element of ‘the 4Cs’ into two to ease to concretely narrowing down the content and activities (see Table 1) (p.17). He also proposes a new flow for CLIL classes (see Figure 11). He adds the introduction to the content activated by existing knowledge and experience, as pre-task. Ikeda’s suggestions are helpful when primary schools wish to apply CLIL.

Table 1

Design for CLIL classes (Ikeda, 2016, p.17)

Content	Communication	Cognition	Culture
Declarative knowledge	Language knowledge	Lower-order thinking skills	Cooperative learning
Procedural knowledge	Language skills	High-order thinking skills	Global awareness

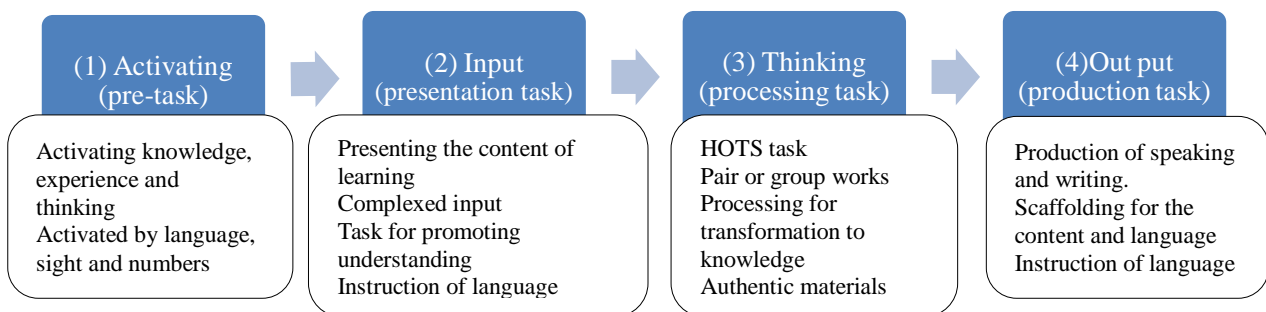


Figure 11. The Flow of the CLIL Classes (Ikeda, 2016, p.17)

On the other hand, J. K. Shin (2014), suggesting planning thematic units with contextualized instruction, pointed out that young learners may not be able to understand abstract concepts even in their first language without the teacher’s providing a concrete and

meaningful context, and that the use of an engaging theme to organize instruction around a meaningful context can also help make the language understandable or comprehensible. (p.69)

Then, six teaching plans are presented here; three units from each grade to implement one CLIL-oriented method per semester. Then, Lesson 5 of fifth grade is included in the first semester. Lesson 6 of sixth grade is exchanged for Lesson 8 according to the curriculum for other subjects.

- The Fifth Grade:

Lesson 5: Turn right. (Arts and Crafts, Social Studies, Life environmental studies) (the first semester)

Lesson 6: This is our town! (Social Studies, Life environmental studies, Science, and Math: Project-based learning) (the second semester)

Lesson 8: Healthy menu (Home economics, Social Studies) (the third semester)

- The Sixth Grade:

Lesson 4: Welcome to our country (Social Studies, Science, Math) (the first semester)

Lesson 6: A letter to~ (Social Studies, Morals: Project-based learning) (the third semester)

Lesson 8: What do you want to be? (Social studies, Home economics) (the second semester)

Sixth graders learn global issues in the third semester, then, the author suggests that Lesson 6 in the second semester should be exchanged with Lesson 8 in the third semester, that is, they can utilize knowledge which they have learned before in their mother tongue. Lesson 6's content, dealing with global issues is difficult for primary English learners to understand content.

3.2.1 Fifth Grade: Lesson 5: Turn Right (Arts and crafts, Social studies and Life environmental studies)

Table 2

Aims, Vocabulary, Cross-curriculum, Content, Evaluation for Lesson 5

Aims	To learn how to show the way to the destination in your town. To learn how to ask the way to get to the destination. To learn the differences between foreign towns and Japanese towns. To voluntarily copy English vocabulary of buildings correctly. (MEXT) +α) To learn the differences between foreign and Japanese map symbols. Draw a map of an ideal town with map symbols.
Vocabulary	Turn right/ left at ~. Go straight. Go along ~. You will see ~ on your right/left. Please visit ~. It's wonderful/interesting/fun/beautiful. Excuse me, but how can I get to ~. All right and so on.
Cross-curriculum	Social studies (map symbols; third grade)(World Map; fifth grade)Life environmental studies (exploring the town; first, second, third grades), Arts & crafts
Contents of Lesson5	<ol style="list-style-type: none"> 1) To become familiar with names of buildings. To discuss what buildings and facilities are in the town and indicate where they are on the map. (Activity: Bingo*^①) 2) To compare buildings in Japan to those in foreign countries. To find the differences and similarities by exchanging ideas in a group. To get familiar with names of buildings. (Activity: Gap information game*^②)(Story: <i>Trashy Town</i>) 3) To get familiar with how to show a stranger the way to the destination through the activities. (Simon says, Guiding Game, Treasure Hunting*^③) 4) To learn map symbols. To compare Japanese map symbols to other countries' ones. Map symbol quiz. Making an original map symbol.*^④ 5) To know the role of each facility by discussing in a group. Making a ranking according the necessity of buildings in their town in a group.*^⑤ 6) Drawing a map of an ideal town with map symbols in a group. *^⑥ 7) Introduce the map of the ideal town with explanation by group.
Evaluation for Lesson5	To actively discuss about the differences and similarities of facilities in Japan and other countries. To be able to guide how to get the destination and ask where the building (facility) is. To prepare for the presentation of the ideal town with using knowledge learnt in the class cooperatively and actively. To make an understandable presentation in a group. (Clear voice, Eye contact, simple English)

Note. The teaching plan and *activity sheets are included in Appendices. (See Appendix 1, pp. 76-84)

Learning how to show the way to the destination in English has been introduced since *Eigo Note* was utilized as a principal material of English Language Activities classes. Both units in *Eigo Note* and *Hi, friends!* aim at the familiarity with English expressions for showing someone the way. However, in their daily lives, pupils have few chances to be asked the way to get to a destination by foreigners. It is assumed to be significant to make this unit more

meaningful for learners such as utilizing their own town as being relevant to them. Then, using the knowledge of social studies, life environmental studies and social studies, which they studied before, makes it possible to provide the latter activities such as HOTS. In this plan, the main differences between an old curriculum and a new one are; acquiring new knowledge of social studies by learning the differences between facilities in Japan and other countries; putting facilities cards in order to necessity of them for their town using discussing in a group; learning different map symbols between Japan and other countries. Then, after that pupils make their ideal town by evaluating facilities needed using a group discussion and finally presenting a map of an ideal town using various map symbols with reasons in front of the class.

In this way, pupils learn diverse ideas of others and get different aspects about those facilities and also chances to understand the roles of those facilities. Therefore, activities in the number of 1, 2 and 3 utilize LOTS to become familiar with English words and expressions. However, in the fourth grade of the new curriculum, pupils learn how to ask where a certain room in the school is; Lesson 4, “Turn right”, as well as the names of buildings; Lesson 8 “Welcome to our town”. Therefore, it is not necessary to spare much time for pupils to practice those words. Then, the latter activities in the 4, 5, 6 and 7 utilize HOTS to cultivate their cognition in a group collaboratively. Teachers should encourage pupils to use English words which they have learned before in a group discussion or activities. Finally, they can make their ideal town meaningfully with reasons through those activities.

3.2.2 The fifth grade: Lesson 6 This Is Our Town! (Social studies, Life environmental studies, Math and Science)

Table 3

Aims, Vocabulary, Cross-curriculum, Content, Evaluation for Lesson 6 (Project-based learning)

Aims	To learn the common points between their town and towns in other countries. To be able to mutually communicate about their city (prefecture) and recommend the places to visit and food or special products. To voluntarily copy English vocabulary they need. (MEXT +α) To design a website page of their town.
Vocabulary	This is ~. We have ~. You can enjoy~. You can go to/see/eat /buy~. (Names of seasons, Names of foods, Names of special products) It's warm/hot/cool/cold in ~ and so on.(Expressions about a climate)
Cross-curriculum	Social studies (climate, special products; fifth grade)(world ; fifth and sixth grades)Life environmental studies (exploring the town; first, second, third grades) (nature; first, second, third grades) Math(big numbers ; the fourth grade, percentage; fifth grade)Science (temperature; the fourth grade)
Content of Lesson 6	<ol style="list-style-type: none"> 1) To discuss about the feature of Japan and their city. (Activities: using map and Microsoft Power point (PPT) for location, topography, climate and drawing a map*^①) 2) To learn about the life of their city by Quiz. (events, transportation, population, kinds of facilities) To learn about the industry in their town. (climate, food and special products) (Activity: Quiz) 3) To compare their city to adjoining cities. (Activities: Drawing map*^②, PPT of adjoining cities and Interviewing about the places peers often go to.*^③) 4) To compare their city to ALT's city to find differences and similarities of the cities. (Story: <i>Knuffle Bunny</i>) (Activity: PPT of ALT's city, Discussion) 5) To decide which category about their city to investigate and look into through the sourcebook and the Internet. 6) To investigate their town and analyze the data. To implement interview to pupils at school or residents. 7) To design their website according to the category which each group is in charge of. To make a website page on the poster instead of the Internet. 8) To present their website page on the poster and introduce their town by each category like nature, event, special products, the landmarks, food, transport facilities, history, industry in a group
Evaluation for Lesson5	To be able to explain about their town and recommend good points, things or places. To collaboratively analyze the data to find out the feature of their city. To actively make a website page of the category.

Note. The teaching plan and *activity sheets are included in Appendices. (See Appendix 2, pp.85-89)

This unit is a project- based learning focusing on the introduction of pupils' town utilizing their knowledge they have previously studied in social studies and life environmental studies and newly acquired knowledge in a class. They are expected to work collaboratively and pull out their knowledge actively in order to provide their website page in the last class,

composed with their investigation such as a special products section, landmarks section, nature section, events section, transport facilities section and so on. The number of sections depends on the number of groups in a class. As a project-based learning exercise, they design a website to fulfill a particular purpose, its layout and a procedure to achieve it with the teacher's support. It is important for pupils to know about their town well enough to introduce foreigners, which also will increase interest in their town and develop affection for it. This unit utilizes at least five intelligences of Gardner's MI (1999); linguistic intelligence, visual-spatial intelligence, verbal-linguistic intelligence, logical-mathematical intelligence, and naturalist intelligence. If it is possible to make the website page using personal computers, it will be more realistic and concrete for them. In that case, 'Pasokon no jikan', learning of personal computer skills, of fifth and sixth grades of elementary schools can be added as a cross-curriculum activity. However, it is sometimes time-consuming because of their lack of knowledge and skills with computers. Therefore, using a poster for their presentation is recommended here. Concerning "Language of Learning", the English expressions in this unit are connected to not only the words in Lesson 5 of fifth grade, but also those in the Lesson 4 of sixth grade, that is, pupils can learn those words and expression. Also, knowledge gained in this unit will support to develop their learning further in sixth grade. Thus, learning in a spiral will certainly enhance their English skills and knowledge and they will stay with them longer.

3.2.3 Fifth grade: Lesson 8 Healthy Menu (Home economics, Social studies, Science and Math)

Table 4

Aims, Vocabulary, Cross-curriculum, Content, Evaluation for Lesson 8

Aims	To learn various types of food in the world. To learn the polite way of ordering at the restaurant. To communicate the healthy menu mutually. To be able to copy English vocabulary correctly (MEXT). +α) To present a healthy lunch menu utilizing five nutrients.
Vocabulary	Names of foods, names of nutrients, What's your favorite food? I like~. What do you have for~? I have ~. A is good. Because ~. It has ~ calories. I choose A. May I help you? What would you like? I'd like ~. I want ~. How much is it? It's ~. It has ~.
Cross-curriculum	Home economics (the five nutrients ;the 5 th grade), Social studies (world ; fifth & sixth grades) Science (animals' food) Math (calories, weight of animals' food; third, fourth ,fifth, sixth)
Contents of Lesson8	<ol style="list-style-type: none"> 1) To listen to the story, <i>Today is Monday</i>. (Activity: 'What and how much does an elephant eat a day? '*①) To learn how much we eat a day. To learn various types of typical food in the world. (Activity: Quiz "What are the ingredients?") 2) To learn popular menus for children in Japan. (Activity: Ranking quiz of popular menus for children*② Interview about the favorite food.*③Ranking of popular menu in a class) 3) To learn the difference of how to order foods at a restaurant and a fast foods outlet. (Activity; Role Play) 4) To learn what to eat for breakfast, lunch, dinner (supper). Five nutrients. (Activity: "The roles and colors of five nutrients"*④) (Activity; Quiz, "What's this menu?" Guessing a menu from the ingredients.*⑤⑥) 5) To learn foods produced in Japan and imported foods. (Activity: Analyzing food *⑦) 6) To learn what a healthy menu is. To analyze the food into its ingredients. 7) To make a healthy school lunch menu as a group. 8) To make presentations of a healthy school lunch menu in a group. To choose the best menu with explanations as to why this is so.
Evaluation for Lesson8	To voluntarily use requisite English vocabulary to communicate. To actively make a healthy lunch menu in a group. To correctly copy English vocabulary for a menu.

Note. The teaching plan and *activity sheets are included in Appendices. (See Appendix 3, pp. 90-99)

This unit was also included in both *Eigo Note* as well and *Hi, friends!*, "What would you like?" Pupils mainly learn about Japanese lunch menu and other countries' and polite English expressions to order food. MEXT set the same objectives in the new curriculum as well. However, the expressions of ordinary ways to order food at a fast food shop are added in this unit, which is more relevant to pupils' daily lives. Finally, they develop a healthy school lunch menu, because school lunch is common and familiar to any pupils. They also exchange their ideas in order to develop a healthy lunch menu deepening the knowledge of the five

nutrients they have learned in home economics after learning their dairy calorie intake and what menus are among children. After all the presentations are finished, the best menu is to be selected in the class.

3.2.4 Sixth grade: Lesson 4 Welcome to Our Country (Life environmental studies, Science, Social studies)

Table 5

Aims, Vocabulary, Cross-curriculum, Content, Evaluation for Lesson 4

Aims	To learn the common and different points between Japan and other countries. To be able to introduce Japan. To say good points of Japan in understandable English with their opinions. To try to copy English vocabulary correctly and try to read English (MEXT). +α) To present the place to recommend to visit with reasons in a group.
Vocabulary	Names of seasons, expressions for weather, We enjoy ~. It's wonderful/ exciting/ fun/ interesting/ famous/ beautiful/ delicious. What season do you like? I like ~. I/ You can enjoy/ see/ eat/ buy/go to~. It's warm/ hot/ cool/ cold. It's ~C°.~is the best season.
Cross-curriculum	Life environmental studies(four seasons; first &second grades), Science(temperature, fourth grade) Social studies(climate; fifth grade, prefectures; fourth grade, history; sixth grade, geography fifth grade, world fifth &sixth grades)
Contents of Lesson8	<ol style="list-style-type: none"> 1) To learn about the characteristics of four seasons and seasonal foods. To learn about the climate variation in Japan. (Activity: Which prefectures are they? *①) To realize that Japan is blessed with four seasons. (PPT) 2) To listen to the story “<i>Skip through the Seasons</i>” To learn about events in Japan and in foreign countries. To find the differences and the similarities of the events. To learn about the differing climate patterns around the world. To learn the different units of temperature in Japan and the countries of the American continent; Celsius and Fahrenheit (Activity: The seasons*② and Event Quiz, PPT). 3) To learn the meaning of Japanese traditional events and that of other countries' events. (Activities; Quiz and discussion) To make an introductory message of a Japanese event. (Activity: Events in Japan*③) 4) To communicate the favorite season with a reason. (Activity: Which is your favorite season? *④) To report about their friends' favorite seasons with their reasons. To learn more about Japan through the interview activities. 5) To learn how to introduce Japan. To make an English introductory essay of the prefecture they live in, and present it in a group. (Activity: About our prefecture) *⑤ 6) To prepare and decide a prefecture for the presentation. To look into the resource book of social studies or use the Internet to get the information. 7) To discuss about the presentation using a concept mapping. To exchange their opinion to make English sentences applying the words to the model expressions. 8) To make a presentation in a group. To exchange their comments after each presentation about the information they newly get and good points of their presentations.
Evaluation for Lesson8	To try to express the differences or the similarities about Japanese events and world events in simple English. To try to introduce Japan collaboratively with comments in simple English.

Note. The teaching plan and *activity sheets are included in Appendices. (See Appendix 4, pp. 100-106) 1), 2), 4), 6), 7) and 8) are made into short version for the experiment and reinforced.

The feature of this unit is to deepen their subject knowledge as social studies and science by exchanging the ideas mutually and present features of a prefecture in a class and pupils get more new information. They also can utilize the knowledge and experience they acquired in Lesson 6 of the fifth grade. This cycle is repeated because of investigating two prefectures; one is a prefecture they live in and the other is a prefecture they recommend to visit in a group. The repetition makes learners achieve the main objective to introduce the best place to visit in Japan. This spiral learning causes cohesion of learning as a long-term memory of knowledge and linguistic competency in a natural way. This unit is well-balanced in terms of ‘the 4Cs’ in acquiring new knowledge by deepening the Content through Culture (Community) such as collaborative learning and Communication such as discussion and interviewing. It is also important for English learners to be aware of what a Japanese citizen is and to be able to explain about Japan as precisely as possible. Therefore, this unit provides pupils with a good opportunity to learn about Japan and the way to introduce Japan in English, considering the globalized era.

This is the unit used for the experiments for this research. The main challenge was 8 classes of Lesson 4 in the new curriculum had to be adjusted to 4 classes in order to implement it. Concerning the content, 4 classes are not enough to conduct CLIL-oriented classes, at the points of deepening cognition and pulling out English in the interactive instruction. Then, the plan was revised into a 4-hour block by deleting the first presentation. The English level was also placed lower in accordance with the present situation. However, the content of introducing places and English expressions are similar to the present unit 5 in *Hi, friend! 2*, “Let’s go to Italy.” Then, it could possibly reduce a burden of homeroom teachers and pupils because of the familiarity. The detail about the research will be discussed in the next chapter.

3.2.5 Sixth Grade: Lesson 6: A Letter to ... (Social studies, Home economics, Moral education)

Table 6

Aims, Vocabulary, Cross-curriculum, Content, Evaluation for Lesson 6 (Project type)

Aims	To learn about the global issues. To learn word order. To understand the content as a whole. To communicate what they can do for the world's issues. To be able to copy the necessary words correctly. To try to read. English (MEXT). +α) To write a message to WWF what we can do to save our earth and present it in the class.
Vocabulary	We use water for ~. I /We can ~.By trying to~. Bin, can, newspaper, bottle, plastic, glass, plastic bottles, clothes. I/We can recycle ~. I/We can ~ to reduce~/ to was save water/ stop~.
Cross-curriculum	Social studies (The water cycle; the fourth grade, Recycling; the fourth grade, Japan in the world; sixth grade) Home economics(sixth grade; Save electricity) Moral education (self-esteem, mutual understanding, intercultural understanding)
Contents of Lesson6	1) To learn the water cycle. To be able to identify and sequence the key components of the water cycle. (Activities; listening to the story, "Water". Activity sheet, 'The water cycle'.*①) 2) To think of 'The water shortage' and what we can do about it. To learn what we use water for and how much we use it a day. (Activity; Water Quiz*②) 3) To learn how to save electricity and what we can do about it. To learn what we use electricity for, how much we use in a month and how much pay for it. (Activity; Electricity Quiz*③, Save-don't waste! *④) 4) To learn how much trash we dump a day and how we can reduce the amount. To identify ways of conserving the earth's resources. (Activity: Our Trash *⑤, 'Recycling'*⑥) 5) To learn how to stop 'Global Warming' (Activity: Global Warming*⑦, Label the pictures *⑧ Carbon footprint *⑨) 6) To learn save the earth through the activity, 'Helping the Earth'*⑩) 7) To learn what WWF is and write WWF the message about what I /we can do to save our world.*⑨ 8) To present the message and share the comments after the speech.
Evaluation for Lesson8	To lean about world issues. To learn what we can do to save the earth. To try to understand English about saving the earth. To write a message in simple English that includes students' own ideas.

Note. The teaching plan and *activity sheets are included in Appendices. (See Appendix 5, pp. 107-122)

The theme of this unit is the global issues which are significant to understand as global citizens. This is also a project-based learning, then, they present global issues and discuss the ways to solve them. However, dealing with those topics is difficult for six graders without adequate knowledge about them, as Yamano (2013) claims in her research paper. Therefore, it is appropriate to enforce it in the third semester after sixth graders learn about the way to save

electricity in home economics class. In addition to global warming and saving electricity, in terms of other issues such as water shortage, garbage-disposal problem, pupils also learned in social studies prior to this unit, which makes it easier for them to understand global issues as a whole. Thus, previous background knowledge is essential. It is also indispensable to provide scaffolding to reduce their difficulty moreover and to make the content understandable, utilizing helpful activities to achieve HOTS.

In latter classes, they discuss what they can do to save their earth after they have gathered a lot of information about global issues. Some resources and figures are provided as a handout and worksheet, but the data is changeable. Therefore, teachers need to update the information every time to present learners the facts. In addition, they also learn ways to make a short message like a slogan in English in order to send a message to World Wide Fund for Nature (WWF). This unit will also enhance pupils' awareness as global citizenship.

Lastly, suitable English words and sentences for the learners' level should be chosen by teachers, especially for difficult topics. Moreover, this unit should focus on the learning content of drawing their interest in global issues more than on linguistic knowledge, which opposes the theory of a counter-balanced approach (Ikeda, 2016). However, it is sometimes difficult to keep the balance between content and language in the case of English classes at elementary schools. Because, the class is set according to learners' English level first, it provides pupils with poor content because of their insufficient English ability. Teachers have to be careful not to deprive their learning unnecessarily. On the other hand, focusing on content too much causes use of Japanese. This is still another challenge to reinforce the CLIL program.

3.2.6 Sixth Grade: Lesson 8 What Do You Want to Be? (Social studies, Life environmental studies, Home economics, Moral education)

Table 7

Aims, Vocabulary, Cross-curriculum, Content, Evaluation for Lesson 8

Aims	To learn about the dreams of children in other countries. To describe their own dream to their friends. To be able to copy English words correctly and try to read English words. (MEXT)
Vocabulary	I am (gentle). I can (be nice to my friends.). I like babies. I want to (take care of children.) I want to be (a nursery teacher). Names of occupations, Adjectives to describe friends. Names of work places. I study ~ hard. I want ~. I am good at ~.
Cross-curriculum	Social studies (World Map; fifth grade, Japan in the world; sixth grade), Life environmental studies (Growth record; second grade) Home economics (Career education; sixth grade), Moral education (self-esteem, mutual understanding, intercultural understanding)
Contents of Lesson8	<ol style="list-style-type: none"> 1) To learn the various occupations and workplaces. (3-hint quiz, matching an occupation and a worksite*^①) 2) To listen to the story, <i>Mr. Noisy's Helpers</i> to know more about other occupations. To identify which job is the most popular in Japan and in other countries. (Activity; Ranking quiz)*^② To learn the unique occupations in the world. (Activity; PPT of Unique jobs *^③) To discuss if certain jobs are necessary or not in Japan. 3) Listening to the episodes why he or she became ... from HRT, the principal, famous people or people around pupils. To exchange comments after listening to the episodes. 4) To learn what is necessary to do for each occupation of 'Ranking Quiz' through 'Jigsaw' learning. (Activity sheet for 'Jigsaw learning')*^④ 5) To listen to the story, <i>I Like Me</i>. To find good points about friends' To describe good points to friends.*^⑤ 6) To listen to the story, <i>I Am Special</i>. To identify what 'I' can do and how I am from friends' sheets. To fill in the sheet about themselves. (Activity sheets; 'Branches for a dream'*^⑥) 7) To fill in the sheet for the presentation, referring to the activity sheet for the 4th, 5th and sixth periods. Practice for the presentation.*^⑦ 8) To make a presentation. To share the comments after the presentation.
Evaluation for Lesson8	Pupils willingly exchange their ideas in English as far as they can. To try to identify the personalities of their friends. To try to correctly copy the English words they need.

Note. 5) Adapted from (Hasegawa, 2014) and revised it.

The teaching plan and *activity sheets are included in Appendices. (See Appendix 6, pp. 123-134)

This unit aims to foster self- respect and respect for others. Finally, they present their future job with reasons. (See Appendix 6, p. 123) However, the process is essential for every pupil to achieve this objective. It often happens in a class that some sixth graders have difficulty in choosing the job at their age, because they are still very young. There are assumedly two reasons: one is that they don't know what kinds of jobs are available and the

other is that they do not know what jobs are suitable for them. The latter is possibly caused by their low metacognition. Thus, this unit provides pupils with a chance of learning varied jobs including those we do not have in Japan, and a chance for self-understanding and understanding others, which will help them to be interested in their future jobs. In addition, pupils learn what jobs are necessary in Japan using HOTS, which deepens their knowledge about the occupations. After the class, they are to realize that every job is needed by somebody and everyone is needed by someone. In addition, they are to write their ‘Branches for a dream’ analyzing themselves in four categories such as what they want to do for others, how they want to be, how they want to change the present society and what they want (see Appendix 6, p.132) accompanying the English word bank. Finally, they decide what they want to be or how they want to be in the future, which makes this objective more meaningful for learners. Thus, fostering self- respect and respect for others assure their increased confidence and will nurture their attitudes toward mutual understanding.

These teaching plans are constructed with the assumption of the new curriculum, as explained above. Therefore, the plans are expected to include some challenges. Some modification is to be needed in order to implement it, adjusting a situation and pupils’ English level. The study utilizing Lesson 4 of sixth grade is to be described in the next chapter, as explained above. Then, the concrete challenges and modifications will be apparent in enforcement of the CLIL-oriented Class under the situation of the primary education.

Chapter 4

Research

4.1 Research questions

As described in Chapter 2, the purpose of this research is to investigate the potential CLIL implementation at Japanese primary schools utilizing the primary education. Especially, the study focuses on the linguistic possibility emerged from learners in a natural way, concerning the effect of collaborative learning using cross-curricular content and interactive instruction in English by teachers, because abuse of Japanese in a class utilizing content is presently a significant challenge. The present study will be accomplished by answering the following research questions:

- 1) Do CLIL-oriented activities that give pupils a lot of opportunities to discuss in a group bring them a chance to understand and acquire English more than ordinary classes?
- 2) Do CLIL-oriented activities draw pupils' own opinions and ideas in English through learning the content?
- 3) Do CLIL-oriented activities give pupils natural situations that they spontaneously and with interest listen to teachers' talk and try to understand the content in English?

The CLIL-oriented classes took place at the two types of school. One was a public primary school in Kyoto and the other was a public primary school attached to a national university. The former research was conducted from June 21st to July 8th and the latter was from October 25th to December 6th of 2016. A pre-meeting was held by teachers about one month before the CLIL-oriented classes were enforced at each school. Each pre-meeting for a next class was held with a teacher briefly in order to ask comments about pupils' reactions to CLIL-oriented classes and modification of a teaching plan if necessary. Post-meetings were

also held after the implementation with the results of pre and post questionnaires and reflection sheets.

