

 日本CLIL教育学会

JJCLIL

The Journal of the Japan CLIL Pedagogy Association

Special issue Proceedings

from the J-CLIL TE Seminar

at the University of Stirling, Scotland, the UK

20th to 24th August, 2018

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Seminar's guest speakers and participants



Beautiful scenery at the University of Stirling

1. Forward

Arigato gozaimasu (Many thanks indeed)

On behalf of the Japan CLIL Pedagogy Association (J-CLIL), I - as its president - would like to thank all the participants as well as the invited speakers, for gathering at Stirling Court Hotel in the University of Stirling, Scotland, the UK. It was really a wonderful, meaningful, fruitful and comfortable conference to share ideas of CLIL pedagogy with each other in five days. The J-CLIL Teacher Education Seminar was the first event outside Japan, aiming to think about how CLIL can be developed in Japan by inviting three featured speakers, Do Coyle (University of Edinburgh, UK), Alan Dobson (Independent Language Adviser, former HM Inspector, UK), and Richard Johnstone (Emeritus, University of Stirling, UK). In addition, as guest speakers, we invited Michelle Mellion-Doorewaard (Radboud University, the Netherlands), Suzanne Dijon (Le lycée général et technologique Jacques de Vaucanson, à Tours, France), Kevin Shuck (Penta College CSG Jacob van Liesveldt, the Netherlands), Ann Robertson (1+2 Languages Development Officer, East Lothian Council, UK), and Bethan Owen (Development Officer 3-18 Modern Languages, City of Edinburgh Council, Chair, Languages Network Group Scotland, UK). All the speakers were very kind to discuss with the participants from Japan. I am also very thankful to Atsushi Kanayama, a master's student at the University of Stirling, for supporting me before and during the seminar, although he had his master thesis defense during the seminar. Many thanks indeed to all these people who have been committed to the J-CLIL activities - the seminar was a success. I truly appreciate everything that has been done in Scotland.

At the seminar, I had the panel discussion with Do, Alan, and Richard. I, first of all, talked about the current CLIL implementation in Japan, and proposed two agendas: 'What has CLIL contributed to education in Europe?' and 'How can CLIL experiences in Europe help develop CLIL in Japan?' The purpose was not just to find the right answers, but to discuss CLIL pedagogy appropriate for the Japanese context. CLIL is now becoming popular in Japan and J-CLIL has played a key role in pushing forward with CLIL implementation since it was established in 2017. However, there still have been some problems or challenges for better CLIL implementation in pre-primary to adult education. English is a primary target foreign language in fact, but the current curriculum seems to be unready to accept CLIL. At the moment, it seems that Japan has to take bottom-up approaches in the implementation of CLIL, but there is certainly a great need for development of CLIL pedagogy in primary, secondary and tertiary education in Japan.

There were a number of CLIL ideas and practices we listened to during the seminar. You can also understand these issues and different viewpoints when you read this book of proceedings. In fact, some CLIL practitioners tend to follow European CLIL concepts; some like to conduct EMI, and others try to find another way of CLIL which should be contextualized in some specific contexts.

Stirling in Scotland is totally different from Japan and I believe it was a good place for CLIL practitioners in Japan to share ideas about CLIL with CLIL experts in Europe.

Stirling is situated in a politically crucial place in Scotland historically. From north to south, many travelers had to pass Stirling Castle that guarded the main crossing point over the River Forth. Some historical battles occurred around there. It was said that Stirling was the key to Scotland, saying "to hold Stirling was to have Scotland." The venue, Stirling Court Hotel, is situated within the University of Stirling campus, between the city of Stirling and Bridge of Allan. You can see the National Wallace Monument from the campus. Sir William Wallace was a Scottish knight who led a resistance to the English military occupation of Scotland during the wars for Scottish independence in the late 13th and early 14th centuries. The 1995 Hollywood movie *Braveheart* was very famous for portraying his life. William Wallace was played by Mel Gibson in the movie.



I am very happy we held the first J-CLIL TE Seminar in Stirling and have published this book of proceedings, thanks to the volunteer editors. I like the quotes from William Wallace: 'Every man dies. Not every man really lives.' I am not a defender or follower of CLIL which cannot be the best learning model. However, I now assume CLIL is interesting and can have some potential for changing something in the culture of learning and teaching in Japanese contexts. I will die, but I don't want to die without anything as a teacher-researcher. I hope this seminar will contribute to the development of future CLIL pedagogy.

Tapadh leat Thank ye Thank you

March 2019
Shigeru Sasajima
J-CLIL President

2. Schedule of J-CLIL Teacher Education Seminar 2018

How Can CLIL be developed in Japan?

Dates: 20th (Monday) to 24th (Friday) August, 2018

Venue: University of Stirling, Scotland, UK

Featured speakers

Do Coyle (University of Edinburgh, UK)

Alan Dobson (Independent Language Adviser, former HM Inspector, UK)

Richard Johnstone (Emeritus, University of Stirling, UK)

Day 1 Monday, 20 August

Lecture 1

Do Coyle, University of Edinburgh, UK

Future directions for CLIL classroom pedagogies: What matters and why?

Panel discussion

How Can CLIL be developed in Japan?

Agenda 1: What has CLIL contributed to education in Europe?

Agenda 2: How can CLIL experiences in Europe help develop CLIL in Japan?

Do Coyle, Alan Dobson, Richard Johnstone, Shigeru Sasajima (moderator)

Day 2 Tuesday, 21 August

Lecture 2

Alan Dobson, Independent Language Adviser, former HM Inspector, UK

Implementing CLIL: Challenges and Opportunities

Guest presentation 1

Michelle Mellion-Doorewaard, Radboud University, Netherlands

From Pagodas to the Polder: Connecting through CLIL at a Dutch University

Guest presentation 2

Suzanne Dijon, Biology and Geology teacher, France

CLIL Biology in France

Day 3 Wednesday, 22 August

Lecture 3

Students From Yokohama City University, Yokohama, Japan

Students' research and presentations

CLIL workshop

Kevin Schuck, Penta College CSG Jacob van Liesveldt, Netherlands

Beyond CLIL 3D planning for teaching and learning

Day 4 Thursday, 23 August

Lecture 4

Richard Johnstone, University of Stirling, UK

Bilingual Education and CLIL in a diverse, changing and problematical world:

Identifying and meeting the challenges

Communication with local language teachers

Ann Robertson, 1+2 Languages Development Officer, East Lothian Council

Ichi + ni = Japanese: Developing Japanese in Scottish schools

Bethan Owen Development Officer 3-18 Modern Languages, City of Edinburgh

Council, Chair, Languages Network Group Scotland

Learning and Teaching Languages in Scotland: An Evolving Landscape

Day 5 Friday, 24 August

Lecture 5

Participants' presentations

3. Plenary Speakers' Presentation Slides and Articles

**Future directions for CLIL classroom pedagogies:
What matters and why?**

Do Coyle

Presentation slides

Here and now

Future directions for CLIL~ (classroom pedagogies) What matters and why?



Professor Do Coyle
University of Edinburgh
Stirling, August 2017

Shifts in Landscapes



- Societal changes
- Global concerns
- Policy and political imperatives
- Unprecedented digital advancement
- Fit-for-purpose education

The International Commission on Education for the 21st Century advocates

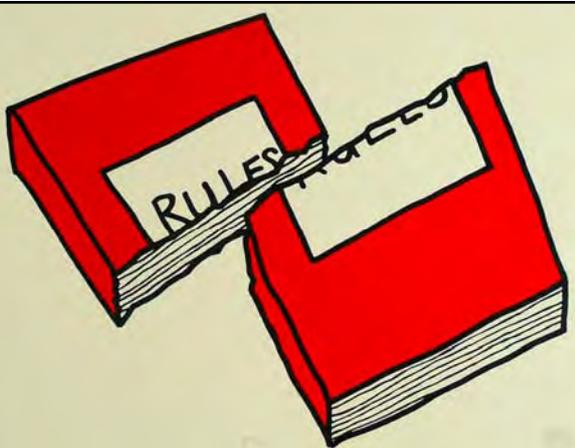
FOUR PILLARS OF EDUCATION



OECD 2016 proficiency in several information-processing skills – literacy, numeracy and problem-solving in technology-rich environments



OECD



The challenge

*... meeting the needs of the great diversity of children in our schools offers us new opportunities to strive for educational excellence for all, and a **focus on language in all subject areas** has the potential to create a more equitable educational environment in which all children succeed and are able to contribute to the development of our schools and society.*

Schleppergrell (2015)

Is CLIL in the balance?

Three phases:

- Content and Language
- Integrated Learning
- Learning and Literacies

towards: pluriliteracies

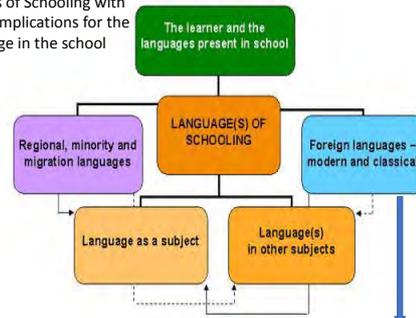


The Language of Schooling

In 21st century plurilingual societies, languages are not compartmentalized but rather they **overlap, intersect, and interconnect**. A fusion of languages, dialects, scripts, registers, and semiotic systems characterize how people communicate today. As political and economic alliances are shaped and technology advances, **literacy practices and literacy identities are variable and integrated.**"

(Sridhair in Garcia et al. 2014)

A holistic re-conceptualisation of the Languages of Schooling with fundamental implications for the role of language in the school curriculum



"Language teaching can no longer be seen as something done in a classroom separate from other subjects. For equity and quality in education for all, we need to infuse attention to language into our classrooms across the years and disciplinary areas of schooling"

(Schleppergrell 2015)

Focus on Language v Focus on form?

We should not let ourselves be trapped inside a dichotomy between **focus on form** and **focus on meaning**, but rather focus on language... In practice it becomes impossible to separate form and function neatly in the interactional work that is being carried out

(Van Lier 1996:203)

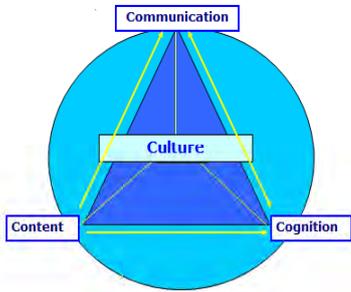
And if we believe that language is our greatest learning tool

Grammatical Correction

We are not aware of any evidence or explicit and detailed claims that the correction of errors of **grammatical form** is a sufficient condition for the development of oral and written language as a **medium of learning**

Mohan & Beckett (2003:423)

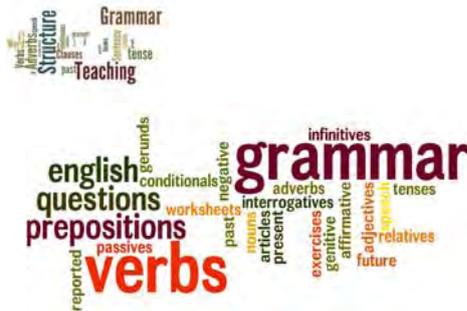
An Integrated Approach for Learning and Using Languages Across the Curriculum



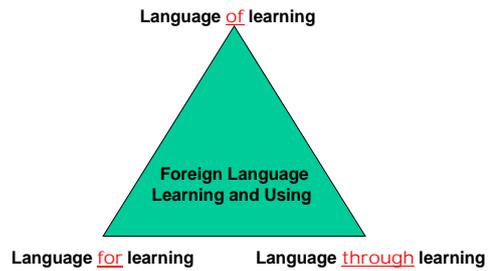
Coyle, Hood and Marsh, 2010

Knowledge isn't just facts!

- **Factual** knowledge about
- **Conceptual** deeper knowledge about
- **Procedural** how to (applied)
- **Meta-cognitive** strategies



The Language Triptych



Coyle, Hood, Marsh, 2010

Cognition is.....



.....all about the processes involved in **meaning-making** such as:

- using new and existing knowledge
- engaging in problem-solving
- using higher order thinking skills
- being creative

Culture is.....



..... the **filter** through which we interpret our world.

- The **macro level** involves societal values in our home and other contexts
- The **micro level** focuses on academic and subject-specific cultures that impact on the ways we learn and think in different areas of the curriculum.



Integrating learning...

- Integrated learning is all about **progression**
- Content only becomes meaningful when it is understood (conceptualised) but...
- Conceptualisation requires language to be used creatively and according to subject-specific rules – **appropriate language use makes understanding visible.**
- This process involves **language learning** and using as embedded in content.
- This process also involves deliberate transparent processes for **deeper learning**



Growth principles

- Language is a resource - we must use it... (trans)languaging, using more than one language
- Grammatical chronology as the only determinant of **language use** is **not** appropriate
- If we get it right, integrated approaches are about effective learning and can serve as a model for **monolingual L1 learning**

Academic Discourse

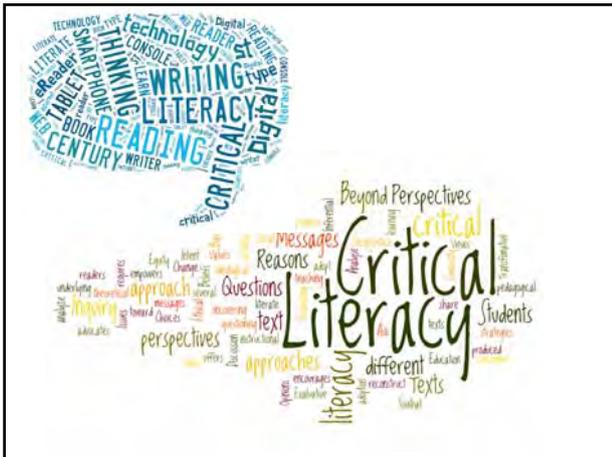
- Academic language suffers from misconceptions (BICS/CALP)
- Academic discourse (skills, knowledge) are rarely explicitly taught at any level in context hence
- Pedagogy of entrapment (Macedo 1994)

Academic Discourse for Knowledge Construction

- Thinking and knowledge construction require different kinds of language which do not automatically depend on grammatical knowledge and understanding.
- How learners articulate their knowledge and understanding will require learning and using language **appropriately** with **increasing sophistication** and connectivity to subject-specific ways of thinking and behaving.
- This is academic discourse and laying the foundations for academic literacies



Academic
Language is
nobody's
mother tongue



Growing importance of disciplinary or subject literacy on a global scale

Shanahan and Shanahan promote the idea of teaching disciplinary literacies that address the profound differences in the language used in various disciplines to construct and communicate knowledge and in ways different disciplines read and approach texts.

Dobbs et al. (2016), Fang and Coatoam (2013), Gillis (2014), Jetton and Shanahan (2012), Schleppegrell (2004) and Weinburgh and Silva (2012)

Consequences of absent discourse

Considering the fact that teaching subject specific concepts and their respective meaning extension is a central aspect of content teaching, definitions are a surprisingly infrequent phenomenon in the data. In 17 out of 43 lessons (40%) no instances of defining could be identified.

It may be unsurprising that the lexemes 'definition' or 'define' do not occur at all in the entire corpus. And since the genre is not even named, it is equally unsurprising that there is no meta-talk about it. The written materials used during the lessons did not contain any definitions written definitions can also be dismissed.

Dalton-Puffer, 2004:32

We have a problem....

Both groups of learners show considerable deficits in their academic language use....the specific competences in handling the language dimensions adequately and in expressing their thoughts and findings appropriately or functionally according to the genre(s) demanded are equally low, they show a serious lack of command over a sensitivity for the requirements of academic language use, both in **L2 and in L1** (Vollmer, 2008:272)

And more are emerging....

$$\frac{120N}{25} = \frac{XN}{100} \quad \text{and} \quad \frac{120N}{25} = \frac{XN}{100}$$

$$120N \cdot 100 = 25 \cdot XN$$

$$108.76 = XN$$

- Transmission models by content teachers
- Language teacher influence the way role of language in content teaching is conceived and taught (Viebrock, 2010)
- Deeper understanding of how integration can be conceptualised is only just emerging – few resources (Bonnet, 2012)
- Integrated assessment methods are not yet developed (Coetzee-Lachmann, 2007)



Shifting Sands: the LEARNING agenda

From knowledge transmission to meaning-making through 'languaging' and dialoguing in more than one language to deepen conceptual / communicative understanding



(Re)defining Language in Learning

- Complex phenomenon /wide interpretations/multiple perspectives.
- Simple but rich premise: language is at the core of education and is fundamental for deeper learning and sustainability.
- Literacies and pluriliteracies play a key role for all learners.

Let's Talk Together

Argumentation and dialogue are not simply alternative patterns of communication; they are principled approaches to pedagogy (Wolfe, 2008)

CLIL
is all about
'deep' learning

Quality and Appropriacy

Deeper learning is the successful internalization of conceptual content knowledge and the automatization of subject specific procedures, skills, and strategies – rests on learners' acquisition of disciplinary literacies.

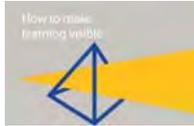
Deeper learning is supported through actively engaging learners in subject specific ways of constructing knowledge and teaching them how to language their understanding appropriately and in an increasingly complex and subject appropriate manner.

Academic Literacies: thinking like....

- **An expert mathematician** - close reading of text of essential even noting use of 'the' i.e. Precision reading for precision meaning
- **An expert chemist** - interested in the transformation of information i.e. reading text requires visualisation, formulas, going back and forth between diagrams and charts, where reading involves recursive processing of representations
- **An expert historian** - pays attention to author, source. Whilst reading working out a particular interpretation of historical events – where text is not taken as truth.

.....involves different approaches to reading text

What do we mean by making learning visible?



Cedefop

When learners put into their own words what they have learned and when the language they use is at an appropriate level of sophistication for the subject or thematic element of curriculum according to the age and level of learners.



