論　文

Practice of CLIL: Applying Key Principles to FL Contexts

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ABSTRACT

This paper examines the key principles of Content and Language Integrated Learning (CLIL) in foreign language (FL) education. The author argues conversation-oriented FL learning and psychologically activated learning, that is CLIL, yield considerably different outcomes in terms of learning experiences as well as discourse features. The author suggests that CLT could be feasibly implemented in early stages of FL learning; however, once FL learners have accomplished fairly high levels of cognitive maturity and academic competency, psychologically engaging CLIL instructions better fit them, particularly adolescent FL learners. According to Vygotsky (1978), adolescent individuals can form abstract concepts by internally aligning them in logical abstractness rather than categorizing them into types of particular families. With this regard, the author states, thinking-light, conversation-oriented FL learning may restrict psychological engagement of the learner as well as motivation to learn. In addition, the 2018's revision of High School Instructional Guidelines of Foreign Language proclaimed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) succinctly states that the goals of education include attaining not only linguistic knowledge but also expanded capabilities such as cognitive, evaluative, and expressive skills. In light of those goals, the author suggests implementing theme-based FL instructional units drawing upon the pedagogy of CLIL in tertiary education. The author presents the key principles of CLIL to be applied to FL learning contexts. In the final section, a small classroom-oriented research project the author conducted in a Japanese university, adopting CLIL approach is presented, and she concludes that psychologically engaging FL learning can enhance the learners' motivation to learn the content and language, as evidenced by the results of the study.

Key words: Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), the sociocultural theory, cognitive learning

This paper examines the teaching practices of English in foreign language (FL) learning contexts in Japan. I will focus on two types of learning approaches: namely social interpersonal language and psychologically engaging modes of language learning. As for the former, I will describe common characteristics of conversation drawing on Communicative Language Teaching (CLT) practice for the examples of language learning. Regarding the latter, I will present the teaching practice of Content and Language Integrated Learning (CLIL) in FL education. I propose implementing CLIL in English education in Japan based on the following assumptions: 1) Researchers claim that learning should involve particular psychological transformations within the learners' minds (Vygotsky, 1978) ; 2) In terms of language learning, learners activate some latent psychological structures whenever they try to formulate language (Selinker, 1972). Pedagogically, CLIL deals with subject matters as the integral part of learning, so the instructions generally facilitate both interpersonal and psychological modes of language. As it deals with learnable content, I assume that it possesses the enormous potential in advancing FL education in Japan.

The purpose of this paper is to provide educators and practitioners in high schools as well as in tertiary institutions with informed background knowledge of CLIL practice and guidance for planning English curricular, which is an area requiring significant reform according to the Ministry of Education, Culture, Sports, Science and Technology (MEXT) guidelines (MEXT, 2018). According to those guidelines, all the subjects must be taught with the aim of realizing more proactive and more cognitive engagement in learning. This is because it is assumed that in the not-so-distant future, students will be working in situations where advanced Artificial Intelligence (AI) will substitute for human thinking processes across a range of jobs, not only in the field of simple information processing but even in more complex work that requires a degree of judgment and evaluation. Given this likely picture of the future, it is seemingly of critical importance to develop strategies that facilitate higher order thinking, such as discussing particular problems with others to come up with various possible solutions, and to map out ways of realizing particular objectives (ibid). Considering the present circumstances surrounding us, it is assumed that exclusive focus on the CLT approach will make the matter complicated to realize the government's educational goals. This paper discusses the advantages of using more

cognitively engaging language learning approaches in FL contexts.

In the following sections, I will first outline characteristics of the CLT approach, and then I will describe the features of cognitively engaging learning drawing upon social learning theories postulated by Lev Vygotsky (1978). I will underscore the necessity of implementing CLIL—an approach that is content-driven and literacy-oriented—for English education in tertiary education. Next, I will describe key theoretical grounds of CLIL, and finally present a small classroom-oriented study I conducted, applying the CLIL pedagogy at the university level.

FL learning in differential cognitive engagement

In this section, I will first describe the CLT, interpersonal mode of discourse of FL learning, and then move onto the more cognitive mode of psychological operation generally employed in CLIL. Particular emphasis will be placed on the mental activation involved.