4.2 Data collection and analysis

Table 8

Kinds of data and the procedure

Data	A and B elementary school	Remarks
Pre- questionnaire	Before the CLIL-oriented implementation	Multiple choice questions using a 4-point Likert scale
Video equipment and IC recorder	Every class	They were used to record pupils' behavior and to catch unexpected language emerged from learners during a lesson.
Reflection sheet	In the end of every class	Two or three multiple choices including free description
Post- questionnaire	After four classes	The same questionnaire with pre-questionnaire adding three questions about content of classes.
Questionnaire for teachers	Multiple choices from 1 to 4	Multiple choice questions using a 4-point Likert scale
Teacher's pre and post interviews	Open-ended discussion	About CLIL-oriented classes and pupils' reactions to four classes

The pre and the questionnaire (see Appendix 8, pp.153-154) with multiple choice questions using a 4-point Likert scale was set for both classes at 'elementary school A' to watch for the different effects due to the respective teaching styles (see Appendix 7, pp.135-144), while three different questions according to teaching plans included in post-questionnaire (see Appendix 8, pp. 155-158). The same pre and post questionnaires were used for 'elementary school B' as well. Reflection sheets were written by participants each time with multiple choice questions according to Can-Do statements and free description (see Appendix 7, pp.145-152).

Teachers' post questionnaires asked the conditions of preparation for English Language

Activities classes (see Appendix 8, pp.159-162) and study the materials for the classes and the open-ended discussion about the classes were given to every teacher. The author interviewed teachers about each class in accordance with their questionnaires.

4.3 Research 1

4.3.1 Participants

The first experiment was undertaken at a public primary school which is described as ‘elementary school A’ in this research paper. English Language Activities classes have been conducted by homeroom teachers using the teaching plans made by the Kyoto City Board of Education and teachers of the division of duties at this school. Also, an Assistant Language Teacher (ALT) sometimes supports them. The number of pupils was 39 sixth graders; 20 and 19 each class.

The English Language Activities classes started in 5th grade at this school and this is the second year for them to learn English. In both classes a Japanese teacher of English (JTE), the author undertaking this study and a homeroom teacher conducted these four English classes in June and July. The author and two teachers had an opportunity to discuss the English Language Activities classes for the research beforehand to decide the roles of each teacher, checking the content of every class, how to look into things that pupils present to recommend, and how to make their presentations. Two teachers knew very well what information and how much knowledge about other prefectures pupils had and they proposed to use the resource book of social studies and told the author what they were able to do and they were not able to do, which was helpful information towards success in the class.

4.3.2 Procedure

Lesson 4, “Welcome to our country,” from the textbook for sixth grade planned by MEXT, (MEXT, 2016b). This curriculum was made adjusting 70 English Language classes assumed to be carried out in 2020, as explained previously. Therefore, this unit is supposed to be taught in eight classes, but it was impossible to apply eight classes to the present curriculum that English Language Activities class was conducted once a week. Then, the teaching plan was compiled into a 4-hour block lesson to study the effectiveness of the CLIL-oriented approach; June 21st, 28th, July 5th and 8th of 2016.

The CLIL-oriented experimental classes were undertaken at two types of elementary schools. In the first research stint at ‘elementary school A’, the four 45-minuts classes were used for it. As explained above, the author tried the different methods to teach Lesson 4 to two classes of sixth graders to see the effectiveness of utilizing CLIL method by noting the amount of English vocabulary that emerged from the pupils and the interest shown in English learning through the cross-curriculum: one was in an ordinary way which focused on being familiar with English sounds and expressions as MEXT have promoted (Class 1). The other class was conducted with the CLIL-oriented approach (Class 2). At the point of ‘the 4Cs’, the author excluded group discussion and working in groups for Communication of ‘the 4Cs’ and interactively introducing the events in the world for Culture of ‘the 4Cs’. Therefore, the style of pupils’ presentations was different in the last class. Pupils in Class 1 respectively drew a concept mapping of what to recommend in the prefecture and presented individually in a group by ‘Show and Tell’, that is, each student introduced special products, landmarks, specific places and things or a map of the prefecture showing a picture drawn containing with three or four items. On the other hand, pupils in Class 2 collaboratively worked in a group to

present their prefecture. First, they drew a concept mapping in a group of three or four and then decided who would talk about special products, landmarks, and special things and places in the prefecture they were in charge of. Then, they drew a picture each and presented it in front of the class by taking turns.

4.3.3 Results

4.3.3.1 Quantitative analysis utilizing pre and post questionnaires

The same pre-questionnaire consisting of 12 questions with multiple choice responses utilizing a 4-point Likert scale was used for both classes in order to investigate participants' psychological aspects. The post-questionnaire had 15 questions with multiple choice responses adding three different questions according to the content of each class. Pupils in class 1 were asked about their familiarity with new English chant, how the presentation was and about the collaboration with other pupils when preparing for their presentations. Pupils in class 2 were asked how interesting it was to learn about other countries comparing locations and climate and to learn English utilizing knowledge of other subjects like social studies as well as math, and how the presentation was. Free description in the post-questionnaire was also accommodated for their comments after the class. The post-questionnaires were also analyzed to explore the respective effectiveness through their psychological aspects. The questions included in both questionnaires were put into seven categories. They were as follows:

1. Autonomy in attitudes toward learning English, Question 1, 2 and 3.
2. Competency when participating in a class, Question 4.
3. Relatedness in learning collaboratively, Question 5.
4. Intrinsic motivation in their fondness and willingness to learn and speak English,

Questions 6, 7 and 8.

5. Interest in English and foreign countries, Question 9.
6. Can-Do statement (self-affirmation), Question 10 and 11.
7. Willingness to communication in the second language (L2WTC), Question 12.

(see Appendix 8, p. 153-154). SPSS 22 was used to analyze both questionnaires.

Table 9 shows the descriptive statistics of pre-questionnaire using a 4-point Likert scale of both pupils in Class 1 and 2. It described they were interested in English Language Activities class. They also like and want to learn English further. The figures of the results were higher in Class 2 than in Class 1, which demonstrated pupils in Class2 were more motivated to learn English. However, it was also predicted that English Language Activities classes had been conducted successfully at this school holistically.

Table 9

Descriptive Statistics of Pre-questionnaire for the comparison between Class1 and Class 2

Categories	Class	N	Min.	Max.	M	SD
Autonomy	Class1	18	5.00	12.00	8.22	1.90
	Class2	19	7.00	12.00	8.84	1.61
Competency	Class1	18	2.00	4.00	2.89	.59
	Class2	19	1.00	4.00	3.05	.71
Relatedness	Class1	18	2.00	4.00	3.06	.73
	Class2	19	1.00	4.00	3.11	.88
Intrinsic Motivation	Class1	18	4.00	12.00	9.72	2.05
	Class2	19	4.00	12.00	10.05	1.90
Interest in foreign countries	Class1	18	1.00	4.00	3.00	.84
	Class2	19	1.00	4.00	3.05	.78
Can-Do	Class1	18	3.00	8.00	5.78	1.40
	Class2	19	3.00	8.00	5.94	1.31
L2WTC	Class1	18	1.00	4.00	2.78	1.00
	Class2	19	1.00	4.00	2.95	.97

Note: M stands for the mean and SD stands for the standard deviation

Autonomy includes 3 questions using a 4-point Likert scale.

Intrinsic Motivation includes 3 questions using a 4-point Likert scale.

Can-Do includes 2 questions using a 4-point Likert scale.

Table 10 presents the result of the pre and post-questionnaires of Class 1. The mean of the post-questionnaires rose comparing to the pre-questionnaires. In Class 1, all of the average of each category in the post-questionnaires was higher than those of the pre-questionnaires. Especially, the specific increase was shown in Autonomy, Competency and Intrinsic Motivation in Class 1. These results indicated pupils' greater interest in English, so they became more positive about learning English as well as being more willing to learn it further.

Table 10

Descriptive Statistics of Post-questionnaire of Class1

Categories	Pre/Post	N	M	SD
Autonomy	Pre	18	8.00	1.90
	Post	18	9.11	1.32
Competency	Pre	18	2.89	.58
	Post	18	3.33	.59
Relatedness	Pre	18	3.05	.73
	Post	18	3.17	.79
Intrinsic Motivation	Pre	18	9.72	2.05
	Post	18	10.50	1.65
Interest in foreign countries	Pre	18	3.00	.84
	Post	18	3.22	.81
Can-Do	Pre	18	5.78	1.40
	Post	18	5.89	1.71
L2WTC	Pre	18	2.78	1.00
	Post	18	2.94	.87

Note: M stands for the mean and SD stands for the standard deviation

Autonomy includes 3 questions using a 4-point Likert scale.

Intrinsic Motivation includes 3 questions using a 4-point Likert scale.

Can-Do includes 2 questions using a 4-point Likert scale.

On the other hand, the data in Table 11 shows slight growth in the result of all categories in Class 2. Although the results of Autonomy, Relatedness, Intrinsic Motivation and Interest in foreign countries showed progress, the figures of Competency and L2WTC in the post-questionnaires were lower than those in the pre-questionnaires, which assumedly

described that some pupils felt some difficulties and had less motivation in CLIL classes, because learners encountered new English words and new knowledge. This might be the evidence of a lack of appropriate scaffolding for them in the class.

Table 11

The comparison in Descriptive Statistics of Pre and Post-questionnaire of Class2 (CLIL-oriented)

Categories	Pre/Post	N	M	SD
Autonomy	Pre	19	8.84	1.60
	Post	19	9.26	1.48
Competency	Pre	19	3.05	.71
	Post	19	2.89	.74
Relatedness	Pre	19	3.10	.88
	Post	19	3.42	.61
Intrinsic Motivation	Pre	19	10.05	1.90
	Post	19	10.53	1.93
Interest in foreign countries	Pre	19	3.05	.78
	Post	19	3.11	.88
Can-Do	Pre	19	5.95	1.31
	Post	19	5.95	1.35
L2WTC	Pre	19	2.94	.97
	Post	19	2.74	.93

Note: M stands for the mean and SD stands for the standard deviation

Autonomy includes 3 questions using 4-point Likert scale.

Intrinsic Motivation includes 3 questions using 4-point Likert scale.

Can-Do includes 2 questions using 4-point Likert scale.

Next, Table 12 shows the effectiveness of each class in the comparison of pre and post questionnaires by utilizing a paired samples t-test. In Class 1 Autonomy showed the effectiveness, which indicated their interest in learning English and positive attitudes toward participating in English classes, ($p < 0.05$, $r = 0.505$) and Competency also identified good evidence, which demonstrated pupils' motivation in the class, ($p < 0.05$, $r = 0.505$) Finally, the result of Intrinsic Motivation showed the slight effectiveness. ($p > 0.05$, $r = 0.433$)

Table 12

Result of paired samples t-test of Class1

Categories	M	paired differences		t	df	Sig. (two-tailed)	Effect Size (r)
		SD	Std. Error Mean				
Autonomy	-.89	1.57	.37	-2.41	17	.028	.505
Competency	-.44	.78	.18	-2.41	17	.028	.505
Intrinsic Motivation	-.79	1.66	.39	-1.98	17	.064	.433

On the other hand, the data of Class 2 did not suggest significant effectiveness in Table 13. Judging from the result of descriptive statistics, pupils in Class 2 had been already motivated to learn English. Then, the result did not show the apparent effectiveness in utilizing CLIL. However, only a little effectiveness was shown in Relatedness ($p=.083>0.05$, $r=.39<0.5$). This presumably shows pupils' interest in the CLIL class together with greater interest in learning with peers than before.

Table 13

Result of paired samples t-test of Class2 (CLIL-oriented)

	M	paired differences		t	df	Sig. (two-tailed)	Effect Size(r)
		SD	Std. Error Mean				
Relatedness	-.32	.75	.17	-1.84	18	.083	.39

4.3.3.2 Qualitative Analysis utilizing Free Description

The noticeable phenomenon of English usage could not be seen during pupils' discussion for the presentation in the third period, same as in Class 2. Pupils in both classes used Japanese to exchange ideas and ask questions about translations of Japanese words were

to English. Then, the author analyzed the pupils' free description of their reflection sheets and the post-questionnaires to search for indications of learners' emerging words in each class utilizing KH Coder. The outcome presented a similar result of frequent words used in both classes such as 'English' and 'being able to speak', which seems to suggest that many pupils place importance on English and speaking rather than listening. The words 'fondness' (Intrinsic Motivation) and 'keep trying' (Competency) could also be seen in their free description as well as the statistical result.

Figure 12 and 13 (see Appendix, pp.163-164) show the results of the collocation network. The circles in different sizes show the frequency of the used words. The larger the circles are, the more frequently the words are used. The different colors of circles show centrality: light blue is higher than white and white is higher than pink in the centrality. The high centrality means having more connection with others. Also, lines between words show the strength of connections between words. The result suggests that the differences between Class1 and Class 2. Figure 12 demonstrates other specific words; 'four seasons', 'fun', 'chant' which show the content focusing on the English sounds and expressions utilizing a chant. The strong relationships between the words relating to the presentation and the content, which are connected words shown with thick lines can also be seen in the collocation network.

Table 15

Top frequent words in Class 2

1	English (41)	7	today(11)	13	be able to know(7)	19	how to say(5)
2	season(31)	8	difficult (11)	14	myself (6)	20	use (5)
3	be able to say(30)	9	learning (10)	15	place (6)	21	introduction (5)
4	know (15)	10	like (9)	16	friends (6)	22	voice (5)
5	think (14)	11	event (9)	17	Hawaii (5)	23	Japan (5)
6	say (13)	12	presentation (9)	18	foreign countries(5)	24	listen (5)

Note. N=99, 4 feedback sheets and post-questionnaire Words more than 5
 () numbers of pupils who used the word

4.3.3.3 Teachers' Feedback

The author produced the two types of questionnaires; one was for the ordinary teaching style, Class 1, and the other was for the CLIL-oriented method, Class 2. (Appendix 8, pp.159-162) Both teachers answered in the same way: pupils liked learning English more than last year; teachers did not have enough time to study about English and the ways of instructing an English class. In addition, they thought that English Language Activities classes were helpful for building the class, because assumedly one of the three principles for English Language Activities classes is fostering basic communicative foundations. They also thought that each pupil participated in the class more positively than usual.

The teacher of Class 1, who has little confidence when conducting English classes, strongly thought team teaching was useful and collaborative working was necessary in English classes such as working in a group and interview activities. Also, the homeroom teacher of Class 2 thought that a homeroom teacher should conduct English Class when a teacher utilizes cross-curricular teaching plans, because they know well when, what and how pupils learn the content used in English class. Then, he did not think that it was necessary English experts like native English teachers, Junior high school English teachers or JTE taught English. Besides, he

did not think it necessary to teach English based on the content any more than just being familiar with English sounds and expressions in listening and speaking activities in the class.

4.4 Research 2

4.4.1 Participants

The second experiment was carried out at ‘elementary school B’ attached to a national university. It has adopted educational continuity from primary to early secondary levels since 2002; the primary from first grade to fourth grade, the middle from fifth grade to seventh grade and the senior from eighth grade to ninth grade. It also has been utilizing an original English curriculum; about 30 English classes a year for first and second grades and 35 English classes a year from third grade to sixth grade accompanying by modular time with homeroom teachers. For fifth and sixth grades, English is taught by an English teacher, in English. The English teacher usually teaches them English solo and sometimes with a native English teacher.

4.4.2 Procedure

The unit utilized was Lesson 4, ‘Welcome to our country’, as well as the author undertook same experiment as was performed at ‘elementary school A’, from the curriculum plan of 2020 proposed by MEXT. (Appendix 7, pp. 135-144) The four 50-minute classes for the second set of research experiments were carried out on Oct. 25th, Nov. 17th, Nov. 22nd, and Dec. 6th. In addition to these days, the English teacher was given an extra class period to use for their presentations doing such things as drawing and practicing for the presentation. The author was in charge of interactively introducing the content using Microsoft Power point,

presenting material related the content to activate pupils' thinking and produce emerging 'language through learning' by using 'language for learning', while the English teacher managed the class and explained each activity in her usual way. When the native English teacher was in the class, he encouraged pupils to speak English and to try to answer his questions in English during the class and on their presentations in the last class. He also nurtured students' attitudes to speaking and listening to English. The difference from the former CLIL-oriented class was that the second experiment was focusing on cognition by spending more time to introduce the differences in the unit for temperature like 'Celsius' and 'Fahrenheit' and the climate of Japan and other countries in the world utilizing events and features of the countries. The author also tried to conduct the class in a more interactive way to pull out English words from learners using visual materials such as Microsoft Power point presentation and the picture book, 'Skip through the seasons'. However, this allowed less time for becoming familiar with English words and expressions.

The objective of this unit was for pupils to recommend the best place to visit to the native English teacher who often travels around Japan with his nephews' family, by 'Show and Tell'. The process of the presentation was the same as the former experiment in CLIL-oriented class, in which groups of three pupils divided in advance by the English teacher collaboratively prepared their presentations from the third period and each pupil presented his or her recommendation with a picture drawn by him or her. After their presentations, a native English teacher gave comments and asked some questions about their presentation to make it clear and pupils tried to answer them.

4.4.3 Results

4.4.3.1 Quantitative analysis utilizing pre and post questionnaires

The same pre and post questionnaires were applied to this experiment. Table 16 shows the mean indicates comparatively high scores on Intrinsic Motivation, compared with Autonomy which has the same scale. This result was presumed to suggest that students wanted to study English further and wanted to talk with foreigners in English. It seemed to imply that they were not interested in English Language Activities class, but they were interested in learning English to use.

Table 16

Descriptive Statistics of Pre-questionnaire of 'elementary school B'

Categories	N	Min.	Max.	M	SD
Autonomy	79	3.00	11.00	7.42	2.21
Competency	79	1.00	4.00	2.51	.77
Relatedness	79	1.00	4.00	2.56	.87
Intrinsic Motivation	79	3.00	12.00	8.78	2.56
Interest in foreign countries	79	1.00	4.00	2.86	.97
Can-Do	79	2.00	8.00	5.66	1.48
L2WTC	79	1.00	4.00	2.28	.80

Note: M stands for the mean and SD stands for the standard deviation

Autonomy and Intrinsic Motivation include 3 questions using a 4-point Likert scale.

Can-Do includes 2 questions using a 4-point Likert scale.

On the other hand, in the comparison of descriptive statistics between pre and post questionnaires, (see Table 17) Autonomy, Competency, Relatedness showed the progress, while Intrinsic Motivation, Interest in Foreign Countries, Can-Do, and L2WTC showed slightly lower figures in post-questionnaires. The result indicated that CLIL-oriented class motivated learners to study English, while utilizing cross-curricular content, which produced more interest in learning English from them. In addition to this, in the result of Autonomy and Relatedness, the mean values increased the most, which suggests they enjoyed learning English more through group works and pair works, and this might have something to do with motivating learners to participate in the class positively.

Table 17

Descriptive Statistics of Pre and Post questionnaire of 'elementary school B'

Categories	Pre/Post	N	M	SD
Autonomy	Pre	79	7.42	2.21
	Post	79	7.76	2.02
Competency	Pre	79	2.51	.77
	Post	79	2.67	.71
Relatedness	Pre	79	2.56	.87
	Post	79	2.80	.82
Intrinsic Motivation	Pre	79	8.78	2.56
	Post	79	8.71	2.39
Interest in foreign countries	Pre	79	2.86	.97
	Post	79	2.82	.86
Can-Do	Pre	79	5.66	1.48
	Post	79	5.46	1.50
L2WTC	Pre	79	2.28	.80
	Post	79	2.27	.71

Note: M stands for the mean and SD stands for the standard deviation

Autonomy includes 3 questions using a 4-point Likert scale.

Intrinsic Motivation includes 3 questions using a 4-point Likert scale.

Can-Do includes 2 questions using a 4-point Likert scale.

Next, Table 18 shows the result of paired samples t-test. Autonomy ($r=.246$ small, $p<0.05$) and Relatedness ($r=.284$ small, $p<0.05$) showed the significance, though those effects were small. In addition, Competency ($r=.205$ small, $p>0.05$) indicated the slight effectiveness. CLIL-oriented class increases learners' interest in studying English through collaborative activities, which might have something to do with raising the willingness to learn English.

Table 18

Result of paired samples t-test of 'elementary school B'

Categories	M	paired differences		t	df	Sig. (two-tailed)	Effect Size (r)
		SD	Std. Error Mean				
Autonomy	-.34	1.36	.15	-2.24	78	.028	.246
Competency	-.16	.79	.09	-1.85	78	.068	.205
Relatedness	-.24	.82	.09	-2.61	78	.011	.284

4.4.3.2 Qualitative analysis Utilizing Free Description

Pupils at 'elementary school B' generated more English words than pupils at 'elementary school A', potentially, because of their long experience period of becoming familiar with English. However, only certain pupils tried to answer the questions in English during a class and pupils discussed in Japanese mostly as well as 'elementary school A'. Then, the author also analyzed pupils' free description of three reflection sheets sets and the last reflection sheet was accommodated in the post- questionnaire, in order to explore their interest in and motivation to English.

Figure 14 (see Appendix 9, p.167) shows diverse specific words in comparison to the

Table 19

Top frequent words at 'elementary school B'

1	English(115)	11	temperature (32)	21	Kyoto (17)	31	variety (11)
2	difficult (74)	12	say (28)	22	thing (15)	32	many (11)
3	season (52)	13	be able to know (26)	23	understandable (15)	33	climate (11)
4	introduction (50)	14	foreign countries(23)	24	Fahrenheit (14)	34	prefecture (11)
5	think (48)	15	class (23)	25	myself (14)	35	food(11)
6	presentation (43)	16	different (21)	26	unit (14)	36	reason(11)
7	fun (41)	17	be able to say (21)	27	how to say(13)	37	calculation (11)
8	a little (41)	18	I can ~(21)	28	Celsius (13)	38	country (10)
9	know (41)	19	word (19)	29	tell (13)	39	investigate(10)
10	Japan (36)	20	interesting (19)	30	use (12)		

Note. N=342, 3 feedback sheets and post-questionnaire () numbers of pupils who used the word

4.4.3.3 Teacher's Feedback

This time, the author presented the English teacher the same questionnaire used for the teacher of the former CLIL class. She had experience of teaching English at Junior high school. Therefore, she could conduct her English classes in English. Her reflection was that the CLIL-oriented method was useful to teach English. She thought the team teaching style was useful to conduct pupils English at elementary school, while at the same time it was appropriate for experts, not a homeroom teacher, to teach English. She does not have enough time to prepare for a class as well as study materials for a class and the way of teaching it either. She admitted the worth of teaching applying the cross-curriculum, because she thought it was necessary to teach English with content utilizing meaningful and useful expressions accompanying chances to be familiar with English sounds and expressions. She did not think

that pupils positively participated in this CLIL-oriented class. However, she indicated that they prepared for their presentation with more interest than usual.

Thus, the statistic result did not show the apparent effect in two CLIL-oriented experiments. However, eventually, most pupils thought that CLIL-oriented class was interesting and also many specific words emerged through the deeper content in every class where the CLIL approach was undertaken. Also, CLIL-oriented classes provided pupils with many chances to answer the questions in English. Even though they did not know the right English words, they tried to produce English words utilizing their knowledge which they had acquired before. Creating an atmosphere in which learners say whatever comes in to their mind freely, is significant for learners before encountering the correct words and expressions.

. These results were essential to promote further study for English class utilizing the CLIL methodology. The author is to discuss further in the next chapter.

Chapter 5

Discussion

Research into the CLIL approach has been improving, since the methodology has been shown to be effective. Ikeda (2016) revised the concept, adjusting it to Japanese English education including primary education, as described in Chapter 2. He previously introduced the concept of “the 4Cs” using the term, ‘a package of four elements’ meaning to link the four elements in organic ways. (2011, p.5) However, he innovated the 4Cs Framework emphasizing ‘Communication’ (linguistic knowledge and skill) as the mediation of integrating the 4Cs Framework (2016, pp.2-3). He claims it is difficult to have integrated results when merely teaching content and topics of subjects in English. Then, he asserts the importance of ‘language awareness’ as mentioned in chapter 2 (p.5). It is unavoidable to emphasize the importance of a balance between Content instruction and Language instruction. It is assumed that this balance is necessary but also difficult to establish in elementary English classes.

Then, the author presented great focus on the potential to draw English from learners, while avoiding dispensable Japanese usage in a class, although the main aim of this study was to find a feasible CLIL-oriented approach to undertake in Japanese primary education.

With reference to previous research at primary schools, a unit was selected from the new Course of Study related to what pupils have learned before. This was assumed to reduce learners’ burden and also potential scaffolding were provided such as chant, Microsoft Power point and a picture book. These scaffolding also helped to make the content understandable for the learners and produced a natural situation of interaction in English.

5.1 Pupils voluntarily produce English words in a CLIL-oriented class.

This is an answer to Research Question 1, “Do CLIL-oriented activities that give pupils a lot of opportunities to discuss in a group provide them with a chance to understand and acquire English more than ordinary classes?” and Research Question 2, “Do CLIL-oriented activities draw pupils’ own opinions and ideas in English through learning the content?”

According to the results of descriptive statistics of the pre and post questionnaires, the means of Autonomy and Relatedness commonly raised points in every CLIL-oriented class. In other words, it was presumed that more pupils in CLIL-oriented classes willingly spoke English words to their family or friends during or after a class, because they were more interested in learning English and they learned English more positively in the CLIL-oriented class than before. The classes conducted by the ordinary method also raised points in Autonomy. However, they raised only modest points in Relatedness, in spite of every category raising points. Therefore, learning in groups might have had something to do with acquiring English in the CLIL-oriented class.

Next, the result of paired samples t-test in a CLIL class of ‘elementary school A’ did not show a significant result, but showed a slight effectiveness in Relatedness. On the other hand, the result of ‘elementary school B’ showed significance in Autonomy, Relatedness and a slight significance in Competency. CLIL-oriented class in both A and B elementary school raised Relatedness in common, which is assumed to be an effect of the CLIL-oriented methodology. The results of Autonomy and Competency suggest that pupils showed an increased interest in English. However, one question relating to Can-Do, which is being able to say words in English which they learned in a class, showed a lower result in the post questionnaire than in the pre questionnaire, in the descriptive statistic results. Besides, L2WTC did not show a

significant result, either.