To Language is a verb



Four Major Activity Domains (applies to all areas of the Curriculum)

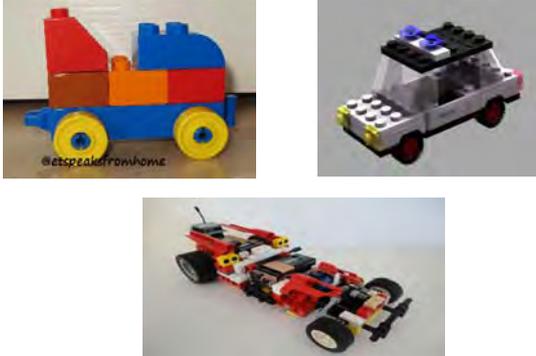
- **Doing** (procedure)
- **Organising** information (descriptive taxonomic)
- **Explaining** (sequential, causal, theoretical, factorial, consequential explanation & exploration)
- **Arguing** (challenging, exposition and discussion)

(Veel 1997) (Polias 2006)

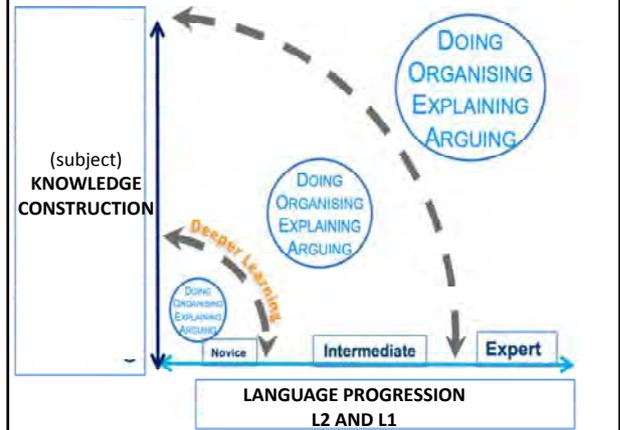
[Like a historian, mathematician, scientist, language expert – according to subject literacies, rules and academic]



DuploLego.....Lego Technic



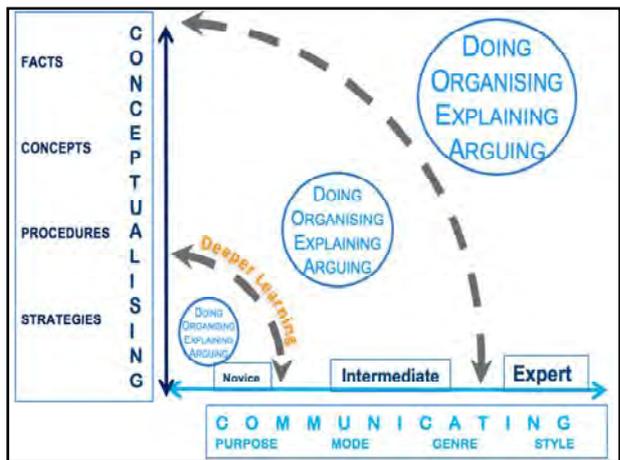
The Graz Group Pluriliteracies Model (Meyer et al., 2015)



Progressing knowledge pathways

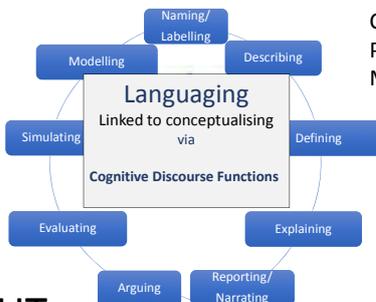
Progression is an individual's ability to communicate knowledge and understanding by:

- extracting information from increasingly complex texts in all relevant modes
- using more genres and genre moves
- expressing a deeper understanding of relevant concepts within those moves
- communicating understanding in a wide variety of subject specific modes (charts, maps, tables, formulas, drawings, etc., using both analogue and digital media)



Keys to knowledge construction

Different knowledges require different language



Factual
Conceptual
Procedural
Meta-cognitive

BUT

osmosis takes too long

KNOWLEDGE AND ACTIVITY DOMAINS IN SCHOOL SCIENCE	SPECIFIC GENRES	PURPOSES
Doing science	1 Procedure 2 Practical report	1 instructs someone in how to make or do things 2 provides a recount of the method undertaken in an experiment, as well as the results and the conclusions
Organising scientific information	Reports 1 descriptive 2 taxonomic	1 describes features of places or physical phenomena 2 describes different kinds of physical features
Explaining events scientifically	Explanations 1 empirical 2 causal 3 factual 4 consequential 5 theoretical	1 explains a physical phenomenon by presenting the events producing the phenomenon in chronological order 2 explains the sequence of an event or phenomenon with reasons included 3 explains the multiple factors that contribute to a particular event or phenomenon 4 explains the effects or consequences of a particular event or phenomenon 5 a theoretical explanation illustrates a theoretical principle
Arguing aspects of science	Expository genres 1 argument - analytical - hortatory - deliberative 2: discussion	1 analytical arguments present an issue in order to persuade the reader/ listener to agree with a particular point of view. Hortatory arguments both present and try to persuade the reader/ listener to take some action 2 presents the case for more than one point of view about an issue

And dealing with text means....

- A shift from grammatical chronological dependence
- Looking at genre, register and style
- Taking meaning-making seriously and enabling authentic creativity with language
- Understanding what deeper learning means
- Connecting with first language literacies
- Using digital means to transform materials into resources
- Re-thinking tasks design and sequencing

Read this!

Subject-specific literacy develops with a growing ability to express or verbalize subject specific concepts or conceptual knowledge in an appropriate style using the appropriate genre and genre moves for the specific purpose of communication. This process is languaging i.e. using language(s) to mediate increasingly cognitively complex acts of thinking and understanding i.e. “the process of making meaning and shaping knowledge and experience through language” (Swain, 2006).

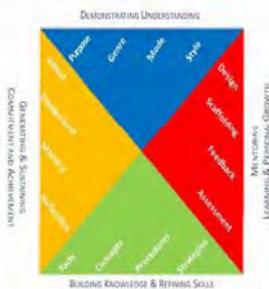
First Language Literacies.....



4Cs and Subject Literacies

Meaning-making involves knowing (**content**) and thinking (**cognition**) articulated (**communication**) in ways which demonstrate intercultural awareness and subject appropriate discourse (**culture**). These processes are all about developing subject literacies. SL is dependent on 4 dimensions....

The Pluriliteracies Model of Deeper Learning



Four dimensions of pluriliteracies for deeper learning

Building learning spaces for...

- Demonstrating understanding
- Building knowledge and refining skills
- Generating and sustaining commitment and achievement
- Mentoring learning and personal growth

Next stage.....

By putting pluriliteracies at the heart of our approach to learning we not only focus on enabling/empowering the learner to purposefully communicate across languages and cultures (in an appropriate style, genre and mode) but we also promote language's essential role in shaping our students' thinking and learning at the core lies developing cognitive potential and 'owned' knowledge building

So what does this mean for me?



CLIL....

- Is not a panacea nor an answer – it is complex
- Is not a formula to be followed
- Is context-dependent
- Is dynamic and evolving shared principles
- Makes theoretical and practical demands
- Is about pluriliteracies.....
- Requires rethinking and design of learning spaces and mentoring learning
- Demands different planning – it is not content teaching nor language teaching in the traditional sense
- Requires concept identification and subject specific language glue (CDFs)
- Attention paid to ways of dealing with text

Alice: This is impossible.
The Mad Hatter: Only if you believe it is.



do.coyle@ed.ac.uk



www.pluriliteracies.ecml.at

Implementing CLIL: Challenges and Opportunities

Alan Dobson

Introduction

This version has been modified slightly in order to incorporate further reflections following discussions at the conference.

The paper comments on the rationale for CLIL and its relationship to bilingual education, the challenges and opportunities it faces, and factors that promote successful CLIL, including features of observed good practice in teaching and learning. The focus is on schools but most of the issues considered are also applicable to Higher Education. Several of the points raised are considered further by Richard Johnstone later in this publication.

The rationale for CLIL

In a multilingual world, citizens need to include in their repertoire a language of international communication; in most cases this is likely to be English. In order to become independent users of English, they need to reach Level B2 of the Common European Framework of Reference (CEFR) by the end of secondary education. This is a demanding target for most people.

The Council of Europe and the European Union (see Note 1) have strongly promoted multilingualism, particularly since the mid-1990s and as part of their policies have encouraged the development of CLIL (European Commission, 1995; Council of Europe Committee of Ministers, 1998). The way to pursue these policies is a matter for each member state to decide in the light of its own situation and priorities.

Traditionally, the acquisition of an additional language has depended on the experience of learning a foreign language as a curricular subject at secondary school, and often within a limited allocation of teaching time. Alternative models of provision have been sought in the last 20 years to boost the learning of an additional language by devoting more time to its study.

Certain key questions have arisen:

To what extent can, or should, language education be ‘bilingual’?

What is the place of CLIL?

What are the challenges and the opportunities?

What are the factors most likely to bring success?

CLIL, like bilingual education, offers advantages compared with 'traditional' foreign language education, including a potential increase in the time available for language learning. Moreover, the opportunity to learn content outside the subject called 'a foreign language' offers greater authenticity of purpose and confronts learners with a new kind of cognitive challenge.

The terms 'bilingual education' and CLIL have been interpreted in a variety of ways; some definitions are very broad, others very restricted. In this paper the focus is on students from the majority national group for whom programmes are provided to develop bilingual skills through an additional language: they seek to promote 'additive bilingualism'.

There is much common ground in the classroom strategies adopted on CLIL and bilingual education programmes, not least because the exposure of learners to the target language is usually significantly increased. Where programmes are delivered effectively, they can enable learners to achieve proficiency in the English language, and particularly in the receptive skills, that is markedly higher than when the language is taught as a discrete school subject, although more research evidence about outcomes is needed.

Although CLIL and bilingual education have much in common, it is important to appreciate the considerable differences, not least because positive evidence borrowed from bilingual education sometimes results in the case for CLIL being overstated.

Some features of CLIL are that it: has usually started in secondary school; may not involve more than one 'content' subject; may not be offered to all classes in a given year group; may be offered intermittently, e.g. as a topic module lasting a trimester.

Bilingual education is usually characterised by teaching a range of subjects through the medium of English, often from an early age and usually with additional time provided. It is more likely to involve all the classes in a given year group and over a number of years. It is well placed to offer a more extensive and intensive experience in an additional language than CLIL, because it offers a form of partial immersion (for discussion of models of immersion see Johnstone, 2006).

There is a great difference between, on the one hand, teaching (say) geography through English as an additional language on a CLIL programme to a class of 14-year-olds, and on the other, educating children from the age of three years in a range of subjects through the medium of their national language and English as an additional language and continuing this experience throughout primary and on into secondary school.

Various projects have implemented some form of CLIL or bilingual education successfully with parts of the age range. The programmes tend to work best in countries where English is in effect a second rather than a foreign language, for example in Scandinavia, and where English is routinely encountered outside the school environment.

There is limited evidence so far from large-scale provision of additive bilingual education or of CLIL over a sustained period of time in mainstream non-selective, state schools embracing students from across the socio-economic spectrum, but some examples of provision sustained over 20 years exist. They include Vienna Bilingual Schooling (VBS) and the British Council-supported Bilingual Education Project (BEP) Spain (Dobson *et al*, 2010). VBS and BEP have in common a commitment to delivering a substantial proportion of the curriculum (around 40%) through English, augmented staffing including native speakers, and professional development specific to the programme.

Challenges and opportunities

It is for each country to decide how to implement CLIL taking into account its own context and needs, but similar issues arise across countries.

Four challenges may be identified:

- The needs of the ‘content’ subject(s)
- Teacher competence in English
- Possible impact on the national language
- Conversational v. Academic language

The needs of the ‘content’ subject(s)

Increasing students’ exposure to English through a CLIL programme can sometimes draw attention away from the needs of the content subject(s). There is no reason why the content subject(s) should not thrive in CLIL programmes, but the nature of the content subject(s) has to be closely considered.

Which subjects should be delivered through English?

Are some subjects more difficult to deliver through English?

How can the teaching of content through English be sustained from primary into secondary schools where the knowledge threshold for teachers of specialist subjects rises significantly, and particularly in upper secondary?

Differences in curricular traditions between countries need to be taken into account, particularly if materials and teachers from abroad are to be introduced. For example, in France, geography is regarded primarily as a humanities subject alongside history whereas physical geography is covered under the sciences.

Teacher competence in English

Teachers obviously need a very good command of English if they are to offer an authentic model to their students and have the confidence to teach other subjects through the medium of English.

Native speakers offer some advantages, but it should not be assumed that they necessarily make the most effective teachers of their language. Indeed, some researchers refer to the ‘native speaker fallacy’. Competent teachers of English who share a first language with their students and have themselves gone through the process of learning English as an additional language have many strengths (McKay, 2002; Copland *et al*, 2016).

Possible impact on the national language

Parents are often concerned that sustained exposure to English may be detrimental to the development of the national language, for example if it halves the time for study in, and through, that language.

Such anxiety is usually unfounded, even on bilingual programmes where the exposure to English is much greater than in CLIL, as Cummins has indicated (Cummins, 2013). Where programmes seek to develop ‘additive bilingualism’, the aim is to add to and strengthen the student’s language repertoire; it is not to erode, still less replace, the student’s first language.

Language education can be enhanced if a holistic approach is adopted. The students’ knowledge of their national language (and of any home language) alongside the additional language can provide further insights into the way in which language works. Explicit feedback to students is therefore important to highlight differences between the L1 and L2 in grammar, pronunciation etc., particularly where these affect meaning.

Awareness of the similarities as well as differences between (say) Spanish and English can enrich the students’ overall experience of language and awareness of their own. Although English and Spanish belong to different linguistic groups, similar concepts and terminology have to be taught in both.

Students’ attention can be drawn to cognate relationships since these languages share an extensive common vocabulary owing to the influence of Latin (e.g. the verbs *to encounter* and *encontrar*). These relationships can be used to increase awareness of differences of register: for example, the English words that have cognate relationships with Spanish tend to be used in more formal contexts, but have synonyms that are used in everyday face-to-face situations (e.g. *encontrar* - *to encounter* – *to meet*).

CLIL, like bilingual education, can be a vehicle for intercultural education. Sensitivity to other cultures is an important adjunct to linguistic competence. Young people will need to use English to interact with people who are not native speakers and who represent a wide range of cultures: it is important to be aware of such issues as body language and different politeness conventions, when to speak and when to be silent.

Conversational Language v. Academic Language

Although learners need a firm grasp of subject terminology, the effective and efficient learning of a ‘content’ subject involves more than absorbing a range of terminology. The challenge is whether learners have the right skill profile in the other language to enable them to undertake successful learning of a ‘content’ subject. Learners need

academic as well as conversational language: they need CALP as well as BICS (Cummins, 2013).

Basic interpersonal communicative skills (BICS) are the language skills needed to interact in everyday social situations, for example, when speaking to a friend on the telephone. BICS refers primarily to context-bound, everyday communication, in informal settings such as the playground or café.

On the other hand, cognitive academic language proficiency (CALP) refers to the abstract, decontextualized communication that takes place in educational settings. CALP involves using language as a tool for learning, which enables learners to seek clarification, explain cause and effect, argue a case and so on.

Learners need CALP as well as BICS in order to meet the cognitive demands of academic settings: they need to be 'biliterate' as well as bilingual. Learners are thought typically to acquire BICS in 2-3 years, but take 5-7 years to develop the CALP they need to be on the same level as their native-speaking counterparts (Collier, 1987; Cummins, 1981). Such factors need to be kept in mind when planning CLIL and bilingual programmes.

Factors promoting effective CLIL

A range of in-school factors can promote successful learning:

whole school factors;

curricular planning;

(and, of course)

good practice in teaching and learning

Whole school factors

Various whole school factors underpin successful CLIL:

- provision of sufficient time for preparation, reflection and meetings, particularly in the demanding initial development phase;

- close collaboration between the language teachers and the teachers of the subjects involved;

- professional development matched to the particular challenges of teaching CLIL

- good communications with parents (Ada & Baker, 2001; Obadia, 1996) so that they fully understand what a CLIL programme involves and offer moral and practical support to their children.

Curricular Planning

Teachers (and their managers) need a clear understanding of the linguistic challenge and opportunities presented by teaching the ‘content’ subject through the additional language.

In planning the curriculum, it is essential to consider carefully the balance between:

- teacher-centred and student-centred activities
- a focus on meaning and a focus on form (Kowal & Swain, 1997)
- experiential approaches and analytic approaches (Harley, 1997).

When the teacher is operating as the transmitter of knowledge, there is a risk that lessons may become too teacher-centred with the result that student interventions become undervalued or discouraged. CLIL students need to engage in discussion in order to develop language as a tool for sharing experiences, refining their views and justifying their ideas.

The commitment to teaching content through an additional language has sometimes led to a strong focus on meaning and vocabulary rather than on form and structure. When English is used as the language of instruction, there is still a need for explicit teaching about (basic) language forms and use. Insufficient reinforcement of elementary detail can lead to misunderstanding.

Experiential teaching assumes learners acquire the underlying rule-system of the second language (L2) through ‘use’ and ‘absorption’, whereas analytic teaching assumes that cognitive processing (e.g. of grammar, vocabulary, sound-system) is needed, in addition to experiential acquisition.

Over-emphasis on the experiential may result in learners’ L2 development reaching a plateau and then becoming over-reliant on using a small number of high coverage items rather than develop the means to express more precise meanings. On the other hand, over-emphasis on accuracy may lead to a narrow attention to form at the expense of an understanding of broader form-meaning relationships. Both approaches are needed in order to avoid the dangers that can arise if one is allowed to dominate.

Good practice in Teaching and Learning

No programme is likely to succeed unless good classroom practice is well rooted in the learning environment.

