From Principle to Practice:
Integration of the Principles of English as a Lingua Franca, Content and Language Integrated Learning, Deep Active Learning, and Cooperative Language Learning in the Design of Communicative English Language Teaching for Japanese College Students

ISHIKAWA, Shin'ichiro
Kobe University

Abstract
In recent English language teaching, the importance of concepts such as English as a Lingua Franca (ELF), Content and Language Integrated Learning (CLIL), Deep Active Learning (DAL), and Cooperative Language Learning (CLL) has been widely recognized. However, it is not necessarily easy for educators to incorporate these elements harmoniously into practical teaching. This article introduces the design of a communicative English class for Japanese college students based on these four principles.

Key words: English as a Lingua Franca (ELF), Content and Language Integrated Learning (CLIL), Deep Active Learning (DAL), and Cooperative Language Learning (CLL)

Introduction
The current paper provides an outline of the author's English classes designed for Japanese college students, which are based on the four key principles of English as a Lingua Franca (ELF), Content and Language Integrated Learning (CLIL), Deep Active Learning (DAL), and Cooperative Language Learning (CLL).

1. Syllabus Design
The author currently teaches an English Communication class for undergraduate students at a national university in the Kansai area. This is a compulsory class mainly intended for freshmen. The aim of the class is to develop
students’ oral/aural/communicative skills, and all the teachers are expected to freely design their classes so that they can realize the common teaching goal in the most effective way.

Thus, the author has put special emphasis on the development of independent ELF speakers in his classes, where learners are expected to come to 1) understand an ELF concept in an appropriate way, 2) speak clearly and intelligibly enough to communicate with other non-native speakers in the world, 3) speak fluently enough to express their thoughts and feelings, 4) take an interest in varied world problems, and 5) consider those problems in a logical and critical way. To present the role model of a professional ELF user, the author uses English as the medium of instruction.

1.1 Macro Lesson Plan

A semester is divided into two “quarters” (eight weeks each). An introduction is given in the first week. The author explicitly explains what kind of English students are to learn, why they need to learn it, what the class goal is, how they learn, and how they will be evaluated. It is followed by five weeks of task-based learning, and exams and feedbacks are given in the last two weeks. In the second quarter, we skip the introduction and spend the six weeks on task-based learning.

<table>
<thead>
<tr>
<th>Table 1. Macro Lesson Plan (Semester/Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Quarter 2</td>
</tr>
<tr>
<td>Task-based learning</td>
</tr>
</tbody>
</table>

