

A Three-day CLIL Workshop

- what was learned and produced -

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要旨

現在多くの日本の大学では、グローバルな教育内容と環境を促進することが火急の課題である。岡山大学では英語教育の質の向上と授業科目の英語での提供の2つに取り組んでいるが、その実践においてCLIL（内容言語統合型学習）が有用であると考えられる。また日本の高等教育機関において、CLILを既に実践あるいは導入を検討している教育関係者と経験やアイデアを共有し、ネットワークを作って今後の情報交換を行うことも非常に重要である。そこで岡山大学では2016年2月にフィンランドから2名の講師を招き、3日間のCLILワークショップを開催した。この論文では4大学の参加者4名がワークショップで紹介された2つの大学の異なったCLILモデルについて報告する。またワークショップで行った様々なアクティビティを通して参加者が学び取ったことや成果についても記述する。

Keywords: CLIL, content, integration, thinking, collaboration

Background of the Issue

Responding to outcomes of current globalization is currently of paramount importance to colleges in Japan. Those employed by universities are under a variety of pressures, such as demands to increase the number of international students, the insistence for school homepages in English, and requests to further facilitate student employability in the international market.

Although definitions of the word “globalization” vary, there appears to be a growing consensus of opinion that English language education plays a crucial role. Thus, many believe that the primary question is how to strengthen English language education.

In enhancing global education through English language at Okayama University, we are primarily working on two pursuits: (1) shifting traditional grammar-focused English classes to more content-based classes better suited to the intellectual demands of students at the college level; and (2) increasing available content/subject classes, such as history and physics, taught in English. These two pursuits will be further elaborated in the following two paragraphs.

(1) As part of our bid for the “Super-Global University” funding allocated by the MEXT (Ministry of Education, Culture, Sports, Science and Technology- Japan), we vowed to develop students’ English language ability. How can we assess our success? The easiest measure would be standardized test scores, such as the TOEIC and TOEFL. However, a few concerned parties, including ourselves, argue that measures of language ability need to include thinking skills, with reference to the content dealt with in class. We believe that the class content should include social issues and foster students’ analytical and critical thinking skills. In fact, Okayama University has already implemented CBI (Content-Based

Instruction), although not for a whole program, in its English language and Japanese language programs. This means that some of our instructors are already familiar with the concept of linking language development and the understanding of content, which is the basis of Content and Language Integrated Learning or CLIL. Through these language classes, students are exposed to content that is intellectually stimulating. We aim for student language ability to include not only fluency but also understanding of the content.

(2) At present, the number of subject classes offered in English at Okayama University is limited. In the fall of 2017, we are launching a new program called the “Discovery Program for Global Learners,” in which students will be able to pursue bachelor’s degrees through classes offered solely in English. However, this also means that we will need to be prepared to offer students the sufficient number of classes required in English to complete this bachelor’s degree. This prospect has provoked anxiety in several teachers, primarily and understandably those who have never taught in English before. Although as a response, the university has been providing support, such as English language training catered by commercial companies, it is still far from sufficient.

In order to serve the needs of and requests from both the English language teachers, and the content/subject teachers who are expected to teach in English, CLIL appears to provide a solution. To investigate this further, five members of the CLIL project group at Okayama University have attended a number of workshops and seminars. They also observed several CLIL classes, both in Japan and abroad, including Finland in 2014 and 2015. In February 2016, Okayama University invited two instructors, Professors Maurice Forget (Aalto University) and Heidi Jauni (Tampere University of Technology) and hosted a three-day CLIL workshop at Okayama University. The objectives of this workshop were two-fold: (1) to understand CLIL so that it can be successfully implemented at our institution, and (2) to connect with the wider language teaching community. The workshop was open to the public, and around 20 people participated in each session, including educators from five different institutions and two professors from the science department. During the three days, six different sessions targeted a variety audiences, covering both practical examples and theoretical frameworks, as is demonstrated in the following table:

	Monday, Feb. 8	Tuesday, Feb. 9	Wednesday, Feb. 10
Morning (9 am-12)	<p>1 [Introduction to CLIL]</p> <p>Interactive quiz warm-up; SWOT analysis and discussion; levels of integration (macro, meso, micro); team teaching; course planning as a team</p> <p><i>Targeted Audience: Administrators, program leaders, Japanese</i></p>	<p>3 [Experiences and examples from Aaltonaut]</p> <p>Examples from the Aaltonaut programme – Introductory elements (Creativity and Problem-solving techniques); Spoken skills (Presentation skills; Elevator Pitches); Written skills (Bachelor Thesis Seminar; Workshops); Online elements (Audience, Purpose, and Style Online; Kung Fu Writing; MyCourses & Moodle; MoveNote; Flipped Classroom);</p>	<p>5 [Pedagogy and CLIL]</p> <p>Key theories in university pedagogy; communicative language teaching and pedagogy; CLIL and student interaction; 360° communication support for students and content teachers; How to be more interactive</p> <p><i>Targeted Audience: Administrators, program</i></p>

	<i>professors, and language teachers</i>	Concluding elements (Learning Cafe; Gallery walk); Multidisciplinary elements <i>Targeted Audience:</i> <i>Administrators, program leaders, Japanese professors, and language teachers.</i>	<i>leaders and Japanese professors</i>
Afternoon (1-4 pm)	<p>2 [Organizational perspectives]</p> <p>The process of implementing CLIL: planning stage; implementation stage; co-operation between administration and teaching staff; how to get staff involved and motivated; staff incentives; support for teachers; teacher training</p> <p><i>Targeted Audience:</i> <i>Administrators and program leaders</i></p>	<p>4 [Co-operation between language and content teachers]</p> <p>Challenges and possibilities; suggestions for best practice; developing ideas that would work in the participants’ contexts; Assessment (purpose, criteria and tools)</p> <p><i>Targeted Audience:</i> <i>Administrators, program leaders, Japanese professors, and language teachers.</i></p>	<p>6 [Designing CLIL activities]</p> <p>Activities for different CEFR levels; CLIL activities for spoken communication courses, ICT tools (e.g., Quizlet, Explain Everything); CLIL activities for academic writing courses (focus on subject specific literacies)</p> <p><i>Targeted Audience:</i> <i>Language teachers</i></p> <p>-----</p> <p>[Summary Activity] Theme: “Learning Cafe” to review the key elements in all three days of workshops. One hour for 5–6 elements</p>

The three morning sessions were conducted by Maurice, including introduction of the CLIL model at the Aalto University. In their model, Maurice, as a CLIL coordinator, helps content/subject teachers who are non-native English speakers to teach their classes in English. He assists them with their English as well as their teaching styles. He coaches them with skills and techniques of how to activate students’ participation. The three afternoon sessions of the CLIL workshop was primarily led by Heidi. She introduced the CLIL model of the Tampere University of Technology (TUT), which is very different from the Aalto model. At TUT, language teachers, including English, find content/subject teachers who are interested in CLIL and work together as teaching partners. The size of content/subject classes at TUT in general is large, therefore, the content classes are divided into several small-sized classes for language. The language teacher observes his/her partner-teacher’s class in order to learn the content so that he/she can deal with the same or similar content in his/her language class. More details of this are discussed in sections 3 and 4 below.

During the three days, all participants were actively involved in the workshops. Moreover, discussions and dialogues among participants and workshop instructors continued long after the conclusion of sessions.

The following sections elaborate on the theoretical framework of CLIL, the actual models that were

explored in the workshop, and finally, the thoughts and some recommendations for implementing CLIL from the workshop participants. This is followed by a brief conclusion.