Our observations in CLIL contexts have identified many features of good practice. The approach to observations was not based on any preconceived checklist of ‘good practice’. Instead it was based on the approach adopted by HM Inspectors of Schools in England over many years. The approach consists of taking careful note of what students can do and (then) of the ways in which the teacher’s input enables effective learning to take place. In other words, effective practice is understood as those activities which teachers are doing when students are performing well in terms of the knowledge, skills and understanding which they demonstrate.

The features which follow are not based on theory but on what has actually been seen working successfully. They may be grouped under generic good practice and linguistically-focused good practice.

Generic good practice is a pre-condition for addressing many of the issues and challenges facing CLIL. Examples of such practice are evident where teachers:

- have high expectations of all students
- have clear lesson objectives
- are well organised
- provide clear instructions and explanations
- lead lessons which embrace a variety of activities
- ensure smooth transitions from one activity to the next
- actively involve all students, through for example simulated interviews or debates about the issues emerging from the content.

If such features are in place, the teacher is unlikely to become locked into a particular teaching style and students become more active learners.

Linguistically-focused good practice can build on the foundations of generic good practice. The features identified below were evident during the evaluation of the BEP for the British Council in 2010; more recent observations in Europe and Latin America are consistent with the conclusions.

Examples of linguistically-focused good practice usually occur where teachers:

- pay due attention to accuracy, especially where meaning would otherwise be misunderstood (e.g. *subsequently* v. *consequently*)
- offer regular feedback to promote reflection on the precise and appropriate use of words, (e.g. to distinguish between purpose and result)
- provide a variety of opportunities to manipulate newly acquired language, for example through paraphrase or summarising
- extend their utterances, in order to generate longer strings of expression

and help students to:

- focus on key words, such as phrasal verbs
- understand definitions, e.g. *a mixture* v. *a compound*
- become more aware of levels of formality
- work with a range of genres
- deploy the passive voice, particularly appropriate when doing science
- express particular relationships, e.g. to compare and contrast
- develop more sophisticated writing e.g. through the use of 'scaffolding'

Linguistically-focused good practice can also promote integration with the content subject(s), particularly where context can support the use of (academic) language, for example by:

- using a range of methods, materials and activities from the other discipline(s), in order to stimulate engagement with learning, including enquiry skills, such as surveys;
- employing a range of authentic resources including links abroad, reference documents, realia, and websites.

Collectively the features represent good practice based on a concern for form as well as meaning, a challenging experience for students and opportunities to develop academic as well as conversational language.

Conclusion

The issues considered in this paper apply anywhere to the development of CLIL. Some will be more pertinent than others in the educational and linguistic context of Japan and may be useful in your reflections. I know that you have already given much thought to many of the issues and I look forward to seeing what versions of CLIL eventually emerge to suit your national needs. It has been a pleasure to work with colleagues from Japan and to gain insights into your experiences.

NOTES

Note 1: The Council of Europe and the European Union

The Council of Europe, founded by the Treaty of London 1949, is a separate organisation from the European Union. It has 47 member states and a population of over 800 million.

The European Union (formerly European Community) was founded by the Treaty of Rome 1956 and adopted its present name in Maastricht in 1993. It has 28 member states and a population of about 500 million.

Both organisations are committed to promoting multilingualism.

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About the author

Alan Dobson was for many years the senior HMI (Her Majesty's Inspector) for modern foreign languages in England. He was involved in Council of Europe and the European Union language projects for some 20 years and now works as an independent education consultant in Europe and Latin America. Readers who may wish to ask questions are welcome to contact him at: alandobson02@btopenworld.com.

Bilingual Education and CLIL in a diverse, changing and problematical world

Richard Johnstone

1. The present-day context

It is normal for a paper in a set of published ‘conference proceedings’ to cover a talk that a speaker gave at the particular conference. In this sense my present paper draws selectively on some of the content of my talk at the 2018 J-CLIL conference in Stirling, Scotland. However, to leave it at that would not do justice to what I think I gained from participating in the conference. Accordingly, my paper also benefits from some of the interactions I had subsequently with conference participants, several of whom were Japanese from Japan, and others also from outside Scotland, whom I met for the first time during the full week of what proved to be a fascinating and most enjoyable event; and it draws on some further thoughts on the same topic in the weeks that followed. So, my paper is intended as a distillation of these three successive experiences.

The title of the paper describes the world in which we live as being ‘diverse, changing and problematical’. It is certainly very different from the world in which I grew up as a pupil at primary school in the 1940s and early 1950s. To do justice to the title would require a whole book rather than the present brief paper. Accordingly, my present paper has the limited ambition of making a small number of points that seem to me to be important and that have some connection, however tenuous, with the J-CLIL event in Scotland. One of its limitations is that, although my actual J-CLIL talk did address issues of the rapid rise of EMI (English-Medium Instruction) in Higher Education across the world, I choose to avoid this topic in my present paper, in order within the space available to say a little bit more about BE/CLIL in education at school.

The world today

There are many things in today’s globalised world that I find highly attractive, particularly the ability to travel and visit distant countries, making acquaintance with (among many other things) their peoples & places, art & architecture, flora & fauna, languages, literatures & cultures; and likewise, the ability to use laptops, smartphones etc. to communicate instantly in several different ways with friends, colleagues, institutions, organisations, databases, media and events, wherever in the world these may be – the potential educational benefit to learners of all ages, and the implications for BE/CLIL are incalculable.

At the same time, though, these same technologies bring into our homes all sorts of cautionary news about the effects of global warming, terrorism, poverty, corruption, famine, pollution, fake news, indoctrination, racism, trafficking, population displacement, ethnic cleansing, and so on. These are only a few of the ‘nasties’ that may come our way through the media. Even if we ourselves are lucky enough not to be affected directly by some of them, they are nonetheless in our minds and hearts, and we cannot ignore them when thinking of the education of students at school or post-school, and their preparation for responsible citizenship in a globalised world.

The terms ‘diverse’ and ‘diversity’ are themselves problematical. There is no doubt that in many countries, as a result of people movement, many big cities are much more diverse in population than they used to be, to the extent that the term ‘superdiversity’ is now quite often used. On the other hand, ‘diversity’ is in radical decline in other aspects of life, such as the diversity of species and numbers of animals, birds, insects and plants, many of which are heading for extinction, just like many minority languages. Of course, these negative effects are never all together in the one place at the one time, but they can surface individually or in combinations almost anywhere and at any time; they pose major challenges and opportunities for international and national education systems throughout the world.

Out of the ‘bubble’

If we were to view CLIL and Bilingual Education as being in an educational and linguistic bubble and dealing only with idealised learners from privileged backgrounds, then their relevance to ‘real life’ would be very limited indeed. It seems to me, therefore, that the positive and negative features of the world today as briefly discussed in previous paragraphs represent excellent fodder on which good BE/CLIL courses should feed, since they not only present a credible and recognisable intellectual challenge to students and teachers alike but they also bring concepts such as ‘interculturality’, ‘emotion’, ‘national and international citizenship’ and ‘identity’ into play also.

State education

In addition, I should explain that although I have no objection in principle to private fee-paying education for the privileged few (and Bilingual Education, or BE, in the past has certainly thrived in this privileged ‘children of diplomats’ context), I have always seen my role as being largely within state education, seeking to help meet the needs of the underprivileged many and not just the elite few. So, what I have to say about CLIL and Bilingual Education in the remainder of this brief paper is meant to be ‘situated’ in a modern world characterised by ‘diversity, change and problematicity’ as in my title, and in principle applicable to all learners, given the opportunity.

Two of the Bilingual Education projects that I have been most privileged to be associated with have been: early partial immersion in French (40% French and 60% English for seven consecutive years) in a primary school in Aberdeen Scotland situated in an area of major socioeconomic disadvantage (Johnstone & McKinstry, 2008) and a national Bilingual Education Project in Spain (40% English and 60% Spanish) (Dobson *et al*, 2010) from age 3 to age 16 that not only drew on primary schools exclusively from the state rather than the private sector, but that provided bilingual education for all pupils attending the project schools, rather than having a bilingual stream and a non-bilingual stream within each school (which would in all probability have led to socioeconomically advantaged children tending to be in the bilingual stream and the disadvantaged children in the non-bilingual stream).

‘Rough and tumble’

I believe it is essential to state the ‘rough and tumble’ nature of today’s world, as above, and to be aware that the success or otherwise of a BE/CLIL project is likely to be influenced positively or negatively by a potentially wide range of societal factors existing in this ‘rough and tumble’ world, not all of which will necessarily be self-evident or visible, and many of which have no intrinsic connection to BE/CLIL – like the weather, they are simply there and exercise their influence on BE/CLIL as well as on all or most other aspects of education.

This complex array of positive and negative societal factors that potentially have some influence on BE/CLIL are complemented by other factors closer to schools, such as provision factors (e.g. provision of: an adequate supply of teachers; of initial training of teachers; of suitable teacher professional development; of adequate amount of time; of adequate materials; of associated research and many others). It is also important to take into account locality, school and teacher-student factors such as: socioeconomic status of school and students; ethnic, employment, linguistic, cultural, religious and other mix in the locality; study facilities at home; health and wellbeing issues in the locality; peer-group culture; quality of teaching; parental interest and support; number of students per class and many others. All of the elements mentioned in the present paragraph have the potential to interact with each other in ways that cannot be fully understood and that may have some degree of influence on the processes and outcomes of BE/CLIL lessons. I return to this aspect towards the end of Section 5 of the present paper.

2. CLIL & BE

For some time now there has been debate and even controversy with regard to what the terms CLIL and Bilingual Education (BE) mean. Do they mean the same? Are they quite different from each other? In what ways are they related? These continue to be important questions, to which there is not necessarily one universal correct answer. In that sense, I welcome a theme that from time to time signalled itself at the J-CLIL conference in August, namely a wish among the Japanese participants to learn from European and other experiences while at the same time seeking to create a BE/CLIL that reflects their own Japanese education system and national culture as these shape themselves to meet the challenges of the modern globalised world.

However, this does not mean that BE/CLIL will vary massively from one country to another, and it is important to seek to discern certain key common characteristics. In this respect, I am fortunate in that my J-CLIL talk was preceded by a talk from Dr Alan Dobson, an expert and trusted colleague with whom I have collaborated over many years. Suffice to say, then, that for my present paper I fully share the views of BE/CLIL that Dr Dobson has so clearly set out in his J-CLIL paper, not only his expert analysis of what may be common to the two (BE & CLIL), and what may differ between them, but also the other headings of his paper such as ‘factors promoting effective CLIL’ and ‘good practice in teaching and learning’.

Good practice: importance of generic features

Indeed, quite often when reading about ‘good practice’ in the teaching of CLIL, one encounters a view that it is seriously different from other forms of teaching and thereby requires a daunting range of CLIL-specific teaching skills and strategies. I think that this is not only misguided but can also be off-putting for teachers. The reality, as Dr Dobson shows, is that good practice in teaching CLIL contains many generic features of good practice in teaching plus a range of other features that are more CLIL-specific. As a consequence, to give two examples, mainstream ‘generalist’ primary school classroom teachers in Scotland and similarly ‘generalist’ homeroom teachers in Japanese primary schools are likely already to possess a good range of generic teaching skills, which means that if they are moving into the teaching of CLIL, they already possess some of what is needed for successful CLIL-teaching.

3. Societal and educational contexts

We can learn something important about CLIL/BE by taking account of the societal and educational contexts that influenced the ways in which they emerged and developed.

a) CLIL

In the European Union, major societal factors influencing education at all levels were the Union's foundational principles such as 'the single (common) market' and 'freedom of movement'. Thus, students at school could think of themselves as citizens not only of their home country but also of the EU as a whole, and as such they could seek to pursue their post-school education or their employment in principle in any EU Member State. This underlined the potential benefits of learning additional languages. However, the conventional modes of organising the teaching of additional languages at school were often considered to be inadequate to meeting the new need.

Accordingly, one reason for the emergence of CLIL, certainly across much of Europe, was the feeling of dissatisfaction with a modern foreign language (MFL) as a subject at secondary school which in most cases was based on only a limited time-allocation. Over the decades a series of different approaches to teaching an MFL as a secondary school subject had succeeded each other: in the 1950s, based on grammar-translation (rather like teaching Latin); in the 1960s based on audio-lingual or audio-visual approaches; in the 1970s/80s based on attempts to introduce Communicative Language Teaching. None of these approaches were perceived as being sufficiently successful in responding to the wishes of parents or students, or to the changing needs of society.

By contrast, CLIL offered a) a new and potentially exciting notion of European and international culture, mobility and citizenship as set out, for example, in the European Commission Action Plan for Languages (European Commission, 2003) and b) an apparently different intellectual challenge by addressing content from other school subjects within an (often) increased time allocation, some of it for teaching the language and some of it for teaching additional subject matter through the medium of the language. Within Europe and indeed further afield, both the European Commission and the Council of Europe offered strong support and encouragement for the introduction and development of CLIL, while in the USA and elsewhere a similar development entitled CBI (Content Based Instruction) attracted much interest.

In other words, CLIL was attractive to many, not just because it purported to be a more efficient way of teaching additional languages, but also because it offered a different vision of what languages were for within the educational structures in which they were taught and of how they might be expressed both within the subject called 'a foreign language' and also in additional areas of the school curriculum more generally.

b) Bilingual Education (BE)

Immersion/BE in a major world language

From the 1960s onwards, languages policy-makers, teacher educators and researchers in Europe drew encouragement and inspiration from the introduction of immersion education in Canada (Johnstone, 2006), often immersion in French taken by students from English-

speaking homes. Six different immersion models became known: early total, early partial, delayed total, delayed partial, late total and late partial. Strictly speaking BE would belong to one or other of the 'partial' models at probably 50% for each language. Also impressive was the substantial support from world-class research which showed that the outcomes of all the models yielded higher levels of language proficiency than what was generated by Core French (i.e. teaching French as a school subject with limited time-allocation) and nearer to what the public wanted to see (Carleton Board of Education, 1996). In time, as a result of the research, parents could become informed as to what could reasonably be expected from each model and make their choices for their children accordingly.

However, the immersion movement did not happen simply because it was a good idea. It happened because it reflected two connected societal motives: One motive, reflecting a conception of Canadian identity, was expressed through a wish to show Canada's substantial French-speaking population that the dominant English-speaking population cared for it so much, to the extent that they wished their children to be educated through French, possibly hinting at an underlying wish to avoid Canada dividing into two separate countries, one mainly English-speaking and the other mainly French-speaking (Harley, 1994). The other motive was an equally strong wish to differentiate Canada from its big neighbour to the south: i.e. Canada perceiving itself as being multi-culturally inclusive, while perceiving the USA as being monoculturally assimilative (Johnstone, 2006: 20).

Immersion/BE in threatened minority heritage languages

In parts of Europe, an additional and different form of partial or total immersion was introduced that reflected a major perceived need to support minority heritage languages, especially in countries dominated by English as national language. Intergenerational transmission by means of parents passing the minority heritage language on to their children in the home and the intimate local community had reduced considerably (Fishman, 2001). Hence, there was an increase in early total immersion programmes in pre-primary and primary-school education for Scottish Gaelic, Irish Gaelic, Welsh and other threatened indigenous heritage languages. What was at issue here was an attempt to promote the survival and revitalisation of minority (in the sense of lesser-used) languages and their associated cultures, the existence of which was under threat from forces of globalisation such as the seemingly irresistible rise and rise and rise of English as a dominant world language. One concern that some parents understandably have when they put their child (who has English as first language from the home onwards) into a programme of early total immersion in Gaelic as minority heritage language, is: *What will happen to my child's English? Will being educated through Gaelic as L2 immersion language have a negative effect on my child's English?* The nationally commissioned study by O'Hanlon (2010) showed that in fact *'Pupils in Gaelic-medium education on early total immersion for most of their primary school education and who are not exposed to English in the classroom until at least Primary 3, catch up with and overtake English-medium pupils in their command of English'* (O'Hanlon, 2010: 05). This was true across the sample schools when the two groups of children were matched for socioeconomic status.

Why do you wish to do BE/CLIL?

Taking what has been said about both CLIL and BE in the sections above, there is an important question for those in any country who wish to influence languages policy. It is: *What are the societal reasons in your particular country that lead you to think that CLIL/BE would be a good thing to do? What societal conditions in your country might favour the introduction of CLIL/BE, and what societal conditions might act against this?* In particular:

Are the introduction of CLIL/BE so important in your country that they merit a national policy to support their introduction, their piloting, their generalisation across the whole country and their long-term sustainability? These questions are important, because in some countries there have been some rather sad experiences in this area when CLIL/BE was launched without sufficient thought as to its justification for existence in the specific cultural, linguistic, political, educational and economic context of the particular country, without sufficient research as to its feasibility, and without sufficient preparation and teacher support, leading to a backlash accompanied by stagnation or withdrawal of the initiative.

4. Expanding the notion of proficiency

The successful adoption of an approach based on BE/CLIL can help us to expand our notions of what might be achieved beyond what it would be reasonable to expect from the conventional model of teaching a foreign language as a subject discipline within a limited time-allocation.

Below, are offered some very brief snapshots of what this might imply.

Expanding the range of learned concepts within a subject discipline

The following vocabulary was produced by Spanish students in late primary and early secondary education on a bilingual programme in their science lessons in English:

nutrients, bicarbonate, electrical energy, mechanical energy, circulatory system, cerebrum, cerebellum, sediment, symmetrical, arachnid, pituitary, hypothalamus, stock-breeding, itinerant agriculture, subsistence agriculture, precipitation, stratosphere, troposphere, alto-cumulus, cumulo-nimbus, geothermal energy, igneous and metamorphic rock. (Dobson *et al*, 2010).

Expanding the range of discourse structures that are suited to particular subject disciplines

Aspects of the discourse of science: relevant structures produced by Spanish students in late primary and early secondary education on a bilingual programme in their science lessons in English (Questions asked by teacher).