1.2 Micro Lesson Plan

Excluding the introduction and exam weeks, each class (90 minutes) is divided into seven learning modules, which helps learners maintain their concentration during class time. They are carefully designed so that learners can study in varied manners (individuals, pairs, and groups), develop varied L2 skills (speaking, listening, writing, reading, and cognitive/meta-cognitive sub-skills), and be evaluated from varied viewpoints.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Type</td>
<td>Individual</td>
<td>Pair</td>
<td>Individual</td>
<td>Individual</td>
<td>Group (4 members)</td>
</tr>
<tr>
<td>Duration</td>
<td>25 minutes (5 minutes test + 20 minutes lecture)</td>
<td>15 minutes (10 minutes lecture + 5 minutes speech + Q &amp; A)</td>
<td>10 minutes</td>
<td>10 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Score</td>
<td>10 points (Based on ten fill-in-the-blank dictation quizzes)</td>
<td>10 points (Based on the submitted speech sheet)</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Content</td>
<td>Based on the listening practices at home, learners listen to the same news in class and answer the quiz. Then they listen to the lecture, focusing on linguistic and contextual points.</td>
<td>First, the teacher explains the background of the topic. Then, based on the speech sheet prepared at home, each learner delivers a one-minute speech to their partner. After that, they have a one-minute Q &amp; A session with the partner. Topics are fixed and are related to the content of the news presented in Module 1.</td>
<td>A learner delivers a one-minute impromptu speech about the topic presented in the class. The number of words uttered in one minute is counted by the partner.</td>
<td>Learners listen to the lecture on how to make intelligible ELF pronunciations of target consonants. Then they are given the chance to practice individually or in pairs.</td>
<td>A learner pronounces a word, phrase, or sentence including the target consonants for the class. Their pronunciation is quickly evaluated by the teacher.</td>
</tr>
<tr>
<td>Target Skill</td>
<td>Listening, Strategic skills (guessing), Learner autonomy (managing home study)</td>
<td>Speaking, Clear ELF pronunciation, Cooperative skills (Q &amp; A), Learner autonomy (managing home study)</td>
<td>Speaking, Fluency, Language planning</td>
<td>Clear ELF pronunciation, Meta-cognitive skills (reflection on one’s own pronunciation)</td>
<td>Clear ELF pronunciation, Understanding the ELF principle, Establishment of “My English.”</td>
</tr>
<tr>
<td>Agent</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Content | Forming groups, learners listen to a song including the target consonants presented in Module 4 and answer the quiz after group discussions. Then learners listen to a lecture illustrating linguistic and contextual points.
---|---
Target Skill | Listening, Strategic skills (guessing), Cooperative skills, Social skills, Discussion management skills
Agent | Group (4 members)
Duration | 10 minutes
Score | 5 points (Based on five fill-in-the-blank dictation quizzes) The same score is given to all the members of a group.
Content | Forming groups, learners read a short passage about the singer or song presented in Module 6, and answer the quiz after group discussions. Then learners listen to a lecture illustrating linguistic and contextual points.
Target Skill | Reading, Grammar, Strategic skills (guessing), Cooperative skills, Social skills, Discussion management skills

### 1.3 Details of Each Module

In Module 1, learners are required to listen to authentic English news taken from the overseas news programs such as CNN and BBC and answer a fill-in-the-blank quiz.

This should not be called a test because learners are given access to the audio file beforehand and advised to listen to it repeatedly at home to prepare for the test. The staple purpose of this “test” is to make learners listen to authentic English news repeatedly rather than to measure their listening ability.

After the test, the author gives linguistic and encyclopedic explanations so that learners can understand the news more deeply. Fig. 1-2 shows sample slides prepared for a news report on the success of a new experimental medical operation using an artificial heart for a few months until the patient can find a donor.

The news clips used in Module 1, which are usually quite short and concise, do not include sufficient background information. Therefore, the author gives a detailed explanation of the background of each news. For example, he illustrates why organ transplants have not become common, how people regard death in various cultures, what brain death means, how the invention of respirators has changed the concept of death, and why some people are willing to sign the donor card while others are not.
In Module 2, learners make one-minute speeches to their partners in class based on speech sheets (transcripts) prepared at home. The topic of the speech is related to the content of the news articles used in Module 1. For example, when learners listen to the news about a medical operation involving an artificial heart, they are required to prepare and deliver a speech about the merits and demerits of “cyborgation” or the artificial remodeling of human bodies. In this prepared speech task, the emphasis is put on content rather than on language. Also, the importance of critical thinking, logical structuring, and effective persuasion is emphasized.

Then, in Module 3 learners are required to make a one-minute speech without any prior preparation about the topic presented in the class. The focus is placed on fluency here. Therefore, partners are told to count the number of words uttered in one minute by the speaker using the speech fluency counter sheet (Fig. 3-4). This is a modified version of the “word counter” proposed by Nishi (2010). The author adds the information of average fluency (word per minute) of several EFL and ESL learner groups in Asia as well as English native speakers based on a learner corpus analysis (Ishikawa, 2016b) and the fluency graph for learners’ self-records.

In Module 4, the teacher gives a detailed phonological explanation of individual consonants from the perspective of Lingua Franca Core. When presenting the bilabial stop sounds /p/ and /b/, for example, the author demonstrates what a stop or plosive sound phonetically means, how they differ from the similar sounds in learners’ L1, and in which way /p/ and /b/ differ each other. The author also affords learners plenty of opportunities to practice pronouncing these sounds and words including them (“pig” and “big,” for example).
In Module 5, learners are required to pronounce the target words or sentences clearly and intelligibly so that they can make themselves understood by varied English users in the world. The author quickly checks each learner’s pronunciation and gives needed advice and/or correction.