CLT: conversational mode of discourse

In the field of SLA, CLT has flourished since the 1980s as a consequence of unsatisfactory outcomes of the Structuralist Approach. The structuralist approach enabled students to understand sets of language structures, but it did not enable them to use the structures in communicative contexts. For the purpose of developing communicative competence, CLT aims to help students engage in *real, authentic conversations* in particular contexts; however, because it lacks precise, detailed classroom instructional methods, it allows teachers to plan their syllabuses relatively flexibly (Larsen-Freeman & Anderson, 2011).

Curricula built around the communicative approach are usually designed to help English language learners (ELLs) express themselves in meaningful ways, and topics for communication are often chosen that are *relevant to the interests of the learners*. The teacher takes account of three aspects of language: linguistic form, meaning, and function. Typically, a real context is provided, in which students use authentic language, and normally the target structures are *embedded* in the practice materials used to engage ELLs in real classroom communication (ibid).

Generally used spoken discourse features spontaneous, simple sentence constructions.

This discourse frequently involves *personal recount*, for example describing personal experiences in order of time or space, or a brief explanation of it. Central features of the conversational discourse include: 1) talking about something relevant to the interests of the ELLs; 2) communicating in immediate, observable contexts; 3) talking about *perceivable* or *tangible* content, retrieved from personal memory. Textbooks are full of colorful pictures and animated facial expressions, which are indicative of the person's emotions. Topics for conversations center on personal preferences, such as free time activities, favorite attractions, music, food. The language functions include personal interactions, such as greeting, showing interest, inviting, accepting and declining invitations, ordering food, etc.

One area neglected in conversation-oriented language teaching is creating the space to learn age-appropriate, psychologically and intellectually engaging content and the language use of it, which is normally the domain of formal education. In CLT, ELLs need not to manipulate abstract concepts because they only speak about their experiences or preferences, which involve rudimental forms of reasoning and loose cohesive structures, as shown in the example sentences below and illustrated in Figure 1.

• *Typical conversation used in CLT*

A: What's your favorite kind of music?

B: I like hip-hop. It is really cool. I belonged to dance club in high school, and I used to use it for my dance performances. How about you?

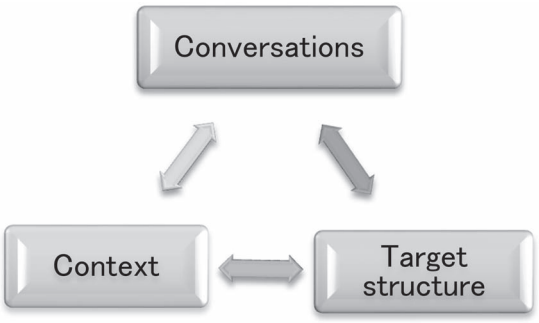

Figure 1. Constituents of the CLT approach

Linguistic resources for conversations are typically self-oriented, and in this respect, I suspect CLT limits a course of psychological development of the ELLs because of its

content-light structures, in other words, CLT approach excludes intellectual exploration of the ELLs, which is generally an inherent aspect in any types of learning. Prompts provided for communication do not afford ELLs opportunities to support their psychological development; neither do they challenge young adolescents cognitively. Asking and telling about personal experiences require nothing more than retrieval of personal memory, often concrete, not abstract or logical in any way. Learning *formulaic expressions* for a particular context reinforces particular phrases, somewhat *mechanically*, for example, *by the way, you know what I mean, I'm looking forward to it,* etc. It turns out that students commonly formulate simple short sentences about their experience.

Some advantages of teaching simple personal conversations are recognized among researchers in SLA, however. A relatively large amount of research indicates that ELLs can master social communication fairly quickly when immersed in the majority language community. Cummins (2000) observed that newly arrived immigrant students became fluent in social conversation at school within two years because the interpersonal mode of language is easier than academic English in the earlier stages of learning, particularly to those unfamiliar with the L2. In addition, parsing sentences into manageable chunks can be an effective strategy. Unlike conversation, formal academic language takes much more time to gain control of, approximately *five or more years* for immigrant students to reach the same level of proficiency equivalent to their native English speaking peers. For example, if they start formal education in first grade, they will reach the same level of proficiency as their native peers in fifth or sixth grade (ibid).