On the other hand, the result of analysis of pupils' free description apparently showed that CLIL-oriented classes had activated their cognition by utilizing the CLIL-oriented method, then, they produced a lot of specific words in Japanese and it was expected that some pupils would try to find how to say them in English. In preparation for that, the author introduced a way of asking questions in English such as "What is ... in English?" or "How do you say ... in English?" beforehand. For instance, when the author asked about the picture book, "What is the man making?" One pupil answered, "cotton candy" in Japanese. He asked, "How do you say 'wata' in English?" Then, the English teacher said, "Please ask it in English. How do you say 'wata' in English?" Then, he asked the word in English. The author said, "cotton". Then, he could answer, "Cotton candy!!" In fact, as they were not familiar with those expressions, many of them could not use them by themselves. Therefore, in their group discussion, they reverted totally to Japanese. However, if a teacher instructs appropriately to use those expressions and continuously uses them, the pupils will be able to naturally use them, as some pupils tried to use English to find the words they wanted to say. It is important to embed necessary English phrases in the class, that so as to combine language of learning, language for learning and language through learning. Building up a good circulation of those three points in a class is essential to provide learners with the necessary situations of listening to and speaking English. The CLIL-oriented class could present pupils with a lot of opportunities to ask questions in English, because they had ample opportunities to acquire new knowledge about the content and were able to spend a lot of time deepening their cognition in their mother tongue and in collaborative learning.

In another case by observing pupils through videotaped remarks, some pupils tried to

answer the questions in English. For example, when the author introduced Japanese seasonal things and asked, “What food can we eat in spring?” and kept asking the same questions for other seasons. After that, when the author introduced winter and asked if they liked crabs or not. One pupil answered, “No, eating”, which meant that he had never had crab. He tried to communicate in English. In another case, when they saw seasonal things like a carp streamer, one pupil said, “fish up!” Then, the author said, “*koi*” is “carp” in English. As soon as another pupil heard that English, he said, “carp up!” In this way, the term one pupil answered triggered other students’ ideas. Finally, the author provided them with a correct word, ‘carp streamers’. It was presumed to offer them English vocabulary more meaningfully, after they had tried to think about English words, utilizing their knowledge of what they had learned before. In this way they acquired new English words with interest, then, those words would be stored as long-term memories. This then saves the pupils from doing the drills for memorizing words. Thus, the CLIL-oriented class can provide natural interaction in English. Though, it was difficult for them to exchange their ideas in English by themselves, even only words, it was possible for a teacher and pupils if the teacher intervened by asking some questions in English first.

5.2 Pupils willingly listened to explanations in English.

This is an answer to the Research Question 3, “Do CLIL oriented activities give pupils natural situations so that they spontaneously and with interest listen to teachers’ talking and try to understand the content in English?” This Research Question also relates to the Research Questions 1 and 2. The results of a paired sample t-test showed low points in Can-Do, listening competency. Though, the statistical results did not show apparent effectiveness of

speaking in CLIL-oriented, as mentioned in 5.1, it is apparent that ‘language for learning’ provided learners with a lot of ‘language through learning’ and chances to produce words using knowledge that they had learned already. In other words, CLIL-oriented class is assumed to provide a natural situation for listening to a teacher’s English explanation more than an ordinary class, if it includes interesting content. Therefore, teachers should consciously include diverse elements to enforce CLIL-oriented classes utilizing cross-curricula that are well-balanced, in order to give interest to as many learners as possible.

In a CLIL class, Pupils tended to listen to the English explanations of teachers who used a lot of Microsoft Power point slides. This provided pupils with good scaffolding to understand the content. After that, they tried to answer in English, and sometimes created unique English using their existing English knowledge. Also pupils helped each other to reach the right English words as mentioned above.

Therefore, from their attitudes in class, they listened to teachers’ explanations of Japanese climate, events, and food as well as others in the world with interest, in addition to the picture book, *Skip through the four seasons*. When the author introduced Japanese climate, food and events with Microsoft Power point, they listened to the explanations and tried to answer the questions in English. In addition, when they listened to a story from a picture book, they tried to say what they saw on the page or tried to answer the author’s questions in English. CLIL-oriented classes provided pupils with both chances of listening to English and answering questions in English, which motivates learners voluntarily.

In the reflection sheets, some pupils said, “It was easier to listen to the explanation with some pictures on the slides in English. It was interesting.” Therefore, visual aids as materials are indispensable for the English class to help them understand easily, especially when

utilizing the CLIL approach. Also, those materials produce the interactive communication between teachers and pupils

A CLIL class requires much preparation, which is a burden for teachers as it has been said in previous research. However, for a CLIL-oriented class it is worth preparing for, because it is effective for learners to acquire English words and learn English willingly with interest, and which draws out English spontaneously with those effective materials.

Whereas, for predicting in what way homeroom teachers conduct this method, it is crucial to find the possible ways to practice the CLIL-oriented approach.

Chapter 6

Conclusion

Two interaction experiments using CLIL oriented lessons were able to show how pupils can be motivated to learn English. Especially, for sixth grade pupils who are assumed to be tired of learning English with English activities related to being familiar with English sounds and expressions. From the results of the statistical data and pupils' free description, they found CLIL-oriented activities difficult, but interesting. Therefore, this approach is worth consideration for conducting in English classes in the future, because it is meaningful, purposeful and relevant to pupils by utilizing cross-curricular content.

On the other hand, the author realizes there are some challenges to be worked on if CLIL-oriented lessons are to be implemented. Firstly, there are many things to do to prepare for CLIL lessons. It is necessary to find ways to reduce teachers' burden like building an archive of useful materials and teaching plans to share as mentioned in the previous chapter. Secondly, it takes time to practice the CLIL-oriented approach working towards deepening pupils' cognition and embedded group discussion. Therefore, instructors should not rush them towards the goal because of the curriculum. It is paramount that a curriculum is made that includes sufficient time. Thirdly, there aren't enough chances for learners to get used to new English words and phrases in a four-class CLIL-oriented practice, which means less time for practicing English phrases and playing games to gain familiarity with English. Pupils often feel anxious about speaking English without enough practice. Then, it might be possible to conduct CLIL-oriented classes utilizing Module time, according to the new Course of Study in 2020. If so, the possibility of practicing the CLIL-oriented approach could be expanded in primary English education. For the best way to teach English at primary schools, useful

methods like the CLIL-oriented class should be practiced in primary schools before 2020.

In addition to those improvements, teacher-training is also indispensable. Especially, for CLIL-oriented approach utilizing cross-curricular content, homeroom teachers should conduct the class because of their abundant knowledge of other subjects. They know how to combine those contents in English class and also they know their learners' level. Therefore, teacher-training with high quality content to nurture English ability and teaching skill are necessary to practice meaningful English classes in primary education. However, before introducing this teacher-training, teachers should be discharged from their daily burden. Primary education is essential to foster the various abilities of young learners. Therefore, there should be enough time for teachers to nurture their teaching skills.

Finally, the statistical results did not show apparent effectiveness in implementation of the CLIL-oriented approach. The author claims there are some reasons; first is a small number of pupils in the experimental classes; second is building relationship between the author and pupils with little information; thirdly a lack of knowledge about curriculum, which caused difficulty in teaching English utilizing subjective content without experience of teaching subjects at an elementary school. Lastly, the continuous experiments of CLIL method are necessary, because a novel method is usually interesting and exciting for learners.

The CLIL-oriented approach should be well balanced with content and language. Therefore, it is hoped further research will be undertaken collaboratively between English teachers and homeroom teachers to seek a practical CLIL-oriented approach.

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Appendix 1

Outline of Lesson 5: in Terms of ‘the 4Cs’ (Fifth grade, Lesson5: Turn right.)

	Content	Communication	Cognition	Community/Culture
1st period	To learn what buildings we have in our town. (Social Studies)	(LOL) Names of buildings What’s this? It’s (LFL) What buildings do you have in your town? Point to the map and show us where it is. Have you ever seen it? Have you ever been there? (LTL) Names of buildings not yet studied. We have Here is	(LOTS) Memorizing Understanding Applying English vocabulary to indicate names of buildings	Group work to discuss what buildings they have in their town Individual work to show the location of buildings on the town map. Individual, pair, group, and class work for activities to be familiar with new words. (PPT, Keyword Game, Bongo* ^①)
2nd period	To learn about buildings in foreign countries. (Social Studies)	(LOL) Names of buildings Countries’ names Colors and other adjectives for buildings Do you have ... on your sheet? Yes, I do. / No, I don’t. (For ‘Gap information game’) (LFL) What’s this national flag? It’s What are the different/similar points? How about size/shape/color? What color is a post in Japan? How about in the U.S.A.? (LTL) I think it’s Countries’ names not yet studied Names of shapes not yet studied	(LOTS & HOTS) Memorizing Understanding to compare buildings in Japan and those in other countries. Applying English vocabulary to indicate the differences and the similarities of buildings.	Class to listen to the story. ‘Trashy Town’ Class to learn the names of buildings with pictures of buildings in foreign countries Group work to share information: What we have or we don’t have in our town comparing buildings in Japan to those in other countries. Pair work for ‘Gap information game* ^② ’ (To find what the missing buildings are)
3rd period	To learn how to guide a stranger to his/her destination in their town.	(LOL) Names of buildings Excuse me. Where is the ...? Go straight. Turn right/left. It’s on your right/left. Thank you. (LFL) What’s this? It’s What are the different/similar points? How about size/color? (LTL) Countries’ names not yet studied	(LOTS) Memorizing Understanding Applying English vocabulary and expressions to guide a stranger.	Class with the teacher to play ‘Simon says’ Class with the teacher for Guide Game1, ‘What do you see on your right/left?’ Group with the teacher for Guide Game2, ‘Treasure Hunting’* ^③
4th period	To learn map symbols. (Social	(LOL) Names of buildings What’s this map symbol? It’s	(LOTS & HOTS) Memorizing Understanding	Class with the teacher for ‘Quiz of Map Symbol!’

	studies/Arts & crafts) This is It's the shape of.... (LFL) Do you know the map symbol of ...? Why does this map symbol shape like this? Let's make your own map symbol. (LTL) Names of buildings not yet studied. Names of the shapes. This presents the shape of	Applying English vocabulary while Analyzing	Group work to compare Japanese map symbols to those of other countries and to find the differences and similarities between them and share the ideas in a class. Learning in a group what shape is based on for the symbol. Individually to make an original map symbol*④.
5th period	To learn roles of each facility. (Social studies)	(LOL) Adjectives, facilities (LFL) What's a ... for? Have you been to...? What did you do there? (LTL) Past tense of verbs Adjectives not yet studied	(LOTS & HOTS) Memorizing Understanding Applying English vocabulary while Analyzing, Evaluating a ranking of buildings in order of the necessary facilities.	Group work to discuss about the role of each facility. Group work to rank in order of the necessary facilities*⑤ Class to share their results with reasons. Class to practice for the expressions of Presentation.
6th period	Draw a map of an ideal town in a group. (Social Studies/Arts & crafts)	(LOL) Names of buildings Adjectives for towns and buildings (LFL) I think we need.... It's I agree/ don't agree with you. (LTL) Requisite vocabulary to describe the ideas.	(LOTS & HOTS) Memorizing Understanding Applying English vocabulary while Analyzing, Evaluating Creating an ideal town with map symbols in a group	Group work to decide a title of a map and concept with a concept mapping. Group work to draw an ideal town on a blank map*⑥ of a same pattern with map symbols and draw original ones with English names if they are necessary
7th period	Presentation: Showing the ideal town with explanation	(LOL) The vocabulary for their presentation (LFL) What's this symbol? What's this facility for? What's a good point of this map? How many ... do you have in your town? (LTL) Names of buildings and Adjectives for towns not yet studied Requisite expressions to introduce the map as "It takes a 10 minute-walk from the station".	(LOTS & HOTS) Memorizing Understanding Applying English vocabulary for own presentation while Analyzing, Evaluating, Creating their questions and comments after peers' presentation.	Individual & group work to make their presentation. Class to ask questions and give good comments.

Note. LOL=language of learning; LFL=language for learning; LTL=language through learning; LOTS=lower-order thinking skills, HOTS=higher-order thinking skills

Bongo!

5th grade Lesson5-①

Class 5- Name _____

消防署 fire station	公園 park	幼稚園 kindergarten	図書館 library
交番 police box	学校 school	コンビニ convenience store	市役所 city hall
レストラン restaurant	スーパーマーケット supermarket	花屋 flower shop	デパート department store
病院 hospital	花屋 flower shop	警察署 police station	駅 station

Which buildings are missing?

Class _____ Name _____

A: Do you have _____ on your sheet?

B: Yes, I do. / No, I don't.

A

<p>学校</p> <p>school</p>	<p>花屋</p> <p>flower shop</p>	<p>病院</p> <p>hospital</p>
<p>消防署</p> <p>fire station</p>	<p>レストラン</p> <p>restaurant</p>	<p>コンビニ</p> <p>convenience store</p>
<p>スーパー</p> <p>super market</p>	<p>図書館</p> <p>library</p>	<p>市役所</p> <p>city hall</p>

The missing buildings are... (相手にあって自分に無かった建物はどれ?)

--	--	--

Which buildings are missing?

Class _____ Name _____

A: Do you have _____ on your sheet?

B: Yes, I do. / No, I don't.

B

学校 school	花屋 flower shop	交番 police box
消防署 fire station	駅 station	コンビニ convenience store
公園 park	図書館 library	市役所 city hall

The missing buildings are... (相手にあって自分に無かった建物はどれ?)

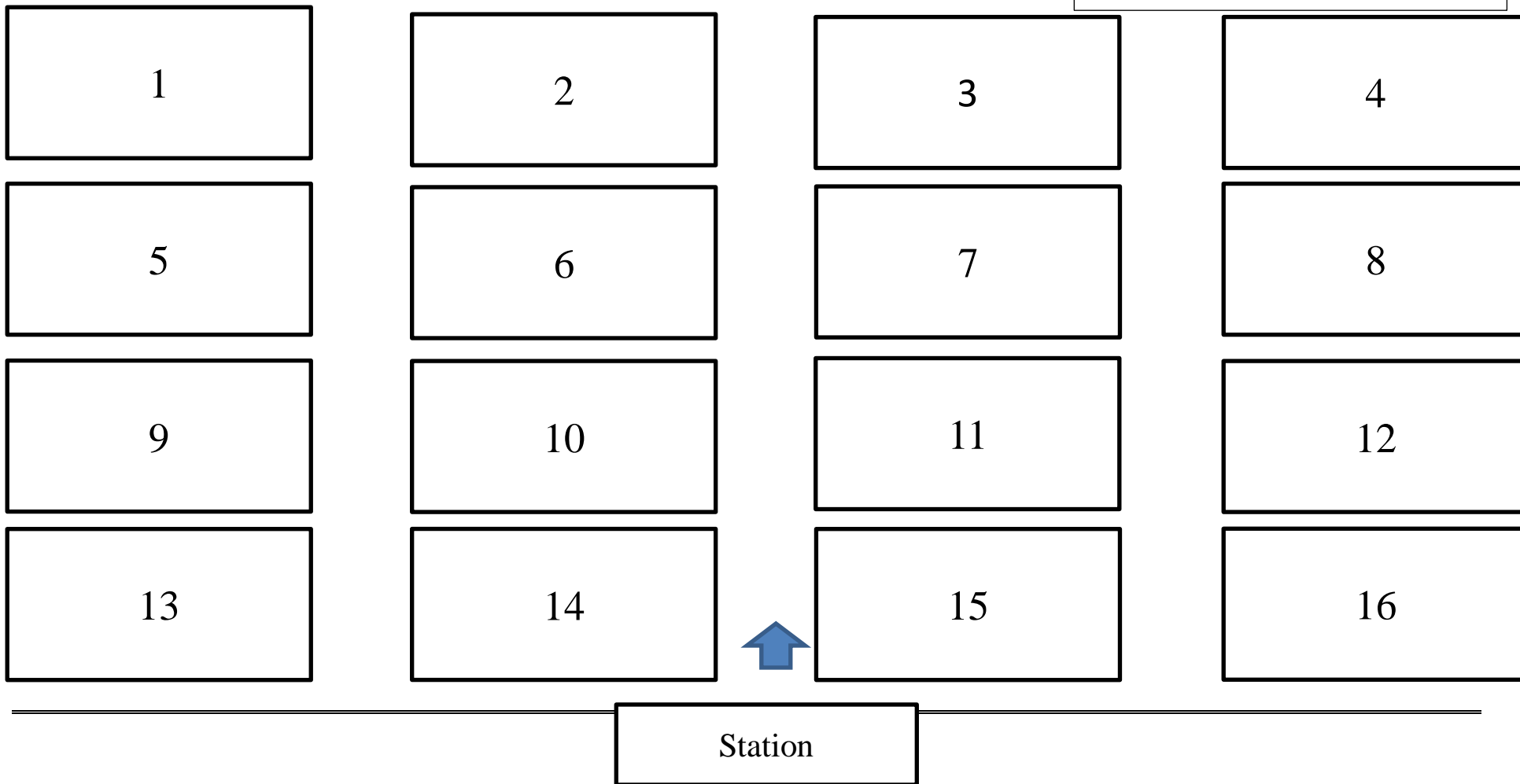
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5th grade Lesson 5 ③ Treasure Hunting のマップ

グループで番号を1つ選び、そこまでの道案内を担当の先生に行き宝物を手に入れてもらう

Treasure Hunting

Direction: Choose 1 number without letting a homeroom teacher know it and give the direction and ask him/her to open the treasure box.













Map Symbols

それぞれの地図記号は何の形からできているかグループで考えましょう。

Direction: Learn what shapes are based on those symbols. Discuss about it in a group.

Class _____ Name _____

				
fire station	shrine	elementary school junior high school	high school	air port
				The shape of an airplane/飛行機のかたちたち
				
post office	bank	museum	temple	police box

Original map symbol

Map symbol:	The shape of ...

Ordering!

Direction: Cut the cards and put them in order of necessity in your town. Discuss in a group and decide it.

※カードを切ってグループで相談して必要な順に並べましょう

消防署 fire station	公園 park	幼稚園 kindergarten	図書館 library
交番 police box	学校 school	コンビニ convenience store	市役所 city hall
レストラン restaurant	スーパーマーケット supermarket	花屋 flower shop	デパート department store
病院 hospital	花屋 flower shop	警察署 police station	駅 station

Lesson 5 ⑥

地図記号を使って理想の町を作ろう

Direction: Make your original map with map symbols.

Our Town



Station

Appendix 2

Outline of Lesson 6 in Terms of 'the 4Cs' (Fifth grade, Lesson6: This is our town!)

	Content	Communication	Cognition	Community/Culture
1st period	To learn about the topography of Japan and their city.	(LOL) Size, length, height, temperature, decimal number It's warm/ hot/ cool/ cold. We have.... It's ... long/ high. What's this? It's I/ We think that... (LFL) Where is Japan/our prefecture/ our city on the map? Point to Japan. What are the features of Japan? It's.... What country is the north/ west of Japan? Which city is in the south/ north/ west of yours? It's.... Do you have mountains/ rivers in your city? What's its name? How long is it? How high is it? How is the climate in spring/ summer/ fall/ winter in your city? (LTL) A point of the compass, basic topographic vocabulary	(LOTS) Remembering Understanding to compare two things. Applying English vocabulary to tell the features of our country and their city/prefecture.	Pair work to look into the world map and Japanese map Individual work to color the certain place. *① and pair work to check the answer Group work to find the features around Japan and their city/ prefecture.
2nd period	To learn about the life.	(LOL) Names of buildings, transportation, landmarks, special products, big numbers, We have many ... in our city. We usually go to ... by.... (LFL) How many (students) are there in our (school)? What is the (population) of (your) city? How do you go to (school)? What are special products in the city? We have.... (LTL) Big numbers, special products, landmark not yet studied	(LOTS) Remembering Understanding Applying English vocabulary to answer the quiz and tell the features of their town	Group work to answer the Quiz Group work to discuss about their town to find characteristic points
3rd period	To compare their city to adjoining cities.	(LOL) Numbers, food, products What can you buy/ see/ eat/ enjoy there? We/ You can buy/ see/ eat/ enjoy Where do you often go? I often go to ... in A city. Why? To (LFL) What is the special product of A city? How do you go...? By.... (LTL) Food and products not yet studied	(LOTS) Remembering Understanding to compare their products Applying English vocabulary to answer those questions and to interview.	Individual work to write names in the map.*② and pair work to check the answer. Group work to discuss the adjoining cities. Class work to interview and share their comments after interviewing of the places peers often go.* ③
4th period	To compare their city to that of ALT	(LOL) Names of building. Where do you often go? Why? We have.... How about you? I go to ... by.... (LFL) What is the population of A?	(LOTS) Remembering Understanding to compare their city to that of ALT. Applying English vocabulary to express	Group work to discuss the differences and similarities with ALT's city. Group work to ask 1 question to ALT.

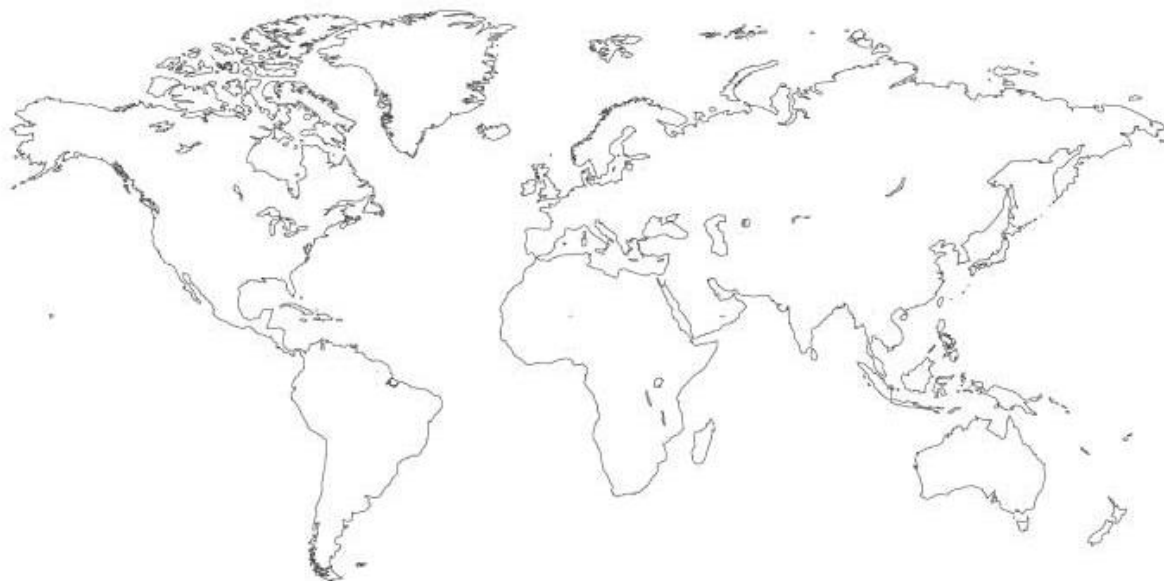
		How many ... do you have? What can we enjoy/ do? How is the climate? Is it warm now? (LTL) Names of places, foods, events, special products not yet studied.	their opinions and to ask questions.	
5th period	To investigate the features of our city. ①	(LOL) Landmark, special products, food, climate and event. We can buy/ eat/ see/ go to.... It's warm in spring. We go there by.... (LFL) Where is this? What can we do there? How is the climate? What is the special product? Where can we go? How can we go there? (LTL) Names of landmarks, Food and special products not yet studied.	(LOTS) Remembering Understanding to compare their city to other cities. Applying to English vocabulary to describe their town. (HOTS) Analyzing the graphs and other data of their city.	Classwork to listen to the story, 'Knuffle Bunny' Group work to decide which category (food, special products, event, climate, landmarks and so on) to investigate and discuss the features of them.
6th period	To investigate the features of our city. ②	(LOL) Big numbers, decimal numbers, landmark, special products, food, climate and event. We can buy/ eat/ see/ go to.... It's warm in spring. We go there by.... The expressions of how to go there/ where to buy .../ when to see.... (LFL) Where is this? What can we do there? How is the climate? What is the special product? Where can we see...? How can we go there?	(LOTS) Remembering Understanding to compare their city to other cities. Applying to English vocabulary to describe their town. (HOTS) Analyzing the graphs and other data of their city. Creating the graphs and the poster of the website for the understandable presentation.	Group work to discuss their investigation and to get some data. Group work to design the website on the poster.
7th period	To prepare for the presentation.	(LOL) This is.... In spring/ summer/ fall/ winter you can see.... You can go to.... You can eat.... You can enjoy.... It takes.... It costs.... We recommend.... Because.... (LFL) What can you do in your city? How can I get there from...? How much does it take cost to...? (LTL) Requisite vocabulary for their presentations.	(LOTS & HOTS) Understanding, Applying English vocabulary for presentation while Analyzing, Evaluating, Creating the sentences of introduction.	Group work to make a poster as a website. Group work to make English sentences for their presentation and practice for it.
8th period	To recommend their town with the reasons.	(LOL) This is.... You can see/ enjoy/ go to/ eat.... In spring it's about ... degree. We have ... a year. We recommend.... Because.... (LFL) How can we go there? How much is...? When do you have that event? Where can we buy...? Where can we eat...? How much is it for...?	(LOTS & HOTS) Understanding other groups' presentation. Applying English vocabulary and creating the sentences for presentation while Analyzing the information and evaluating their presentations.	Group work to make a presentation. Individual work to give a comment and ask a question.

About Japan

Class _____ Name _____

※自分の国、都道府県に色をぬりましょう (Color your country.)

Where is Japan?



自分の都道府県に色をぬりましょう (Color your prefecture) *prefecture ⇒ 都道府県

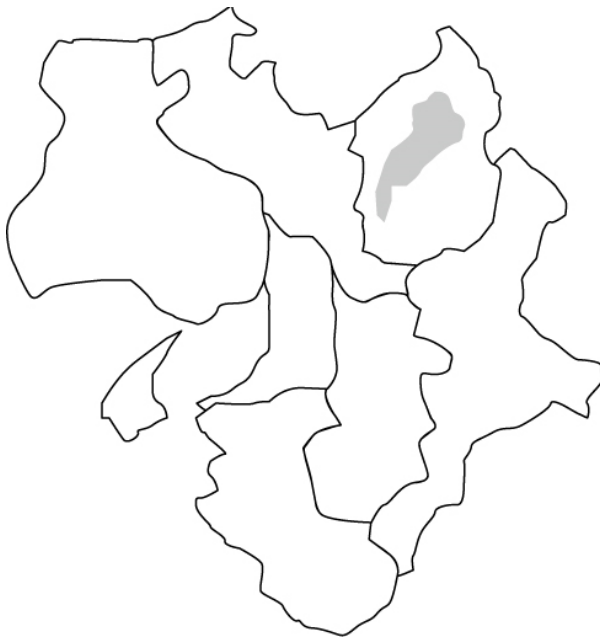
Where is your prefecture?



About Your Town

Class _____ Name _____

隣接している都道府県を書きましょう。(Write the names of adjoining prefectures.)



隣接している市を書きましょう。(Write the names of adjoining cities around your city.)



※京都府の例

ex. Kyoto prefecture

Ask your friends!

Class _____ Name _____

☆Interview

A: Hi.

Where do you often go?

Why?

I often go to Katsura Mall.

To buy comics.

Bye.

B: Hi.

I often go to Saruyama park.

To play soccer. How about you?

Why?

I see.

Bye.

※To eat... (食べる) To see... (見る) To enjoy... (楽しむ)

Name	Place	Why?
Hiroshi	セブイレ (Seven Eleven)	お菓子を買うため (To buy snacks.)