In Module 6, learners make groups with four members, listen to a short English song including the target sounds, and answer the quiz by filling in the blanks in the lyrics with appropriate English words. Learners are encouraged to discuss in groups to complete the quiz.

In Module 7, learners read a short English passage about the singer or the song presented in the preceding module and answer the quiz by filling in the blanks with the appropriate words. As this is also a group task, learners need to cooperate with each other to complete the task.

2. Four Principles

Here we would like to illustrate the four key principles and how they are incorporated in the author’s teaching procedure.

2.1 English as a Lingua Franca

2.1.1 Background

The concept of English as a Lingua Franca (ELF) has quickly spread in TESOL around the world. Seidlohofer (2011) says that ELF is “not a kind of fossilized interlanguage used by learners failing to conform to the conventions of Inner Circle native norms but a legitimate use of English in its own right, an inevitable
development of the globalization of the language” (p. 24). Mauranen (2009) also writes that “English has established its position as the global lingua franca beyond any doubt: along with this status, it has become one of the symbols of our time, together with globalisation, networking, economic integration, and the Internet” (p. 1).

Although its definition may vary among scholars, most would agree that ELF is “a means of communication between people who come from different first language backgrounds” (Jenkins, 2012). When L1 Japanese, L1 Chinese, and L1 Thai speakers communicate in English, for example, we can safely say that they use ELF. Although ELF is a kind of umbrella concept, it basically supports the ideas that (i) the so-called native speaker model should be abolished, (ii) English use in multilingual contexts should be emphasized, (iii) errors, if they do not substantially influence the intelligibility, should not be over-corrected, (iv) importance of clarity and intelligibility in pronunciation should be recognized, and (v) non-native speakers should use English as independent users rather than dependent learners.

Jenkins (2006) emphasizes the need for a shift from the English as a Foreign Language (EFL) model to an ELF model.

Table 3. EFL and ELF (Jenkins, 2006)

<table>
<thead>
<tr>
<th>Categories</th>
<th>EFL model</th>
<th>ELF model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>Modern foreign languages</td>
<td>World Englishes</td>
</tr>
<tr>
<td>Perspective</td>
<td>Deficit</td>
<td>Difference</td>
</tr>
<tr>
<td>Metaphorical image</td>
<td>Transfer/interference/fossilization</td>
<td>Contact/evolution</td>
</tr>
<tr>
<td>Orientation</td>
<td>Conformative, monolingual bias</td>
<td>Transformative, bilingual orientation</td>
</tr>
<tr>
<td>Code-mixing/switching</td>
<td>Interference/errors</td>
<td>Bilingual resources</td>
</tr>
<tr>
<td>Non-standard</td>
<td>Errors</td>
<td>Variants</td>
</tr>
<tr>
<td>language use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.1.2 Awareness Raising

The ELF concept is considerably new to many Japanese college students, who have a general tendency to pay attention to accuracy rather than to fluency and to blindly believe in the absoluteness of native-speakers. Some of the students, especially those who long to study overseas, often feel ashamed of their own English pronunciations, avoid speaking English in front of others, and express dissatisfaction with non-native teachers.

When teaching ELF to these students, it is important to raise their awareness before teaching. Therefore, at the beginning of a semester, the author presents
varied evidence (video clips, newspaper articles, and academic papers) to make students fully understand that more than seventy percent of the English users in the world are non-native speakers, current global communication is practiced in ELF rather than in English as a native language (ENL), and fluency and intelligibility are the keys to ELF communication.

In addition to the lecture, the author gives a home assignment and tells the students to write a summary report based on the academic papers introducing an ELF concept (Seidlhofer, 2005) and pointing out Japanese learners’ limited speech fluency (Ishikawa, 2016b).