Use of the passive voice:

'Can you tell me something about mercury? It's toxic and must stay sealed.' *'What is the difference between a mixture and a compound? A mixture can be returned to its earlier state.'* *'Who could tell me something about uranium? Uranium is very toxic ... is used in many production processes. Its symbol is U.'* (Dobson *et al*, 2010).

Examples of hypothetical statements by same age-range of students:

'If we pour a liquid from the jar into the beaker, it will take the shape of the new container' *'If animals don't adapt they die. If they die young ... they don't reproduce ... If they don't reproduce, they don't pass on their genes'*. (Dobson *et al*, 2010).

It is important therefore not to think of science only as language or as content or as the integration of both alone but also as a mode of thinking and acting – a culture that students learn as one of several disciplinary cultures.

The traditional skills of reading and writing remain central to any notion of literacy but the examples above help us move towards a form of multiple literacy involving sophisticated

classroom talk (see the examples above) as well as in reading and writing in the form of mathematical literacy, science literacy, history literacy, literature literacy which can be expressed through combinations of any of the four language skills in relation to specific disciplines.

Expanding the cognitive-contextual framework

The notions of BICS (Basic interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) as developed by Cummins in the late 1970s (see Cummins, 2008) have been exceptionally useful in emphasizing the importance of helping students from disadvantaged backgrounds (e.g. socio-economically) develop CALP, without which their chances of success at school are restricted. In his plenary talk at J-CLIL in Stirling, Alan Dobson drew attention to the continuing importance of these two concepts and their potential contribution to BE/CLIL. As such, there is no need for me to attempt to expand further on BICS and CALP. However, there is an issue of how the framework that embraces BICS and CALP (see Figure 1 overleaf) might be expanded.

1. BICS <ul style="list-style-type: none"> • Low Cognitive • High Context 	2. ??? <ul style="list-style-type: none"> • Low Cognitive • Low Context
3. ??? <ul style="list-style-type: none"> • High Cognitive • High Context 	4. CALP <ul style="list-style-type: none"> • High Cognitive • Low context

Figure 1: Two Dimensions, Four Quadrants. Based on Cummins, 2008

Looking at the four quadrants which are created by two intersecting dimensions, readers can see where each of BICS (low cognitive and high contextualization) and CALP (high cognitive and low contextualization) are located. BICS and CALP have been much discussed, but there has been less discussion of Quadrants 2 and 3, neither of which in fact seems to have a name.

Quadrant 3 however seems particularly important as a possible source of activities relevant to CLIL/BE. For example, a student (or group of students) could be doing a presentation on a cognitively demanding topic but one that had high rather than low contextualization. This might be for example a PowerPoint Presentation facilitating the incorporation of drawings, graphs, photos, maps, tables, video-clips, interactive Facetime, all of which would help to make the cognitively demanding topic highly contextualized. Quadrant 3 therefore allows for digital literacy which can entail the skilful incorporation of visuals, photos, videos, charts, maps, signs and so on into the creation of a text, and also the use of online dictionaries, reference works, spell-checkers, translation devices and so on. In turn, as students begin to engage in this way with real-life tasks rather than always with subject disciplines, they may function as a research team or a news team or a political team or a ‘good cause’ team when tackling tasks that require transdisciplinary exploration and integration of knowledge from several disciplines. It is difficult to think of CLIL/BE being adequately addressed without a toolkit such as the one briefly sketched out here. The outstanding book by Nikula *et al* (2016) makes this point well.

BE/CLIL International

At some point, it might be worthwhile to consider how CLIL might be ‘internationalised’ for the benefit not only of the students but also of the entire participating schools.

Here are three examples of excellent practice, two from schools and one from apprenticeship employment. In the first two cases I have anonymized the schools, but the examples are all real:

Examples:

Transnational video-conferencing

- By means of video-conferencing, pupils attending a primary school in Country A and learning language B are weekly in touch with pupils attending a primary school in Country B and learning language A. This enables the pupils in the two schools to interact with each other, with each set of pupils in two roles: one as facilitators of their first language for the benefit of the pupils in the other country who are learning that language, and vice-versa. Although necessarily the amount of time is limited, it enables the pupils to begin to learn *genuine young persons' language* and to learn something of the cultural context of the other school. It requires careful preparation by the teachers, and so can be of benefit to the teachers too in their learning and development of the other language. Parents and the local community can also become involved in the project. The point about learning *genuine young persons' language* is important, since in most BE/CLIL classes the only speaker of the additional language is the teacher, with the consequence that pupils tend to learn 'teacher instructional and classroom language' but not the language that young pupils of their own age use when speaking with each other. A video-recording project can help overcome this sort of problem. With video-recording as a base, the project can be extended to incorporate emails, text messages, video-clips and other aspects of digital communication.

Transnational collaborative projects on major contemporary life-themes

- Pupils in late primary or early secondary school in two countries (with different national languages) undertake a joint project on some aspect of contemporary life that seems to pose a social problem – maybe global warming, maybe pollution, maybe the problems of refugees. This might become a bilingual project in which the two national languages are used, or it might become an English-language project, if English is a common language that both groups are learning. The students each do a project first of all in their own local area, collecting relevant information, then they compile this into a report and the groups then share their reports and seek to produce a macro-report that covers both contexts. A project such as this can offer the students opportunities to collect, analyse, interpret and share information, and as such it can help develop skills that are central to BE/CLIL. It also helps students to gain experience of experiential learning out-of-school as well as at school.

The apprentices out-smart the master

- This third example is a true account of an experience I had many years ago. When driving my car in the countryside in the south of France, it broke down. I had to walk a few kilometres in the boiling heat until I found a small town. Fortunately, I found an agency dealing with my type of car. It was lunchtime but two apprentices (I guess aged 18-20 years old) were working on a car. We chatted in French, and I explained my problem. They agreed to help but I'd have to wait until they had fixed the car they were working on. This was good because I could learn from them some French vocabulary for fixing cars. We then drove back to my car and they fixed it fairly quickly, then we drove back to the agency so that I could pay the bill. As I was leaving, I thanked them and said 'au revoir'. One of them said back to me 'Wocher, mate'. I was amazed because he was

speaking the Cockney dialect of London. In fact, the two apprentices were not French at all. They were Englishmen from London working on a France-UK agency exchange. They had abandoned their education at school in London at the earliest opportunity and had got a job as apprentices in a London car agency. They had been on the exchange at their French agency for a few months and spoke French unselfconsciously. If someone had asked me beforehand to tell if they were native speakers of French, I could probably have recognized that they were not – but that was not in my mind. What was in my mind was that I was very hot and tired and wanted my car fixed, so I didn't think they were speaking French as L2. In those days the term CLIL did not exist but this was a perfect example of CLIL in the workplace which was a great context for these two young men to learn and use French in a natural busy working environment. In fact, I would describe the process in this case as more than Content & Language Integrated Learning (CLIL) – it was Content + Language + Professional Skills + Intercultural Life Skills Integrated Learning.

A conclusion I take from these three examples is that while doing BE/CLIL at school is rightly 'the norm', it is also well worth considering (when circumstances allow) how best to complement this by helping students 'internationalize' their experiences, because the process of internationalization can bring benefits that BE/CIL at school on its own cannot confer.

5. A Matter of Interpretation

Looking beyond one's enthusiasm

When one becomes involved in a BE/CLIL project and it seems to be going well, one can become very enthusiastic. This is perfectly understandable. So, I would like to finish with a lightly cautionary word arising from a research study yielding what the researcher describes as *quasi-experimental data from 1,000 learners in Germany*. On the basis of evidence and analysis, the researcher claimed that CLIL students displayed '*overwhelmingly favourable learning characteristics*' when compared with non-CLIL students. This sounded very promising for the CLIL approach. Nonetheless, the researcher went on to claim that: '*In line with results from previous longitudinal research on general EFL proficiency and in contrast to the theory of language learning in CLIL the observable differences with regard to general EFL proficiency cannot be attributed to CLIL, however*'. According to the researcher, the differences reflected '*CLIL-related selection, preparation, and class composition intended to help students master the challenges of CLIL*' (Rumlich, 2017).

The above arises from a point I have made earlier in the paper. Projects in BE/CLIL will of course by definition contain elements that are directly related to BE or CLIL – such as the teaching of at least one subject, or part of a subject, through the medium of a language that is additional to students' national language. At the same time, they will contain many elements that are not intrinsic to BE/CLIL, such as amount of time devoted to CLIL, size of class, socio-economic status of the students, prior attainments at school, range of students' first languages, amount and quality of in-service training and education for teachers, provision of an adequate number of qualified teachers and so on. It is possible therefore that the differences might at first appear to be a reflection of CLIL but on closer analysis they might in fact turn out to arise from non-CLIL factors, as in the present case cited.

Importance of identifying key contextual characteristics

A lesson that one might take from the above is that it may at times be naïve to claim that BE/CLIL causes the very high attainments and positive motivations that were evident. Instead, it may be more prudent to claim that: *In the particular setting which is characterized by the following key characteristics, this is what students taking BE/CLIL were able to do* Given the diversity of context in the ‘rough and tumble’ modern globalized world to which I referred near the start of the present paper, I would not expect success of BE/CLIL students always to be associated with the same combination of key contextual characteristics; on the contrary in the minds and behaviours of the participants these characteristics can interact with each other in dynamic and unpredictable ways, and I would expect quite a lot of variation from one context to another.

The term ‘dynamic’ in fact reminds me of Zoltan Dörnyei’s influential paper on ‘dynamic systems’ in which he argues that: *‘In dynamic systems we usually cannot find straightforward linear cause-effect relationships where increased input leads to a proportionate increase in the output This is because the system’s behavioural outcome depends on the OVERALL CONSTELLATION OF THE SYSTEM COMPONENTS – how all the relevant factors work together’* (Dörnyei, 2014: 82). Over time, however, one might be able to build up a sense of which combinations of key contextual characteristics seemed most associated with successful BE/CLIL outcomes, and this could help with the important task of identifying those conditions which most likely have to be put in place for BE/CLIL projects to be perceived as successful.

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About the author

Richard Johnstone is an Emeritus Professor of the University of Stirling, Scotland. His main specialist research areas are: 'The early learning of additional languages' and 'Varieties of Bilingual Education: Ranging from Total Immersion to CLIL'. He has undertaken research projects on these topics for several governments in Europe and Asia, has published widely on them and given plenary talks in many countries, including Japan. Readers who may wish to ask questions are welcome to contact him at: r.m.johnstone@stir.ac.uk

4. Guest Speakers' Presentation Slides

DIJON Suzanne

CLIL Biology in France

MELLION-DOOREWAARD Michelle

From Pagodas to the Polder: Connecting through CLIL at a Dutch University

SCHUCK Kevin

CLIL workshop: Beyond CLIL 3D planning for teaching and learning

OWEN Bethan

Learning and Teaching Languages in Scotland: An evolving landscape

ROBERTSON Ann

Ichi + ni = Japanese: Developing Japanese in Scottish schools

SUZANNE DIJON
Lycée Vaucaanson
Tours
France

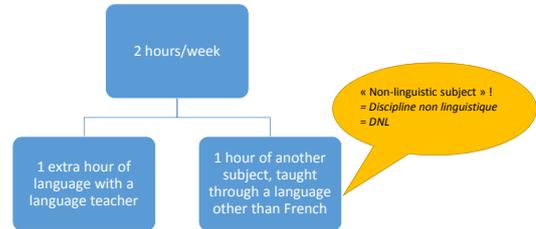
CLIL Biology in France

My experience as a secondary school teacher



« European or oriental languages Sections »

Additional courses for students, approx. 2h/week



« European or oriental languages Sections »

Since 1992

>2000 secondary schools

10% of students in upper secondary schools in 2015

Languages

- German
- English
- Spanish
- Italian
- Portuguese
- Russian
- Arabic
- Chinese
- Japanese
- vietnamese

Subjects (« DNL »)

- History and geography
- Life and Earth science
- Mathematics
- Physics and Chemistry
- Economics
- ...

Aim of the European or Oriental Language Sections (EOLS)

« Les développements de la construction européenne, l'ouverture internationale croissante des économies, la multiplication des échanges culturels, doivent désormais au rang d'impérieuse nécessité la maîtrise d'une ou plusieurs langues vivantes et rendent souhaitable la formation du plus grand nombre d'élèves à un niveau proche du bilinguisme, assorti d'une connaissance approfondie de la culture des pays étrangers. »

Circulaire 92-234 du 19 août 1992
Éducation nationale et Culture :
Cabinet du ministre.

« The developments of the European construction, the increasing opening of international economies, the increasing number of cultural exchanges, make it henthforth an imperious necessity **to master one or more languages**, and make it desirable to train the highest number of pupils at a level close to bilinguism, accompanied with **a deep knowledge of the culture** of foreign countries ».

How did I get the opportunity/position to teach CLIL ?

- I got a certification to teach in another language
- I applied to a job that required this certification

Only subject teachers teach CLIL
in French « European sections »

2002-2016 : a drift in CLIL practices in the
« European sections »

2002 Focus on
science and specific
vocabulary

Slow drift in the
discourse of the
education inspectors

2016 Focus on
« culture », more
no-strictly-scientific
activities

Possible reasons for the drift

- The number of pupils affects the possible use of a science classroom
- The number of pupils increases
- Inspectors insist the students musn't be assessed twice in the subject = pupils a bit weak in science shouldn't be penalised in their CLIL assessment
- It has become easier to find interactive games, videos, interviews to nourish a course outside a science classroom.

Science classroom

Final assessment

Diversity of media





Example of two ways to teach enzymes with CLIL

Making use of enzymes

Enzymes are used in biological washing powders. Biological washing powder contains enzymes, as well as detergents. The detergents help getting dirt to mix with water, so that it can be washed away. The enzymes help to break down other kinds of substances which are more stubborn. They are especially good at removing dirt which contains natural substances from animals or plants, like blood or egg stains.

Some of the enzymes are proteases, which destroy the toughness of protein molecules. This helps with the removal of stains caused by proteins, such as blood stains. Blood contains the red protein haemoglobin. The proteases in biological washing powders break the haemoglobin molecules into smaller molecules, which are not coloured, and which dissolve easily in water and can be washed away.

Some of the enzymes are lipases, which destroy the toughness of fats in dirty soils and greases. This is good for removing grease stains.

The first biological washing powders only worked in warm, rather than hot, water, because the proteases in them had optimum temperatures of about 30°C. However, proteases have now been developed which can work at much higher temperatures. These proteases have other, some three times as many, amino acid side chains, but in hot water, so hot enough to cook, because the other arrangements of washing powder - which get rid of grease and other kinds of dirt - work best at these higher temperatures.

Activity: Mary Jones and Geoff Jones, Cambridge University press, 1997

1. Understand the context in which enzymes are used in washing powder.
2. The first biological washing powder were made at 30°C. It now can wash because detergent work better at 40°C. How low the protease work?

Materials:

- Washing powder (normal one)
- Control: 10 ml
- Dist. water
- 10 ml starch
- 10 ml iodine
- 10 ml water
- 10 ml 1% starch
- 10 ml 1% iodine
- 10 ml 1% starch
- 10 ml 1% iodine
- 10 ml 1% starch
- 10 ml 1% iodine

Procedure:

1. Add the starch.
2. Add the iodine.
3. Add the washing powder.
4. Add the water.
5. Add the starch.
6. Add the iodine.
7. Add the washing powder.
8. Add the water.
9. Add the starch.
10. Add the iodine.
11. Add the washing powder.
12. Add the water.

Instructions adapted from Biology, Mary Jones and Geoff Jones, Cambridge University Press

Example of a lesson plan on cancer

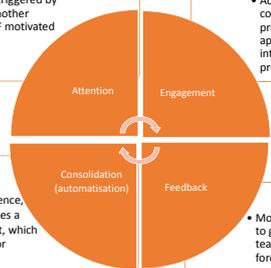
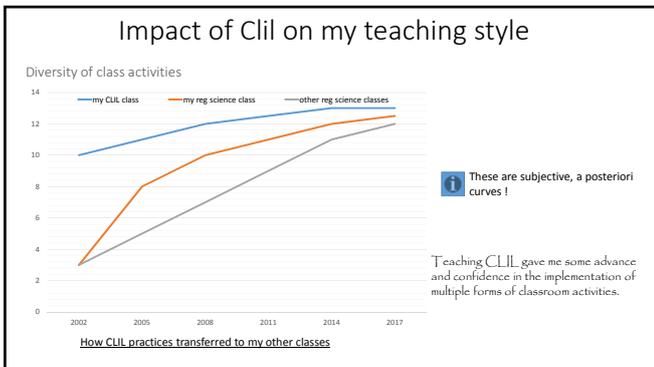
Tip:
First find a valuable document. Then get inspired by this resource to design your activity.



Why I think CLIL is a good educational approach

CLIL offers a learning environment that seems to fulfill the conditions of a good memorisation.

- Attention is triggered by the use of another language... IF motivated students
- Activities implying collaboration or practical activities ; appeal of international projects
- Focused on science, language becomes a secondary target, which could be good for automatization.
- More opportunities to get feedback, from teacher, other pupils, foreign partners

Thank you !

Suzanne.Dijon@ac-orleans-tours.fr

From Pagodas to the Polder:

Connecting through CLIL at a Dutch University

Michelle J. Mellion, MA
m.mellion@fm.ru.nl

21 August 2018

J-CLIL Seminar on Teacher Development
University of Stirling, Scotland



Outline

- Introduction
- ROAD-MAPPING
- CLIL in Practice
- Recommendations



Michelle J. Mellion, MA

- English language consultant & lecturer at Radboud University in the Neth.
- Nationalities - American/Dutch
- Bi-lingual Dutch/ English native-speaker/French as L2
- Research on implementing English into curriculum at Dutch universities
- Professional editor and translator from Dutch to English
- Free-lance English language trainer at various institutions & universities
- Oral examiner for British Council Cambridge exams



Following the CLIL trail in Europe....