インタビューの結果から気づいたこと (Your comment after interviewing)

Appendix 3

Outline of Lesson 8 in Terms of ‘the 4Cs’ (fifth grade, Lesson8: Healthy menu)

	Content	Communication	Cognition	Community/Culture
1st period	To learn about the world food and names of food	(LOL) Names of foods and ingredients (vegetables, fruits and so on) I think.... (LFL) What does (an elephant) eat? How much does it eat a day? What is kilogram to convert ton into it? It is1000-kilogram. What are ingredients in curry and rice? (LTL) Names of foods not yet studied.	(LOTS) Remembering Understanding Applying names of foods to answer the quiz.	Class to listen to the story and play ‘Memory Game’ of the story. Individual work to think of animals’ food* ^① and group work to share their ideas. Class to check the answer. Group work to think of typical foods in the world. (PPT)
2nd period	To learn popular menu for children in Japan.	(LOTS) Names of foods. What is your favorite food? I like.... I think.... I agree/ I don’t agree. (LFL) Which food is the tenth ...the first on the list? Please put cards in order to popular menu. What are ingredients in Chinese dumplings? (LTL) Names of foods and menus not yet studied.	(LOTS) Remembering Understanding Applying English words to answer the quiz and interview	Group work to put the food cards in order to the popular ranking* ^② and to think its ingredients of them. Individual work to write the favorite food.* ^③ Class to mutually interview the favorite foods. Group work to guess the most popular food in the class. Class to share the result.
3rd period	To learn how to order foods.	(LOL) Names of foods a) What would you like? I’d like.... b) May I help you? I want ... How much is...? It’s ... yen. (LFL) How would you like your steak? Well done/ Medium/ Rare The ways of eggs are scrambled egg/ sunny side up/ boiled egg. (LTL)The way of cooking.	(LOTS) Remembering Understanding Applying words to order the menu.	Pair work to order the menu in English with helping each other. Class to play ‘The Restaurant Game’. Class to find which menu of the restaurant is popular in the class.
4th period	To learn what to eat for breakfast, lunch and dinner (supper) To learn the roles and colors of five nutrients.	(LOL) What do you usually eat for breakfast/ lunch/ dinner? We eat ... for breakfast/ lunch/ dinner. It includes (vitamins, carbohydrates and proteins.) What’s this menu? It’s.... Is it...? (LFL) Minerals and vitamins condition the body. It’s green. Carbohydrate and fat make energy. It’s yellow. Protein makes physical elements. It’s red. How many calories do you need a day? (LTL) Names of foods not yet studied.	(LOTS) Remembering Understanding to compare three meals of the sample menu. Applying words to express roles of nutrients. (HOTS) Analyzing the menu’s nutrients.	Class to have a brainstorming for menu. Group work to think of roles of nutrients. Individual work to analyze food into 3nutrients* ^④ and class to check the answer. Class to show the demonstration for the game, “What’s this menu?”* ^⑤ Group work to play “What’s this menu?”* ^⑥
5th period	To learn about foods	(LOL) The good point is....	(LOTS) Remembering	Group work to discuss about good and bad

	directly from the farm and imported food.	The bad point is.... I agree. I don't agree. (LFL) What foods are directly from the farm? What imported food do we eat? What are good points of foods directly from the farm/ import foods? What are bad points of foods directly from the farm/ import foods? (LTL) The words to express reasons yet not studied.	Understanding Applying words to indicate good/ bad points. (HOTS) Analyzing the menu and ingredients into food directly from the farm or imported.	points of two types of foods. Class to share their ideas. Group work to choose one menu from the best 10 and analyze the ingredients and divide them in foods directly from the farm and imported foods.*⑦
6th period	To learn what a healthy menu is.	(LOL) A is good. Because A has b, c, and d. It has ... calories. We choose A. (LFL) How many calories? What are five nutrients? (LTL) I /We think A is the healthiest menu.	(LOTS) Understanding Applying words to express the reason. (HOTS) Analyzing and evaluating menus.	Group work to choose one menu and analyze the ingredients and calculate the calories. Class to discuss which the healthiest menu is.* ⑧
7th period	Making a healthy school lunch menu.	(LOL) This is our school lunch. It's healthy. We have ... for protein& fat. We have ... for mineral & vitamin.. We have ... for carbohydrate. They have (numbers) nutrients. The calories are.... (LFL) Which menu is the best? Why do you think so? Which is your favorite menu? (LTL) Names of foods not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to introduce the healthy menu. (HOTS) Analyzing and evaluating the food to make a healthy menu. Creating a healthy menu and draw pictures.	Group work to make a healthy menu. Individual to calculate the calories and draw the pictures of foods. Group work to practice for the presentation.
8th period	Presentation	(LOL) This is our healthy menu. We have ... for breakfast. We have ... for lunch. We have ... for dinner. They have (numbers) nutrients. The calories are.... (LFL) Which menu is the best? Why do you think so? Which is your favorite menu? (LTL) The words to express the reason. Names of foods not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to introduce the healthy menu. (HOTS) Analyzing and evaluating the menu of other groups'.	Group work to introduce the healthy menu they made in a group. Evaluate each presentation. Class to choose the healthiest menu.

What do animals eat a day?

Class _____ Name _____

※四角に食べ物の例、量を数字で示しましょう。

1. An elephant eat

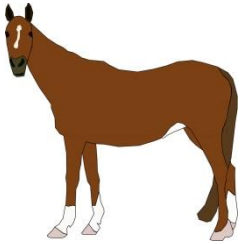


What to eat

how much to

g/kg/t

2. A horse



g/kg/t

3. A human being



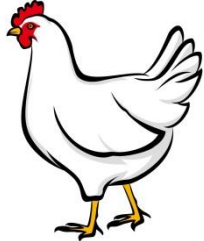
g/kg/t

4. A monkey



g/kg/t

5. A hen



g/kg/t

Ranking Quiz

※カードを切り取って人気のある順に並べましょう。

※できるだけ英語を使ってグループで相談して順位を決めましょう。

I think beef steak is the first.

I agree. / I don't agree.

 <p data-bbox="276 797 416 837">hamburg</p>	 <p data-bbox="564 815 740 853">rice omelet</p>	 <p data-bbox="911 848 1007 882">ramen</p>	 <p data-bbox="1206 779 1326 813">sashimi</p>
 <p data-bbox="252 1245 437 1283">French fries</p>	 <p data-bbox="611 1238 695 1274">pizza</p>	 <p data-bbox="855 1261 1066 1299">curry and rice</p>	 <p data-bbox="1198 1267 1334 1305">yakiniku</p>
 <p data-bbox="304 1704 387 1738">sushi</p>	 <p data-bbox="552 1720 754 1758">fried chicken</p>		

※pictures adapted from *Hi, friends!1* and clipart

5th grade Lesson 8③What's your favorite food?

What's your favorite food?

Class _____ Name _____

1. 友達と好きな食べ物について尋ねあいましょう。(Ask friends favorite foods and the reasons)

2. インタビューの結果からクラスで一番人気のメニューを考えましょう。
(Guess the most popular menu in the class.)

A: Hi!

What's your favorite food?

Why?

I see.

I like spaghetti.

I like noodles.

Bye.

B: Hi!

I like hamburgers.

Because I like hamburg and bread.

How about you?

Why?

I see.

Bye.

Name 名前	Favorite foods 好きな食べ物	Why? 理由

The most popular menu in the class (クラスで一番人気のメニュー)

予想	結果
----	----

5th Lesson 8 ④

※上の3つから選んで
線の上に番号を書きましょ
う

Put the numbers

Class _____ Name _____

Drag and drop to match.

1. Carbohydrates & fat
(炭水化物&脂肪)

2. Minerals & Vitamins
(無機質&ビタミン)

3. Proteins
(タンパク質)

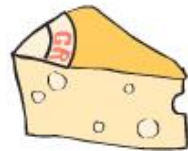




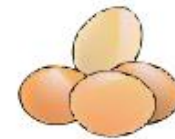




















What's this menu? ⑤

What's this menu?

Carbohydrates & fat
(炭水化物&脂肪)



Proteins
(タンパク質)



Minerals & Vitamins
(無機質&ビタミン)



curry & rice

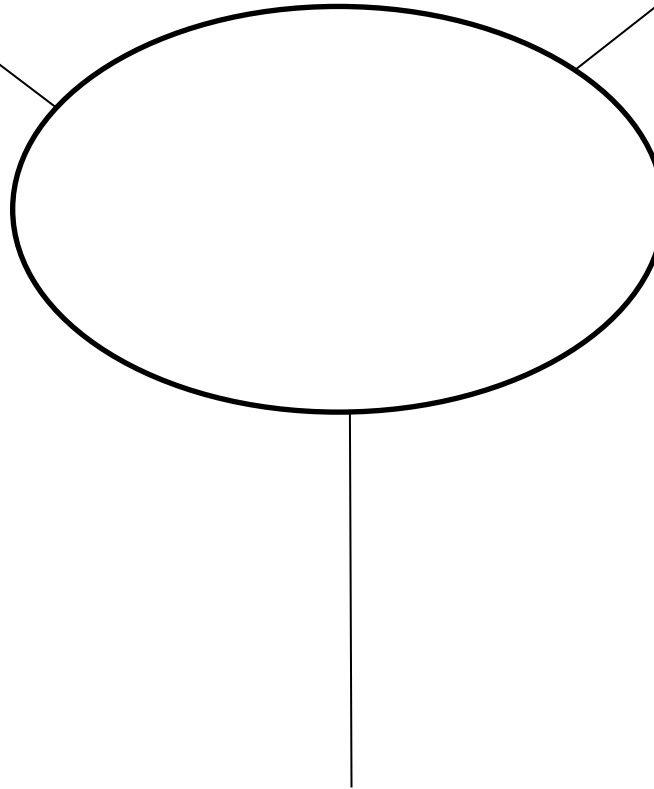
5th Lesson 8⑥
※クイズを作りましょう

What's this menu?

Carbohydrates & fat
(炭水化物&脂肪)

Proteins
(タンパク質)











Minerals & Vitamins
(無機質&ビタミン)



Foods produced in Japan and Imported foods

Class _____ Name _____

Choose 1 menu and circle it. (メニューを一つ選び○をつける)

 <p>hamburg</p>	 <p>rice omelet</p>	 <p>ramen</p>	 <p>sashimi</p>
 <p>French fries</p>	 <p>pizza</p>	 <p>curry and rice</p>	 <p>yakiniku</p>
 <p>sushi</p>	 <p>fried chicken</p>	/	/

Ingredients (材料を書き出す)





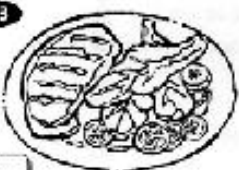







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Foods produced in Japan (日本で生産)	Imported foods (輸入品)

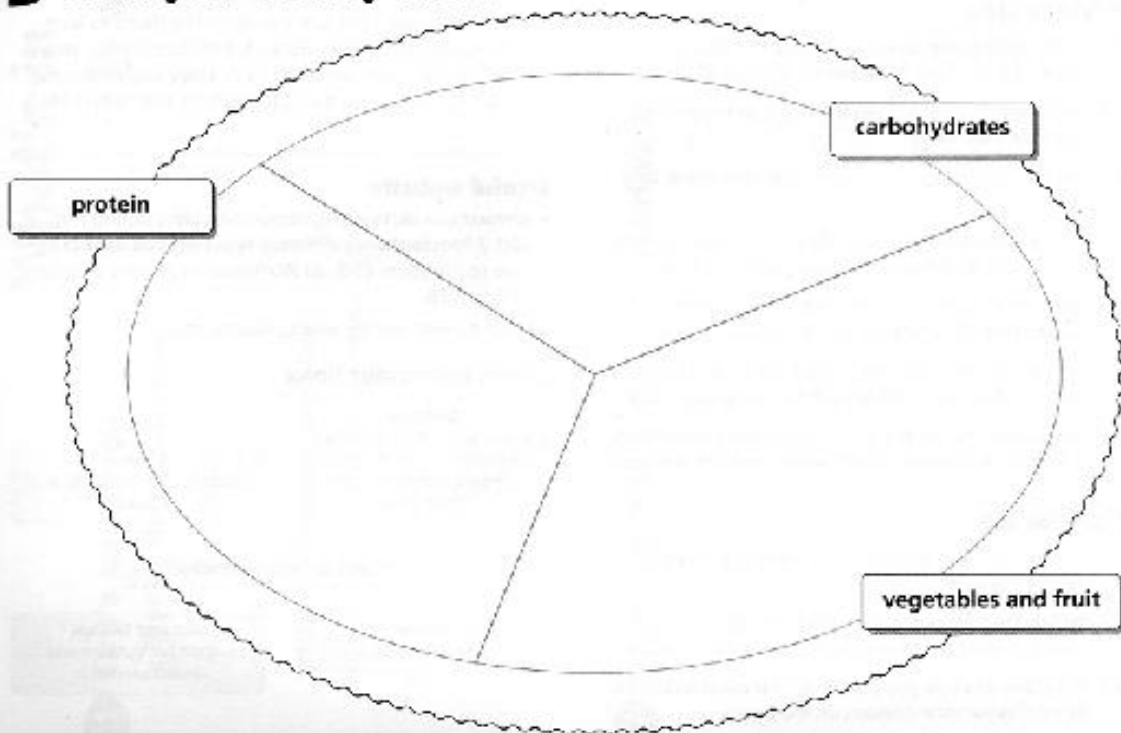
What do you like to eat for lunch?

1 Choosing a healthy lunch

Tick the healthier meal

1  <input type="checkbox"/>	 <input type="checkbox"/>	2  <input type="checkbox"/>	 <input type="checkbox"/>
3  <input type="checkbox"/>	 <input type="checkbox"/>	4  <input type="checkbox"/>	 <input type="checkbox"/>
5  <input type="checkbox"/>	 <input type="checkbox"/>	6  <input type="checkbox"/>	 <input type="checkbox"/>

2 Draw your healthy lunch



Adapted from The CLIL Resource Pack and revised it (Grievson and Superfine, 2012, p.29)

Appendix 4

Outline of Lesson 4 in Terms of ‘the 4Cs’ (sixth grade, Lesson 4: Welcome to our country)

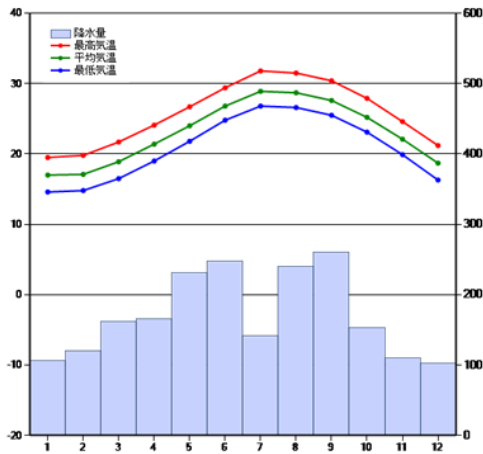
	Content	Communication	Cognition	Community/Culture
1st period	To learn about four seasons in Japan through climate. To learn seasonal foods.	(LOL) It's warm/ hot/ cool/ cold in.... We can eat ... in in ...? Names of foods. Names of seasons. (LFL) Which season is it? Why do you think so? What can you do in...? What can you eat in...? (LTL) Verbs to show seasonal things like ‘ski’, ‘skate’, ‘swim’ and so on	(LOTS) Remembering Understanding Applying English vocabulary to tell about each season.	Pair works to guess which season it is. Individual work to answer the sheet ‘Which prefectures are they?’ *① Group work to discuss the reasons. Group work to learn the characteristic of Japanese climate. Classwork to share their ideas.
2nd period	To learn events in Japan and in foreign countries. To learn world climate.	(LOL) We have ... in.... 12 months. We enjoy ... in.... Names of events It's fun/interesting/wonderful/ exciting/beautiful/ famous/ delicious. (LFL) What kinds of event do we have in Japan or in the world? When is...? It's in.... What is the temperature in °C/°F ? (LTL) Names of countries and events	(LOTS) Remembering Understanding to compare the events in Japan and other countries. Applying English vocabulary to introduce Japanese events.	Class to listen to the story ‘Skip Through the Seasons’. Group work to answer the quiz for events in the world. Individual work to fill the worksheet.*② Group work to share their ideas about the worksheet and discuss to find the features of the world climate.
3rd period	To compare the traditional events of Japan and the world.	(LOL) Names of events/12months We have <i>Oshogatsu</i> . It's in January. We usually eat <i>Osechi</i> . It's delicious. We go to a shrine (to pray for our health). We enjoy <i>Oshogatsu</i> . It's fun/ exciting/interesting/wonderful/famous/beautiful/delicious. (LFL) Where is that event held? It's in What do you do? (LTL) Names of events not yet studied. Vocabulary to introduce their town.	(LOTS) Remembering Understanding Applying English vocabulary to introduce Japanese traditional events.	Class to learn how to introduce the event. Group work to discuss about the origin of each event and the features. (The traditional events each group is in charge of are decided in the 2 nd period.) Group work to make introductory message about Japanese traditional event.* ③ Class to present their events.
4th period	To communicate the favorite season with the reason.	(LOL) What is your favorite season? I like.... Why? I enjoy/ like.... He/ She likes.... Because.... (LFL) Report about your friends. Do you have any comments? (LTL) Expressions for the reasons of favorite seasons.	(LOTS) Understanding Applying English vocabulary to communicate with peers about the favorite season.	Individual work to fill the work sheet for the interview. Class work for interview activities.*④ Individual work to report their peer's information. Classwork to exchange their comments what new information they get through their interview.
5th period	To learn how to introduce Japan.	(LOL) This is.... In ..., you can enjoy... You can eat/see/ buy/ go to.... It's fun/ exciting/	(LOTS) Remembering Understanding	Individual work to create an introductory essay Group work to discuss and

	To make an introductory essay for their own prefecture.	wonderful/famous/delicious /interesting/beautiful. I like.... It's warm. It's ...°C in spring. Please go to.... Seasons and climate. (LFL) Where is it? What is the feature of the prefecture? (LTL) Features of geography and climate.	Applying English vocabulary to make an introductory essay. (HOTS) Analyzing their prefecture to make an introductory essay.	create an introductory essay of their prefecture. Class to present their introduction of their prefecture in a class.*⑤ Individual work to give a comment about their presentation.
6th period	To prepare for the presentation, researching the place through the Internet and the resource book.	(LOL) This is.... In ..., you can enjoy.... You can eat/see /buy/ go to.... It' s fun./ exciting/ wonderful/ interesting/ famous/ beautiful/ delicious. I like.... It's warm. It's ...C° in spring. Please go to.... Seasons and climate. (LFL) Names of special products. Expressions for the climate at the place to introduce.	(LOTS) Remembering Understanding Applying English vocabulary for their presentations (HOTS) Analyzing Evaluating the places they introduce	Group work to decide the place to introduce. Individual work to search the place with the resource book or the Internet. Group work to exchange their information.
7th period	To prepare for the presentation in the group discussion.	(LOL) This is.... In ..., you can enjoy.... You can eat/see/ buy/ go to.... It' s fun/ exciting/ wonderful/interesting/beautiful/famous/delicious. I like.... It's...C° in spring. It's warm. Please go to.... Seasons and climate. (LFL) What are the special products there? They are.... How is the climate there? It's warm/ hot/ cool/ cold. (LTL) Names of special products. Names of events and foods not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to make an introductory essay of the place. (HOTS) Analyzing to make a concept mapping for the presentation. Evaluating the place Creating the introductory essay	Group work to make a concept mapping. Group work to create the introductory message. Individual work to draw a picture.
8th period	To make a presentation.	(LOL) This is.... In ..., you can enjoy.... You can eat /see/ buy/ go to.... It' s fun /exciting/ wonderful/ interesting/ famous/ beautiful/ delicious. I like.... It's warm. It's ...°C in spring. Please go to.... Seasons and climate. (LFL) How was the presentation? I think.... Do you want to go there? Yes, I do. I want to see/ eat.... (LTL) Names of foods, events and special products not yet studied.	(LOTS) Remembering the sentences of their presentation. Understanding others' presentation Applying English vocabulary to present the inductor essay (HOTS) Analyzing others' presentations Creating the presentation Evaluating them.	Group work to make a presentation. Individual work to give a comment on the presentation.

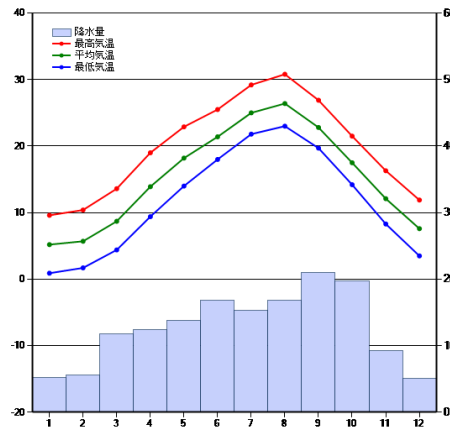
Which prefecture are they?

Class _____ Name _____

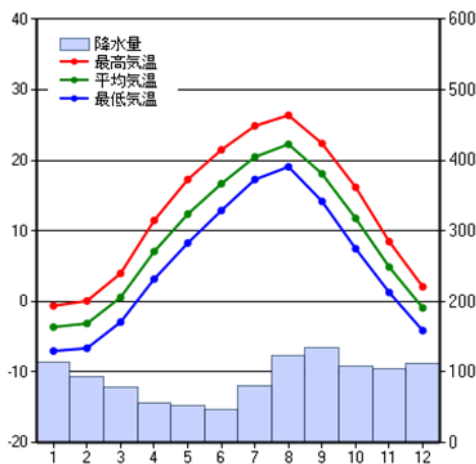
※グラフを見て何県の気温と降水量かを答えましょう (Which prefectures are they?)



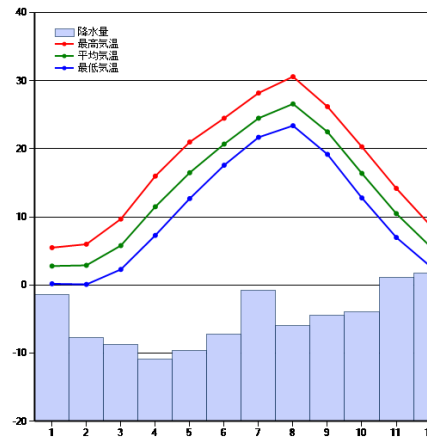
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Hints= Tokyo, Hokkaido, Okinawa, Niigata

Reason (理由)

Graphs adapted from the Internet. See Bibliography

The seasons

When are the seasons in your country?

Tick the correct boxes and complete the sentence.



Spring

March, April, May

September, October, November



Summer

June, July, August

December, January, February



Autumn

September, October, November

March, April, May



Winter

December, January, February

June, July, August

My country is _____ (north/south) of the equator.

Adapted from The CLIL Resource Book (Grieverson and Superfine, 2012, p.77)

Events in Japan

Class _____ Name _____

We have _____. (行事の名前) (a name of the event)

It's in _____. (行事の月) (a month of the event)

We usually _____.
(その行事でたいていすること) (Things we usually do for the event)

It's _____. (そのときの気持ち) (How is it?)

We _____.
(ほかにすること) (Other things we do for the event)

We enjoy _____. (行事で楽しむこと) (The things we enjoy in the event)

It's _____. (気持ち) (How is it?)

月 = January, February, March, April, May, June, July, August, September, October, November, December.

動作 = go to (～へ行く) eat (食べる), buy (買う), see (見る), enjoy (楽しむ)

気持ち = fun (楽しい) wonderful (すばらしい), exciting (わくわくする)、

*usually (たいてい)

※ほかの表現を知りたいときの尋ね方

How do you say ~ in English? (～は英語でなんといいですか?)

Which is your favorite season?

Class _____ Name _____

☆Ask you friends. (友達にたずねてみよう)

Hi!

Hi!

What is your favorite season?

I like....

Why?

In ... we enjoy.... / I like.... It's fun!

I see.

How about you? What is your favorite season?

I like....

Why?

In ... we enjoy.... / I like.... It's fun! I see. Thank you. Bye.

Thank you. Bye.

☆About me. (自分の事について)

Your favorite season (好きな季節)

Reason (理由)

Name 友達の名前	Season 友達好きな季節	Reason 理由
(例) Sakura さくら	秋 Fall	焼き芋 a baked sweet potato

※Eye contact! Clear voice! Try to speak English!

About our prefecture

Class_____ Name_____

This is _____ . (紹介する都道府県) (The name of the prefecture)

In _____ (季節) (season) you can enjoy _____ .

You can _____ . (その土地でできること)
(Things you Can-Do in the event)

It's _____ . (気持ち) (How is it?)

I like _____ . (その土地やそこでの行事に関して自分が好きなこと)
(Things a pupil likes about the event)

It's _____ (気候) (Climate)

It's _____ °C in _____ . (季節) (season)

Please go/come to _____ . (都道府県名) (a name of the prefecture)

季節=spring, summer, fall, winter

できること=eat(食べる)、go to ~ (~~行く)、buy (買う)、see (見る)

気候=warm (暖かい)、hot (暑い)、cool (涼しい)、cold (寒い)

※その他の表現を知りたいとき

How do you say... in English?

Appendix 5

Outline of Lesson 6 in Terms of 'the 4Cs' (sixth grade, Lesson 6: A letter to...)(Project type)

	Content	Communication	Cognition	Community/Culture
1st period	To learn the water cycle.	(LOL) What is 'water'? (from the picture book) Water is ... (LFL) Where does water come from? It comes from Let's think of the water cycle. (LTL) Names of places water comes from like sea, lake, river, rain and so on. First. ..., second. . . (the water cycle)	(LOTS) Remembering Understanding Applying English vocabulary to describe the water cycle.	Pair work to remember what they saw in the picture book. Group work to identify and sequence the key components of the water cycle with the Activity sheets,* ^① Class work to share their ideas.
2nd period	To learn what we use water for and how much use it a day. To describe what we can do to save the water.	(LOL) We use water for (washing hands). We use... 0 for... We can ... to save water. (LFL) What do you use water for? How much water do we use for (flushing a toilet)? It's about.... Is it a lot? (LTL) Gerunds to describe action verbs like cooking, flushing a toilet, cleaning a house, watering plants and so on. Verbs not yet studied.	(LOTS) Remembering Understanding to compare the amount of water to use for each purpose. Applying English vocabulary to describe how we use water in our daily lives.	Individual work to fill the sheet. Group work to discuss the ranking of what we use water for and how much we use it and what we can do to save water. (discussion & Water Quiz)* ^②
3rd period	To learn how to save the electricity.	(LOL) We use electricity for... We use ...kwh for (TV). We can ... to save electricity. Names of home appliances. (LFL) What do you use electricity for? How much electricity do we use? (LTL) Verbs not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to tell how to save electricity.	Individual work to fill the sheet. Group work to discuss the ranking of what we use electricity for and how much we use it and what we can do to save electricity. (discussion & electricity quiz)* ^{③④}
4th period	To learn how much we dump trash a day and how we can reduce the amount of trash.	(LOL) Bin, bottle, comic, glass, paper, plastic, newspaper, plastic bottles, clothes. We/ I can recycle I can ... to reduce trash. (LFL) How much do we dump trash a day? What kinds of trash do we dump? What can we do to reduce trash? What can you recycle? Why did you get different points? (LTL) The way to reduce trash not yet studied. Verbs not yet studied.	(LOTS) Remembering Understanding how to reduce the trash through the game. Applying English vocabulary to represent the way of reducing trash.	Individual work to fill the sheet, Group work to exchange their ideas.* ^⑤ Pair work to play 'Recycling race track' * ^⑥ Group work to discuss why they got different points on the game.