CLIL: background and theory

CLIL was popular in Canada providing a framework and strategies for dual language French and English programs in the seventies. Lately, this model has been implemented more frequently in various forms as a response to the changing demographics of classrooms. Student cohorts are now rarely monocultural or monolingual, but instead, are made up of students from diverse cultural backgrounds who might have complex language profiles. Invariably, the language of instruction is a second language for many students. Teaching methodologies must attend to this diversity if all students are to develop the language of and for success. Such methodologies, including CLIL are relevant for teaching university courses in English as a second language.

It can be argued that academic language is a second language for everyone, including native speakers, to some extent. Jim Cummins (1979) has explained this clearly through the concepts of BICS and CALP. BICS is an acronym for ***B**asic **I**nterpersonal **C**ommunicative **S**kills* and refers to the language skills necessary for everyday transactions. These skills can be developed easily in concrete, highly contextualized situations in daily life. CALP, on the other hand, stands for ***C**ognitive **A**cademic **L**anguage **P**roficiency* and refers to the skills necessary to engage in academic discourses in the various disciplines. In English, academic discourses involve dialogues about abstract complex concepts using language that has a Latin base, as opposed to Anglo Saxon, which is the basis of vernacular everyday English. Developing the language for academic discourse or academic literacy is a major aim of CLIL.

CLIL is eclectic with regards to language learning theories and draws on best practices generated by a wide range of them. The cohering principle, however, is that academic language and disciplinary content are best developed simultaneously.

An understanding of linguistic genres and how they aid in understanding language functions in content construction and meaning making is important in planning for CLIL. Similarly, pedagogical principles known to promote learning success are incorporated into CLIL lessons. These principles include ensuring that the input of new learning is made comprehensible (Krashen, 2002) through contextualization and links to previous understandings. It should be within the learner's **Z**one of **P**roximal **D**evelopment or ZPD (Vygotsky, 1978) so that, with sufficient scaffolding (Bruner, 1978), students should be able to demonstrate meaningful output. In addition, developing social collaborative skills is important for effective collaboration and communicative teamwork where critique and reflection is valued. Implementing and maintaining a learning community group ethos where all members are affirmed and feel safe, confident, and motivated to participate is essential for this.

There are several models that do not use the CLIL name but that integrate language and academic content learning. However, they all share a common base of the general underlying principles described above. For example, the Sheltered Instruction Observation Protocol (SIOP) model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Teachers report that SIOP-based teaching benefits all students, not just those who are learning English as an additional language. DECD Publishing, a unit within the South Australian

Government's Department for Education and Child Development, offers professional development programs for teachers emphasizing an understanding of the connection between language and content in order to plan for the development of literacy. Another example is the International Baccalaureate (IB), which has a framework for teachers to use in planning for the development of academic literacy across the curriculum.

In Summary, CLIL draws from a broad field of learning theories to improve outcomes in student academic language learning and is ideally suited to planning university courses where the development of English is seen as an asset in the current globalized world.

Aalto University Model of CLIL

At the CLIL workshop at Okayama University, Maurice explained the Aalto model of CLIL, as well as language pedagogies. This section summarizes the Aalto University model of CLIL.

Aalto University is a young, vibrant university in Finland, founded in 2010 as a result of the merger of Helsinki University of Technology, the Helsinki School of Economics, and the University of Art and Design Helsinki. It has 6 schools: engineering, business, chemical technology, science, electrical engineering, and art, design and architecture. The university expanded its program from undergraduate to master's program in 2015. It constantly creates new business opportunities by combining technology, art, design, and science. Because of this aspiration and Finland's national educational policy of promoting foreign language study, the university has been trying to implement a new approach of CLIL for learning foreign languages through content courses. We will discuss specifically English.

The CLIL experience introduced at the workshop by Maurice deals with product designs. The whole program consists of the following five parts: (1) introduction, (2) speaking skills, (3) writing skills, (4) online, and (5) conclusion. Each part is elaborated below.