Another important consideration is that oral, face-to-face conversations offer an important interface between rudimentary thought processes and more advanced, higher order thinking processes; that is, conversational modes of language provide a basis upon which human cognition develops (Vygotsky, 1978). For example, when teaching writing, teachers strategically incorporate collaborative talk or discussions to formulate academic content or organize perspectives, thereby helping students write more clearly (Gibbons, 2015).

Generally, however, virtually content-free, on the spot conversations in CLT practice do not produce psychological transformation in learners' minds. Students increase natural motivation to learn out of curiosity and by embracing new thinking; however, shallow social conversations, often quite casual, lack learnable content. Even though target structures are being taught, without rich content, new language seems difficult for FL learners to incorporate into their growing psychological structures. Furthermore, talking

about simple mechanical processes or functions, for example ordering food or giving directions, often turns out to be low motivation because students cannot find any meaning in a shallow, surface level of simple phrases. Although teachers busily introduce new activities one after the other to make students speak something in the target language, all in all, these CLT approaches fail to create sudden, significant insights into language learning.

Language learning that require psychological engagement

Since the 1990s, the social learning theories postulated by Lev Vygotsky (1978) have been recognized for their profound insights into SLA teaching practice. One of his notable contributions is two important platforms, *learning* and *development*. The major premise is that the development involves internal, psychological transformation processes—distinct features that differentiate between animal and humans. He states that younger children need some aids, such as tools or language for operating activities, or to accomplish their goals. At around age 12, however, they become proficient at a particular psychological operation, in other words, they attain capabilities that allow them to abstractly plan the course of actions to solve tasks independently and to use language to articulate remote, abstract concepts, as read below:

> For the adolescent, to recall means to *think*. Her memory is so "logicalized" that remembering is reduced to establishing and finding logical relations ... This logicalization is indicative of how relations among cognitive functions change in the course of development. At the transitional age all ideas and concepts, all mental structures, cease to be organized according to family types and become organized as *abstract concepts* (p. 51, quotation marks in original, and italics added).

Cummins (2000) differentiates the psychological mode of language from social conversations. The psychological mode of language is equivalent to the thought processes that students are formally engaged in learning content at school to develop their academic competence. Unlike social conversation that entails face-to-face interactions—playground language or street language (Cummins, 2000; Gibbons, 2015), it entails a cognitively engaging, *distanced mode* of language. This language requires particular cognitive processes to manipulate and to express abstract concepts.

Vygotsky (1978) states that humans learn through mediation, or through the process of interacting with the external world, and then, the *learning* goes inward. According to Vygotsky, learning while interacting with others helps learners internalize the meaning, and learning is a process, through which learning evolves into advanced *new psychological states of mind*. Learning advances through a spiral process, not through a linear or cyclical movement. Through a process of learning in a spiral, humans forms a new psychological state in their mind, which allows them to perform psychological tasks independently, as discussed below:

> Development, as often happens, proceeds here not in a circle but in a *spiral*, passing through the same point at each new revolution while advancing to a higher level (p. 56, italics added). ... The internalization of cultural forms of behavior involves the reconstruction of psychological activity on the basis of sign operation (p. 57).

Problems of content-light, rule-based learning

Rule-based FL teaching practice is still the norm in many countries around the world. However, few studies on curricula based on grammar have reported satisfying outcomes (Cammarata, Tedick, & Osborn, 2016). When we think of Vygotsky's (1978) proposition—a spiral process of learning and development—we can surely understand why *rote repetition and memorization* could not realize new psychological states in the learner's mind. Practice in one skill in one context can lead to forming particular habits, and memorizing particular phrases on one occasion can contribute to that particular behavior (ibid). In the same vein, it is quite likely that students often do not retrieve their learned grammar formulas when they are engaging in meaning-oriented speaking or writing. There are distinct differences between the contexts where they memorize formulaic expressions, and the situations in which they might use language for communicative purposes and for meaning making. As Vygotsky states, "Special training affects overall development only when its elements, material, and processes are similar across specific domains" (p. 83). In addition, the practices of memorization and repetition cannot create sudden insights into learning the language, nor can they raise motivation.