As seen in Fig. 6, after listening to the lecture and reading the papers, many learners understand that they should not blindly follow the native-speaker model but rather speak with confidence as an ELF user. Thus, learners come to pay more attention to fluency and intelligibility than to grammatical accuracy. Also, they come to accept a non-native teacher as a role model.

2.1.3 Using English as a Medium of Instruction

Knowing about the ELF concept and becoming an independent ELF user are not directly linked. In order to fill the gap, it is important for learners to see actual ELF use and to use ELF by themselves. Therefore, the author uses English for all oral instructions and lectures. Also, learners, who include some non-Japanese, are given ample chances to use ELF in delivering a speech, exchanging opinions, and having discussions. This makes the class a real stage for ELF interactions where all participants can be “ELF native speakers” (Jenkins, 2006).
However, the author does not intend to support a dogmatic “English only” principle, for ELF is a concept admitting code-mixing and pluralistic language use. Therefore, as mentioned above, the author prepares class slides and handouts mainly in Japanese and permits students to speak in Japanese in Modules 6 and 7. Such linguistic plurality reinforces the idea of translanguaging as a constituent of the ELF principle.

2.1.4 Focus on ELF Pronunciation

Intelligibility of pronunciation is key to the success of ELF communication. Many studies have proven that British RP (Received Pronunciation) and GAE (General American English), the two great “models” in traditional English teaching, are not necessarily intelligible to non-native speakers. Based on an intelligibility experiment, Smith and Rafiqzad (1979) conclude that “native speaker phonology doesn’t appear to be more intelligible than non-native phonology” and “there seems to be no reason to insist that the performance target in the English classroom be a native speaker” (p. 380). Therefore, ELF learners are often encouraged to learn ELF pronunciation rather than “native-like” pronunciation.

Then, what kind of pronunciation should ELF teachers teach in class? Concerning this point, Jenkins (2000) has proposed a famous Lingua Franca Core (LFC) model. According to Jenkins, the “most important areas for the preservation of mutual phonological intelligibility in ILT [interlanguage talk] to emerge from the data” are 1) most consonant sounds, 2) appropriate consonant cluster simplification, 3) vowel length distinctions, and 4) nuclear stress (p. 132).

Jenkins (2000) also advises ELF learners to begin with these “cores” and then proceed to more peripheral items:

1. Addition of core items to the learner’s productive and receptive repertoire
2. Addition of a range of L2 English accents to the learner’s receptive repertoire
3. Addition of accommodation skills
4. Addition of non-core items to the learner’s receptive repertoire
5. Addition of a range of L1 English accents to the learner’s receptive repertoire

(pp. 209–211)

Thus, focusing on improvement of learners’ consonant pronunciation, the author picks two to three consonants, gives a phonological explanation, makes learners practice, and evaluates their pronunciations every week. With reference to LFC, the author tells learners that mastering the dental fricative pairs is not necessarily a must and they can replace them with dental variants [t] or [d] (p. 137).

2.2 Content and Language Integrated Learning

Considering that college students already have a certain level of knowledge of English grammar and vocabulary, our teaching focus should be on revitalizing acquired knowledge in rich, authentic contexts rather than on presenting new peripheral constructions and structures.

Therefore, the author has designed his class based on the principle of Content and Language Integrated Learning (CLIL). CLIL is “an approach that calls for the integrated teaching-learning of language and content” (Costa, 2016, p. 19), and it basically refers to teaching a subject such as history or science “through the medium of a language other than that normally used,” which is often English (European Commission, 2003). CLIL is unique in that it is essentially “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, & Marsh, 2010, p. 1).

There are two kinds of CLIL: hard CLIL and soft CLIL. The former refers to teaching academic subjects such as history or science completely in English at colleges in non-English speaking countries, and it is also regarded as a part of European colleges’ survival strategies to attract more international students and maintain their international academic competitiveness (Costa, 2016, p. 15). This type of CLIL is closely related to the Council of Europe Resolution (1995) and the 1999 Bologna Process for the promotion of international student exchange within the region. Meanwhile, the latter, which the author applies in his class, refers to a type of English teaching with a focus on content rather than on the English language itself. This type of CLIL is also called content-based instruction (CBI) (Ishikawa,
In CLIL classes, we have to pay attention to four Cs: Content, Cognition, Communication, and Culture. In other words, the CLIL concept could be embodied in L2 classes presenting cultural content, providing learners with sufficient opportunities for communicative L2 use, and encouraging them to think deeply and reflectively.