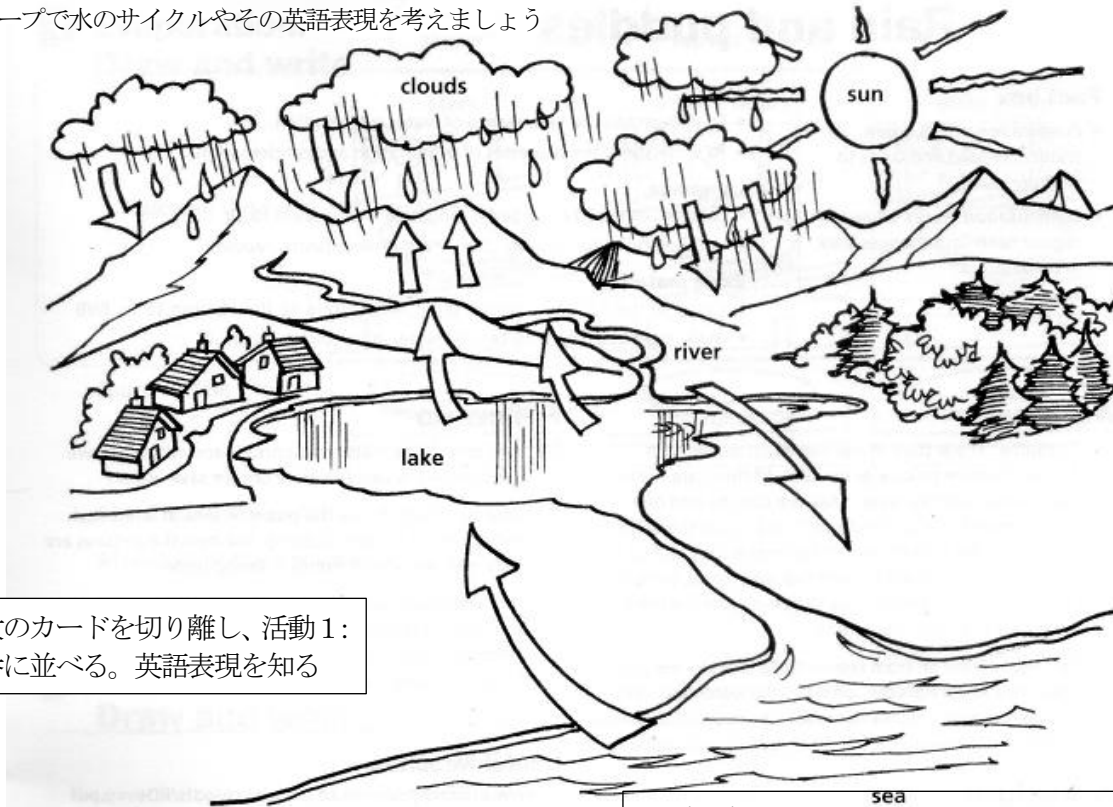
5th period	To learn how to stop global warming.	(LOL) I can walk. I can ... to reduce CO2 (LFL) What are bad things for global warming? What makes CO2? What can we do to stop 'Global Warming'? How can we reduce CO2? How about...? (LTL) The way of stopping 'Global Warming'.	(LOTS) Remembering, Understanding, Applying English vocabulary to tell the opinion about the topic. (HOTS) Analyzing, Evaluating what makes CO2 and how to reduce it.	Class to learn what 'Global Warming' is.* ^⑦ Individual work to do an activity sheet of 'anagram' and group work to help one another.* ^⑧ Individual work to understand the English and pair work to help each other.* ^⑨ Group work to share the ideas of how we can reduce CO2 using an activity sheet 'Carbon footprint'* ^⑩
6th period	To learn how to save the earth through the activity, 'Helping the Earth'.	(LOL) I can ... to save water. I can ... to save electricity. I can ... to reduce trash. I can ... to reduce CO2. (LOF) What can you do to save the earth? What can you do to save water/ electricity? What can you do to reduce trash/ CO2? (LTL) New reasons not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to represent their opinions. (HOTS) Analyzing, Evaluating what to do to save the earth.	Group work to guess the meaning from a picture on the sheet. Group work to guess the English meaning and play Bongo using an activity sheet 'Helping the earth'* ^⑩
7th period	To write a message to save our earth.	(LOL) The form of a message, 'Carbon footprint'. (LFL) e.g.) Global warming What do you think? How about you? (LTL) Requisite vocabulary for their message.	(LOTS) Remembering Understanding Applying English vocabulary to make their message (HOTS) Analyzing and Evaluating what to do to save the earth. Creating their message to the world.	Individual work to write what they can do for the world.* ^⑨ Pair work and group work with teachers to create their message.
8th period	To make a presentation in the class. To share the comments after that.	(LOL) The form of a message, 'Carbon footprint'. (LFL) What do you think? I think ... Do you agree or not? I agree or don't agree with....	(LOTS) Understanding other's messages. Applying English vocabulary for the comments. (HOTS) Evaluating others' message and give some comments.	Individual work to make a presentation in the class. Individual to give comment after their presentations.

Discuss the water cycle in Japanese.
Then, try to explain it in English in
a group and share it in the class.

The water cycle

1 Label the water cycle

グループで水のサイクルやその英語表現を考えましょう



4枚のカードを切り離し、活動1:
順番に並べる。英語表現を知る

Word Bank

water vapor (水蒸気) condense (凝縮・液化する) return (戻る)
evaporate (気化する・蒸気になる) fall (落ちる・降る)

2 Number, cut out and play

<p>clouds</p>	<p>river lake sea</p>	<p>lake</p>	<p>clouds</p>
<p>water vapour condenses into clouds</p>	<p>water returns to the sea</p>	<p>water evaporates into the air</p>	<p>water falls as rain</p>

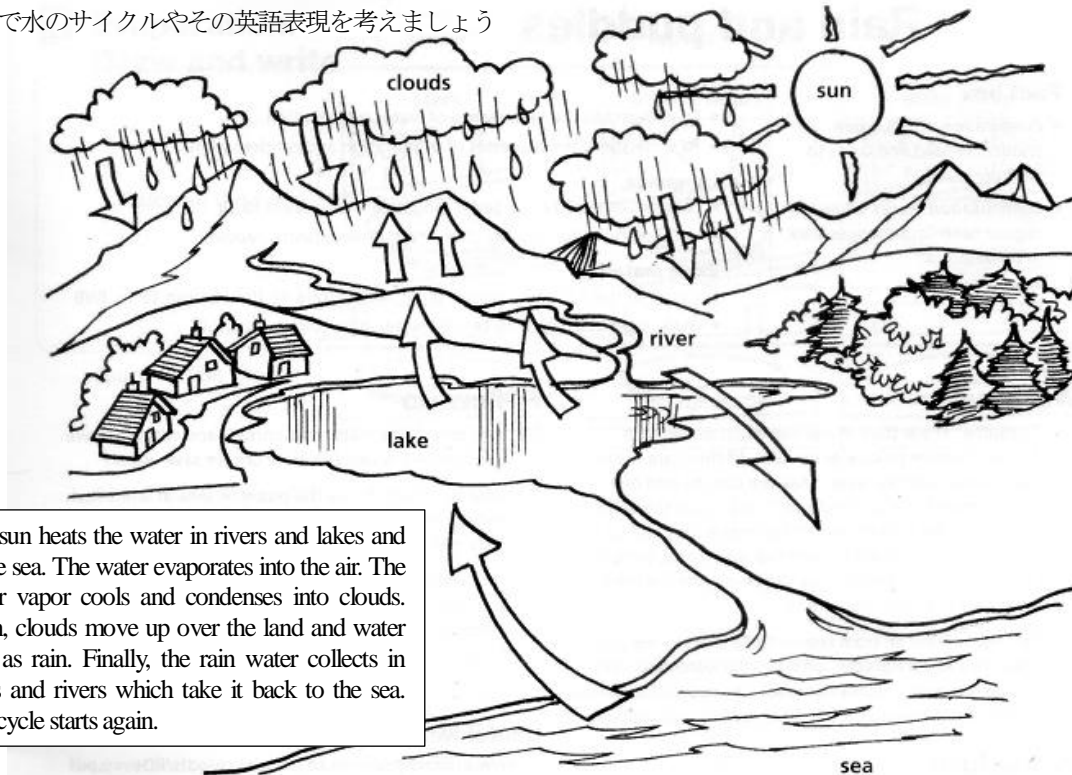
Answer sheet

Discuss the water cycle in Japanese.
Then, try to explain it in English in
a group and share it in the class.

The water cycle

1 Label the water cycle

グループで水のサイクルやその英語表現を考えましょう



The sun heats the water in rivers and lakes and in the sea. The water evaporates into the air. The water vapor cools and condenses into clouds. Then, clouds move up over the land and water falls as rain. Finally, the rain water collects in lakes and rivers which take it back to the sea. The cycle starts again.

2 Number, cut out and play

<p>clouds</p>	<p>river lake sea</p>	<p>lake</p>	<p>clouds</p>
<p>3 water vapour condenses into clouds</p>	<p>1 water returns to the sea</p>	<p>2 water evaporates into the air</p>	<p>4 water falls as rain</p>

Adapted from The CLIL Resource Pack (Grievson and Superfine, 2012, p.121)

What do we use water for?

How much water do we use a month?

Class _____ Name _____

Tokyo2012

1. We use water for (水の使いみちランキング)

1.		2.		3.		4.		5.	
----	--	----	--	----	--	----	--	----	--

2. How much water do we use a month? (一人当たりの一か月の水の使用量)

About (約) _____ m^3 ~ _____ m^3 * 1 m^3 = 1000 リットル

3. How much water do we waste?

Use	How to use	Amount
Washing our face and hands	1 分間流しっぱなしの場合	About l
Brushing our teeth	30 秒間流しっぱなしの場合	About l
Washing dishes	5 分間流しっぱなしの場合	About l
Washing a car	流しっぱなしの場合	About l
Taking a shower	3 分間流しっぱなしの場合	About l

4. What can you do to save water? (節水するためにできること)

5. I can... (友達のことを聞いて自分もできると思ったこと)

What do we use electricity for? How much electricity do we use a year?

Class _____ Name _____

2013

1. We use electricity for (電気の使いみちランキング)

1.		2.		3.		4.		5.	
----	--	----	--	----	--	----	--	----	--

2. How much electricity do we use a month? (一人当たりの一月の電気の使用量)

About (約) _____ kwh

**テレビ1日5時間 10.5kwh/月 235.5円/月 エアコン1日3時間 30kwh/月 750円/月 (2016)

3. How much do we pay for the electricity? (4人家族の1月の電気代) 2013-2015

About (約) _____ 円

4. What can you do to save electricity? (節電するためにできること)

5. I can.... (友達の見解を聞いて自分もできると思ったこと)

Save – don't waste!

Saving water, electricity and fuel

Write *water, electricity, or fuel*. Match the words and pictures.

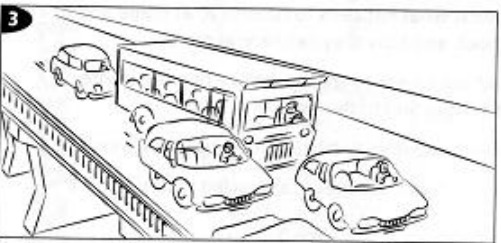
Word Bank
 turn off 消す、go by ~で行く
 ride 乗る bicycle 自転車



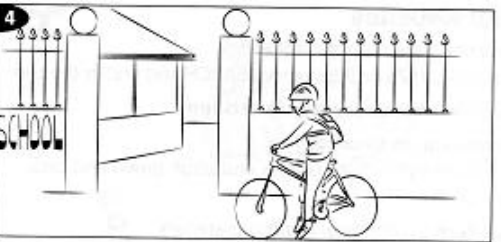
Save _____!
 Turn off the computer when you have finished!
 作業が終わったとき...



Save _____!
 Turn off the tap! Never leave it dripping!
 出しっぱなしにしない



Save _____!
 Turn off the lights and heater when you go out!
 出かけるとき...



Save _____!
 Go by bus or give your friend ride
 友達を乗せる



Save _____!
 Ride a bicycle!



Save _____!
 Turn off the tap while you clean your teeth!
 歯をみがく間

Our Trash

Class _____ Name _____

1. How much do we dump trash a day? (一日に一人あたりが出すゴミの量)

_____ kg

2. We dump trash 44,320,000t a year.

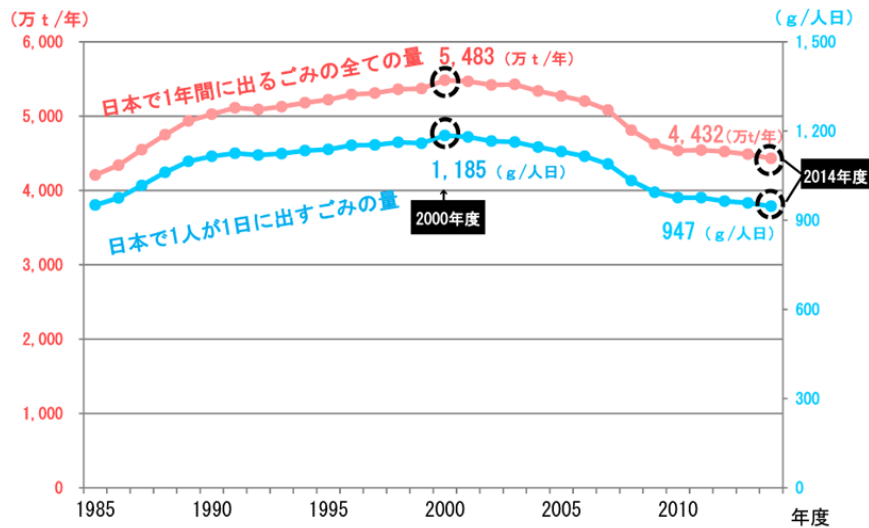
How many 25 m swimming pools do we need?

(25m プール何杯分?)

How high would it be if we piled them up?
(は?)

(そのプールを積み上げた高さは?)

_____ km



3. Why is the amount of trash reduced from 2000 to 2014?

(なぜゴミの量が減ったの?)

Our Trash

Class _____ Name _____

4. How much do we dump trash a day? (一日に一人当たりが出すゴミの量)

About 1 kg

5. We dump trash 44,320,000t a year.
How many 25 m swimming pools do we need?

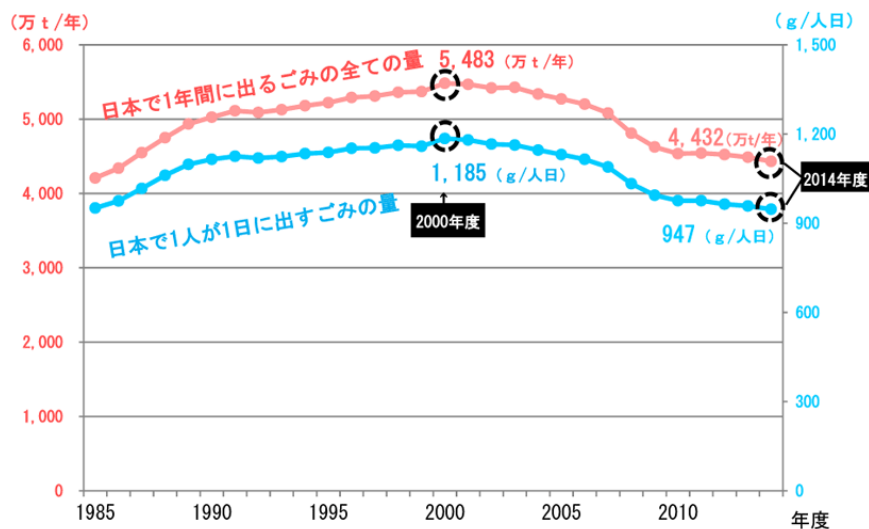
(25m プール何杯分?)

420,000 swimming pools

How high would it be if we piled them up?
は?)

(そのプールを積み上げた高さ)

500 km



6. Why is the amount of trash reduced from 2000 to 2014?
(なぜごみの量が減ったの?)

Recycling

1 Where does the rubbish go?



glass bottles and jars



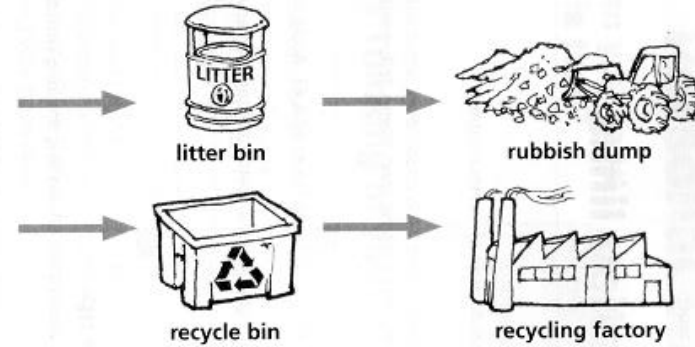
plastic bottles



drink cans



newspapers



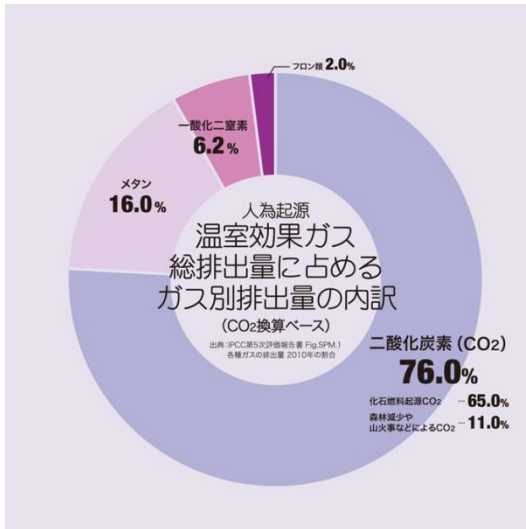
2 T59 Recycling race track

<p>A START →</p>	<p>Collect plastic bottles for recycling</p>	<p>Take glass bottles to bottle bank</p>	<p>Recycle newspapers</p>	<p>Throw drink can in litter bin</p>	<p>Recycle drink can</p>
<p>Give away old toys: +2 points</p>	<p>1 point</p>	<p>2 points</p>	<p>0 points</p>	<p>Throw comic in rubbish bag</p>	
<p>Recycle jam jars</p>	<p>Give comic to a friend: +2 points</p>	<p>Throw glass jar in rubbish bag</p>	<p>Use old envelopes for shopping lists: +2 points</p>	<p>Leave plastic drink bottle in playground: -4 points</p>	<p>← B START</p>

Instruction

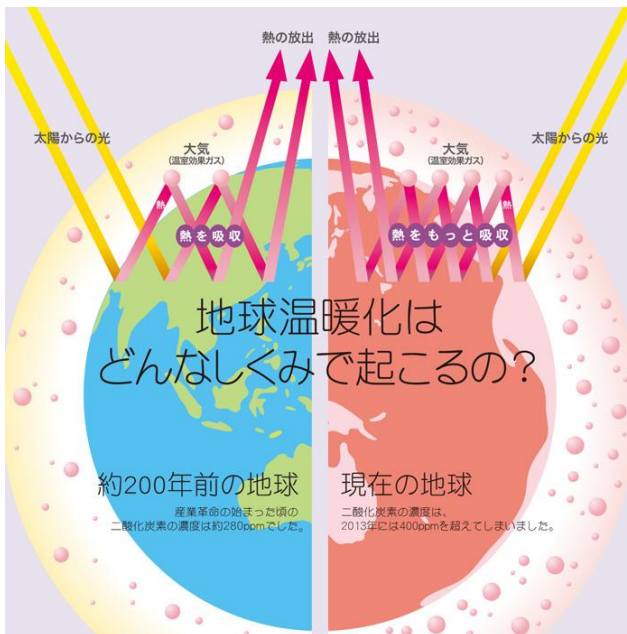
1. ①Point to the pictures and repeat the words after the teacher. (絵を指さし、英語の言い方を知る)
②Follow the arrows. (矢印に従って進むとどこに行くかを確認。どの品物がどこに行くかを確認)
③捨てる場所によって処理の仕方が違う事への気づき

2. Recycling race track
 - ① Make pairs. ペアになる さいころを渡す。駒はそれぞれの消しゴムを使う
 - ② Begin in opposite corners. それぞれ端からスタート
 - ③ Take turns to throw the die. 順番にさいころを振る
 - ④ Move and read the words aloud. こまを動かし、そこに書かれている英語を二人で協力しながら読んでみる。読み終わったら二人で書いてあることを予測する
 - ⑤ They look at the rubbish bag, recycling box or litterbin to find their score. 真ん中の絵のどれに入るかを考え、当たったポイントをもらう
Recycling 2points, Putting recyclables in the litter bin (リサイクルできるものをゴミ箱に入れたらゼロポイント)
Putting litter (ごみ) in the box (ごみをゴミ箱に入れたら1ポイント)
 - ⑥ ゲームを終えたらごみの処理によってポイントが違ったのはなぜかを考えさせる。
Why did you get different points by the way of dealing trash?



地球温暖化の原因となっているガスには様々なものがあります。なかでも二酸化炭素はもともと温暖化への影響度が大きいガスです。産業革命以降、化石燃料の使用が増え、その結果、大気中の二酸化炭素の濃度も増加しています。IPCC 第5次評価報告書(2014)では、このままでは 2100年の平均気温は、温室効果ガスの排出量が最も多い、最悪のシナリオの場合には最大 4.8℃上昇すると発表しました。

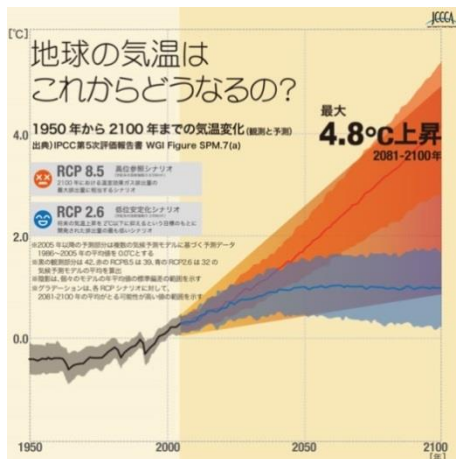
地球温暖化のメカニズム



現在、地球の平均気温は 14℃前後ですが、もし大気中に水蒸気、二酸化炭素、メタンなどの温室効果ガスがなければ、マイナス 19℃くらいになります。太陽から地球に降り注ぐ光は、地球の大気を素通りして地面を暖め、その地表から放射される熱を温室効果ガスが吸収し大気を暖めているからです。

近年、産業活動が活発になり、二酸化炭素、メタン、さらにはフロン類などの温室効果ガスが大量に排出されて大気中の濃度が高まり熱の吸収が増えた結果、気温が上昇し始めています。これが地球温暖化です

上がり始めた気温



IPCC 第5次評価報告書(2014)によると、1880～2012年の傾向では、世界平均気温は0.85°C上昇しています。これは2001年に発表されたIPCC第3次評価報告書で示されていた1901～2000年の100年当たり0.6°Cの上昇傾向よりも大きくなっています。

特に最近30年の各10年間の世界平均気温は、1850年以降のどの10年間よりも高温となっています。中でも1998年は世界平均気温が最も高かった年でした。2013年には2番目に高かった年を記録しています。

特に過去50年の気温の上昇は、自然の変動ではなく、人類が引き起こしたものと考えられます。

今後、温室効果ガス濃度がさらに上昇し続けると、今後気温はさらに上昇すると予測されています。IPCC第5次評価報告書によると、2100年末には温室効果ガスの排出量が最も少なく抑えられた場合(RCP2.6シナリオ)でも0.3～1.7°Cの上昇、最も多い最悪の場合(RCP8.5シナリオ)の場合に最大4.8°Cの上昇と予測されています。(いずれも、1986～2005年を基準とする)

どこまで続くのか 海面の上昇

20世紀(1901～2010年)の間、海面は19cm上昇しました。

今後、地球温暖化に伴う海水温の上昇による熱膨張と氷河などの融解によって、2100年までに最大82cm上昇すると予測されています。

Label the picture
6th grade Lesson 6 ⑧

Class _____ Name _____

Label the pictures.

praaleone

rac

sveletiino

hitlg lubb

raint

Anagram with pictures (それぞれの単語を並べ替えて正しい綴りにしましょう。最初はヒントの Word Bank を見ないでやってみましょう)



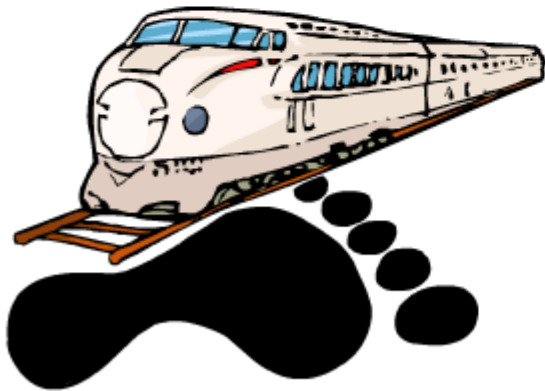
✓ _____



✓ _____



✓ _____

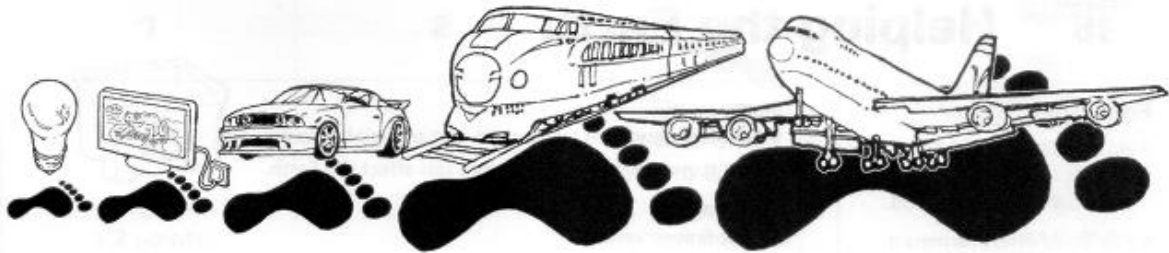


✓ _____



✓ _____

Carbon footprint



Choose and write

◇地球温暖化の原因となる 二酸化炭素を出さないために自分ができることを選んで英語を写しましょう

I promise to reduce my carbon footprint by trying to:

Choices

- ...not waste water.
- ...turn down the heating and put on a jumper.
- ...walk when I can.
- ...not waste paper.
- ...share a lift when I can.
- ...eat 10 ice creams every day!
- ...cycle when I can.
- ...eat food grown near home.
- ...turn down the cooler and take off a jumper.
- ...not leave the computer on standby.
- ...plant a tree.