Past research indicates, when engaging in communication, the dominant aspects that govern language production are its *context, complexity of the topic, depth of the content knowledge the students hold,* and *L2 capabilities,* including knowledge on particular genres

(Gilbert, 2004; Sasaki, 2000; Rinnert & Kobayashi, 2007; Yasunaga, 2014, 2017). For example, although Japanese students tend to formulate paragraphs differently from native English speaking students in terms of positioning components of writing, such as placing the thesis in the forefront or implied in the passage, or providing sufficient premises of the thesis, etc., researchers found that the contexts where the students wrote, and the previous writing instructions that they received had significant influence on the students' writing (Gilbert, 2004; Rinnert & Kobayashi, 2007). Yasunaga (2014, 2017) reported students' writing differed significantly in terms of grammatical structures, simplicity of the sentences, and the lengths of texts depending on the complexity of the content they wrote. The students who described the concerns of raising the consumption tax in Japan or who compared talents and passion for achieving a success included more subordinated clauses and conjunctions and wrote longer texts than those who chose to write on simpler topics, for example comparing cars and bikes to explain self-preferences (ibid). Students who wrote longer texts commented on the questionnaires the instructor distributed, "*It was difficult to write my ideas in English, so I explained a lot*," or "*As a result of trying to incorporate relevant information and details, the texts became longer*" (p. 144, Yasunaga, 2017). These remarks suggest that, whether they are vocabulary, phrases, or structures, the learned language is hardly used in the same way as they learned, but the students proactively seek out the right language for *their making-meaning purposes*. The particular contexts and the content that the students write about and the specific mental operations students employ decisively influence their language production. Whenever the focus of teaching is on memorizing particular sets of phrases or rules of grammar, and wherever there are few opportunities for students to use the learned language socially, they create serious problems in learning.

Tapping into CLIL approach

One important feature of CLIL that is sharply contrasted with other approaches is that it aims to advance academic competency and L2 proficiency simultaneously. Generally, CLIL in any FL learning contexts starts when students have attained a threshold level in the target language as well as cognitive maturity in their L1. Around the world, CLIL approaches are adopted in junior and high school settings, for example in Argentina, Africa, China, Malaysia, Europe, and Japan (Ball, Kelly, & Clegg, 2015; Coyle, Hood, & Marsh, 2010; Paradis, Genesee, & Crago, 2011).

Theoretical grounds of CLIL

In SLA, a comprehensive review of research has consistently shown that FL learners' L1 repertoire transfers to their L2. This transfer has been reported in such areas as phonology, morphology, and syntax, and can occur *bi-directionally* (as cited in Block, 2003). Cummins (2000), in his *Common Underlying Proficiency* (CUP) theory, postulates that English language learners' cognitive proficiency in any domain may be available to them in the course of their L2 learning. These proficiencies include multiple forms of cognitive operations such as mathematic skills, genre knowledge, and even reading comprehension skills. Cummins argues that each component develops fairly independently —L1 and L2 competency sometimes overlaps—however, learners can access these competencies whenever needed. Figure 2 illustrates the concept. The CLIL approach is designed to access and make use of the FL learners' existing L1/L2 linguistic competency and cognitive maturaty as available resources.

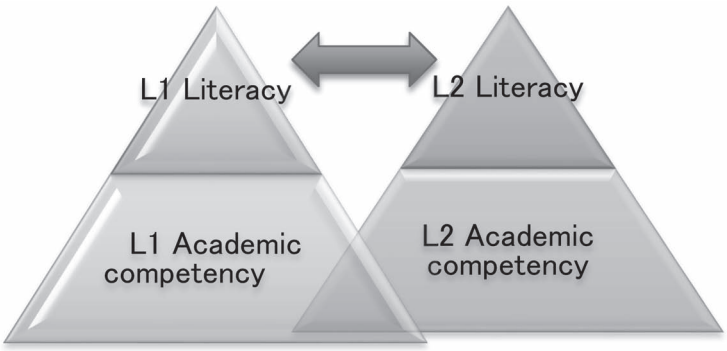

Figure 2. The schematic structure of Cummin's Common Underlying Proficiency theory