(1) In the introduction, participants engage in a communication activity to introduce each other, taking turns to change conversation partners so as to get to know everyone in the group. Then, the group is broken into smaller groups and each chooses an existing product to improve in terms of product design or its implementation. The activity is called S.C.A.M.P.E.R. for it involves **S**ubstituting, **C**ombining, **A**dapting, **M**odifying/**M**aximizing/**M**inimizing, **P**utting to another use, **E**liminating, and **R**eversing. At the end of this activity, the participants are asked to present not only their ideas but also the reasons behind them. This basic but indispensable part of product design and development easily stimulates the interest of the participants. In addition, it presents opportunities for students to focus on language when they present their ideas and reasons to convince others.

(2) For speaking skills, students are asked to discuss the handout, "Presentation by numbers." There are two different suggestions given for presentations related to the number of slides, the number of words, the importance of non-verbal communication, and so on. Each participant has to agree or disagree with each suggestion and to think about how to organize his/her own presentation accordingly. This is an excellent stimulus for consciously creating and improving individual presentations. The following activity is to watch the presentations and to analyze the speakers' performance in terms of their structure, message, visual aids, and delivery. Here, the participants are introduced to the "Aristotle's Modes of Persuasion" that are ethos (credibility), pathos (emotions), and logos (logic), and discuss further the importance of rhetoric

and the fact that in the real world rhetoric alone is not enough. They are encouraged to include all three modes into their own presentations.

(3) For writing skills, students focus on problem-solving writing patterns and differences between the English writing and the participants' first language writing. Here, Kaplan's cross-cultural writing conventions (1966) is introduced. This is extremely important in order to ensure the students' writing in English is clear, concise, and understandable. There are opportunities to practice writing about a product as well as criticize written arguments to show the logical flaws and contradictions. Afterward, they revise their own project proposal and exchange peer-feedback. Finally, they practice proof-reading such as for cohesion of subjects, objects, and verbs.

(4) The fourth part, online skills, introduces several online resources, such as MyCourses, KungFu Writing, MoveNote, and Turnitin both for students and for teachers. Some are for detecting and preventing student plagiarism.

(5) In the final conclusion, students consider Edward de Bono's "Six Thinking Hats" for effective group discussions and thinking. Students consider six aspects of thinking: decision-making, gathering and sharing information, emotional factors, creativity, optimism, and criticism. These provide a basic framework for building productive meetings.

The whole CLIL process at Aalto University has been developed by the collaboration of content teachers and language teachers. It thoroughly covers both content and language use. It is intellectually stimulating as well as challenging to express, share, and discuss ideas in a foreign language.

Implementing courses like this in Japan will require instructors, both contents and foreign languages, to modify their teaching and to become more flexible in allowing students more time to think, and learn through trial and error.

Tampere University of Technology (TUT) Model of CLIL

At the CLIL workshop at Okayama University, Heidi described the TUT model of CLIL, as well as the process of implementing CLIL, especially focusing on the cooperation between language and content teachers. This section summarizes the TUT model of CLIL that was learned from the workshop in addition to the visit of one of this article's co-authors, Kaoru Mita, to the TUT in Finland.

TUT is a university of 10,500 students, with about 1500 international students from more than 10 countries. While there might be an image among Japanese people that most of Finnish university courses are taught in English, it is in reality only about 5-10% at present. Though English levels of Finnish students are high enough for handling everyday conversations, TUT is aiming at providing higher quality language teaching to enhance skills that graduates need to succeed in multilingual and multicultural environments.

The majority of the CLIL conducted at TUT is "adjunct CLIL," where language studies are coordinated with subject studies. Adjunct CLIL places importance on coordinated planning between content and language teachers

At TUT, the success of the large scale integration program involving all degree programs was accomplished by a top-down decision making process. The Language Centre (LC) initiated the implementation of a university-wide policy regarding language and internationalization. The LC also

played an active role in reducing the concerns of administration, faculty members of content courses and language teachers toward integrating content and language courses.