The author has collected more than a hundred news clips so far, and every semester he carefully chooses a group of news clips having a rich content and helps learners to develop four Cs in a harmonious way.

When using the news clips, the author usually prepares one or two slides to explain the linguistic points (grammar, vocabulary, structure, etc.), and more than ten slides to introduce the content, especially the background of the news. Many learners comment that they naturally come to focus more on the content and sometimes forget the fact that all the instructions are given in English. It is of note that foregrounding of the content naturally leads to backgrounding of the language. This accelerates automatization of learners' L2 processing, which is a prerequisite for being an independent L2 user.

### 2.3 Deep Active Learning

Although “active learning” is regarded as one of the key principles in recent education, what it means is not necessarily clear. Ishikawa (2016a) classifies so-called active learning into two types: superficially active learning, referring to a particular type of task such as pair talk or a group discussion, and cognitively active learning that leads learners to think critically and reflectively. The former is often physical and overt, while the latter is mental and covert. These may sometimes contradict each other: a seemingly active discussion does not always lead learners to critical thinking, while seemingly inactive lecture listening may deepen their thought.

What the author aims to bring about in his classes is the latter type of active learning. It has been recently called “deep active learning,” which Matsushita (2014a) defines as follows:

> What is required now is not just active learning but, rather, deep active learning. Whereas active learning focuses on the formats for learning, deep learning focuses on the quality and content of learning. Deep active learning refers to
learning that engages students with the world as an object of learning while interacting with others, and helps the students connect what they are learning with their previous knowledge and experiences as well as their future lives. (p. v)

Matsushita (2014b) also emphasizes that deep active learning includes several dimensions: deep learning, deep understanding, and deep engagement (p. 30).

Bearing this in mind, the author tries to provide more chances for deep active learning for the students, who are expected to consider varied current topics critically, reflectively, and from as many angles as possible in order to find an approach to solve the problems we commonly have.

Thus, in Module 2, the author requires learners to prepare speeches on controversial topics about which clear answers cannot be easily found. Table 4 below presents a sample of the topics given to learners, which are loosely related to the content of the news presented in Module 1.

Table 4. Topics of the Prepared Speeches

<table>
<thead>
<tr>
<th>News Contents</th>
<th>Speech Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A new operation using an artificial heart saved</td>
<td>Artificial human: Our future? (Should we replace our body parts with machines</td>
</tr>
<tr>
<td>the life of a girl.</td>
<td>for better performance?)</td>
</tr>
<tr>
<td>2 Cheating on tests has become a big problem in</td>
<td>Should cheating be permitted? (In societies, we complete various tasks with</td>
</tr>
<tr>
<td>India.</td>
<td>the help of others. If so, why should cheating be prohibited?)</td>
</tr>
<tr>
<td>3 Gandhi’s belongings were auctioned off.</td>
<td>Nonviolence: An ideal or an illusion? (Is the famous “nonviolence and nonresis-</td>
</tr>
<tr>
<td></td>
<td>tance” principle proposed by Gandhi really effective?)</td>
</tr>
<tr>
<td>4 Shorter sleep causes serious health problems.</td>
<td>Sleep longer: My proposal (Present your idea about making college students</td>
</tr>
<tr>
<td></td>
<td>enjoy longer sleep)</td>
</tr>
<tr>
<td>5 A customer sued Starbucks, saying that their</td>
<td>No more ice: How to win the lawsuit against Starbucks (If you were a lawyer,</td>
</tr>
<tr>
<td>cold drinks have too much ice.</td>
<td>how would you fight Starbucks?)</td>
</tr>
</tbody>
</table>

As most of the topics include some kind of moral conflict, learners cannot easily say a simple “good” or “bad” about them. Critically reflecting on these controversial topics helps engage learners in deep active learning and leads them to develop intellectually.
2.4 Cooperative Language Learning

Johnson, Johnson, and Smith (2013) classify students’ learning styles into three types, cooperative learning, competitive learning, and individualistic learning, which they say are determined by a goal structure chosen by a teacher.