Designing thematic unit plans

In FL contexts, planning thematic unit plan is one viable option in majority language contexts (Lyster, 2007, Paradis et al, 2011, Bostwick, 2001). The CLIL approach can be easier for FL learners to internalize content when relevant topics are organized centered around one big theme. Bostwick (2001), the director of the immersion program at Kato Gakuen, who adopted thematic unit plans for early immersion programs in Japan, states:

> It was felt that language could be more easily and more naturally developed using themes around which content and language outcomes could be organized. The study of water, for example, would include math, social studies, and science objectives, as well as provide for repeated opportunities to acquire high frequency vocabulary and basic grammar in a natural, meaningful way (p. 278).

Yasunaga (2018) outlined key components of CLIL approach, presenting the framework of the instructions. According to her, typically, the approach structures teaching around three components: 1) learning the content presented, 2) language focused instructions, namely vocabulary, language functions and forms, and 3) completing particular pedagogical tasks. The CLIL framework—learning some topics centered around one big theme incorporating collaborative listening, speaking, and reading activities—is one effective way to realize learning in a spiral manner.

Central discourse features in CLIL

Normally, CLIL takes an integrated approach to content and language learning, encompassing instructions on speaking, reading, and writing. Among them, classroom teacher-student dialogic talk is a practical way to scaffold students' reflective thinking and reasoning skills (Gibbons, 2015). Gibbons showed that, during the talk, "a major focus for the teacher was to help students use *literate* talk" (p. 83, italics added), and importantly, although the language used for the interactions is oral spoken discourse, it is distanced from the immediate situational context in which it occurs. The purpose of the literate talk is to offer a bridge "between the talk associated with experiential activities and the more formal—and often written—registers of subject learning" (p. 83). For example, in a students' reporting session to describe the process and results of the experiment about magnetism, the teacher provides feedback by writing important vocabulary essential for scientific speech on the board, so the students would use it later in the formal writing session.

Unlike CLT or the grammar translation method, the central feature of CLIL discourse is distanced, interpretive modes, which fall into the category of *literacy*. As opposed to on-the-spot, direct, person-to-person conversation, which I described in Section 1, the literal mode is a type of "language use in which the relationship between wordings and meanings is indirect, incongruent, and metaphorical" (p. 56, Ryshina-Pankova, 2016), as

shown in the sample sentences below.

• *Typical discourse in CLIL*

Q: Describe how music influences human emotions.

A: Music has the power to frame human minds. It can fill our minds with pleasure, peace, or excitement.

This discourse, termed as advanced literacy, is typically used at the tertiary level of education. The writer takes a *reflective stance* to develop discussion and arguments, by logically arranging the points. The writer uses metaphorical language to connect the points. *Grammatical metaphor* is the dominant discourse feature used in advanced literacy. It is comprised of the use of adjectives (e. g., significant, unforgettable, impressive, etc.) and nouns (e. g., case, occurrence, matter, etc.) for positing meaning, which is typically used for stating theses. For example, for describing the relationship between the brain and music, the discourse is logically arranged according to the effects like the example sentences below:

• *Music has three significant impacts on framing our mind.*
• *Different kinds of music have different effects.*
• *The striking rhythm of the tune can fill human mind with excitement.*

For developing the types of discourse, students need significant help, and the teacher needs to scaffold the advanced, reflective thought processes of the students.

Applying CLIL to Japan's English education system

The MEXT published a set of foreign language curriculum guidelines in 2018, in that it maintained three learning goals that English education must achieve:

1) To build firm linguistic knowledge of English;
2) To develop cognitive, evaluative, and expressive capabilities, including the one to be able to formulate particular ideas;
3) To present personal perspectives logically, applying the knowledge of the language and the cognitive skills learned.

The MEXT considered these goals essential in increasingly complex societies where AI will be developing. It views language as a vital tool for developing higher order thinking capabilities, such as developing personal perspectives (MEXT, 2016). From 2020 onward, the current English program being taught in public schools, "English Expression," will be terminated, and instead, under the new program, "Logic and Expression," students are expected to discuss and debate ideas to form viewpoints and to write paragraphs to express their ideas logically and persuasively. Although the guidelines state nothing about integrating content in the curriculum, as I postulated above sections, CLIL approach feasibly nurture logical, reflective thinking and literate language, in that I assume CLIL approach can be a viable teaching practice for Japan's English curricular reforms.