Word Bank

turn down 下げる put on 着る share a lift 乗合い
 cycle 自転車に乗る grown near home 地元で育った
 take off 脱ぐ leave ~ ~の状態にしたままにする plant
 植える

Adapted from The CLIL Resource Pack and revised it (Grieverson and Superfine, 2012, p. 117)

Helping the Earth

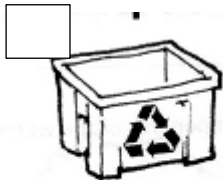















6th grade Lesson 6 ⑩

Class _____ Name _____

Guess the English meanings.

(英語を聞いてグループで英語の意味を推測してみましょう。わかれば☑を入れる)

Let's play bongo! (4つ選ぶ。先生が1 2枚読み上げる。読み上げられなかったカードだけポイント計算)

<input type="checkbox"/>  <p>Recycle + 2 points</p>	<input type="checkbox"/>  <p>A dripping tap can waste 90 litres of water a day! Turn it off. + 5 points</p>	<input type="checkbox"/>  <p>Take glass bottles to bottle bank +3points</p>	<input type="checkbox"/>  <p>Ride a bicycle. + 3 points</p>
<input type="checkbox"/>  <p>Throw away less rubbish. + 3 points</p>	<input type="checkbox"/>  <p>Walk. + 3 points</p>	<input type="checkbox"/>  <p>Go by bus. + 2 points</p>	<input type="checkbox"/>  <p>Use energy-saving Use LED light</p>
<input type="checkbox"/>  <p>Never leave trash + 3 points</p>	<input type="checkbox"/>  <p>A TV on standby uses 50% electricity. Switch off. + 3 points</p>	<input type="checkbox"/>  <p>Collect plastic bottles for recycling +2points</p>	<input type="checkbox"/>  <p>Give away old toys: +2 points</p>
<input type="checkbox"/>  <p>Give comic to a friend: +2 points</p>	<input type="checkbox"/>  <p>Use old envelopes for shopping lists: +2 points</p>	<input type="checkbox"/>  <p>Recycle drink can +2points</p>	<input type="checkbox"/>  <p>Recycle Trash +2points</p>

Pictures from The CLIL Resource Pack (Grieverson and Superfine, 2012, 119)

Appendix 6
Outline of Lesson 8 in Terms of ‘the 4Cs’ (sixth grade, Lesson 8: What do you want to be?)

	Content	Communication	Cognition	Community/ Culture
1st period	To learn the varied occupations and worksites.	(LOL) Names of occupations. Verbs for occupations. Names of worksites. He or She is a.... I want to be.... (LFL) What does she/he do? Who use a stethoscope? Where does he/she work? (She) works at (the hospital). (LTL) Names of occupations and workplaces not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to describe the occupations.	Group work to answer the quiz and to play ‘Matching Game’.* ^①
2nd period	To learn about the popular jobs in Japan and other countries.	(LOL) Names of occupations I think A is more popular than B. I agree. I don’t agree. I want to be.... (LFL) Which is more popular, A or B? A is the most popular job in this country. Why? What do you want to be? (LTL) Names of occupations not yet studied. Adjectives, names of worksite not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to decide the order of popular jobs.	Class to listen to the story, ‘ <i>Mr. Noisy’s Helpers</i> ’ to know more about other occupations. Classwork to brainstorm popular occupations. Group work to put the cards in order to the popular jobs. * ^② (Ranking quiz.) Class to learn the occupations in the world. Group work to discuss if we need those jobs.* ^③
3rd period	To learn more about the occupations from the professionals.	(LOL) She/ He is.... I think she/ he like.... I think she/ he is good at.... I think they study (studied).... I want to be.... (LFL) What does he/she do? What does he like? What do you need to study? Do you want to be...? What do you want to be? (LTL) Verbs not yet studied. Names of subjects not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to identify the favorite things and the necessary subjects to study.	Class to listen to the stories from the professionals and exchange their comments. Group work to identify what he/she likes and what they need to study. Class work to share the ideas.
4th period	To learn what they need to prepare to be (a doctor) through ‘Jigsaw’ learning.	(LOL) (Pilots) like (planes). We study (math, science...) hard to be (a pilot). (LFL) In Japan soccer players are the most popular job. What do they like? What do you need to study? What do you need to do? (LTL) Things to do to get a certain job.	(LOTS) Remembering Understanding Applying English vocabulary to express their ideas. (HOTS) Analyzing the occupation and think of what they need to study and to do.	Group work to identify what they need to study and what they need to do through ‘Jigsaw’ Learning.* ^④ Group work to share their information they learned in ‘Jigsaw’ Learning. Class to share the information.

5th period	To know about yourself. To find good points of their friends.	(LOL) I want to be.... Adjectives to praise friends like strong, gentle and nice. Verbs to describe what they Can-Do. You are/I am nice. You can/ I can play soccer well. You are/ I am special. Thank you. You're welcome. (LFL) What do you want to be? Find out good points of <i>Draemon</i> . How is he? Is he strong? He is nice. (LTL) Adjectives and verbs not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to praise their friends. (HOTS) Analyzing and Evaluating their friends' features. Creating the message.	Class work to listen to the story ' <i>I like me</i> ' to learn how to praise your friends using <i>Draemon</i> as a example. Individual work to write good points of their friends in a group.* ^⑤ Pair work to praise each other.
6th period	To identify what I Can-Do and how I am with 'Branches for a dream'	(LOL) I want to be.... Vocabulary to describe what their friends Can-Do and how they are. You (help people) You are (very kind). You can (play soccer) very well. Thank you. You're welcome. (LFL) What do you want to be? What can <i>Draemon</i> do? He can fly. He is brave. He is kind. (LTL) Adjectives and verbs not yet studied.	(LOTS) Remembering Understanding Applying English vocabulary to fill the activity sheet. (HOTS) Analyzing and Evaluating their own characteristic. Analyzing, Creating their 'Branches for a dream'	Class work to listen to the story 'I am Special'. Individual work to write how they are and what their friends Can-Do. Individual work to fill the activity sheet* ^⑥ using their friends comments of ^⑤ .
7th period	To identify themselves. To prepare for the presentation.	(LOL) I am (gentle). I can (be nice to everyone). I like (babies). I want to (take care of children). I want to be (a nursery teacher). I study (home economics) hard. (LFL) What kind of person do you want to be? I want to be nice to younger children. (LTL) Adjectives and verbs not yet studied.	(LOTS & HOTS) Remembering Understanding Applying English vocabulary to analyze, evaluate themselves Creating their 'Branches for a dream'.	Individual work to prepare for the presentation Pair work to practice their speech* ^⑦]
8th period	To make a presentation.	(LOL) I am (gentle). I can (be nice to everyone). I like (babies). I want to (take care of children). I want to be (a nursery teacher). I study (home economics) hard. (LFL) What do you want (to do)? What do you want to do for you friends? How do you want to be? How do you want your society to be? (LTL) Verbs and adjectives not yet studied.	(LOTS) Remembering their speech Understanding their friends' speech (HOTS) Evaluating their speech and their friends' speech.	Individual work to make a speech. Class work to give comments

Occupations

 <p>cabin attendant</p>	 <p>baker</p>	 <p>singer</p>	 <p>soccer player</p>
 <p>vet</p>	 <p>dentist</p>	 <p>florist</p>	 <p>bus driver</p>
 <p>zoo keeper</p>	 <p>artist</p>	 <p>doctor</p>	 <p>cook</p>
 <p>comedian</p>	 <p>teacher</p>	 <p>farmer</p>	 <p>fire fighter</p>

Pictures adapted from Hi, friends! 2

Workplaces and tools

 <p>flower shop</p>	 <p>restaurant</p>	 <p>hospital</p>	 <p>school</p>
 <p>fire station</p>	 <p>stadium</p>	 <p>dental clinic</p>	 <p>animal hospital</p>
 <p>bakery</p>	 <p>microphone</p>	 <p>plane</p>	 <p>stage</p>
 <p>bus</p>	 <p>zoo</p>	 <p>canvas and an easel</p>	 <p>tractor</p>

Popular jobs

Japan

boys		girls	
1	Athlete	1	Nursery teacher
2	Researcher	2	Teacher
3	Engineer	3	Nurse
4	Game creator	4	Pharmacy
4	Doctor	5	Zookeeper / a staff of amusement park
6	Teacher	6	Designer
6	Architecture	7	Doctor
8	Office worker	8	Confectioner, baker
9	Astronaut	9	Cartoonist/illustrator
9	Railroad worker	10	Journalist (Mass media)

Note. 2016 Kuraray

France	
1	Engineer
2	Pilot
3	Office worker
4	IT
5	Teacher
6	Actor / actress
7	Soccer player
8	Mechanic
9	Fire fighter
10	Journalist

Note. Adopted from All About learning, France (14years old-17 years old)

6th Lesson 8②

アジア9か国の子供が将来 就きたい仕事ランキング

	日本	中国	香港
1位	パティシエ	先生	医者
2位	医者	医者	先生
3位	サッカー選手	警察官	看護師
4位	野球選手	上司	消防士
5位	先生	科学者、弁護士、アスリート、軍人 (*)	シェフ

	台湾	韓国	シンガポール
1位	アスリート	医者	上司
2位	先生	先生	先生
3位	医者	サッカー選手	スーパーヒーロー
4位	警察官	シェフ	医者
5位	ビジネスパーソン	画家	獣医、社長、警察官 (*)

	マレーシア	タイ	ベトナム
1位	俳優・女優	医者	医者
2位	先生	軍人	先生
3位	医者	警察官	上司・管理職
4位	モデル	エンジニア	歌手
5位	レストランのオーナー、シェフ	先生	警察官、科学者 (*)

Note. Adopted from Adecco Co

America	
1	Professional athlete
2	Doctor
3	Don't know.
4	Teacher
5	Vet
6	Fire fighter
7	Scientist
8	Astronaut
9	Engineer
10	Police officer

Note. Adapted from Fatherly (2015)

Unique jobs in the world

Australia	Island shitter	<ol style="list-style-type: none"> 1. To feed turtles 2. To watch whales 3. To go to the post office to get mails. 4. To post regularly to a blog.
India	Delivery of lunch boxes	To collect lunch boxes from each house and deliver them.
Indonesia	Rental umbrella	To rend an umbrella.
America	Golf ball diver	To find golf balls in the pond.
Southeast Asian countries (Egypt)	Toilet paper cutter	To cut toilet paper into a certain length and hand it to the user in front of the toilet.
Vietnam	Nail cutter	To cut someone's nails.
Mongolia	Personal pay phone	To rend a phone someone needs.

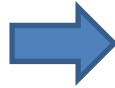
Jigsaw Learning

Occupation(職業名)

Class _____ Name _____

1. (Nursery teachers) like (children). (保育園の先生はこどもが好き)
 (Nursery teachers) are interested in (children). (保育園の先生は子どもに興味がある)

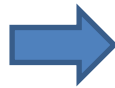
Japanese (日本語)



English (英語)

2. We need to (learn how to take care of children). (子どもの扱い方を学ぶ)

Japanese (日本語)



English (英語)

※How do you say... in English? (~は英語でなんというのですか?) ALTに質問する。
 ※ベスト 10 に上がった職業から班の数だけ職業を選ぶ (*6 班であれば6 種類) 各班のメンバーでどの職業を話し合ってくるか (ジグソー学習に参加してくるか) を決める。移動して話し合い英語の表現を考えるジグソー学習を行い自分の班に持ち帰り紹介する。

You are special!

Class _____ Name _____

※同じグループの友達を知っている英語を使ってほめましょう。

<p>Dear _____</p> <p>You are special!!!</p>	<p>Dear _____</p> <p>You are special!!!</p>
<p>Dear _____</p> <p>You are special!!!</p>	<p>Dear _____</p> <p>You are special!!!</p>
<p>Dear _____</p> <p>You are special!!!</p>	<p>Dear _____</p> <p>You are special!!!</p>

例) コミュニケーションの流れ

A: Taku, you are cool. You can play soccer well. You are special.

B: Thank you.

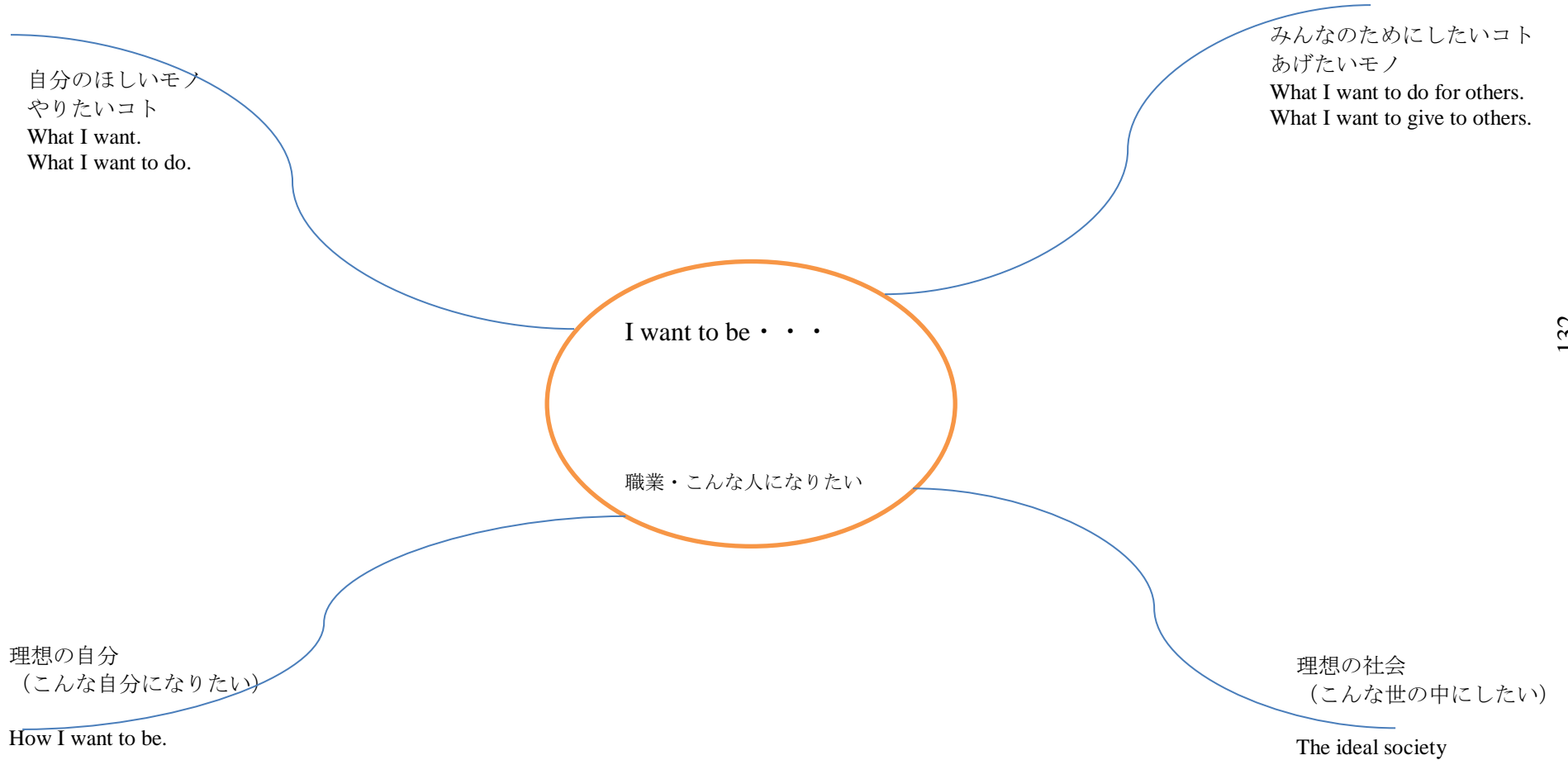
A: You're welcome.

B: I am cool. I can play soccer well. I am special.

(Adapted from Hasegawa, 2014)

Branches for a dream

Class _____ Name _____



My Dream

Class _____ Name _____

Hello. My name is .../ I am....

1. I am... (性格)

I am _____.

2. I like (好きなもの、好きなこと)

I like _____.

3. I can ... /I am good at... (できること、得意な事)

I can _____ / I am good at _____.

4. I want ... (ほしいもの)

I want _____.

5. I want to ... (やりたいこと)

I want to _____.

6. I want to be (こんなひとになりたい) (なりたい職業)

I want to be _____.

7. I study ... hard. (~を一生懸命勉強します)

I study _____ hard.

Thank you.

※Choose at least 4 sentences. 伝えたい内容を少なくとも4つ選んで伝えましょう。

Word Bank

adjectives (形容詞の例)

good (良い性格) , strong (強い) , brave (勇敢な) , rich, handsome, cute, shy (恥ずかしがり
の) , smart (賢い) , funny (面白い) , gentle (やさしい) , cool (かっこいい) , kind (親切な) ,
friendly (人懐っこい) , tidy (きれい好きな) , active (活発な) , diligent (まじめな) , cheerful
(明るい)

Note. Adapted from Hasegawa, 2014

verbs (動詞の例)

help people (ひとを助けたり、手伝う) , be kind to my friends (友達に親切にする) , make
people happy (人を楽しくさせる) , pick up trash (ごみを拾う) , write neatly (きれいに、
丁寧に書く) , concentrate (集中する) , study hard (一生懸命に勉強する) , dance,
run, sing, play baseball/basketball/soccer, play the piano, (絵本 'I am Special' か
ら) paint a picture, ride a bike, be a good friend, make a snowman, tie my shoes, read
this book

Note. Adapted from Hasegawa, 2014

subjects (教科)

math, social studies, Japanese, science, English, P.E., arts and crafts, music, home
economics, Sogo (periods for integrated study)

occupations (職業)

athlete, soccer/baseball/basketball player, adventurer (冒険家) , alpinist (登山家)
engineer (技師) , astronaut (宇宙飛行士) , pharmacy (薬剤師) , vet, doctor, nurse,
computer programmer, system engineer, therapist (セラピスト) , researcher (研究
者) , guide dog trainer (盲導犬トレーナー) , zoo keeper, florist, fisherman, farmer,
breeder, astronomer (天文学者) , caster, comedian, entertainer, singer, journalist,
editor (編集者) , photographer (写真家) , teacher, nursery teacher, kindergarten
teacher, professor (大学の先生) , film director (映画監督) , producer (プロデ
ューサー) , groomer (トリマー) , motorman (電車の運転手) , bus driver, police officer,
fire fighter, rescue team (レスキュー隊) , Maritime Self-Defense Force (海上自衛
隊) , Self-Defense Force (自衛隊) , novelist (小説家) , cartoonist (漫画家) , artist,
graphic designer, interior designer, fashion designer, architect (建築家) , wedding
planner, chef, sommelier (ソムリエ) , baker, confectioner (菓子職人) , tour conductor,
bus guide, civil servant (公務員) , office worker, interpreter (通訳) , translator (翻
訳家) ,

Appendix 7 The ordinary style (Focusing on familiarity with English sounds & expressions)

本時目標：季節の言い方を知る。楽しみ方の伝えかた。

1/4

言語材料：In ~, we enjoy ~. I like ~.四季の名前、気持ち、食べ物、風物詩

準備物：PPT、振り返りシート

時間	児童の活動	指導者の活動		留意点 評価等
		HRT	JTE	
2	あいさつ Hello, Mr./Mrs.	Hello, everyone! Let's start English class.	Hello.	
5	チャンツ「日本の四季」 ○聞く ○聞き取れた英語の言葉を発表 ○時間があればもう一度聞く ○英語の表現を知る It's fun/colorful/ exciting/wonderful	例として JTE の質問に対し 1つ聞こえたものを答える。 児童を指名する Wow! Good job! Great 児童が答えるたびに褒める。	First listen to the song. • What did you hear?	興味・関心 英語を聞き取ろうとする。答えようとしているか
23	金閣寺の写真を見せる ○四季の英語を知る 紅葉 (autumn leaves) 入道雲 (thunderhead) ○チャンツのフレーズで練習 ○季節の食べ物、風物詩の紹介。知っていることを伝える	• Watch TV. Listen carefully. JTE の説明をよく聞き、間違いを恐れずに答えようとする姿勢をほめる	• PPT で四季の金閣寺の写真を見せる Where is this? What season is it? Why do you think so? It's spring /summer /autumn /winter.	気づき 4枚の写真から気がついた事を伝えようとしているか 慣れ親しみ 季節、気候の表現をしっかりと声を出して練習しているか
	季節の食べ物や風物詩 JTE の表現に合わせて紹介文を繰り返す	• 児童の理解を支援	What can we eat in spring/ summer/ autumn/ winter? In ..., we enjoy ~. It's wonderful/ interesting/ fun/exciting.	
10	○オリジナルのチャンツを作って楽しむ PPT を見ながら大阪のチャンツを JTE の後について言う。 小学校の行事にちなんでオリジナルチャンツを作る	声を出すように促す 学校行事についてヒントを出しながら児童の意見を拾う	This is ~. In ~, you enjoy ~. You can eat You can see You can go to It's fun/interesting/wonderful/ Exciting.	
5	振り返り	振り返りシート記入		

本時目標：世界の行事を知る。日本の行事との類似点相違点を知る。おすすめの場所の伝え方を知る 2/4
好きな季節に理由を添えて伝え合う

言語材料：What season do you like? I like ~. We can enjoy ~. It's fun/wonderful/interesting/exciting.

時間	児童の活動	指導者の活動		留意点 評価等
		HRT	JTE	
2	あいさつ Hello, Mr./Mrs.	Hello, everyone! Let's start English class.	Hello.	
8	チャンツ「日本の四季」 ・歌えるところを歌う ・スライド見ながら発話練習 ・もう一度歌う ・Shouting game	Let's sing. 「言えるところを言う」ように 児童に指示	Let's try! 発話をリードする。 ・Shouting Game ペアになり向かい合い、一斉に 声を出し同じ言葉だと 1 point	
10	復習/導入 ○絵本”Skip through the Seasons” 聞き季節の表現を 復習 ○絵本の最後のページの行 事を表す絵から、京都の行事 を考える In ~, we enjoy~. 行事に合わせて気持ちを復 習 It's fun/ wonderful/colorful/exciting ○発話練習	○Listen carefully. JTE の質問に対して、見本の答 えを最初に示す I think it's winter. ○その季節の行事を日本語で いいので伝えるようにサポー ト	○Watch me. The title is.... 絵本を読み終えた後、絵本の絵 や月の名前を使って 季節を復習 ○児童の意見を引き出しなが ら絵カードで英語の言い方を 伝える。 ・いくつか例で上がれば 発話練習	<input type="checkbox"/> 慣れ親しみ 月の名前 行事の伝え 方
10	友だちと尋ね合う ○質問の部分、答えの部分に 分かれて発話練習 ○友達と尋ね合う インタビューの内容を報告 する	・子どもたちによく音を聞いて リズムよく英語を言えるよう に伝える ・前に出てやりたい児童にや てもらう。	児童に表現の発話練習を行う。 JTE: What season do you like? HRT: I like winter. In winter, we enjoy skiing. It's fun. (例)	<input type="checkbox"/> コミュニ ケーション <input checked="" type="checkbox"/> 自ら伝 えようと する姿勢
15	世界の行事や祭りを知る ○JTE の質問に絵などから予 測して答える ○世界のいろいろな行事や お祭りについて知る。	Watch TV. JTE の英語の質問について児 童が分かるように答え方の例 として一つ目を答える。	・世界の行事や祭りを紹介 This is ~. Where is ~? They have ~ in~. Do you think Christmas is fun?	<input type="checkbox"/> 気づき 祭りや文 化の違い
4	日本のおすすめの場所 ○修学旅行の体験からおす すすめの場所を考える (観光協会の人になりきって) This is Awajishima. In ~, we enjoy~. (You can eat/see ~.) I like~. It's wonderful.	Listen carefully. You know here! JTE の英語の質問について児 童が分かるように答え方の例 として一つ目を答える。	・修学旅行の写真を使って紹介 の表現の仕方を伝える Where is this? What can I eat? What can I see? What can I do there?	<input type="checkbox"/> 気づき 紹介の仕 方を知る
5	振り返り	振り返りシート記入		

目標：おすすめの名所とその理由を伝える。

3/4

言語材料：This is ~. In 季節(You can see/eat __.) In ~, we enjoy ~. It's fun/exciting/wonderful/interesting.

準備物：PPT,コンセプトマッピングの用紙、'Show and Tell'の絵を描く用紙、振り返りシート

時間	児童の活動	指導者の活動		留意点 評価等
		HRT	JTE	
2	あいさつ Hello, Mr./Mrs.	Hello, everyone! Let's start English class.	Hello.	
3	チャンツ「日本の四季」 歌えるところを歌う	Let's sing.	Let's try!	
10	復習 ○世界の行事残りを見て外国の行事を知る。 ○スライドを見ながら JTE が行事を言い、児童が季節を加える。 ○「いろいろな場所の紹介」示される絵カードに合わせて表現に慣れ親しむ。	<ul style="list-style-type: none"> ・児童と一緒に声を出す。 ・絵に合わせた表現を声に出して言えているかを確認。 ・外国と日本の行事との違いへの気づきを拾う 	<ul style="list-style-type: none"> ・ Review the lesson. <p>This is <u>Kyoto</u>. In spring, we enjoy <u>cherry blossoms</u>. We eat <u>dumplings</u>. I like <u>dumplings</u>. (<i>hanami dago</i>) <u>They're wonderful</u>.</p>	慣れ親しみ 発表の表現の仕方
10	日本のおすすめの場所 ○JTE がデモンストレーションする マッピングで思考を広げ整理 ・おすすめの場所を選び、理由を考える。 ・その都道府県でできること。 意見や考えを添える ・内容を伝えるための英語表現を知る ※参考：社会の教科書の巻末 資料集	<ul style="list-style-type: none"> ・前時の修学旅行地で扱った表現あるいはそれ以外の表現で自分が紹介したい場所の紹介文を考える。 <p>机間指導</p> <ul style="list-style-type: none"> ・出来るだけ英語を使う。 ・わからない英語は尋ねる。 <p>事を伝える。</p>	<ul style="list-style-type: none"> ・発表の仕方を紹介 ・日本語で出たものは英語に。単語で出たものは英語の文章に置き換える。 ・What's ~ in English?の使い方を紹介。 	慣れ親しみ お薦めの場所の伝え方
15	ポスターづくり ○紹介文を考え、絵を描く。 ○練習する。	用紙（一人8切）マジック グループ内で show & tell の形で絵を見せながら友達に紹介。 その後紹介したい子に前で紹介してもらう。	紹介文 This is ~ 都道府県名（地図を示す） In~, we enjoy ~. It's wonderful. We (can) eat/see. I like ~. We have 建物.We (can) 動作 気持ちなど	
5	振り返り	振り返りシート記入		

目標：日本のおすすめの場所を外国の人に紹介する

4/4

言語材料：This is ~. In 季節(You can see/eat __.) In ~, we enjoy ~. It's fun/exciting/wonderful/interesting.