Cooperation is working together to accomplish shared goals....Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive (students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain) and individualistic (students work by themselves to accomplish learning goals unrelated to those of the other students) learning.

Bearing this in mind, the author designs three types of tasks in his classes: individual tasks, pair tasks, and group tasks. For example, in Modules 1, 4, and 5 students learn independently, in Modules 2 and 3 they learn in pairs, and in Modules 6 and 7 they learn in small groups. These are linked to formative evaluations (Ishikawa, 2017b). In Modules 1, 2, 3, and 5, students are given individual evaluation scores, but in Modules 6 and 7 they are given a group score, meaning that all the members of one group receive the same score based on the task sheet they submit.

Johnson, Johnson, and Smith (2013) emphasize that the “most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation.” Therefore, in Modules 6 and 7, the author makes students split into four-member groups to handle tasks together.

In Module 6, group members listen to an English pop song individually and fill in the blanks on the task sheet. When they cannot guess the words, they are required to reproduce the sounds they hear with katakana. The group members then exchange their guesses and sound memos and discuss which word should fit each blank. After listening to the material one more time, they have a final discussion and complete a group task sheet. Likewise, in Module 7, group members read a short passage individually and fill in the blanks on the task sheet. They then have a discussion and complete the group sheet.
In both modules, learners naturally have a moment of “positive interdependence.” For example, students good at dictation take the initiative in a listening task, but they may depend on others in a reading task. Also, more proficient learners often lead the discussion, but they may depend on others when confirming their own understanding. While less proficient learners may have to depend on their peers to expand their own zone of proximal development (ZPD) (Vygotsky, 1978), they also contribute to the group by offering their own guesses, which are indispensable data in the discussion. In these group tasks, learners naturally understand that “each group member’s efforts are required and indispensable for group success and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities” (Johnson, Johnson, & Holubec, 1998). Positive interdependence promotes and/or is promoted by varied beneficial attitudes of learners: promotive interaction among members, positive relationships among members, individual and joint efforts to achieve, psychological adjustment, and social competence (Johnson &
Johnson, 1989).

It is true that group tasks have many merits, but they may sometimes lead to “free-riding” or “hitch-hiking” by some members. Therefore, it is important for teachers to consider a good balance of individual tasks and group tasks. In the author’s classes, currently 35 individual points (Module 1: 10 points for dictation; Module 2: 10 points for prepared speeches; Module 3: 10 points for impromptu speeches; and Module 5: 5 points for pronunciation tests) and 15 group points (Module 6: 10 points for group listening; and Module 7: group reading) are given in each class. Also, at the end of the quarter, they are given individual tests (100 points). Thus, learners are required to make both individualistic efforts and group efforts.

Summary

In the current paper, the author has illustrated his teaching practices based on the four basic principles of English as a Lingua Franca (ELF), Content and Language Integrated Learning (CLIL), Deep Active Learning (DAL), and Cooperative Language Learning (CLL). The author’s classes have been evaluated positively by many students, but it is clear that many areas for improvements remain. For example, some students complain that they are always in a rush and cannot feel relaxed during the class time because too many tasks are given, while others say that they cannot feel at ease because every task is evaluated by the teacher. These comments seem to suggest another dimension that we have to pursue, learner autonomy (LA). By adding LA to the existing four principles, we could design a better class for learners with varied learning backgrounds, motivations, and L2 proficiency.

Notes

This paper is based on the author’s invited lecture at the JACET 33rd (2017) Chubu Chapter Annual Convention with the theme of “A New Stage of University English Education: From CLIL and Active Learning Perspectives,” which was held on June 3, 2017, at Meijo University, Nagoya Dome-Mae Campus.
Bibliography