The study

The classroom-oriented research described here adopted a CLIL approach in an English course at a Japanese university in 2017. The participants (n=12) were sophomore students, whose English levels varied; some hold as high as 800 scores on the TOEIC, others as low as 250.

Procedures

The university's prescribed objectives for this course was for the students: 1) to develop practical skills to communicate with others, 2) to familiarize with the English appearing in the media, and finally 3) to collaboratively form viewpoints and express them to others. Of the goals, developing language skills for expressing personal opinions was placed in a primary position.

I chose authentic materials for the students to generate meaningful discussions; the content was a collection of TED Talks. It was assumed that the creative ideas and dynamic presentations of the speakers would provide the students with powerful role models for developing personal perspectives. In addition, it was assumed that in-class presentations given by the students would turn out to be the extension of social communicative practice done in the global community—the TED Talk conference.

As the end of the one-year course approached, questionnaires were distributed. I was interested in investigating how students perceived the concurrent learning of content and language as well as their interests and the challenges over the course of learning the

authentic content. Answers to the following two research questions were carefully gathered and closely examined:

1) How did the students perceive concurrent learning of content and language?
2) What was the most challenging part of the learning?

The questionnaire asked the students to rate the components of the instructions given, using a three-point scale (1. Very meaningful; 2. Somewhat meaningful; 3. Not meaningful). The other questions asked them to write about their learning experiences. After the course, the students' comments were grouped according to their interests and challenges in the components of the instructions and the remarks related to motivation, language learning, and perceived self-efficacy.

Findings

The students rated simultaneous learning of content and language quite positively. As for learning the content, 83% of the students rated the content "very meaningful," and 17% rated it as "somewhat meaningful;" no one answered "not meaningful." Regarding the value of studying the TED Talk speeches, the students responded as follows: 58% very meaningful, 42% somewhat meaningful, and no votes for not meaningful. The data revealed that, for the TED Talks, the students were more interested in the ideas than in the speakers. It was clearly observed that the more they gave presentations, the more they increased their motivation. They became interested in viewing their classmates' presentations as well.

The end-of term questionnaire was intended to elicit positive but difficult parts of concurrent learning. Following two open questions were asked:

1) What did you think was the most meaningful?
2) What did you think was the most challenging?

The comments, appearing in Table 1, were tallied according to the frequency, and below the table, the students' open-ended comments were grouped accordingly.

Table 1 *Aspects that the students felt most appealing*

Aspects	%
Learning ideas of the TED Talks	45.5
Listening to the talks	27.3
Giving presentations	18.2
Learning vocabulary	9.1
Learning four skills	8.3

1) *Comments related to their increased interest in learning:*

The overall ideas in the TED Talks were never learned before, so I felt those were very stimulating.

I could learn new knowledge from different perspectives, which I had never imagined, so learning the contents was very meaningful.

Presenting my own ideas in English was a whole different learning experience I had never learned before.

2) *Comments related to their increased motivation to learn*

The content was really eye-opening so that I wanted to know more about the topic.

I wanted to be able to understand the language in the speech more so that I could learn the content better.

I was so focused on listening so that I was able to understand the content spoken.

I became motivated to challenge myself to achieve something important.

3) *Comments related to language learning*

I could improve my reading comprehension skills through reading the articles.

I could learn language while connecting it with new knowledge.

4) *Aspects of self-perceived efficacy*

I could learn how to express my opinions in English.

I could learn how to present my ideas effectively in English.

RQ 1: How did the students perceive concurrent learning of content and language?

The results revealed that the students showed overt interests in the TED Talk ideas presented. The topics learned included brand-new ideas, which examined the areas of

group dynamics, a biography of a writer, biofabrication, animal ecology, and a creative solution to human-animal conflicts, etc. In fact, the most frequently appearing positive comments were related to *learning something new they have never encountered before* even in L1. It was succinctly recognized that the course content influenced their motivation to learn, which suggested that intriguing content acted as the driving force to learn. Some students commented that they gave their whole attention to the talk in order to capture the meaning of the talks. Only a few comments appeared as meaningful learning with regard to increased linguistic knowledge, which means the majority students concentrated on learning the intriguing content. The language presumably provided them with valuable resources to access the new meanings; they perceived concurrent learning of content and language to be positive.