準備物：PPT、'Show and Tell'の用紙、振り返りシート

時間	児童の活動	指導者の活動		留意点 評価等
		HRT	JTE	
2	あいさつ Hello, Mr./Mrs.	Hello, everyone! Let's start English class.	Hello.	
5	チャンツ「日本の四季」 ○歌えるところを歌う ○スライドの絵を使って シャウティングゲーム	Let's sing. チャンツの絵を使って以前 行ったゲームをする。	Let's try! Let's play 'Shouting Game'.	
5 5 10 13	おすすめを紹介 ○スライドを見ながら定型 文で練習 Spring is the best season.の言 い方を練習。 ○友達と練習 歩き回って相手を見つけ 互いに発表を 聞き合う。 ○班になる グループ内で紹介。 1人 1-2 分 その後発表したい子に 前で発表をしてもらう ※自分の出来る範囲で気持 ちを伝えたり、英語で発表 する ○発表コメント 発表者へのコメント（日本 語）	発表のポイント ① Eye contact 目を見て ② Clear voice 聞き取りや すい声 ③ Enjoy! 笑顔で、楽しみ ましょう Hello. I'm ~ 名前を言う ① This is 日本地図の場所を示す。 ② ③④We enjoy ~ 絵を紹介したあと 自分の意見や気持ちを言う。 I like ~. または It's fun./exciting/wonderful/interesting. Thank you.	※ここの流れは担任の先生 と相談	コミュ ニケー ション 相手の 気持ち になっ て伝え ようと し、理解 しようと する 姿勢 慣れ親 しみ これまで 学習 した表 現を使 って出 来るだ け英語 で伝え ようと する
5	振り返り	振り返りシート記入	How was the presentation?	

テーマ: Welcome to our country

関連単元

2020年度予定されている題材: Lesson 4 Welcome to our country (現 Hi, friends! 1-lesson3, Hi, friends!2-lesson2, lesson3, lesson5)
関連教科: 理科 (四季の特徴)、社会 (5年気候、4年都道府県、6年歴史)
算数 (5年 小数点の割り算、気温の単位摂氏と華氏の計算)

単元目標

- 日本の様子から世界の国々との共通点や相違点に気づく
- 日本について伝えることができる
- 日本の良さについて自分の考えを相手にわかるように伝え合う
- 単語を正確に書き写したり、推測して読んだりしようとする
(文科省 2015年12月21日資料)
- 外国から来た観光客にわかりやすく日本のお勧めの場所をベストシーズンや理由を添えてポスターで紹介する

単元評価基準

- 日本と世界の気候や行事を比べ類似点相違点について簡単な英語表現を使って伝えようとしているか
- 簡単な英語表現を使って自分の考えを伝えようとしているか
- 日本について簡単な英語表現を使って相手に紹介できているか
- グループで協力して選んだ都道府県の良さをわかりやすく伝えようとしているか

語彙・表現

What season do you like? I like _____. It's warm/hot/cool/cold. In (season) we enjoy ~ (event, festival). It's wonderful/ fun/ exciting/ interesting/ colorful. You can go to/see/ eat/buy~/there. It's ~. (degree)°C. A (seasons) is the best season (to go).

単元内容:

- 1 時間目: 日本の特徴 (位置、季節・気候)、世界の国々との比較。摂氏、華氏の違い。
- 2 時間目: 日本の行事、名所の伝え方を知る。好きな季節と理由の伝え方を知り、尋ねあう
- 3 時間目: 日本でお勧めの場所を紹介する表現を知る。一か所選び、班で紹介の準備
- 4 時間目: (外国観光客に行う事を想定して) グループで日本の観光名所や行事をポスターで、自分の考えや意見を添えて紹介する。友達の発表を見て気づいたことを意見交換する。

4C（4つの基本原理）からの単元

4Cs	1st CLIL lesson	2nd CLIL lesson	3rd CLIL lesson	4th CLIL lesson
Content (内容)	「日本の気候、外国の気候」気候の特徴：涼しい・寒い・暖かい・暑い。季節と月 日本の気温、世界の気温（摂氏、華氏の計算）	「日本の特徴」 ・日本行事・祭り ・好きな季節とその理由を尋ね合う ・日本と世界の比較 ・日本の名所	「日本のお薦めの場所を紹介」観光協会になりきりご当地自慢。 ・お薦めの仕方を知る ・ポスター制作	「日本を紹介」 ・観光ポスター ・担当グループが薦める名所のベストシーズン、お薦めポイントを紹介
Communication (言語)	LOL The names of four seasons. It's warm/hot/cool/cold. In~, we enjoy ~. We can eat~. I think ~ LFL What season is it? Why do you think so? How do you feel in ~? Where are they? Do you want to go there in summer/winter? LTL Names of foods not yet studied. The expressions in calculation.	LOL The names of events in Japan. We enjoy ~ in~. It's fun/interesting/exciting/ wonderful. What season do you like best? I like ____. LFL What do we enjoy in ~? What do you think of ~? Do you like it? They have~ LTL The expressions of reasons why they like the season. What's ~ in Japanese/English?	LOL In ~, we enjoy ~. It's fun/interesting/exciting/ wonderful. You can eat/go to/see~. How about you? LFL Where is ~? When is the best season there? What can we see/eat? Is it warm/hot/cool/ cold there in ~? LTL How about ~ing? What do you think? I think~.	LOL This is _____. ____ is the best (season to go). In ~, we enjoy ~. You can eat/go to/see It's fun/interesting/exciting/ wonderful. LFL What's this? What can we see/eat? Is it warm/hot/cool/cold there in ~? LTL What do you think? I think~. What's ~ in Japanese/English? Do you have any questions?
Cognition (思考活動)	LOTS (記憶・理解・応用) 季節や気候の表現を知り、世界の気候の違いに気づき、摂氏と華氏の表し方を知る。計算する。	LOTS (記憶・理解・応用) 日本や世界の行事を知る。「桜」「海開き」など訪れるのによい場所や季節を知る	LOTS & HOTS(理解・応用・分析・評価・創造) 前時で紹介された場所を参考にグループでお薦めの場所を紹介する	LOTS & HOTS(理解・応用・分析・評価・創造) 班ごとにお薦めの場所をできるだけ英語で紹介する。聞き手は感想を伝える。
Community (協学) /Culture (文化・国際理解)	一斉→日本/世界の場所についてのクイズ グループ→摂氏華氏の計算 個人→振り返りシート記入	一斉→日本/世界の行事についてのクイズ グループ→修学旅行で行った場所を使ってお薦めの仕方や英語表現を知る。 個人→振り返りシート記入	ペア→好きな季節。理由を添えて尋ねあえる。 グループ→お薦めの名所について理由を添えてポスターを作る 個人→振り返りシート記入	グループ→お薦めの名所について訪れる時期や理由を添えて紹介する 個人→「行ってみたい」と思った理由や発表の良かったところを伝える。 振り返りシート記入

The CLIL Lesson: Welcome to Our Country

1/4 時間

本時の目標：気候（日本/世界の気温）、暑い国寒い国の位置、摂氏と華氏の計算

言語材料：四季、月の名前、気温 temperature (Celsius, Fahrenheit, degree), 計算式(multiply by, divided by, plus, minus), It's warm/hot/cool/cold. It's wonderful/ colorful/exciting/fun.

準備物：指導者：四季の写真(PPT)、世界/日本地図、資料 (PPT)、ワークシート 生徒：筆記用具

内容/ 教材 (Content)	指導者の言語活動 (Communication)	児童の言語活動 (Communication)	思考活動 (Cognition)	協学/文化・国際 理解 (Community/C ulture)
始めの挨拶 (2分)	Hello, everyone. How are you, ___?	Hello, Mr. / Ms.~. I'm ~.	理解/応用	一斉・個人
導入 (10分)	○「日本の一年」チャンツ ○京都の写真(四季) Look at the screen. Where is this? This is ~. What season is it? Why do you think so? ○In summer, we can eat ~. /we enjoy fireworks. ※チャンツに戻していく	○チャンツを言う ○写真を見て四季の言い方、気候の伝え方を知る I think it's ~. It's hot. I see snow. ○四季折々で食べられる物や行事の英語 ○We can eat watermelon. We can enjoy the star festival. <i>Tanabata</i>	記憶/理解 ・身近な話題から四季を感じる ・気候の表し方 ・日本の四季それぞれの風物詩を知る。	一斉・ペア・グループ
活動1 (15分)	○気温（気温の棒グラフ） This is a bar graph. This is Kyoto. Where is this? Why? 京都/北海道/沖縄	(It's) Okinawa. (Because) they have a lot of rain in June.	記憶/理解/応用 ・気温の変化や地域さに気づく	一斉・グループ・ペア
活動2 (15分)	○日本と世界の国々 What's the temperature in June? How about Hawaii? ○華氏と摂氏（個⇒G） 世界の気温 It's ~ degrees Fahrenheit. It's ~degrees Celsius.	It's ~ degrees. ○世界の気温位置の違いから気付いたこと ○気温の表し方が違う国を知り、その国の気温に換算する。	記憶/理解/応用 同じ月の世界の気温からわかること $F=1.8C + 32$ $C=(F-32) \div 1.8$	一斉・グループ
振り返り・ 終りの挨拶 (3分)	Write your reflection sheet. See you.	振り返りシート記入 Thank you, Mr./Ms. See you.		個人・一斉

The CLIL Lesson: Welcome to Our Country

2/4 時間

本時の目標「日本の特徴」日本の祭り、行事、好きな季節や理由の伝え方。世界との比較、お薦めの場所(名所)の伝え方

言語材料: We/They have ~ in ~. It's warm/hot/cool/cold in ~. I like ~. In ~, we enjoy ~. It's wonderful/ colorful/exciting/fun.

準備するもの: 教師: 世界地図、名所に関する資料 (PPT) / 生徒: 筆記用具

内容/ 教材 (Content)	指導者の言語活動 (Communication)	児童の言語活動 (Communication)	思考活動 (Cognition)	協学/文化・国際 理解 (Community/ Culture)
始めの挨拶 (2分)	Hello, everyone. How are you?	Hello, Mr. / Ms. ~. I'm ~.	理解・応用	一斉・個人
復習/導入 (15分)	○「日本の一年」チャンツ ○季節、気候の復習 ○Shouting Game ○季節の行事の紹介の仕方 ・ In ~, we enjoy??PPT を見せ、児童から語彙を拾う ○気持ちを表す表現 It's fun/exciting/wonderful. ○好きな季節に理由を添えて尋ねあう	○チャンツを言う ○2択の行事を大きな声で言う。 ○行事の言い方、感想の伝え方 In ~, we enjoy~. It's fun/exciting Wonderful/interesting.	記憶・理解・応用 ・季節の行事を知る ・季節と行事 「桜」「海開き」「夏休み/冬休み」「紅葉」	一斉・グループ
			JTE: What season do you like? HRT: I like autumn. In autumn, we enjoy hiking. It's fun.	
活動1 (10分)	○世界の行事、祭り This is ~. Where is ~? They have ~in~. They/We have ~in~, too. It's ~degrees Celsius/ Fahrenheit.	○世界の行事のクイズに答える It's ~. It's fun/exciting/interesting.	記憶・理解・応用 ○日本と世界の行事、祭りの比較 ○世界の気温の変化	一斉・グループ・個人
活動2 (15分)	○日本の名所の紹介の仕方 ○修学旅行の体験からお薦めの場所を考える (観光協会の人になりきって) (PPT) Where is this? What can you eat? What can you see?	○写真のクイズに答えながら紹介文に慣れる。 It's ~. We enjoy ~.	記憶・理解・応用 ○知っている日本の名所について意見を伝え合う ○特徴、お薦め(できる事、旬の食べ物) (ベストシーズン)	一斉・グループ・個人
振り返り・ 終りの挨拶 (3分)	Write your reflection sheet. See you.	振り返りシート記入 Thank you, Mr./Ms. See you.		一斉・個人

The CLIL Lesson: Welcome to Our Country

3/4 時間

本時の目標「日本のお薦めの場所」の伝え方を知る。お薦めの場所をグループで考える。

言語材料: This is ~. In 季節(You can see/eat __.) In ~, we enjoy ~. It's fun/exciting/wonderful. You can go to/see/ eat/buy~/there. It's ~. (degree)C°

.準備するもの: 指導者: 名所・旧跡の紹介例の PPT、児童が選ぶ名所の写真、ポスター用の紙、プランをまとめる白紙の紙/ 生徒: 筆記用具、のり、マジック

内容/ 教材 (Content)	指導者の言語活動 (Communication)	児童の言語活動 (Communication)	思考活動 (Cognition)	協学/文化・国際 理解 (Community/ Culture)
始めの挨拶 (2分)	Hello, everyone. How are you?	Hello, Mr. / Ms. ~. I'm ~.	理解/応用	一斉・個人
復習 (15 分)	○「日本の一年」 ○復習 絵本“Skip through the Seasons” 紹介する表現を復習 This is ~. It's warm... You can eat/ see ~. In ~, we enjoy~. It's fun/ wonderful/exciting. ○ペアで互いにお薦めの 場所や理由を 伝えあう(社会巻末写真)	○チャンツを言う ○絵本のお話を通 して月の名前を復習 ○ペアになり紹介文 のいくつかを応用し て友達と名所を紹介 しあう You can eat/see/buy/ go to ~. In ~, we enjoy ~. It's fun/exciting/ wonderful. It's ~. (degree)°C. ~ is the best season (to go).	記憶/理解/応用 既習表現を使っ て表現する	一斉・ペア・
活動 1 (10分)	○グループでお薦めの 場所の紹介文を考える ○コンセプトマッピング ・お薦めのポイントをあげていく。 [表現例]This is ~. In ~, we enjoy ~. It's ~. It's fun/exciting/wonderful.	○日本語で意見交流 し 意見をまとめる ・社会の教科書や用 意した資料に基づ き、お薦めの場所を 決める。 特産物、気候等既習 の知識をもとに具体 的理由を考える。	記憶/応用 既習の知識を用 いてお薦めの場 所を考える。	一斉・グループ
活動 2 (15分)	○班活動 活動 1 に基づいて英語 表現を考え、ポスター を協力して作成。 発表の分担を決め、練 習する。	○英語表現を考える This is ~. In ~, we enjoy~. It's fun/exciting/wonderful .	応用/分析 評価/創造 ポスターを作成 しお薦めの場所 を英語で紹介す る	一斉・グループ
振り返り・ 終りの挨拶 (3分)	Write your reflection sheet. See you.	振り返りシート記入 Thank you Mr. / Ms..... See you.		個人・一斉

The CLIL Lesson: Welcome to Our Country

4/4 時間

本時の目標：日本を紹介する。お薦めの名所を理由も添えて伝える。

言語材料: This is ~. In ~, we enjoy ~. It's fun/wonderful/exciting.

準備するもの：教師：児童が作成したポスター / 生徒： 筆記用具

内容・教材 (Content)	指導者の言語活動 (Communication)	児童の言語活動 (Communication)	思考活動 (Cognition)	協学/文化・国際理解 (Community/Culture)
始めの挨拶 (2分)	Hello, everyone. How are you?	Hello, Mr. / Ms. ~. I'm ~.	理解/応用	一斉・個人
導入 (8分)	○「日本の一年」 ○紹介の表現を復習 ○グループで紹介の 表現を互いに助け合 って練習	○チャンツを言う ○全体で復習 ○グループで練習	記憶/理解 応用 聞き手の目 を見て発表 する準備	一斉・グループ 個人
活動1 (30分) 5分/1班 ×6班	○班ごとに紹介 ○発表を見て意見 交流 ・内容について Who wants to go to~? Why? Is ~ interesting? ・発表について 良かったところ 工夫したところ	基本の発表文から いくつかを使って 発表する This is ~. It's warm.... About ~ degrees. A is the best (season to go). You can eat/see ~. They/We have~ in ~. In ~, we enjoy ~. It's fun/wonderful/ exciting. ・紹介文を一人ずつ発 表する。 ○友達の発表でよかつ た点を伝え合う。	理解/応用 評価/創造 発表を聞いて 日本の名所に ついて知る。 名所について 気づいた事を 伝える。 友達の発表の 良かった点を 伝え合う。	グループ・一斉 個人
振り返り・ 終りの挨拶 (5分)	Write your reflection sheet. See you.	Thank you Mr. Ms.~. See you.		個人・一斉













※チャンツ CD: mpi "Japan Chant"

The ordinary style
A elementary school

振り返りシート Reflection Sheet

Class (クラス) 6- Name (名前) _____













☆1st period

<p>1. 「日本の四季」のチャンツは言えますか? Can you chant <i>Nihon no shiki</i>?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>まだむずかしい still difficult</small> </div> <div style="text-align: center;">  <small>ゆっくりなら先生の後について say it slowly after a teacher</small> </div> <div style="text-align: center;">  <small>ゆっくりならできる say it slowly</small> </div> <div style="text-align: center;">  <small>普通の速さでも自信をもって say it with a usual tempo</small> </div> </div>
<p>2. 季節の食べ物や風物詩の絵カードを見て英語を言うことができますか? Can you say names of seasonal pictures in English?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>まだむずかしい still difficult</small> </div> <div style="text-align: center;">  <small>友達と一緒になら with friends</small> </div> <div style="text-align: center;">  <small>一人でなんとか言える almost say it alone</small> </div> <div style="text-align: center;">  <small>自信をもって全部言える say it with confidence</small> </div> </div>
<p>3. 今日の活動に進んで参加できましたか? Could you participate in the class willingly?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>あまり Not much</small> </div> <div style="text-align: center;">  <small>すこしだけ a little</small> </div> <div style="text-align: center;">  <small>それなりに so-so</small> </div> <div style="text-align: center;">  <small>自分で進んで willingly!</small> </div> </div>
<p>感想 (気づいた事・発見したこと) Feedback</p>	

振り返りシート Reflection Sheet

Class (クラス) 6- Name (名前) _____

















☆2nd period

<p>1. 絵本の読み聞かせの活動を思い出してください。絵本を見て季節を言うことができますか？</p> <p>When you listen to the story, can you say names of the seasons?</p>	 まだむずかしい still difficult	 友だちと一緒になら with friends	 一人でなんとか言える say it by myself	 自信をもって言える say it with confidence
<p>2. インタビュー活動を思い出してください。友だちと好きな季節を伝え合うことができますか？</p> <p>When you participate in the interview activity, can you mutually tell a favorite season with a reason?</p>	 まだむずかしい still difficult	 季節だけなら聞き取れる catch a season only	 季節だけなら言えて聞ける tell a season only	 季節も理由も言えて聞ける tell a season with a reason
<p>3. 今日の活動に進んで参加できましたか？</p> <p>Did you participate in the class willingly?</p>	 あまり Not much	 すこしだけ a little	 それなりに so-so	 自分で進んで willingly
<p>感想 (気づいた事・発見したことなど) Feedback</p>				

振り返りシート Reflection Sheet

Class (クラス) 6- Name (名前) _____













☆3rd period

<p>1. 「復習」を思い出してください。「楽しむこと」を聞いて、英語で季節が言えますか？ In the review, could you say a name of seasons when you hear seasonal things we can enjoy?</p>	 まだむずかしい still difficult	 友だちと一緒になら with friends	 一人でなんとか言える say it by myself	 自信をもって言える say it with confidence
<p>2. 日本の「様々な場所の紹介」を思い出してください。その土地の紹介文を言うことができますか？ Can you say introductory sentences about a prefecture?</p>	 まだむずかしい still difficult	 先生の後についてなら repeat after a teacher	 キーワードがわかればいくつか言える say some if I have a hint	 キーワードがわかれば一人で言える say them all with hints
<p>3. 「日本を紹介する」の準備活動を思い出してください。わからない表現を英語で尋ねられますか？ 例) “What’s hanami in English?” (How do you say hanami in English?) Can you ask a question in English when you want to know English?</p>	 まだむずかしい still difficult	 先生の後についてなら言える repeat them after a teacher	 なんとか一人で言える almost say them all	 一人ではっきりといえる say them clearly
<p>4. 今日の活動に進んで参加できましたか？ Did you participate in the class willingly</p>	 あまり Not much	 すこしだけ a little	 それなりに so-so	 自分で進んで willingly
<p>感想 (気づいた事・発見したことなど) Feedback</p>				

振り返りシート Reflection Sheet

☆4th period

Class (クラス) 6- Name (名前) _____


<p>1. 「おすすめの場所を紹介しよう」の活動を思い出してください。理由をそえて英語でおすすめの場所を紹介できますか？ Can you introduce some places to visit with a reason in English</p>	 まだむずかしい still difficult	 友だちや先生に助けてもらえれば with friends' or a teacher's support	 一人でなんとか言える say it mostly	 自信をもって言える say it with confidence
<p>2. 「おすすめの場所を紹介しよう」の活動を思い出してください。友達の発表を聞いて内容を理解することができますか？ Can you understand what other peers present in English?</p>	 まだむずかしい still difficult	 絵があれば with pictures	 授業で学んだ事なら絵が無くてもだいたいわかる without pictures, if it is what I have learned in the class	 ほとんどわかる mostly
<p>3. 今日の活動に進んで参加できましたか？ Did you participate in the class willingly?</p>	 あまり Not much	 すこしだけ a little	 それなりに so-so	 自分で進んで willingly
<p>感想 (気づいた事・発見したことなど) Feedback</p>				

CLIL-oriented
 A elementary school
 B elementary school

振り返りシート Reflection Sheet

Class (クラス) 6- Name (名前) _____













☆1st period

<p>1. 「金閣寺の写真を見て」 季節の名前、気候 (暑い、寒いなど) の英語を言うことができますか? Can you say names of seasons and express about climate in English?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>まだむずかしい still difficult</small> </div> <div style="text-align: center;">  <small>友達と一緒になら with friends</small> </div> <div style="text-align: center;">  <small>一人でなんとか言える say them by myself</small> </div> <div style="text-align: center;">  <small>自信をもって全部言える say them with confidence</small> </div> </div>
<p>2. 季節の食べ物や風物詩の絵カードを見て英語を言うことができますか? Can you say names of seasonal pictures in English?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>まだむずかしい still difficult</small> </div> <div style="text-align: center;">  <small>友達と一緒になら with friends</small> </div> <div style="text-align: center;">  <small>一人でなんとか言える say them by myself</small> </div> <div style="text-align: center;">  <small>自信をもって全部言える say them with confidence</small> </div> </div>
<p>3. 単位の違う国の気温の計算方法について、英語を理解することができますか? Can you understand the explanation about the temperature units in English?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>まだむずかしい still difficult</small> </div> <div style="text-align: center;">  <small>先生や友達に教えてもらえば with friends' or a teacher's support</small> </div> <div style="text-align: center;">  <small>計算式を見てなんとか figuring it out from a calculation system</small> </div> <div style="text-align: center;">  <small>一人でも自信をもって Yes, I can!</small> </div> </div>
<p>4. 今日の活動に進んで参加できましたか? Did you participate in the class willingly?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>あまり Not much</small> </div> <div style="text-align: center;">  <small>すこしだけ a little</small> </div> <div style="text-align: center;">  <small>それなりに so-so</small> </div> <div style="text-align: center;">  <small>自分で進んで willingly</small> </div> </div>
<p>感想 (気づいた事・発見したこと) Feedback</p>	

振り返りシート Reflection Sheet

Class (クラス) 6- Name (名前) _____

















☆2nd period

<p>1. インタビュー活動を思い出してください。友だちと好きな季節を伝え合うことができますか？</p> <p>When you participate in the interview activity, can you mutually tell a favorite season with a reason?</p>	 まだむずかしい Still difficult	 季節だけなら聞き取れる catch names of seasons	 季節だけなら言えて聞ける say names of seasons	 季節も理由も言えて聞ける say and understand names of seasons with reasons
<p>2. 「淡路島」(京都)を紹介する活動を思い出してください。英語で淡路島(京都)を紹介できますか？</p> <p>Can you introduce Awajishima (Kyoto) in English?</p>	 まだむずかしい still difficult	 先生の後についてなら言える repeat after a teacher	 友達と一緒になら言える with friends	 一人でなんとか言える say it mostly
<p>3. 今日の活動に進んで参加できましたか？</p> <p>Did you participate in the class willingly?</p>	 あまり Not much	 すこしだけ a little	 それなりに so-so	 自分で進んで willingly
<p>感想 (気づいた事・発見したことなど) Feedback</p>				

振り返りシート Reflection sheet

Class (クラス) 6- Name (名前) _____













☆3rd period

<p>1. 絵本の読み聞かせの活動を思い出してください。 絵本を見て季節や気候を言うことができますか？ When you listen to the story, can you say names of the seasons? *This activity was conducted in the 2nd period at B school.</p>	 まだむずかしい still difficult	 季節だけなら names of season	 一人でなんとか季節と気候が言える say names of seasons and about climate by myself	 自信をもって言える with confidence
<p>2. 外国の行事を思い出してください。行事の説明を聞いてわかりますか？ Can you understand explanations about foreign events in English?</p>	 まだむずかしい still difficult	 国の名前だけならわかる catch names of countries	 国と行事の名前ならわかる catch names of countries and events	 話の内容がだいたいわかる mostly understand
<p>3. 「日本を紹介する」の準備活動を思い出してください。わからない表現を英語で尋ねられますか？ 例) "What's <i>hanami</i> in English?" (How do you say <i>hanami</i> in English?) Can you ask a question in English when you want to know English?</p>	 まだむずかしい still difficult	 先生の後についてなら言える repeat after a teacher	 なんとか一人で言える say it mostly by myself	 一人ではっきりと言える say it clearly
<p>4. 今日の活動に進んで参加できましたか？ Did you participate in the class willingly?</p>	 あまり Not much	 すこしだけ a little	 それなりに so-so	 自分で進んで willingly
<p>感想 (気づいた事・発見したことなど) Feedback</p>				

振り返りシート Reflection Sheet

Class (クラス) 6-2 Name (名前) _____

☆4th period

<p>1. 「おすすめの場所を紹介しよう」の活動を思い出してください。理由をそえて英語でおすすめの場所を紹介することができますか？</p> <p>Can you introduce some places to visit with a reason in English</p>	 まだむずかしい still difficult	 友だちや先生に助けてもらえれば with friends' or a teacher's support	 一人でなんとか言える say it mostly by myself	 自信をもって言える say it with confidence
<p>2. 「おすすめの場所を紹介しよう」の活動を思い出してください。友達の発表を聞いて内容を理解することができますか？</p> <p>Can you understand what other peers present in English?</p>	 まだむずかしい still difficult	 絵があれば with pictures	 授業で学んだ事なら絵が無くてもだいたいわかる without pictures if it is what I have learned in a class	 ほとんどわかる Mostly
<p>3. 今日の活動に進んで参加できましたか？</p> <p>Did you participate in the class willingly?</p>	 あまり Not much	 すこしだけ a little	 それなりに so-so	 自分で進んで willingly
<p>感想 (気づいた事・発見したことなど) Feedback</p>				

Appendix 8
 事前アンケート —外国語活動について—
 6年 組 名前_____

① 外国語活動のクラスで勉強することはとても興味がある	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
② 外国語活動のクラスでは積極的に勉強している	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
③ 外国語活動のクラスで学習した言葉を友達やおうちの人に教えている	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
④ 外国語活動のクラスでは自分がんばっている	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑤ 外国語活動の時間では友達同士で教え合ったりして互いに学びあっている	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑥ 外国語活動は好きである	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑦ 英語をこれからも勉強したい	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑧ 将来英語を使って外国の人々と話してみたい	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑨ 英語や外国の文化に興味がある	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑩ 外国語活動の時間に習った英語を言うことができる	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑪ 外国語活動では先生や友達の英語が聞いてわかる	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない
⑫ 外国語活動のクラスではできるだけ友達や先生と英語で話そうとする	4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない

ありがとうございました😊

Pre- questionnaire —About English Language Activities classes—

Class 6- Name _____

① I'm interested in participating in English Language Activities classes.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
② I positively take part in classes.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
③ I tell my family or my friends the words that I learned in the class.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
④ I try hard during English classes.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑤ I collaboratively learn English by practicing with my peers.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑥ I like English Language Activities classes.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑦ I want to study English further.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑧ I want to talk with foreigners in English in the future.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑨ I'm interested in English and foreign cultures.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑩ I can say the English words that I learned in the classes.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑪ I can understand what teachers and friends say.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.
⑫ I try to speak English with teachers and friends in English as much as possible.	4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.