- 2005 - Bi- & multi-lingual universities: Challenges & Future Prospects/Univ. of Helsinki, Fin.
- 2006 – 2nd ICLHE conference 'Researching Content & Language Integration' at Maastricht Univ., The Neth.
- 2007 – Bi- & multi-lingual universities: European Perspectives & Beyond at Univ. of Bolzano, Italy
- 2013 – 3rd ICLHE conference 'Integrating Content & Language in Higher Education' at Maastricht Univ., The Neth.
- 2015 – 4th ICLHE at Univ. of Brussels, Belgium, presented "Dragons Changing Color Under a Low Sky": English Language Learning Narratives of Chinese Students
- 2018 – J-CLIL Seminar on Teacher Development, University of Stirling, Scotland



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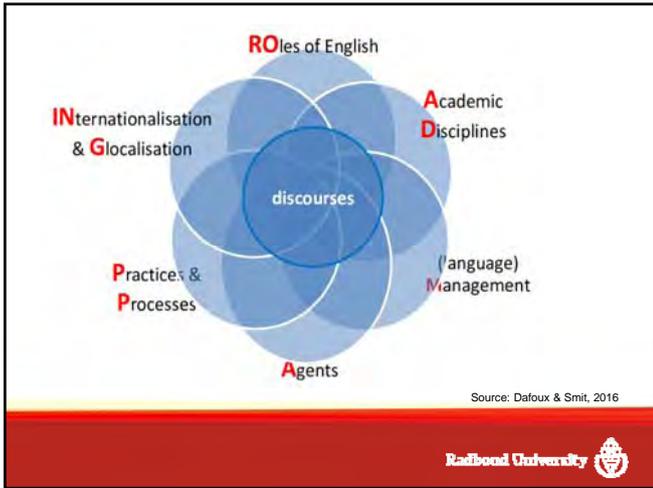


EMEMUS (English Medium Education in Multi-lingual Settings)

ROAD – MAPPING MODEL – Six core dimensions

- Roles of English
- Academic Disciples
- Language Management
- Agents
- Practices & Processes
- Internationalisation & Glocalisation

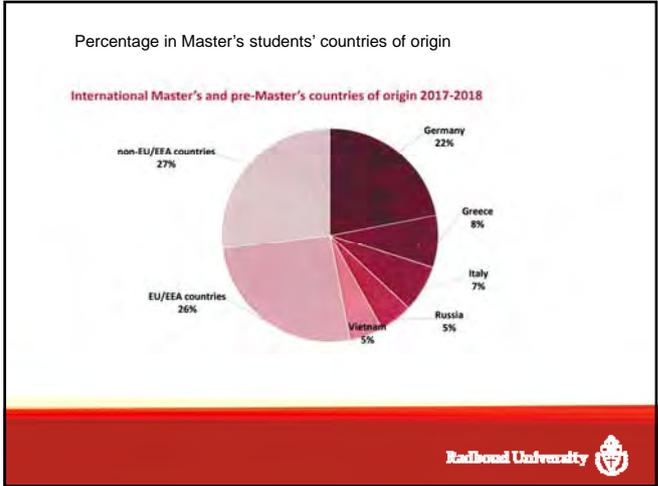
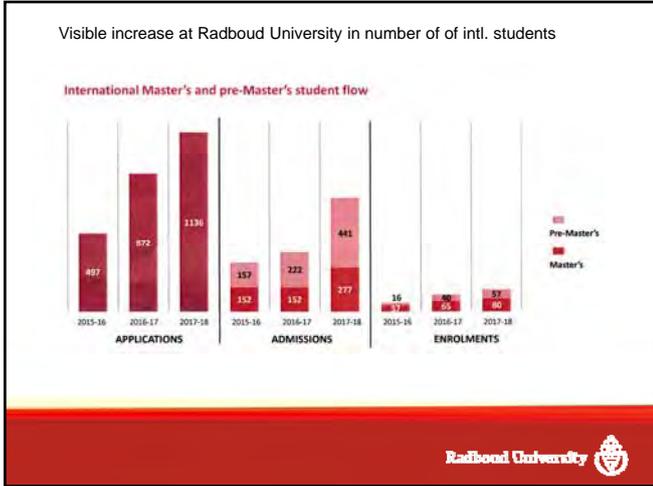




- ROAD – MAPPING MODEL**
- Roles of English**
- Serve as lingua franca when teaching subject-content (CLIL)
 - Promote international research collaboration
 - Disseminate scientific ideas in research publications
 - Act as a means of intl. communication across professions & trade
 - Adhere to EU multi-lingual policy
- Radboud University

- ROAD – MAPPING MODEL**
- Academic Disciplines**
- English-taught courses in intl. curriculum employ academic language
 - Standard tests of English language proficiency such as TOEFL or IELTS used to determine if student can be admitted to intl. programme
 - Various multi-disciplinary research projects carried out by PhD candidates in cooperation with their supervisors
 - Choice of language of instruction may vary depending on subject as well as using discipline-specific language
- Radboud University

- ROAD – MAPPING MODEL**
- Language Management**
- Lack of explicit policies at both national and institutional level
 - Association of Universities in the Neth. (VSNU) issued a paper calling for limiting number English-taught courses to counterbalance the number of intl. students coming to the Netherlands
 - Minister of Education has been forced to take action as Higher Education Law needs to be revised (1991)
 - KNAW (Royal Netherlands Academy of Arts & Sciences) report in 2017
 - Dutch Inspectorate of Education to conduct investigation in HE in 2019.
- Radboud University



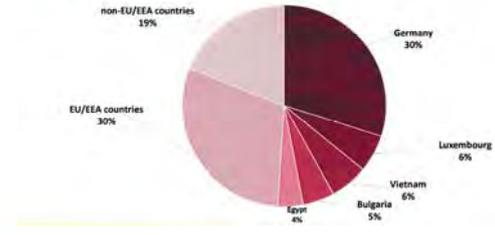
Visible increase at Radboud University in number of intl. Bachelor students

International Bachelor's student flow



Percentage of Intl. Bachelor students at Radboud University

International Bachelor's countries of origin 2017-2018



ROAD – MAPPING MODEL

Agents

- National Level
 - Ministry of Education
 - Association of Universities in the Netherlands
 - Royal Netherlands Academy of Arts & Sciences
 - BON (Better Education Netherlands)
- Institutional Level
 - Universities/Executive Board
 - Summer School Utrecht
 - Bi-lingual Secondary Schools (CLIL programmes)
 - Student Unions
- Individual Level
 - Faculty management/administrators
 - Lecturers (mainly Dutch but more and more international)
 - Students (Dutch and international)

ROAD – MAPPING MODEL

Practices and Processes

- Academic Practices
 - Influenced by Dutch style of education encouraging critical thinking
 - Combination of small-scale teaching/work groups/general lectures
- Polder Model – consensus policy/decision-making resulting in lengthy discussions
- Internationalizing curriculum with subjects being taught in English but is there room for content & language?
- Collaborative partnerships between language experts & content specialists are needed to develop ways of 'doing' and 'thinking'.

ROAD – MAPPING MODEL

Internationalization and Glocalization

Internationalization is a process of intensifying exchange between nations whereas **Globalization** is the progressive integration of economic structures
Glocalization = global + local

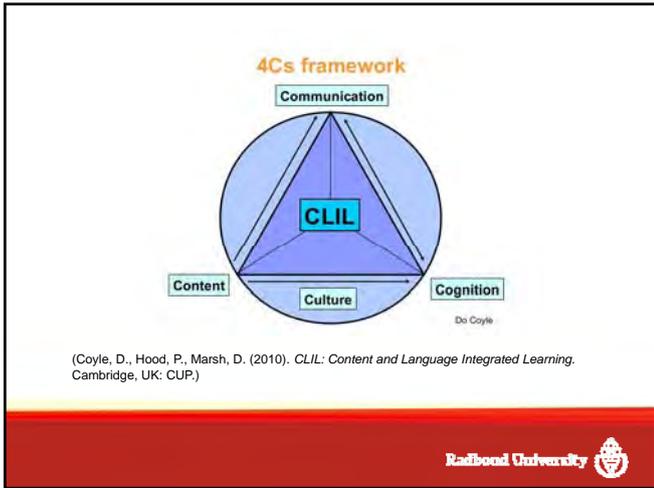
- All these forces needed for universities to succeed
- Contribute to internationalizing the curricula
- Promote international research collaboration/professional networks

Source: Towards a dynamic conceptual framework for English-medium education in multilingual university settings (Dafouz & Smit, 2016).

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Optional Bachelor's Course Business English

Business English Cambridge (BEC Higher Certificate C1 level) is a course that trains students to be proficient in all 4 skills as exam includes:

- Listening
- Reading
- Writing
- Speaking

How can CLIL be a part of this? Classroom discourse. Speaking and writing output. Content combined with language in role plays, writing tasks, portfolio, pair presentations, listening practice, etc.

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- BEC Certificates** show that you can
- **communicate** effectively at managerial and professional level
 - participate with **confidence** in workplace meetings and presentations
 - express yourself with a **high level of fluency**
 - react appropriately in different **cultural** and **social situations**
- Radobud University**

CEFR Framework for Language Skills

		B2	C1	C2
Under- standing	Listening		X	
	Reading		X	
Speaking	Spoken interaction	X		
	Spoken production	X		
Writing	Writing	X		

Radobud University

C1

Writing I can write about **complex** subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.

Radobud University

- Provide opportunity to study content through language**
- Step 1** Select a topic or aspect of **culture** from the course book you are using (Business Benchmark BEC Higher – choose unit *Expanding the Overseas Assignment*)
 - Step 2** Find a natural link between the material in the course book & real life (Discuss their experiences when first coming to the Netherlands or another country – culture shock, relocating, etc.)
 - Step 3** Find authentic material that supports your choice & ideas.
Case study – multi-cultural team meets at Japanese boss' home for a barbecue where a culture clash occurs between an American & Frenchman. Students make an analysis and give opinions about how situation should have been dealt with. Hot seat two students to play parts.
 - Step 4** Design a meaningful task to be done w/authentic material found.
Write a report to your HRM manager about a training course that you attended and say whether you would recommend it to other colleagues.
- Radobud University**

Do's and Taboos in Japan

Step 5 - Provide the necessary scaffolding during task by using pictures, for example, to teach vocabulary or stimulate discussion. For example, a photo of how to offer your business card with two hands instead of one, or the custom of taking off one's shoes before entering a house or museum in Japan.

Homework - Writing Paper Part 2: Exam Skills (p. 146, ex. 1 in Business Benchmark Advanced)

After attending a two-day **intercultural** training course, you write an evaluation report to the *HRM manager*.

Include the following points:

- what the course consisted of
- how useful the course was for you
- how your intercultural training will benefit the company
- advice for colleagues on how to benefit from such courses

Write 200 – 250 words.

Communicative Competency for Chinese, Vietnamese & Indonesian PhDs

Series of workshops to improve fluency & prepare for Research Day

Students complete the following tasks:

- Write *My Language Learning History* essay (LLH, from Tim Murphey at Kanda Univ., Japan)
- Buy course book *face2face* – install self-study dvd rom
- Make a SWOT analysis of their English
- Prepare a research pitch that will be recorded & then view it together with PhD candidate to help with delivery, pronunciation, intonation, and grammar.

What the Chinese students had to say about their English proficiency:

- "Think the most difficult part is dare to speak. I think the difficulty for Chinese students to speak English is that we are always afraid to make mistake."
- "I still don't ask questions during lecture."
- "Still difficult for me to express exactly what I want to express. I usually need more sentences to explain what I mean."
- "I think my speaking is better now as most people understand me."
- "My English has been improved a lot when I study abroad, because I get an opportunity to speak and use English as a way of communication with people."



Observations from interviews with Chinese students

- Cultural differences
 - Dutch directness vs. Chinese indirectness
 - face saving and fear of making mistakes in Chinese culture
- US accent preferred as they watch American movies – 'easy breezy'
- Decided on a Dutch univ. as it takes less time to graduate, lower scores required on entrance exams than in US/UK and the American and British lecturers speak faster than the Dutch do
- Feedback received on speaking and writing minimal as thesis supervisors only willing to provide it if they take an English course at the university's language centre

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Radboud University 



Ideas to Practice Speaking using CLIL

- Elevator pitches
- Role plays
- Team work
- Pair Presentations
- BEC Speaking exam questions
- Negotiation Game

Source: Let's Talk, Leo Jones, CUP.

Radboud University 

CLIL in practice – TIPS

- Create a safe environment of small speaking groups
- Set writing tasks with a variety of task types
- Encourage peer review on writing and have them exchange tasks
- Give teacher feedback
- Provide learners with plenty of speaking and writing opportunities to try out subject-specific terminology
- Have them keep a portfolio of their writing tasks
- Design role plays that tie in with the course book

Radboud University 

Support International Students

“What the subject matter comes to mean in the lives of the learners still depends on the forms of participation available to them” (Wenger, 1998).

- By mediating their participation in the learning process, international students can adapt better to their new environment.
- By taking on a different social identity in a new environment they demonstrate ‘personal agency in the process’.
- By mutual exchange with other international students from the learning community, a zone of proximal development (ZPD) can be created, raising them to a higher level of English proficiency.
- By providing learners with writing scaffolds, they can learn to write independently.

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Useful links

CLIL SKILLS/ACTIVITIES by Rosie Tanner/Liz Dale/Wibo van der Es
<http://www.cambridge.org/elt/blog/2015/11/18/online-collaboration-clil/>
https://www.utrechtsummerschool.nl/uploads/day_to_day/Course-programme-S45-2018.pdf

Culture Quiz
<https://catalog.feedbackdialog.com/a?kw=generated1486042120470&rk=Ne42772768559>

Report on Chinese Students studying in the Netherlands
<http://leidenasiacentre.nl/wp-content/uploads/2017/06/Report-Chinese-students-in-the-Netherlands-2017-final.pdf>

Radboud University website
<https://www.ru.nl/english/>

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Any questions? Thank you for listening!



“Ichi-go ichi-e”

Radboud University 

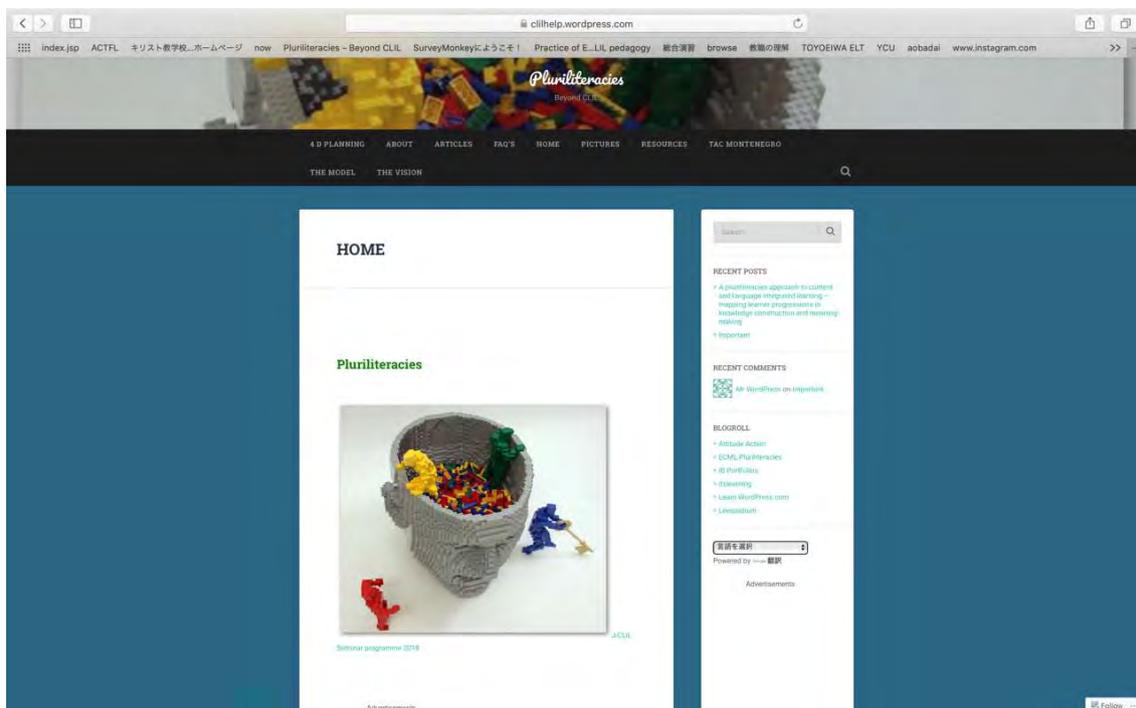
CLIL workshop

Beyond CLIL 3D planning for teaching and learning

Kevin Schuck

See the following website:

<https://clilhelp.wordpress.com>



LEARNING AND TEACHING LANGUAGES IN SCOTLAND: AN EVOLVING LANDSCAPE

Bethan Owen
Development Officer 3-18 Modern
Languages
City of Edinburgh

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Overview

- ❑ Scotland as a Learning and Teaching Context
- ❑ Background to Languages Learning and Teaching in Scotland
- ❑ The Scottish Government 1+2 Approach to Language Learning
- ❑ Current Situation in Schools
- ❑ Next Steps

Scotland as a Learning and Teaching Context

Management Of Education

Importance of Geography

National Priorities

Curriculum for Excellence



Importance of Geography



NB Switch Slides

Group Task: What are the potential challenges for primary and secondary schools in implementing this ambitious policy?

Qualities of a Successful Language Learner



Robust Arguments

Learning to Earning

- ❑ “Businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability.”
- ❑ McKinsey Education and Employment Survey, 2013
- ❑ Paul Collard – Creative Culture and Education.

Robust Arguments

Scottish Social Attitudes Survey 2015

- ❑ 89% of people surveyed thought learning a language from age 5 to be very or quite important.
- ❑ Only 1 in 10 thought not very or not at all.
- ❑ “Most people in Scotland think that it is important that children learn a language from the age of five in school – this finding holds for people of different ages, levels of education and socio-economic status.”