RQ 2: What was the most challenging part of learning?

Table 2 illustrates the most challenging aspects identified in the remarks.

Table 2. *Aspects that the students felt most challenging*

Aspects	%
Phrases and grammar	44.4
Presentations	44.4
Listening	11.1
Writing	11.1
Ideas of the TED Talks	11.1

The language was the most difficult part to the students. This was because the language spoken in the speeches was authentic so that frequently they got stuck in unfamiliar phrases, but somehow they managed to grasp the essential meanings by utilizing their Cognitive Academic Language Proficiency (CALP) in their L1, and the readings that described relevant topics to the speeches also aided them to build solid background knowledge. Another aspect that was challenging was how to give speeches effectively and organize drafts formally. This was because few students had received instruction on effective presentation skills. These aspects should be carefully instructed in CLIL approach.

Discussion

One distinct aspect that characterizes CLIL is the integration of content and L2 learning. CLIL can allow teachers to exploit huge potential for L2 learning because the process of the concurrent learning requires activation of our whole brain—psychological processes in our mind. As seen in the survey results, content could motivate students and raise natural curiosity and helped them engage in inquiry-based learning. Tasks were designed around Bloom's taxonomy, which accelerated the involvement of psychological operations, and they helped the learners give primary attention to building conceptual knowledge while taking occasional shifts to the structure of the language.

The most significant difference between other methods and CLIL is that the language can serve as a tool to mediate human thinking and expand the knowledge learned, as a consequence, language acted as available resources to access the new thinking and get things done. One student commented in the questionnaire, saying, "I really hated English subject. It is too difficult and complicated to master. The course, however, made me interested in English for the first time because I thought about how to deliver my ideas." This reflection presumably portrays how he used the language as the means to realize his purposeful act—making-meaning. Vygotsky (1978) states that language, whether spoken or written, fundamentally serves for *something,* in other words, it allows purposeful meaning making for the humans who use it, and the comment may support the concept.

There may be some constraints in using CLIL approach. One constraint is that it has not been definitively tested in terms of its effectiveness on language development. Since CLIL is not designed for language-focused programs, the language that students learn in such courses is arranged according to the content materials and well-chosen tasks as a result of the careful selection. Commonly, any vocabulary or grammar directly taught is deliberately selected in order to support students' work. Vocabulary learned is compatible with the content and tasks. Language learned might be limited to within the domain of the topics, which may not cover the linguistic elements that majority traditional approaches focus on, such as certain sets of grammar and vocabulary. Second, particular consideration that should be given is that the teaching materials must be carefully developed, and it would take considerable time to develop appropriate materials for CLIL.

Conclusion

This paper has examined two kinds of approaches to FL teaching: CLT and CLIL. For younger students in the early stages of learning, CLT, the conversational mode of language teaching, appears to be an apt approach. It is concrete and direct, so the younger students are able to learn fairly easily. However, when learners reach adolescence, CLIL teaching should feasibly be used in FL contexts because their psychological makeup radically changes. They think more logically and attain cognitive ability to abstractly organize ideas and to activate psychological operation. CLT focuses on conversational modes of language so much that it may hamper students' intellectual development while learning English. Importantly, Japan's educational goals for FL learning put primary importance on both communicative skills and cognitive, reflective, and expressive capabilities. Although the MEXT does not specify the teaching approach that integrate meaningful content, CLIL approach could be a viable option for English subjects.

The small classroom-oriented research reported in this paper on CLIL teaching underlines the idea that captivating content can be a powerful force for learning language. The content raised the motivation to learn and the students used language as integral resources to expand the new knowledge learned and as a tool for realizing their learning goals—purposeful meaning making. While the effectiveness of CLIL in terms of language attainment has not been thoroughly documented, it deserves further research and is already showing great promise in secondary and tertiary classrooms around the world.

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