In the CLIL workshop at Okayama University, Heidi had shown some of the integrated teaching of content courses and English lessons, e.g., English courses integrated to “Electrical Energy Systems” lectured in Finnish, or integrated to “Management Information Systems” lectured in English taught by a non-native English speaker. Heidi emphasized the importance of considering the cognitive load, and suggested adapting materials, such as, deleting unnecessary words, favoring simple sentences, organizing texts, breaking tasks into smaller steps, and using visuals. She also introduced spoken activities for assimilating conceptual content and communicative competence, including “Expert Panel,” “Prove it!,” “Vital Visuals,” and ICT tools such as “Quizlet.”

About one month after attending the CLIL workshop, Kaoru visited the Language Centre of TUT and observed two classes of CLIL. She was able to experience in situ what she had learned in the CLIL workshop. At TUT, content courses continue for 14 weeks, which is the length of one term and language courses run parallel to them, with twice-a-week, 90-minute classes.

The first class observed was an adjunct CLIL course of “Speaking in English” combined with a content course in “Management Information Systems.” The courses ran parallel to each other, and the content course was taught entirely in English by a Finnish lecturer who is a fluent speaker of English. Students were all engineering majors, and their language level was CEFR B2 to C1 level. Out of 200 students who were taking the content course, 66 students were enrolled in parallel English courses. The 66 students were divided into three groups for the parallel language courses. In addition to her own English class, the language teacher of the “Speaking in English” course supported students in the content course in preparing for presentations and writing reports.

In the content course, the lecturer translated Finnish material into English for the audience, which included international students. For most of the students, the 90-minute lecture was overwhelming, full of new technical knowledge and a huge amount of information. The language teacher observed some of the content course classes and found that it was too difficult for many students. Furthermore, the students did not understand precisely the meanings of the exam questions, which resulted in vague, unsatisfactory answers and lower scores than expected. Thus, the language teacher decided to guide the content teacher offering advice on pedagogy and expectations. She proposed to let students work in groups, and to take time for questions and answers toward the end of the class. She also advised the content teacher to be aware of why students didn’t understand the questions of the exam.

In the content course, students needed to make final presentations. The class observed was one of the preparation sessions for the final presentation. The students had already made trial poster presentations utilizing lunch time a week before on campus.

During the class, large poster paper was posted on each corner of the classroom with four criterion written on top of the paper: (1) delivery & audience interaction, (2) structure, (3) content, and (4) visual. Four groups of students discussed and wrote up outcomes for each criteria by moving every three minutes. After moving three times, a presentation checklist was given to each group, and a representative of each group summarized the ideas of each poster paper, adding points from the checklist. The teacher frequently asked questions in English, and most of the interactions between students were conducted in English. The

final presentations would be evaluated by the content teacher together with the language teacher.

The second class observed was an adjunct CLIL course of English language combined with a content course of chemistry. The students' English level was around CEFR B1 and B2. The students had already finished poster sessions at the main lobby of the TUT building on the previous day. The class activity, called "expert panel," was conducted for two consecutive weeks. In this activity, the following four groups of three to five members each sit squarely with each other: (1) expert panelists, (2) questioners, (3) evaluators of expert panelists, and (4) evaluators of questioners. The textbook of the parallel chemistry course contains information about fireworks, and the expert panelists in the class had chosen it as the topic of the group. First, the leader of expert panelists made a short introduction about fireworks and chemistry, then followed a 20-minute panel discussion, and finally a 10-minute evaluation discussion.

To make the evaluators' comments to panelists and questioners meaningful, the language teacher had given them a great deal of advice about designing specific questions. She also advised that they focus on how well the panel members answered the questions, or if they didn't know the answer, how well they delegated, how specific their comments were, to check how to react or respond to criticisms or negative feedback, or how effective their body language was. She also suggested that the feedback of evaluators be positive and encouraging, and not be blunt or brutal.

In this adjunct CLIL course, 20-30 % of evaluation comes from the expert panels, and assessment by other students promotes serious attitudes. A 'teamwork evaluation grid' given to the poster and expert panel lists of four kinds of abilities: the ability (1) to work and communicate with other people; (2) to overcome difficulties in a constructive way; (3) to generate useful ideas; and (4) to take a fair share of the work and meet deadlines.