Public Support

Signs of Success



Successes

- ❑ National Priority
- ❑ 1+2 rolled-out across Scotland
- ❑ 1+2 Supported by National Bodies
- ❑ Substantial Government Funding
- ❑ Public and so Parental Interest
- ❑ Wide and Positive Publicity
- ❑ High Profile



International Fair



Further Successes

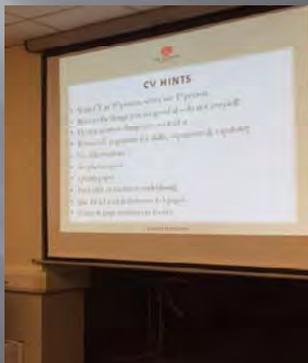
- ❑ Encouraging Diversity with L3
- ❑ Links with schools in target language countries
- ❑ Links with Business
- ❑ Interdisciplinary Learning
- ❑ Embedded Learning
- ❑ Global Citizenship



Broughton High and Balmoral Hotel



Developing Young Workforce



What are the Challenges?

- ❑ Sustainability of 1+2 in Primaries
- ❑ Transition P7 - S1
- ❑ Drop-off of uptake after the BGE
- ❑ Staff Engagement with Extended, High Quality CLPL
- ❑ Regaining and Maintaining High Profile
- ❑ Sustainable Models
- ❑ Unpredictable Funding Models



Discussion Points for Workshop

- ❑ Languages spoken by British school children, in addition to English, represent a valuable future source of supply - if these skills can be developed appropriately.
- ❑ Language skills are needed at all levels in the workforce, and not simply by an internationally-mobile elite
- ❑ (Teresa Tinsley, British Academy, 2013)

Discussion Points for Workshop

- ❑ While young people felt that they were given the opportunity to acquire some language skills at school, many believe that languages could be taught in different ways and that this would both improve standards and encourage more people to learn foreign languages. [Scotland's Future Workforce - "Keeping Pace in the Global Skills Race?"](#) British Council / SCDI, (June 2014)

Workshop Content

- ❑ Celebrate success and identify next steps in our own contexts.
- ❑ Explore how authorities can lead schools in rising to the challenges identified – using a problem solving approach to moving forward in our own contexts.
- ❑ Reflecting on ourselves as learners – Using Learning Conference Tools.

Celebrate success and identify next steps in our own contexts.

- ❑ Discuss and describe successful experiences that support raising attainment through and in Modern Languages in your context.
- ❑ Consider why they were successful, how they were put in place and what the impact on the learning community has been.
- ❑ Identify possible next steps/ways to build on achievement.

Explore how authorities can lead schools in rising to the challenges identified

- ❑ Choose one of the challenges mentioned or another you face in your context.
- ❑ Briefly outline the challenge on paper.
- ❑ Briefly outline where you want to take the situation on a second sheet of paper.
- ❑ Use post-its to note the hurdles that are in your way.
- ❑ Remove hurdles that are permanent and those controlled by others.
- ❑ Choose 1-3 of the remaining hurdles and explore practical solutions.

Reflecting on ourselves as learners – Using Learning Conference Tools.

- ❑ Reflect on positive learning experiences you have had.
- ❑ Consider the role played by the teacher & the learner.
- ❑ Consider the learning environment and type of learning activity.
- ❑ Record your thoughts on the Learning Conference Sheet.
- ❑ Share your thoughts and reflections to build up a picture of positive learning for your group.

Learning Conference Tool

Learning Conference Notes		Name:	
Role of Teacher		Role of Learner	
Environment			Attitude

That's all folks!



GET CONFERENCE PRESENTATION

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 @CEC1plus2

**Ichi + Ni = Japanese?
Developing Japanese in
the Scottish Context**

Ann Robertson
Ann.Robertson1@outlook.com

Range of powers completely devolved

Includes:

- Tax raising
- Health
- Education and training, Local Government
- Law (including most aspects of criminal and civil law and a different judicial system)
- Social Work
- Housing
- Tourism
- Transport
- Agriculture
- Planning etc.

- Long history of free and compulsory education for all
- Some of the oldest existing universities in the world – St Andrews, Glasgow, Aberdeen and Edinburgh
- Strong egalitarian tradition in education
 - Progressive and forward thinking!

curriculum for excellence

Research based

Curriculum for Excellence introduced in 2010

Learner centred

Creativity

Interdisciplinary learning

Engagement

Active Learning

Pupil choice

Family Learning

Partnership working

Data to measure impact

Raising Attainment

Equity and Innovation

We are committed to a Scotland in which all children and young people can realise their potential, regardless of their social background or learning needs, thereby developing knowledge, skills and attributes they will need to flourish in life, learning and work.

National Improvement Framework (2016)
<http://www.gov.scot/Publications/2016/01/8314/2>

Scottish schools drop in world rankings

6

Current Priorities in Scottish Education



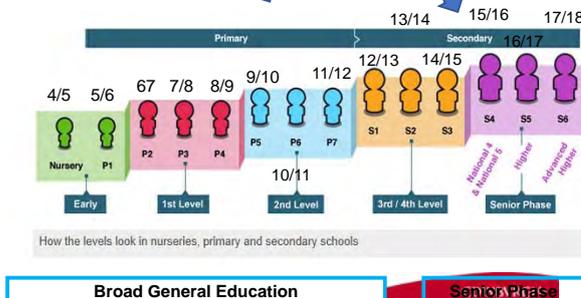
The National Improvement Framework identifies four key priorities:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing;
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.

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Before 2013, Languages were taught from P6/P7.

Most pupils would learn one language and sometimes have an opportunity to learn a second in high school.



Scottish Government Policy: 1+2 Languages

- Barcelona Agreement
- All learners to learn first modern language from P1 (at latest) onwards (L2)
- And an additional language from P5 (at latest) onwards (L3)
- Long term implementation by 2020
- £24 million Scottish Government funding from 2013 - 2017
- Funding has continued into 2017/2018

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L2 = Language 2

A progressive experience for all of learning an additional language from P1 (at the latest) onwards and until the end of the BGE.



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L2 = Language 2

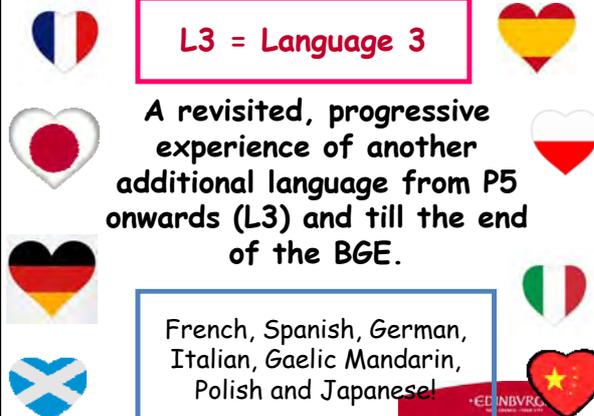
- Delivered by the classroom teacher
- Combines everyday routine classroom language with taught lessons.
- No time allocation.



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L3 = Language 3

A revisited, progressive experience of another additional language from P5 onwards (L3) and till the end of the BGE.



French, Spanish, German, Italian, Gaelic Mandarin, Polish and Japanese!

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L3 = Language 3

- Taught by a specialist teacher
- Set timetabled times each week
- Regular learning over 3 years
- E.g. French with class teacher for all learners + 3 years of German with a specialist.

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L3 = Language 3

- Multiple language experiences
- Possible progression in some but not necessarily all
- Builds on transferable language learning skills
- Allows exploration of multiple world views, cultural experiences and languages
- Provides opportunities for curricular flexibility

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L3 Language, culture and global mindsets

Opportunities to explore and experiment with language

Experience multiple views of the world

Confidence



Culture

Inter-connectedness

Develop curiosity about the world

Develop confidence to try new languages

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2020

2017/18 - 2 years from implementation...by definitely not finished!

EDINBURGH

Considerations for developing Japanese in the Scottish context

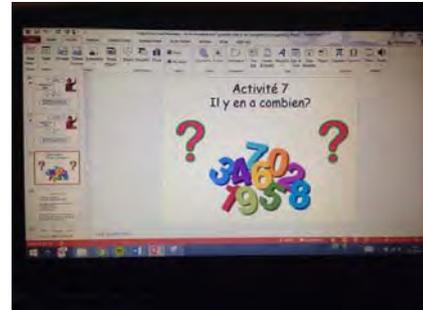


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Developing the teacher skill set



Developing supportive resource frameworks



Working with assistants and volunteers



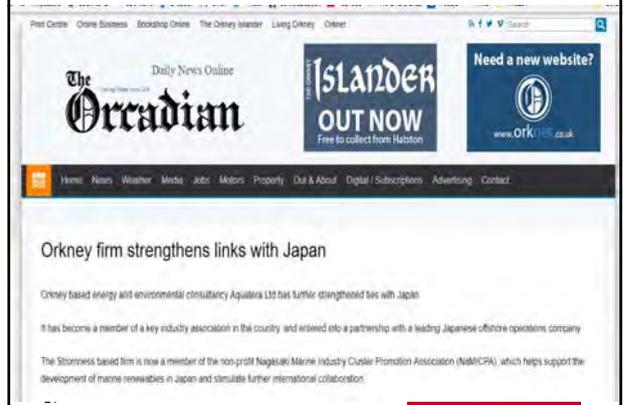
Developing partnerships



Communication and engagement



Trade & business links





Networks and engagement

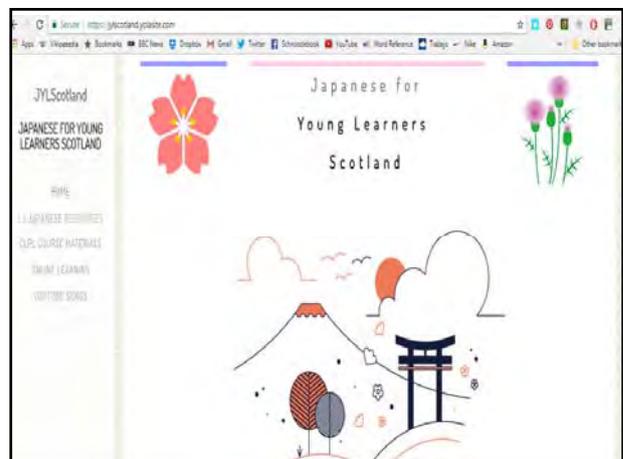
February 2017,
 Primary & secondary head teachers and senior leaders and Local government representatives.

Developed a network of "beginning" regional authorities across Scotland.

The Japan Study Tour for Scotland's Education Leaders
 13/02/2017

As part of the Japan Foundation's London's support for links between Japan and Scotland, we will embark on a trip to Japan for 29 Scottish Leaders in Education. The trip will take place from 12th February - 18th February 2017 and will give participants the chance to learn more about Japan and the Japanese education system.

We hope the programme will help deepen the participants' understanding of Japan & its evolving leading three areas: Tokyo, Kansai & Chubu in order to provide as well as insights. The trip will include a wide range of activities including lectures about the relationship between Scotland and Japan, discussions to facilitate cultural exchange with Japanese education leaders, school visits, a visit to the area struck by The Great East Japan Earthquake in 2011, as well as...



Exploring impact on literacy skills development

Hiragana kana camp!



Vowels

Say the letter sounds as you see the kana!

あいうえお

Try it once through and then time yourselves to see how quickly you can do it!

あ

Survey of Scottish teachers - sample responses

What would you consider to be the opportunities in developing Japanese?

"Opening young people/children's opportunities to explore the language and country, possibly leading to career opportunities in the future."

"Diversification of languages and deepening awareness of other cultures. Enhancing skills for the world of work."

"In primary and secondary as add-ons to begin with and then increasingly reaching more learners once an interest has been developed."

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32 regional local government authorities in Scotland

Each has responsibility for quality and curriculum across schools.

Japanese is now being developed or taught to some degree in:

- South Lanarkshire
- Fife
- Edinburgh
- Aberdeen City
- Aberdeenshire
- Stirling
- Orkney

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- Strategic leadership
- Communication & engagement
- Self-access training materials and learning and teaching resources
- Training
- Native speaker support and partnerships
- Funding
- Cross-sector partnerships – research
- Accreditation – not currently available in the Scottish system and expensive to introduce.

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5. Participants' Articles and Presentation Slides

How can CLIL apply to media literacy classes?
Learning from J-CLIL conference in Scotland
Yukiko ABE, Tokyo Woman's Christian University

Introduction

In April 2018, I started my new professional career as an Associate Professor at the Department of English at Tokyo Woman's Christian University. This is a big challenge for me because my academic background is not teaching English to speakers of other languages (hereafter TESOL) but international relations, especially refugee studies, and my professional background is not an educator but a United Nations official for seven years and a journalist for the Yomiuri, a major Japanese newspaper, and other international media outlets. Reconsidering about my strengths, practical knowledge and experience of international relations and journalism, which I can use in my classroom, I found the Content and Language Integrated Learning (hereafter CLIL) approach. CLIL has two types of teachers: Content teachers who are familiar with contents such as history, chemistry, and music and language teachers whose specialty is language teaching. I decided to organize CLIL-based lessons and develop CLIL as a content teacher. In this paper, I will examine how can CLIL apply to my content, especially media literacy classes and reflect on my learning from J-CLIL 2018 summer conference in Scotland.

How can CLIL apply to media literacy classes?

As part of my professional English class, I teach media literacy to first-year students. In this class, after teaching the concept of English journalism, critical thinking, I moved on to media literacy. In the beginning, I showed two types of photos to students. One was a photo in which Japanese Prime Minister, Shinzo Abe and former President of the U.S., Barack Obama shook hands with big smiles. Then, I shared another photo in which Prime Minister Abe and General Secretary of the Communist Party of China, Xi Jinping shook hands without smiling. Students found the different tones of the two photos even though the headlines were the same “top-level bilateral meeting.” I explained that the media intentionally selected the photos to convey the mood of the meetings.

Then, we compared English newspaper headlines and photos from around the

world. One topic was about the U.S. President, Donald Trump and Supreme Leader of North Korea, Kim Jong-un's historic meeting in Singapore in June 2018. I asked students to translate an English headline into Japanese and say whether it was positive or negative. For example, the Washington Post's headline, "Lack of detail clouds optimism from summit" was negative. After the student's response, I explained the Washington Post's political stance, and collocation and meaning of the words such as *cloud*, *optimism*, and *summit*. The Teheran Times' headline, "A doubtful deal" was very negative. I explained the relationship between the U.S. and Iran, and Iran's nuclear program. In contrast to the Washington Post and the Tehran Times, the Jerusalem Post's headline "Trump after historic summit: Kim made unwavering commitment toward denuclearization" was super positive. Students would consider why the Jerusalem Post uses the super positive headline. Through the activities, students learned that even if it is the same event, each newspaper reported differently from their stance and perspective and readers have to have media literacy to judge media and have their own opinion.

In addition to the comparison of the headlines and photos, I teach media literacy using English articles on the right to be forgotten¹ and false accusation, and modern slavery issues behind beautiful PR outlets.

Reflection of J-CLIL summer conference in Scotland

J-CLIL 2018 summer conference in Scotland was a very fruitful opportunity to learn the framework and application of CLIL in classrooms. Prof. Do Coyle from the University of Edinburgh, UK introduced CLIL's three phases: 1) Content and Language, 2) Integrated Learning, and 3) Learning and Literacies towards pluriliteracies. To move on these phases, teachers and students are encouraged to engage in the 4Cs: contents (subject matter), communication (language learning and using), cognition (learning and thinking process) and culture (developing intercultural understanding and global citizenship)². Therefore, teachers are required to facilitate rich communication and cognitive activities as well as lectures on contents in CLIL-based lessons. At the summer conference, we had an opportunity to learn about these activities and

¹ The right to be forgotten is an emerging legal concept allowing individuals control over their online identities by demanding that internet search engines remove certain results (Oxford Research Encyclopedias).

² The definition of the 4Cs is from *CLIL: Content and Language Integrated Learning* (Coyle, Hood and Marsh, 2010, p.41).

conceptualization from Kevin Schuck's³ workshop on 4D approaches to CLIL. We created an ideal CLIL-based lesson together. This practical workshop helped us understand CLIL's applications and classroom management.

Prof. Do Coyle also underscored at the conference that "CLIL is not a translation of content but CLIL is deep learning. CLIL should be used to fit for educational purpose." Another speaker, Alan Dobson, Independent Language Adviser, UK also stressed: "(CLIL) offers an interesting and rigorous learning experience, when thoughtfully implemented." As many speakers touched upon, each teacher needs vision, methodology, and preparation to use CLIL towards pluriliteracies.

Conclusion

The second semester at my university has just started. Utilizing learning from the J-CLIL summer conference, I have developed my curriculum so that I can offer communication and cognitive activities from language aspects and content aspects in CLIL-based classes. I also launched a collaborative project with language teachers to develop CLIL materials to teach Sustainable Development Goals (SDGs) and Leadership.

References

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Oxford Research Encyclopedias from

<http://communication.oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-189#>

³ Kevin Schuck is an educator at Penta College, the Netherlands.

J-CLIL reflections and thoughts of implementation:

CLIL in a Japanese junior high school context

Takako ARAKAWA, Oyama Jonan Junior High School

First of all, I would like to express my sincere gratitude to all the participants from the bottom of my heart. Thanks to all of them, I have learned a lot and had a great time at the University of Stirling. It was very valuable for me to learn with great professors and teachers at such a beautiful campus. I have lots of nice memories about this summer and I will remember this wonderful seminar forever. Thank you very much again.

I have been teaching English in junior high schools in Tochigi Prefecture since 1986. My students range in age from thirteen to fifteen years old. After learning about CLIL in Scotland, I will tell you two ideas I have for implementing CLIL in my lessons in Japan.