Thank you very much😊

事後アンケート —外国語活動について—慣れ親しみ重視

6年 組 名前_____

4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない

① 外国語活動のクラスで勉強することはとても興味がある	4.	3.	2.	1.
②外国語活動のクラスでは積極的に勉強している	4.	3.	2.	1.
③外国語活動のクラスで学習した言葉を友達やおうちの人に教えている	4.	3.	2.	1.
④外国語活動のクラスでは自分がんばっている	4.	3.	2.	1.
⑤外国語活動の時間では友達同士で教え合ったりして互いに学びあっている	4.	3.	2.	1.
⑥外国語活動は好きである	4.	3.	2.	1.
⑦英語をこれからも勉強したい	4.	3.	2.	1.
⑧将来英語を使って外国の人々と話してみたい	4.	3.	2.	1.
⑨英語や外国の文化に興味がある	4.	3.	2.	1.
⑩外国語活動の時間に習った英語を言うことができる	4.	3.	2.	1.
⑪外国語活動では先生や友達の英語が聞いてわかる	4.	3.	2.	1.
⑫外国語活動のクラスではできるだけ友達や先生と英語で話そうとする	4.	3.	2.	1.
⑬日本の四季」のチャンツは最初に比べて言えるようになった	4.	3.	2.	1.
⑭発表内容を考える時まわりの友達と助け合うことができた	4.	3.	2.	1.
⑮発表は楽しかった	4.	3.	2.	1.
4回の授業を振り返っての感想				

ありがとうございました😊

Post-questionnaire for the ordinary class: Focusing on familiarity with English sounds and sentences.

Class _____ Name _____

4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.

① I'm interested in participating in English Language Activities classes.	4.	3.	2.	1.
② I positively take part in classes.	4.	3.	2.	1.
③ I tell my family or my friends the words that I learned in the class.	4.	3.	2.	1.
④ I try hard during English classes.	4.	3.	2.	1.
⑤ I collaboratively learn and practicing English with my peers.	4.	3.	2.	1.
⑥ I like English Language Activities classes.	4.	3.	2.	1.
⑦ I want to study English further.	4.	3.	2.	1.
⑧ I want to talk with foreigners in English in the future.	4.	3.	2.	1.
⑨ I'm interested in English and foreign cultures.	4.	3.	2.	1.
⑩ I can say the English words that I learned in the classes.	4.	3.	2.	1.
⑪ I can understand what teachers and friends say.	4.	3.	2.	1.
⑫ I try to speak English with teachers and friends in English as much as possible.	4.	3.	2.	1.
⑬ I can chant <i>Nihon no shiki</i> better than the first class.	4.	3.	2.	1.
⑭ I can collaboratively work with my friends when preparing for our presentations.	4.	3.	2.	1.
⑮ Making presentations is interesting.	4.	3.	2.	1.
Comment for this unit				

ありがとうございました😊

—外国語活動について—CLIL-oriented

6年 組 名前_____

4. とてもそう思う 3. 思う 2. あまり思わない 1. 思わない

① 外国語活動のクラスで勉強することはとても興味がある	4.	3.	2.	1.
② 外国語活動のクラスでは積極的に勉強している	4.	3.	2.	1.
③ 外国語活動のクラスで学習した言葉を友達やおうちの人に教えている	4.	3.	2.	1.
④ 外国語活動のクラスでは自分がんばっている	4.	3.	2.	1.
⑤ 外国語活動の時間では友達同士で教え合ったりして互いに学びあっている	4.	3.	2.	1.
⑥ 外国語活動は好きである	4.	3.	2.	1.
⑦ 英語をこれからも勉強したい	4.	3.	2.	1.
⑧ 将来英語を使って外国の人々と話してみたい	4.	3.	2.	1.
⑨ 英語や外国の文化に興味がある	4.	3.	2.	1.
⑩ 外国語活動の時間に習った英語を言うことができる	4.	3.	2.	1.
⑪ 外国語活動では先生や友達の英語が聞いてわかる	4.	3.	2.	1.
⑫ 外国語活動のクラスではできるだけ友達や先生と英語で話そうとする	4.	3.	2.	1.
⑬ 日本の位置と外国の国々の位置を比べて行事や気温について似ている点や違っている点に気づくことが出来ておもしろかった。	4.	3.	2.	1.
⑭ 他の教科〈社会(気候)、理科(季節)、気温の計算(算数)〉で習ったことを使って英語を勉強するのは楽しかった	4.	3.	2.	1.
⑮ 発表は楽しかった。	4.	3.	2.	1.
4回の授業を振り返っての感想				

ありがとうございました

Post-questionnaire (CLIL-oriented approach)
—About English Activities classes—

Class _____ Name _____

4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.

① I'm interested in participating in English Activities classes.	4.	3.	2.	1.
② I positively take part in classes.	4.	3.	2.	1.
③ I tell my family or my friends the words that I learned in the class.	4.	3.	2.	1.
④ I try hard during English classes.	4.	3.	2.	1.
⑤ I collaboratively learn English by practicing with my peers.	4.	3.	2.	1.
⑥ I like English Activities classes.	4.	3.	2.	1.
⑦ I want to study English further.	4.	3.	2.	1.
⑧ I want to talk with foreigners in English in the future.	4.	3.	2.	1.
⑨ I'm interested in English and foreign cultures.	4.	3.	2.	1.
⑩ I can say the English words that I learned in the classes.	4.	3.	2.	1.
⑪ I can understand what teachers and friends say.	4.	3.	2.	1.
⑫ I try to speak English with teachers and friends in English as much as possible.	4.	3.	2.	1.
⑬ It was interesting to compare traditions and festivals in Japan to other countries and also how common measurements are made such on temperature.	4.	3.	2.	1.
⑭ It was fun to use English to study other subjects such as social studies, science and math.	4.	3.	2.	1.
⑮ Making presentations is interesting.	4.	3.	2.	1.
Comment for this unit				

Thank you. 😊

◇教師へのアンケート(慣れ親しみ重視)

①外国語活動は児童の実態をよく理解している担任が教えるのが望ましいと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
②外国語活動を指導する際、専任の指導者(中学教員/JTE/ALT)とのチーム・ティーチングが望ましいと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
③専任の指導者(中学校教員/JTE/ALT)とチーム・ティーチングで指導する場合、担任が主で教えるべきだと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
④外国語活動の準備をする時間はある	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑤外国語の教材研究をする時間はある	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑥5年生より6年生のほうが外国語活動に積極的に参加していると思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑦外国語活動ではアクティブラーニングの視点を取り入れてもっとグループ活動やインタビュー活動を取り入れた方が良い	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑧外国語活動は出来るだけ英語を使って指導するのが望ましい	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑨外国語活動の時間にたくさん子どもたちをほめていると思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑩子どもたちは外国語活動が好きである	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑪子どもたちは外国語活動に積極的に参加している	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑫外国語活動はクラスづくりに役立つと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない

◇Post-questionnaire for a teacher (the ordinary class: Focusing on familiarity with English sounds and sentences)

① A homeroom teacher is suitable to teach English Language Activities classes, because he/she understands pupils very well.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
② Team teaching with a specialized teacher like an English teacher of a junior high school, JTE or ALT is useful to teach English Language Activities classes.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
③ If ② is carried out, a homeroom teacher should have some say in the content of English classes.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
④ I have time to prepare for English classes.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑤ I have time to study the materials to use in English classes.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑥ Pupils participate in English classes more positively than when they were in fifth grade.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑦ To achieve Active learning, interviewing and other activities should be conducted in groups.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑧ Teachers should conduct English Activities in English as much as possible.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑨ I praise pupils a lot in the class for work they have done.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑩ Pupils like English Language Activities classes.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑪ Pupils participate in classes positively.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.
⑫ English Language Activities classes are helpful to build a class because they foster their the pupils' communicative competency.	4. I think so very much. 2. I don't think so very much.	3. I think so. 1. I don't think so.

◇教師へのアンケート (CLIL-oriented)

①今回のように他教科の内容を入れるなら、児童の実態と教科内容をよくわかっている担任が教えるのが良い	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
②外国語活動を指導する際、専任の指導者（中学教員/JTE/ALT）とのチーム・ティーチングが望ましいと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
③専任の指導者（中学校教員/JTE/ALT）とチーム・ティーチングで指導する場合、担任が主で教えるべきだと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
④外国語活動の準備をする時間はある	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑤外国語の教材研究をする時間はある	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑥5年生より6年生のほうが外国語活動に積極的に参加していると思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑦外国語活動では今回のように高学年に合った知識（気候）が使える内容で指導するのが望ましい。	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑧外国語活動は出来るだけ英語を使って指導するのが望ましい	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑨外国語活動ではターゲットの表現を言えるようにするのではなく、今回のように内容に合った表現で伝え合うのが望ましい	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑩子どもたちはいつもより興味をもって準備し発表が行えたと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑪子どもたちはいつもより積極的に参加したと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない
⑫外国語活動はクラスづくりに役立つと思う	4.とてもそう思う 3.どちらかといえば 2.あまり思わない 1.思わない

◇Post-questionnaire for a teacher (CLIL-oriented)

<p>① In teaching like CLIL-oriented utilizing cross-curriculum, a homeroom teacher should teach English classes, because he/she knows the content of the subjects and how pupils are very well.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>② Team teaching with a specialized teacher like an English teacher of a junior high school, JTE or ALT is useful to teach English Language Activities classes.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>③ If ② is carried out, a homeroom teacher should have some say in the content of English classes.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>④ I have time to prepare for English classes.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑤ I have time to study the materials to use in English classes.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑥ Pupils participate in English classes more positively than when they were in fifth grade.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑦ It is good to teach English Language Activities classes with the content utilizing the knowledge being appropriate for them.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑧ Teachers should conduct English Language Activities classes in English as much as possible.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑨ English should be taught pupils not to be able say target sentences, but to communicate in accordance with the content.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑩ Pupils tried harder to prepare for their presentations and were more interested in classes than usual.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑪ Pupils participated in classes more positively than usual.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>
<p>⑫ English Language Activities classes are helpful to build a class because they foster their the pupils' communicative competency.</p>	<p>4. I think so very much. 3. I think so. 2. I don't think so very much. 1. I don't think so.</p>

Appendix 9

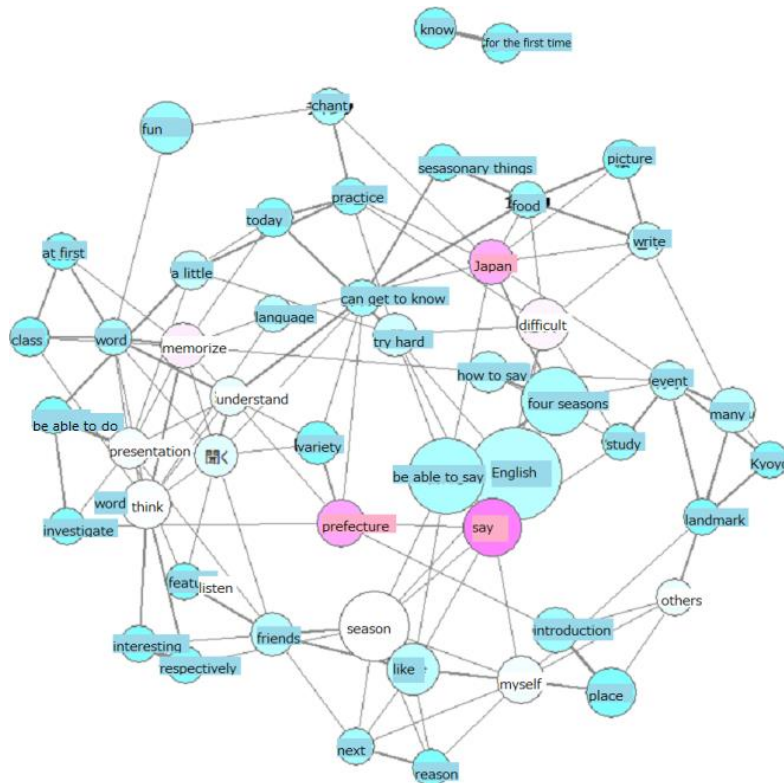


Figure 12. Collocation network of Class 1 by KH Coder (English)

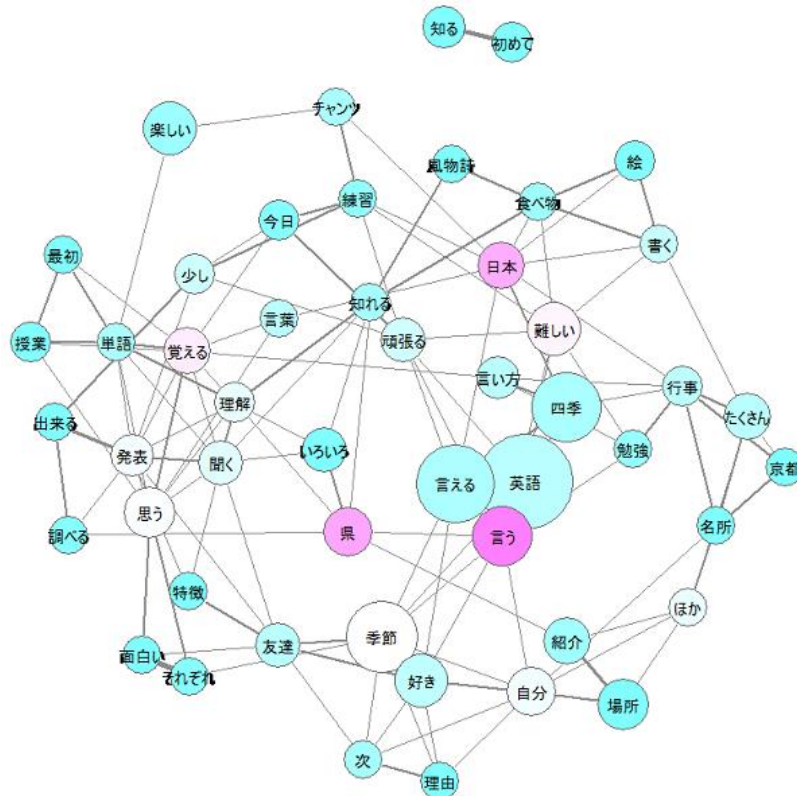


Figure 12. Collocation network of Class 1 by KH Coder (Japanese)

Frequent words in Class 1(English)

1	English(29)	11	prefecture(7)	21	how to say(4)	31	each(3)
2	be able to say(21)	12	myself (7)	22	know(4)	32	others(2)
3	season (18)	13	many (6)	23	presentation(4)	33	Kyoto(2)
4	four seasons(17)	14	memorize (6)	24	picture(3)	34	language(2)
5	say (12)	15	introduction(6)	25	event(3)	35	at first(2)
6	fun (9)	16	Japan (6)	26	today(3)	36	next(2)
7	like (9)	17	variety(5)	27	class(3)	37	be able to (2)
8	difficult (9)	18	try hard (5)	28	for the first time(3)	38	write(2)
9	think (8)	19	listen (5)	29	a little(3)	39	food(2)
10	place (8)	20	friends (5)	30	understanding(3)	40	word(2)

Frequent words top in Class 1(Japanese)

1	英語(29)	11	県(7)	21	言い方(4)	31	それぞれ(2)
2	言える(21)	12	自分(7)	22	知る(4)	32	ほか(2)
3	季節 (18)	13	たくさん(6)	23	発表(4)	33	京都(2)
4	四季(17)	14	覚える(6)	24	絵(3)	34	言葉(2)
5	言う (12)	15	紹介(6)	25	行事(3)	35	最初(2)
6	楽しい(9)	16	日本(6)	26	今日(3)	36	次(2)
7	好き(9)	17	いろいろ(5)	27	授業(3)	37	出来る(2)
8	難しい(9)	18	頑張る(5)	28	初めて(3)	38	書く(2)
9	思う(8)	19	聞く(5)	29	少し(3)	39	食べ物(2)
10	場所(8)	20	友達(5)	30	理解(3)	40	単語(2)

Frequent words in Class 2(English)

1	English (41)	11	event (9)	21	introduction (5)	31	now(4)
2	season(31)	12	presentation (9)	22	voice (5)	32	be able to do(4)
3	be able to say(30)	13	be able to know(7)	23	Japan (5)	33	a little(4)
4	know (15)	14	myself (6)	24	listen (5)	34	food(4)
5	think (14)	15	place (6)	25	different(4)	35	prefecture(4)
6	say (13)	16	friends (6)	26	Fahrenheit(4)	36	practice(4)
7	today(11)	17	Hawaii (5)	27	fun(4)	37	variety(3)
8	difficult (11)	18	foreign countries(5)	28	try hard(4)	38	picture(3)
9	learning (10)	19	how to say(5)	29	temperature(4)	39	conduct(3)
10	like (9)	20	use (5)	30	climate(4)	40	country(3)

Frequent words in Class 2(Japanese)

1	英語(41)	11	行事(9)	21	紹介 (5)	31	今(4)
2	季節(31)	12	発表(9)	22	声 (5)	32	できる(4)
3	言える(30)	13	知れる(7)	23	日本 (5)	33	少し(4)
4	知る(15)	14	自分(6)	24	聞く (5)	34	食べ物(4)
5	思う(14)	15	場所 (6)	25	違う(4)	35	都道府県(4)
6	言う(13)	16	友達 (6)	26	華氏(4)	36	練習(4)
7	今日(11)	17	ハワイ (5)	27	楽しい(4)	37	いろいろ(3)
8	難しい(11)	18	外国(5)	28	頑張る(4)	38	絵(3)
9	学習(10)	19	言い方(5)	29	気温(4)	39	行(3)
10	好き(9)	20	use (5)	30	climate(4)	40	国(3)

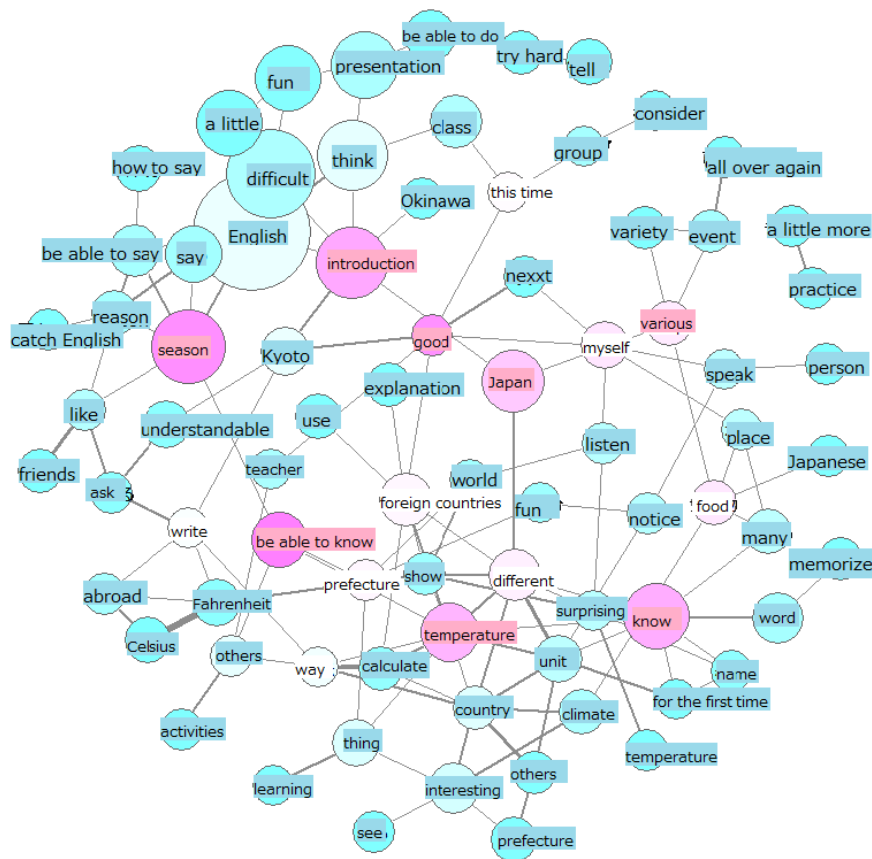


Figure 16. Collocation network in 'elementary school B' (English)

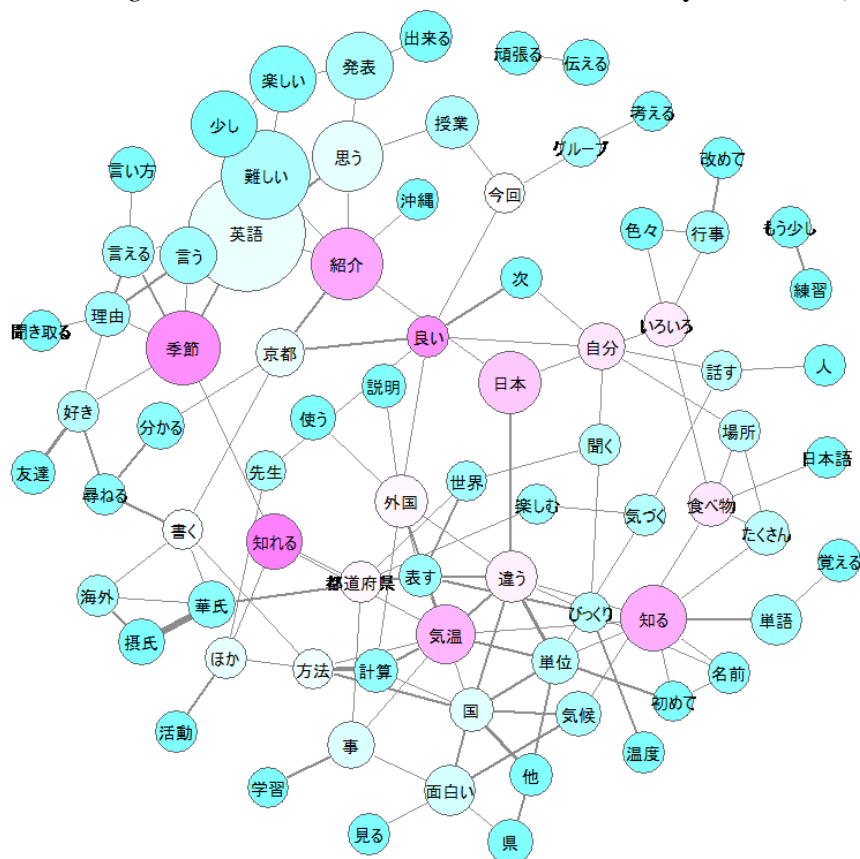


Figure 16. Collocation network in 'elementary school B' (Japanese)

Frequent words in 'elementary school B' (English)

1	English (115)	17	be able to say (21)	33	climate (11)	49	show(8)	65	others(6)
2	difficult (74)	18	be able to do(21)	34	prefecture (11)	50	understanding(8)	66	all over again(6)
3	season (52)	19	word (19)	35	food(11)	51	a little more(7)	67	abroad(6)
4	introduction (50)	20	interesting (19)	36	reason(11)	52	Okinawa(7)	68	picture(6)
5	think (48)	21	Kyoto (17)	37	calculation (11)	53	temperature(7)	69	person(6)
6	presentation (43)	22	thing (15)	38	country (10)	54	activity(7)	70	prefecture(6)
7	fun (41)	23	understandable (15)	39	investigate(10)	55	notice(7)	71	Japanese(6)
8	a little (41)	24	Fahrenheit (14)	40	try hard(9)	56	see(7)	72	listen(6)
9	know (41)	25	myself (14)	41	four seasons(9)	57	like(7)	73	study(6)
10	Japan (36)	26	unit (14)	42	explanation(9)	58	next(7)	74	good(6)
11	temperature (32)	27	how to say(13)	43	friends(9)	59	place(7)	75	surprising(5)
12	say (28)	28	Celsius (13)	44	game(8)	60	ask(7)	76	group(5)
13	be able to know (26)	29	tell (13)	45	memorize(8)	61	pronunciation(7)	77	learning(5)
14	foreign countries(23)	30	use (12)	46	event(8)	62	catch English(7)	78	enjoy(5)
15	class (23)	31	variety (11)	47	variety(8)	63	name(7)	79	consider(5)
16	different (21)	32	many (11)	48	others(8)	64	practice(7)	80	this time(5)

Frequent words in 'elementary school B' (Japanese)

1	英語(115)	17	言える (21)	33	気候 (11)	49	表す(8)	65	ほか(6)
2	難しい(74)	18	出来る(21)	34	県 (11)	50	理解(8)	66	改めて(6)
3	季節 (52)	19	単語(19)	35	食べ物(11)	51	もう少し(7)	67	海外(6)
4	紹介 (50)	20	面白い (19)	36	理由(11)	52	沖縄(7)	68	絵(6)
5	思う (48)	21	京都(17)	37	計算 (11)	53	温度(7)	69	人(6)
6	発表 (43)	22	事 (15)	38	国 (10)	54	活動(7)	70	都道府県(6)
7	楽しい(41)	23	分かる (15)	39	調べる(10)	55	気づく(7)	71	日本語(6)
8	少し (41)	24	華氏 (14)	40	頑張る(9)	56	見る(7)	72	聞く(6)
9	知る (41)	25	自分(14)	41	四季(9)	57	好き(7)	73	勉強(6)
10	日本 (36)	26	単位 (14)	42	説明(9)	58	次(7)	74	良い(6)
11	気温 (32)	27	言い方(13)	43	友達(9)	59	場所(7)	75	びっくり(5)
12	言う (28)	28	摂氏 (13)	44	ゲーム(8)	60	尋ねる(7)	76	グループ(5)
13	知れる(26)	29	伝える(13)	45	覚える(8)	61	発音(7)	77	学習(5)
14	外国(23)	30	使う (12)	46	行事(8)	62	聞き取る(7)	78	楽しむ(5)
15	授業 (23)	31	variety (11)	47	色々(8)	63	名前(7)	79	考える(5)
16	違う(21)	32	many (11)	48	他(8)	64	練習(7)	80	今回(5)