Thoughts and Recommendations of the CLIL Workshop Participants

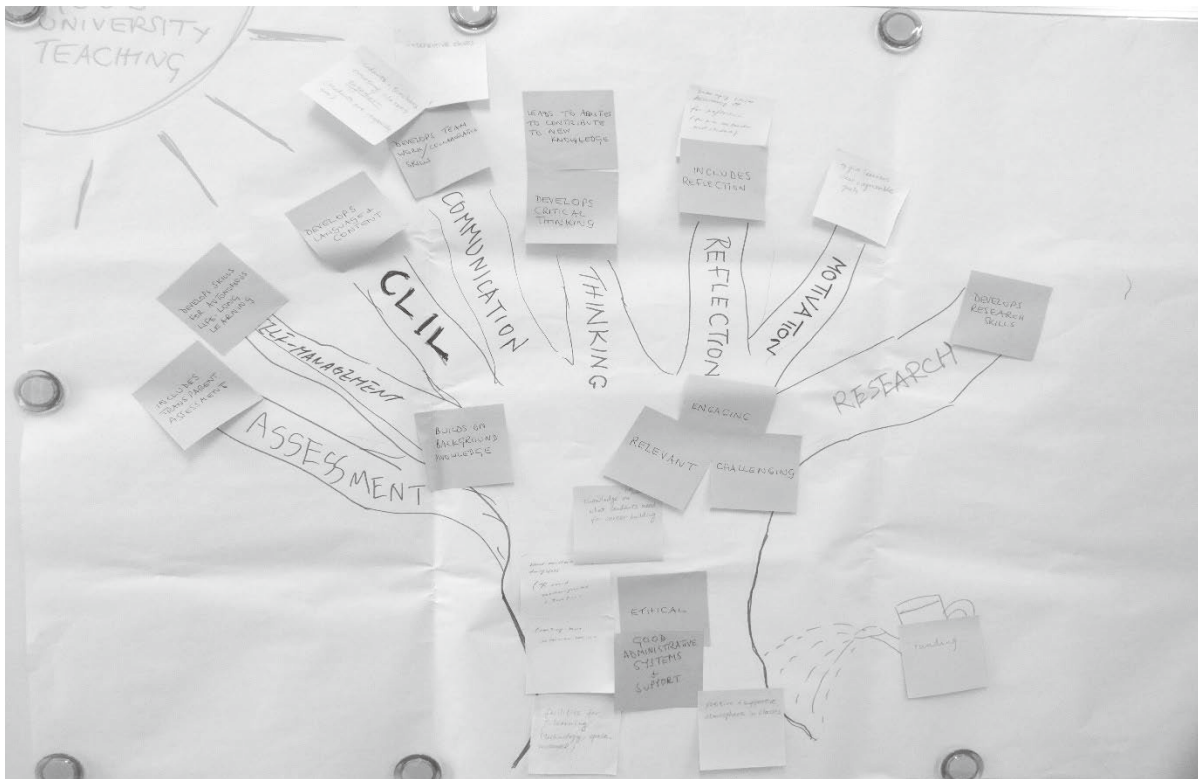
Group-work involving the participants was incorporated into all six of the sessions throughout the three-day workshop. The following section illustrates the various resulting thoughts of the two group-work tasks in regards to (1) ideal university teaching, and (2) practice of good language instruction.

(1) Ideal university teaching

A good university consists of numerous elements and factors; the following is a list of the various qualities presented by each of the four groups.

Group 1 stated that "good university teaching" needs teacher quality, administrative support, and pedagogy, all of which should work autonomously and democratically. Group 2 maintained that "good university teaching" needs theory and practice, resources, interaction, student-teacher relations, openness, personal traits, reflexivity, and fairness. Group 3 described it using the analogy of a flowering plant nurtured by rich soil. In order to enrich the soil, or education/pedagogy, it must be informed by research, and teachers should continuously be involved in collaborative projects. This rich soil, or education/pedagogy, allows the student to grow much like a plant; and alongside this, instruction that facilitates "deep learning" further fosters critical and creative thinking, in addition to communicative skills. This analogy concluded with the blooming of a flower, or purposeful goal. Finally, Group 4, of which the

three co-authors of this article were members, drew the picture below to illustrate what they perceived as good university teaching.