My first idea is to use CLIL ideas in English lessons or in integrated studies classes in junior high schools. I have interactive classes, using PowerPoint presentations, showing pictures and asking questions to students. Here is a brief outline of my lessons: I will show pictures of Scotland. "Where were these photos taken? Take a guess. Any ideas?" I expect that students will answer with the names of some countries in Europe. Students may answer various countries or places. And I will say finally, "Yes! That's right. It is the UK. It is Scotland. Today's goal in this lesson is 'Let's understand about Scotland.'" I will show them a picture of a lake. "What is this?" Students may answer, "It is a lake." "Right. I visited Scotland this summer and learned teaching methods at the University of Stirling. There is a lake at this university. It's very beautiful, isn't it?" I will show them a globe and a world map. "By the way, where is Scotland? Yes. It is in the UK. Where is the UK? Please point to its location." Students will come up to the front and point to the location of the UK. "That's right. The UK is part of Europe." Then I will show a picture. "Look at this picture. What time do you think it is there? Please guess." Some students may answer. "The answer is 9:00 p.m. It is still bright even at night in the summer there. When I was there, I was very surprised that the night sky was bright even though it was 9:00 p.m. Similarly, to the examples above, I will ask the students a lot of questions before they try to answer them. We will check the answers together and the students will try to understand about Scotland. Here is a list of some possible discussion topics and questions:

- * What time is it in Scotland now?
- * What is the time difference between Japan and Scotland?
- * How many countries make up the UK? What are they?
- * What is the average temperature there now? How about Japan?
- * What is the population of Scotland?
- * What languages do people use in their daily lives?
- * Have you ever heard of Gaelic? Many signs are shown in both Gaelic and English.
- * Their schools, school year, and school life
- * The difference between the ground floor and the first floor
- * British English 'lift' versus American English 'elevator'
- * Their official currency is the 'pound'.
- * The natural landscape and features of Scotland
- * Their World Heritage Sites
- * Sports, such as cricket
- * Their local food
- * Their traditional clothing
- * Their music, songs, and instruments
- * Their festivals and events

My students will be able to understand many points about Scotland through this lesson while using English as the language of the content. When students have some questions, I will answer them or they will check by themselves, using books, the Internet and so on.

My second idea is about moral education lessons. In Japan, moral education is a subject. Moral education is taught in every elementary and junior high school once a week. I will tell my experiences in Scotland in English to students, using gestures and so on. Here is a story of an experience I will relate to them: It was a rainy day and I was heading to Stirling from Edinburgh. I arrived at the bus stop in the morning, so I could look at the timetable and routes. However, I could not clearly understand the information. Just then, an elderly gentleman came up to me and asked, "Excuse me, but where would you like to go?" He very kindly told me which bus I should take and where I should get off. I felt very relieved and became happy. I said, "Thank you very much." and smiled. However, then I was very surprised to see a sign, which said, "No change is given on the bus. Please have the exact fare ready". I felt very upset. This was surprising to me because passengers can get change on buses in Japan. I had assumed that buses in Scotland also gave change. However, I was wrong. I did not have enough

coins. Seeing that I was in trouble, some local people came up to me and gave me enough change so that I could take the bus, even though they knew I was a tourist and would not be able to pay them back.

After telling my students about this real experience, I will ask them, “What do you think about the actions of the local people in my story?” I will put the students in groups and have them discuss their opinions about this question. I will then ask the group members to share their opinions with their classmates.

The aim of the lesson will be ‘having a warm heart’ and ‘thoughtfulness’. I believe that everyone in the world has a warm heart and is kind to others. People try to help each other. Human beings have a sense of thoughtfulness and rich humanity. Therefore, why don’t we work hard to try to understand each other, help each other and make a peaceful world together? Students will write their comments about the lesson after that.

I have more stories to tell them about my experiences in Scotland. For example, when I got slightly injured at the swimming pool, the staff took care of me with kindness and transported me to my accommodation by car. I would like to make students think, discuss, and express their opinions in their own words to their classmates. Finally, I would like to help my students think about what to do and how to live from now on

To conclude, I would again like to thank all of you very much. I suddenly fell down in June and had been sick up until the seminar and I wondered whether or not I would be able to take part in the seminar. However, I decided to do so and I was very happy that I did. I will not forget this wonderful seminar with such nice companions and great teachers. I am looking forward to seeing you again someday. Please take care of yourself and have a happy life forever.

After the J-CLIL Seminar in Stirling:
Further Reflections on My CLIL Experience
Ya-fen Lillian Fan, Language Center, NTUST

Last fall, I began to try CLIL in my reading classes since the newly assigned language textbook contains articles and excerpts on a variety of topics - such as astronomy, economics, and technology. The reason for the subject-specific content is to develop learners' ability to understand and respond to information from multiple sources in the Age of Knowledge. Therefore, I had to choose an approach that could integrate both subject and language in my teaching. CLIL, as its name suggests, seemed to be the best option for me at the time. After attending the J-CLIL teacher education seminar at the University of Stirling in the summer of 2018, I have a clearer and deeper understanding of CLIL, which could then help me examine my previous practices of CLIL. In this reflective essay, I will mainly discuss the benefits and the problems resulting from the implementation of the approach.

First of all, the learning of content in the CLIL classroom is more meaningful and effective because it encourages student-led learning with cognitive engagement. Students take more charge of the learning while the teacher acts as a facilitator. I find students are motivated to learn if they have challenges to take on and problems to solve. Most of them enjoy intellectually-stimulating tasks and feel a sense of achievement when completing the tasks. In the past, students had to sit through a lecture for the whole class period and passively received knowledge by jotting down what I said. They felt bored and got distracted. In terms of assessment, students' ability to draw the right information from lecture notes or textbooks to answer the 'fact' questions was good; however, their ability to answer the questions based on personal opinions was relatively weak. Now they are required to take part in various types of tasks that demand their time and efforts to build up knowledge on their own. Students have to use their thinking skills, team up with others, seek external help (e.g. the Internet) to explore the possible solutions to the problems I created for the sake of learning content. The cognitive and knowledge processes for CLIL (Coyle, Hood, and Marsh, 2010), make it by far the most effective framework for the learning of content in my EFL/ESP classroom.

Another approach constructed for CLIL settings, the language triptych (Coyle, Hood, and Marsh, 2010), is quite successful in learners' language development. In order to help my students to process the subject-specific content, they first have to familiarize themselves with the frequently-used lexical and grammatical items in that

specific text type. I usually ask them to work in groups to analyze several texts on the same subject topic and find out the language specific to it. Later they gradually consolidate the content language by using the language of learning to discuss the subject, to hear various thoughts, to respond to questions, and to show their understanding. In addition to the language of learning, the language for learning (i.e. phrases for giving feedback) is also taught at times. All in all, the students naturally acquire subject-specific lexical and grammatical items with ease and actively use them in speaking or writing exercises. Before adopting the language triptych, I spent little time on language development. Students memorized words and phrases from the vocabulary list compiled by the school's language center, and I was responsible for giving a detailed explanation of significant or difficult grammar points. Then students demonstrated their achievement by taking two unified reading tests during the semester. The results were less than satisfactory. The problem behind this was that many students could not use the words or grammar or both correctly in contexts other than textbook sentences. Yet CLIL students have little difficulty when encountering the same question types because they learn both content and language in many different ways, and naturally, they can use them in more situations.

Nevertheless, there are several challenges for a language teacher to conduct CLIL, especially in the stages of activating content and guiding understanding. First, it takes lots of time for me to understand content that is new to me. It is even harder to understand it in another language. I remember one time I was teaching a content-based lesson. It was a science subject about time travel. During the lesson, I had to explain theories behind it such as Einstein's Special Relativity, which was all Greek to me. I spent hours making myself understand why time travel came from the theory, and finally, I was able to explain the idea clearly and nicely, and my students did find my talk fascinating and wanted to ask more questions about it. But I had to say, "Stop, please. No more questions. I'm just an English teacher. If you are interested in the topic, please go to your science teachers." Students laughed. I was not being professional, and normally, I would and should take questions from students. Yet this topic was really beyond my comprehension. The difficulty of the content also creates problems when I decide on lead-in activities and tasks for understanding the input. If I cannot make sense of the text on my own, there is no way I can set appropriate and effective tasks to help students activate and understand the content, not to mention assessment used to evaluate progress.

Finally, CLIL practice based on the 4Cs framework requires loads of time to go through all the four steps. My routine teaching procedure is to have my students first process the content and then develop the content knowledge through the tasks based on the thinking curriculum. After that, I move to the third stage - language learning

and using. Towards the end of Step 3, I often find myself unable to cover the cultural implications embedded in CLIL because I've run out of teaching hours. Time is always a big issue in my CLIL classroom since I want my students to take as much time as they need to do the task I assign. I believe each task they do is essential for developing and eventually acquiring the knowledge; therefore, they have to be thorough.

To sum up, it seems students would benefit more from CLIL if they have to learn content through another language. My previous CLIL practice has suggested a similar conclusion. It is necessary to continue to take advantage of the approach; yet, my implementation of CLIL was not a complete success. There are two challenges for me for the future: one is to use the 4Cs more wisely and effectively in restricted instruction time; the other is to overcome the challenges associated with the content and its language.

References

Coyle, D., Hood, P. and Marsh, D. (2010) *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

J-CLIL reflections and thoughts of implementation:
CLIL in a Japanese medical university EFL context

Chad L. GODFREY, Saitama Medical University

Since 2010, I have utilized a CLIL framework to teach health sciences to first-year Japanese medical students at Saitama Medical University. Although CLIL has opened up many educational doors for this educator, it has also presented some concerns about promoting student autonomy and engaging students in richer cognitive activities. Over time, I have noticed that students entering my CLIL-based classroom frequently meet the lessons with a degree of apprehension. I believe this is due in part because English language education practices in Japanese primary and secondary school often run contrary to my own classroom practices. Students entering my classroom may possess learning influences, which may block their engagement with classroom procedures and even learning lesson content. These influences may range from their own language skills to their attitudes about English (e.g., seeing English as purely a university entrance requirement), to cultural and educational norms (e.g., former English learning experiences that focused primarily on test preparation and grammar-translation modes of learning) (Yamaoka, 2010).

With the August J-CLIL seminar in Stirling, UK, I had time to reflect on some of these issues. In response, I returned to my university and considered how to improve my teaching by addressing the following questions: How can students be further motivated to improve ownership of their own learning in a CLIL classroom? What is deeper learning and how can it be promoted in the classroom? Why should 4D planning be implemented in my teaching context?

In regard to learner autonomy, this year's students are making great strides in becoming more independent. Students have been involved in analyzing and constructing evaluation criteria for their class presentations. During the months of May and June, the class carefully brainstormed what was important in terms of presentation skills as well as what was needed for written content. Afterward, the students constructed a presentation rubric to be used as an evaluation tool by their teacher, peers and also to self-evaluate their own work. This is a follow-up of a similar project, which was recently published by the author (Godfrey, 2018), highlighting the implications of student self-assessment. At the summer seminar, I reflected on this project more in the

context of pluriliteracies and deeper learning. I believe that creation of scoring criteria by my students was a great opportunity for them to not only invest deeply in their own learning but also to be involved in a cognitively challenging environment and language what they know and understand about presentations. However, did it address pluriliteracies?

Several speakers touched on the concepts of deeper learning and pluriliteracies during the week at Stirling. The idea that students use subject-specific literacies through the development of skills, which are transferable through subjects to help build deeper knowledge (Meyer, Coyle, Halbach, Schuck and Ting, 2015) was fascinating. Focusing on the learner's needs and using the four activity domains (doing, organizing, explaining, arguing), could help "bridge internal processes of knowledge construction with external processes of communicating that knowledge in appropriate ways through corresponding genres" (Coyle & Meyer, 2017). Elements of my own teaching may have been stepping closer to pluriliteracies, but in my daily classroom practice how would I rank the quality of the learner strategies I offered my students? This aspect of my teaching needs to be considered more carefully.

Another influential seminar topic related simply to language. The statement, "how different content needs different language," caused me to think about my teaching practices. I considered how I frame the language embedded in the different content that I offered in my lessons and wondered if I could expand language learning into other genres. In addition to this, the concepts of CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communication Skills) need to be better implemented in my teaching practices. As a language teacher, my teaching can lean more towards BICS and less towards CALPS. But as stated at the seminar, "academic language is no one's first language." In my own classroom practices, I am considering how to best integrate academic language into my lesson content and the students' classwork.

Finally, Kevin Schuck's CLIL planning utilizing a 4D approach offered a new framework to organize CLIL. Through activation and reinforcement of learning and skills; development of language for understanding and conceptualization; the role of the teacher and focus on the learner as the central comment for success, 4D planning helped to frame important aspects of a CLIL-based lesson. As part of the seminar's workshop, our group could design the foundation of a unit and begin to separate the learning

content, procedures and assessment with success. I need to apply this framework to my own planning, as I believe it provides a richer and more concise method to organize a unit's scope and sequence.

With this summer's seminar, much of the information is still sifting through my mind. For now, I have several facets I wish to implement. With guidance, I believe I will continue to provide opportunities for students to be independent learners in the classroom. Also, I wish to investigate deeper learning and pluriliteracies, to potentially give my students a richer learning experience. Furthermore, I will attempt to implement 4D planning to help frame my lessons. In the end, I believe the accumulation of each of the sessions shared by all the presenters and attendees will have positive implications on what will happen in my CLIL classroom and what educational avenues I explore in the near future.

On a final note, I wish to express a sincere thank you to Dr. Sasajima, the visiting presenters and participants for this great learning opportunity in Stirling; it was truly a very valuable experience.

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CLIL as an Outlander

Yasuko HAMADA, Osaka Kokusai Owada High School

I have been teaching English for more than 20 years as a part-time teacher in many public and private schools. I usually teach high school students and sometimes junior high students. I didn't learn about CLIL until this year.

I am not a researcher, but a practitioner. I always feel as if I am not good at English. I feel awkward when other Japanese English teachers discuss grammar and usage in Japanese. Although my major was not linguistics and I took only basic linguistic classes at university, I enjoy teaching English. Recently, I started trying to focus on what is best for my students. I know some high schools are changing their methods of teaching English, but translating and multiple choice are still the primary approaches in many high schools.

It has been said for a long time that English should be used in the classroom in every school. I'm afraid to say that most of the Japanese high school English teachers still have difficulty using spoken English. Just instructing students in easy English sentences is a tough job for many Japanese teachers. In reality, Japanese teachers use mainly Japanese in their English classes. Another reality is that most of my students have difficulties even with simple English communication because they do not have opportunities to use English.

Although I have many flaws as an English teacher, I think I am a good teacher because I used to be a student who was not good at English. I started English again from scratch in my twenties from a very humble level, so I understand my students' feelings very well. I always tell my students, "Don't be afraid of making mistakes. Look at me. I make many mistakes, but I'd rather make mistakes because we cannot acquire language without making mistakes." Also, I use English as much as I can in my class and urge my students to use English, even when they can only answer with a single word and not a full sentence. I know this is the first step.

One day, in my class, my students and I watched "Harry Potter" in English with Japanese subtitles. In the end, they were surprised. "Teacher, this is the first time to watch Harry Potter in English. I usually listen to dubbed versions (Japanese). It is strange to listen in a different voice. Harry's voice is different!" I was shocked to hear that, but this is the situation we face. Everything, even another culture, is adopted into Japanese or Japanese culture. And so is English education. I believe watching films and TV shows is a good way to learn language. While staying in Stirling, I went to Doune

Castle after watching a show, in which the castle was used as a filming location. It was good to see the same place I watched on TV, and it felt familiar. I think this is a good source of motivation to learn English. I believe such forms of motivation are also useful and necessary for students.

Since then, I started my long journey. Luckily, I have had many opportunities to share classes with English teachers from different countries, who speak English as their first language. I was lucky to learn different viewpoints from other teachers. Unfortunately, my class is not always this type of class. I have to teach translating and test-taking strategies. It is important for students to get high scores on university entrance exams. Many high schools want their students to enter prestigious universities, and this means that I often have to teach the students detailed translation methods and grammar-based materials. The exams still have many translation-based questions.

The reading part of our regular classes is better because we can read and learn about history, culture, environment, politics and a lot of similar intellectual things, but the problem is that I have to finish every reading lesson in a very short time. It is as if students are being fed a pack of information every time. It is almost similar to eating food on a plane. I don't think many students come to like English this way. In fact, many of them think English is just a tool for entering a university.

To open up students' interest in English, I have read books about teaching, attended seminars, and researched methods on how to teach, such as active learning. I also took a TEFL course online while teaching in high school. In addition to this, I have taken exams every year to improve my English level. By putting forth a great deal of effort and doing whatever I could, when I found good information, I have used these methods for my students. When my students graduate from school and have an opportunity to use English, I do not want them to think, "I have been studying English for such a long time, but I cannot use English at all." They do not have enough time to use English in class. We should change this situation. Giving lectures only in Japanese should end.

At last, I encountered CLIL. The lectures were really productive and gave me many insights. Through these activities. I was able to confirm a number of different ideas. One of these is that I have already been doing similar things with English teachers from other countries or by myself. It is sometimes called "active learning." I know what I was doing is still far from CLIL, but I was glad to learn that my approach wasn't wrong. I strongly believe that the most important thing to improve English is not taking tests. Taking tests is motivational, I admit, but actually using English is the most important thing for learners. This belief is exactly the same purpose as we see in CLIL.

We need to learn the content.

Another point I realized is, as Kevin Schuck mentioned in his lecture, “Slow and Deep.” Now I know that schools provide materials that are beyond the student’s capacity to digest. Just cramming and memorizing is not enough to acquire language. Through using a textbook or authentic English materials, they should encounter repeated patterns and use them through many different points of view. We need dimensions, as we learned in this lecture. I would like to teach through deep learning and content-based teaching more in the near future. To do so, I have to study more.