According to this illustration, good university teaching enhances the thinking, communication, and self-management skills in each of the students. There should also be a clear and fair assessment so that students will be motivated to learn and be reflective on their own learning. The institution should encourage ongoing research, with funding available for ICT and other necessities. Lastly, CLIL could be included as part of good teaching practice, as it integrates content and language, and encourages all of the above listed factors, not only among students but also among faculties.

(2) Practice of good language instruction

The following is a summary of the answers given in regards to five questions (a)-(e) put forward concerning the practice of good language instruction.

(a) How to integrate spoken and written communication skills?

Have students brainstorm as part of the writing process. Have them work together through oral discussions and written scripts or mind-mapping. Assign an oral presentation that requires written scripts or power point slides, or a writing assignment that is followed by an oral presentation. Assign tasks that explicitly require group work. Other beneficial activities involve peer-feedback on written products, either on the content or the form or structure.

(b) What theories support the use of CLIL?

CLIL lends itself namely to a constructivist and socio-cultural approach to language teaching, including the ZPD, scaffolding, situated learning, and community of learners. Other supporting theories include deep

active learning, critical thinking, PBL (Project-Based Learning and Problem-Based Learning), task-based learning, and communicative language teaching.

(c) How to assess student learning in CLIL contexts?

Means of assessment should be multifaceted, including paper exams, evaluations of speaking activities, contributions to team-work. Evaluators can be teachers, peers, self, and outsiders such as people from relevant industries. The assessment criteria need to be easy to comprehend, be clear and transparent, such as in a rubric.

(d) How to plan and teach in teams?

Research and share teaching materials and strategies. Teach each other. Be open, flexible, and reflective. Make an overall plan of action, outcome, objectives, and goals. Be explicit about roles of team members. Don't be afraid of conflict. Be able to agree to disagree. In order to avoid cultural differences, come to shared agreements concerning working together. Honest constructive feedback in a safe ethos for critical reflection is crucial.

(e) How to encourage CLIL in your institution?

Prepare incentives to CLIL instructors, such as less teaching load, financial reward. Cooperation between language and content/subject teachers should be encouraged. Let content/subject teachers know that every class can be taught using CLIL. Create a language café for faculty members. Offer some model pilot classes, and undertake in-house research on CLIL in order to demonstrate empirically that the implementation of CLIL is both valuable and feasible. Create a CLIL Facebook for the school and/or publish CLIL newsletters. Talk to the President of the school and/or Chair of the Department in order to reform the curriculum top-down. Hire a CLIL coordinator for the Language Center or University Language Advisor to take leadership. Plan to offer CLIL in other languages in addition to English, such as German, French, and Japanese. Be creative in drawing new audience, such as by having a celebrity talk about CLIL.

Conclusion

Attending all six sessions of a three-day CLIL workshop is a big commitment for participants who work full-time. However, in order to fully understand what CLIL is, what CLIL models are available and viable for one's institution, and what needs to be done when implementing CLIL, we believe that three days or more are necessary for the workshop to make a successful impact.

The reaction and feedback from the participants was encouraging, and thanks to the personal connection developed over those three days, we were able to write this paper collaboratively. As stated at the beginning of this article, one of the objectives of the workshop was to build a network. In order to successfully implement CLIL, both language and content/subject teachers, as well as administrators need to work together. We sincerely hope that the current network will further be widened and deepened within and beyond each institution.

Throughout the entire workshop, we were continuously contemplating what the practice of good language instruction would be, and moreover, what an ideal university would be, beyond the scope of CLIL. We trust the conversations will continue.

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