After learning about CLIL, I used the method from lectures and books in my class. For example, I used the reading part from a university’s exam we are practicing with now with my students. After finishing the test in a class, I used it as “a production and an output” (Makoto Ikeda 2011). Listening to each paragraph, students shared written summaries as pair work. This is also called “retelling”. They can listen, think and write at the same time. Later, we can use these pieces as presentations or as speaking practice, which will lead to their own essays. I would not have done such exercises if I had not studied CLIL. The students concentrated hard on the classes and some of them took a lot of notes on their sheets while listening to their partner’s English. They discussed the topics deeply with each other, which lead to understanding the content.

I definitely found CLIL to be a successful way to improve my students’ English. I discovered a good quote, “You may lead a horse to the water, but you can’t make him drink,” which Shinichi Izumi uses in his book about “learner autonomy” (Shinichi Izumi 2016). We, as teachers, can show the way. I do what I can, and also I wait for my students to think or say, “I want to improve my English. I will do whatever I can. Help me.” This is a big step. I believe CLIL is the way to help my students. In his lecture in Stirling, Richard Johnstone said, “English should be fun and become interesting.” I more than agree. I want to be such a teacher and teach my students in a fun and interesting way, not just for entering university.

I think I am not an Outlander with regard to CLIL anymore. I am really lucky to have had the opportunity to take lectures from wonderful teachers. I believe learning CLIL is a big step for me. Some classmates (actually very competent teachers themselves) have already given me valuable advice. I was the only high school teacher there, but it was worth it. I am grateful for having such a wonderful opportunity to learn.

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挑戦 第1巻 原理と方法

CLIL as an Outlander



**MISTAKES ARE THE
STEPPING STONES
TO SUCCESS**



They didn't speak Japanese!
Of course not!

Doone Castle
20 minutes from here by car



Fish or Beef?

Too much homework!
Too much memorizing!
Too much after school!
(cram school)



It's wrong!



Tapadh Leibh
Ceud Taing
Thank you

ありがとうございます

CLIL in Japanese Public J.H.S. English Class

Miho HYAKUTAKE, Shime Junior High School

This is the reflection of both the summer seminar, and the trial unit I taught at the school that I work for. I thought it was difficult to adapt CLIL in my classroom, because our school had a strict requirement under the yearly plan of using government approved course books. Moreover, when I do something in class, I have to evaluate the students on what and how much they can do in every lesson. The evaluation has to be suitable for any of the four categories: motivation for the communication, ability of expression, ability to understand, or knowledge of language and culture. Though my situation is the same as before I took part in the summer seminar. I am trying to make plans and do something new in my class, keeping in mind the things that I saw in the summer seminar, especially the “Four Pillars of Education” and “pluriliteracies,” which inspired me in the most.

The following is a lesson for 3rd year classes using the English textbook *Sunshine English Course 3* for the lower secondary school students. The unit’s title was “Recipe for Hiroshima-style Okonomiyaki”. I planned four classes in total for this lesson, and I wanted my students to express themselves about a Japanese home-cooking recipe to my assistant language teacher, William (who is a vegetarian and is from Florida in the US). The following was my students’ learning plan to know, to do, to live together, and to be.

Step 1 was to know how to show the recipe using “Recipe for Hiroshima-style Okonomiyaki” from their course book. Students listened, read and wrote the basic vocabulary and sentences in pairs and as a class. Step 2 was to decide the menu that he/she wanted to show through brainstorming, chatting, and researching in his or her group. In their discussion, they could consider about William and vegetarianism too.

Step 3 was to ask the students’ parents how to cook the dish or to research it at home. They had to check how to choose the appropriate ingredients, the way of preparing, and the way of serving. Then the students drew pictures of the procedure, which were divided into six or more steps. This step was assigned as homework.

Step 4 was to study the vocabulary and phrases for their own recipe in pairs, in groups, and as a class. They could use dictionaries and cooking sites on the Internet. Also, they could try to show their own recipe to William or me if they needed some advice.

Step 5 was to show William their own recipe one by one in class. They tried to

share their recipe with him and add some comments about nutrition, toppings, arrangement or any other tips.

At the start of this unit, I showed my students the goal of this lesson, which was to “let William try Japanese home cooking.” It looked fun for the students and some students asked me, “Can I bring some food?”, “Can I eat something in class?”, “Can it be any dish that I want to eat?” and so on. Later, we noticed that this was a tough topic because they have eaten Japanese home cooking for many years, but they did not know anything about the recipes or the ingredients in them. In addition to this, my students had no idea about vegetarianism, and I had few ideas about it, so we checked about it together. Afterward, we worked together with William. I informed them that William would try to cook according to some of the student’s recipes and give us some comments about the dish, so the students were looking forward to seeing William and talking with him.

Though the target language was English, I used Japanese in many cases. My students and I needed to confirm, for example, the utensils used in cooking, seasonings for the dishes, and the appropriate procedures for Japanese home cooking. The students and I did not know about being either vegetarian or vegan, so we used our mother tongue to learn more, and then we asked William many questions in English.

After these classes, I had to evaluate my students. I could see the student’s motivation for communication (the first criteria); ability of expression; (the second criteria); and knowledge of language and knowledge of culture (the fourth criteria). It was difficult task to decide A, B, or C, because they were eager to research, write, and perform “show and tell,” so I believed they achieved the goals of the assignment.

Through this trial, I had a lot of fun, because my students looked excited; they were really challenging themselves with using English, and I could integrate the “Four Pillars of Education” in my class. I feel I should try another topic or subject in the future, but I needed to check “the yearly plan.” Then I need to prepare for using real materials in future lessons. I had found a lot of texts about veganism in English, but to use them in the classroom was difficult, because they contained political issues and discussion about animal welfare. However, these are real materials and could be good materials for students, so I will think about how to use them. This is very small, but meaningful step for my career.

Let's be a scientist!
What is English education for?

Yuma ITO, Toyama University of International Studies

What brought me to the 2018 J-CLIL summer seminar in Scotland was a simple curiosity about how to teach English using CLIL because CLIL seemed the most "promising" pedagogy to me, an English teacher who has just begun his career. What the seminar led me to, however, was slightly, but significantly, different from what I expected: what is English education for?

During the seminar, I learned a lot of things: the history of the development of CLIL, learning theories related to CLIL, how political situations could affect educational systems, and the actual examples of CLIL implementation in France, Netherlands, and Scotland, which really help me improve my understanding of CLIL. However, what struck me the most was one concept, *pluriliteracies*, which I didn't fully understand at that time (and even now). Even though it was challenging for me to comprehend what it is or how I can apply it (and pronounce it), I already knew instinctively that this is exactly what I should learn from this seminar, I suppose.

In order to understand why it looks so worthwhile to me, after coming back to Japan, I read some papers and websites on *pluriliteracies*. Honestly speaking, I am still not sure if my understanding is correct, but I said, "gotcha!" when I saw the description in Meyer et al. (2015: 3):

Helping our students become pluriliterate (= acquiring subject literacy in more than one language) will empower them to construct and communicate knowledge purposefully and successfully across languages and cultures and prepare them for living and working in the Knowledge Age.

In my interpretation, the aim of pluriliteracies teaching for learning is to get a student to become "a scientist." When I read this, I thought that "Oh, I wanted to do this for a long time! And I can do it," because that is exactly what I am doing - science - which I like to do. I am always thinking of how I can share what I am doing. To be more precise, what I want to teach is always what and how I am studying for my research.

When we do science, we always use language. In addition, when it comes to assessment, language should be the “primary evidence for learning” (cf. Dalton-Puffer, 2013). In this sense, cognitive discourse functions (CDFs) should be the main objectives of the learning in CLIL.

CDFs types (Dalton-Puffer, 2013: 235 table 1)

Function Type	Communicative Intention	Label
<i>Type 1</i>	I tell you how we can cut up the world according to certain ideas	CLASSIFY
<i>Type 2</i>	I tell you about the extension of this object of specialist knowledge	DEFINE
<i>Type 3</i>	I tell you details of what can be seen (also metaphorically)	DESCRIBE
<i>Type 4</i>	I tell you what my position is vis a vis X	EVALUATE
<i>Type 5</i>	I give you reasons for and tell you cause/s of X	EXPLAIN
<i>Type 6</i>	I tell you something that is potential	EXPLORE
<i>Type 7</i>	I tell you about sth. external to our immediate context on which I have a legitimate knowledge claim	REPORT

In these CDFs, DEFINE seems the most important and should be introduced in the earliest stages of the class because a definition is most frequently used for describing new concepts in any area. In order to do scientific work, you should understand a lot of new words in a very strict way. However, Dalton-Puffer (2004) pointed out that in the CLIL class they observed, definitions didn't appear as frequently as it should.

Considering the fact that teaching subject specific concepts and their respective meaning extension is a central aspect of content teaching, definitions are a surprisingly infrequent phenomenon in the data. In 17 out of 43 lessons (40%) no instances of defining could be identified at all. Under these circumstances, it may be unsurprising that the lexemes definition or define do not occur at all in the entire data corpus. And since the genre is not even named, it is equally unsurprising that there is no meta-talk about it. The written materials used during the lessons did not contain any definitions and as no writing tasks are set in these lessons, written definitions can also be discounted.

So I decided to introduce how to define things in the first class in this semester. The construction of definitions can be basically formulated as seen below (cf. Swales, 1971):

- Definition

$$T = G + (d_a + d_b + d_c + \dots + d_n)$$

Ex. A catalyst (T) is a substance (G) which alters the rate at which a chemical reaction occurs (d_a) but is itself unchanged at the end of the reaction (d_b).

I believe that it could be of great help for Japanese learners to know this formula because, in the Japanese language, it is not as obvious as in English how to define things. Learning the way to define things in English may help them understand the concept of definition.

As I said in the first paragraph, this seminar makes me think of the question: what is English education for? According to CLIL pedagogy, in my understanding, the tentative answer is to get a student to be a “scientist.” In order to do so, I am really happy to show my students what I am doing as a scientist and enjoy doing science with them.

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Putting CLIL into Practice in a Japanese University Context

Hirosada IWASAKI, University of Tsukuba

Introduction

The J-CLIL Summer Seminar 2018 in Scotland gave the attendees a variety of insight into promoting Content and Language Integrated Learning (CLIL) in Japan. This included such issues as (a) national teaching guidelines, (b) learner needs, (c) motivation, (d) teaching materials, (e) instructors' language proficiency and (f) teaching methods. Teaching both general English classes and applied linguistics using CLIL at the university level, and the seminar certainly gave me a chance to reflect on my current practices and what I envision for my future teaching.

In general, Japanese university students already have acquired basic declarative knowledge of English after learning in their high school English classes and preparing for the entrance examinations that include English. However, they do not have enough chances to use English inside and outside their university classes. Tohoku University, for example, shows that the TOEFL scores of their 3rd-year students have not increased compared with those in their 1st year (Sugimoto, 2018), and my university's unpublished report basically reveals the same situation.

This demonstrates that in most cases the students' declarative knowledge of English has not developed into procedural knowledge. Therefore, as Professor Alan Dobson said in his seminar lecture, we, as language teachers, need to give students opportunities to manipulate newly acquired language knowledge.

Theoretical Background

To improve the situation at my university, CLIL is probably one of the most influential frameworks. This is a dual-focused education approach to both content and language, focusing on 4Cs: content, cognition, communication, and community (Coyle, Hood & Marsh, 2010). Through an English medium of instruction, students are expected to be autonomous and have more opportunities to use the target language.

This notion is in accord with theories, like the Involvement Load Hypothesis (Hulstijn & Laufer, 2001) and Activity Theory (Stull & Mayer, 2007). The former claims that the use of various channels enhances language acquisition and the latter similarly maintains that integrated activities enhance learning.

What these theories imply for Japanese universities is that Japanese students need to learn to use English through various situations and methods.

Summary Task for Putting CLIL into Practice in Linguistics Courses

At the seminar, I demonstrated how presentation tasks are used to promote CLIL in my university's applied linguistics class as well as its value in giving students feedback. This is an ongoing project and it still needs further empirical research.

The task given to students in my class is a summary presentation in English based on a given text in the student's field. The students summarize the assigned chapters or sections in English with PowerPoint slides. In so doing, those students are requested to do the following:

- (1) First, explain technical terms with a bilingual glossary.
- (2) Paraphrase or rephrase low-frequency words (except technical words, which need definitions or explanations rather than paraphrasing).
- (3) Use keywords only, rather than full sentences, on slides. (The students use the slides instead of reading from a memo.)
- (4) Use a graphic organizer in each slide.

To be more specific, item (1) prepares the audience to learn new notions or technical terms on a slide, as shown in the box below:

- | |
|--|
| <ul style="list-style-type: none">• second language acquisition (SLA) 第二言語習得• L1 transfer 母語の転移• code-switching コードの切り替え• interlanguage (IL) 中間言語 |
|--|

These technical terms are to be defined or explained again in English in the presentation.

Item (2) encourages presenters to avoid difficult expressions (unless they are technical terms to be learned) so that the audience can understand the content better. For example, when the source material said, "These are materials that *capitalize on* the learners' strength," the presenter paraphrased the italic expression and simply said, "These are materials that *use* the learners' strength." This, however, is not easy for Japanese students and I give them practice by using a monolingual dictionary. This means that students are encouraged to use monolingual definitions as a sample for paraphrasing or rephrasing.

Item (3) requires presenters to avoid full sentences on slides (except the slide's title) and use phrases or keywords only so that the audience can focus on what the

speaker is saying rather than reading the slide. This also gives the speaker a chance to practice making full sentences out of phrases on the slides. The following is an example:

<p style="text-align: center;">How Do Children Acquire Grammar?</p> <p style="text-align: center;">Hypothesis: Imitate the language of people around them</p> <p style="text-align: center;">Problem: Poverty of stimuli</p>
--

It should be noted here that students are not allowed to read from a memo; rather, they are encouraged to look at the keywords on the slide and explain them with full sentences. With the slide above, for example, the speaker actually said, “There is a hypothesis about grammar acquisition. It says that children acquire grammar by imitating the language of people around them, but there is a big problem. Babies or children don’t have enough input stimuli for learning adults’ grammar.” This is meant as practice to avoid memorization by combining words together and paying attention to collocations and fixed phrases to be used in the presentation.

Item (4) encourages the use of graphic organizers such as tables, figures, and illustrations even if they are not in the source materials. Often students use illustrations taken from the Internet or make their own tables to clarify the content. This helps the audience to understand the content, and also it is expected to help the speaker to organize what they have read and how they make a presentation.

I believe that this brief report of my CLIL class on linguistics has several implications. The feedback I have received at the seminar includes the following: (a) students’ proficiency levels need to be taken into consideration; in other words, which levels this method works best for needs further research; (b) paraphrasing is certainly good for the audience and the speakers themselves, but how monolingual dictionaries are used needs more clarification; and (c) how collaborative learning can be incorporated into such a presentation task needs more planning.

Conclusion

The CLIL seminar has provided me with a good opportunity to reflect on what I have been doing in my classroom by not only receiving immediate feedback for my

presentation but also by sharing many other ideas in CLIL classes shown by other participants. The future success of CLIL classes relies on having continuous occasions like this to share ideas and to conduct empirical research in this field, in order to help our students to be more autonomous in learning and manipulating language.

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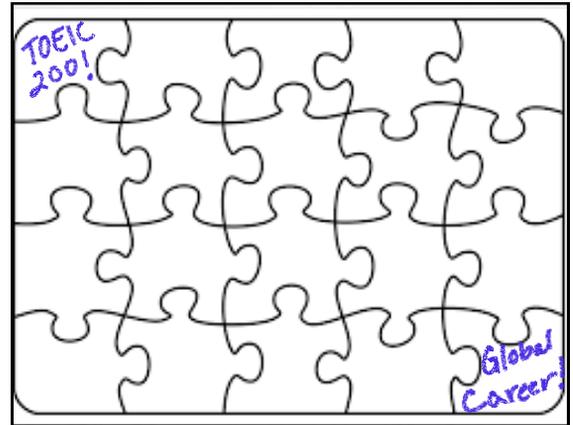
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はじめまして。「転職」と申します。

Michele Joel



STEP 1 English Skills
1 1年秋学期
2 2年春学期



基礎的な英語力を養う

- 少人数によるモチベーション重視型の英語学習
- 座学形式の講義とマンツーマンのオンラインレッスンによる英会話講座
- グローバルに活躍するゲスト講師によるレクチャー

STEP 2 Business Skills
1 1年秋学期
2 2年春学期



英語での思考・議論・発表とビジネススキルの習得

- 論理的思考の習得と英語での議論・発表の経験値を高める
- ビジネスパーソンに求められる基本スキルの習得

QQ English

科目	履修時期	単位
Oral Communication 1	1前	2
Oral Communication 2	1後	2
Academic Writing 1	1前	2
Academic Writing 2	1後	2
Academic Writing 3	2前	2
Recent Topics in English	2前	2
Business Communication 1	2後～	2

GCP関連科目 (選択必修、8単位)

科目	履修時期	単位
Critical Thinking	1後	2
Global Career Development	1後	2
Communication for Business	2前～	2
Japan Studies	2前～	2
Public Speaking in English	2前～	2

学部英語科目 (必修、8単位)

科目	履修時期	単位
英語I	1前	2
英語II	1前	2
英語III	1後	2
英語IV	1後	2



First year students teaching American College students about Japan.

STEP 3 Study Abroad



将来を考える・海外で学ぶ

- 半年または一年間の海外協定校への留学・短期語学研修
- グローバル・キャリアに向けたキャリア教育

Choose a Concentration

- Management
- Economics
- Law
- Finance
- International Relations
- Marketing
- Global Health

Business Skills in English!

STEP 4 3年専攻科目

GCPグローバル専門科目 (Introductory)
(選択必修、4単位以上)

科目	履修可能時期	単位
Introduction to Business	2後～	2
Introduction to Economics	2後～	2
Introduction to Global Health Issues	2後～	2
Introduction to International Relations	2後～	2

英語で社会科学を学ぶ
* 経済やビジネスなど専門的な科目を英語で学ぶ。

Future EMI Classes
From 200 TOEIC to EMI?

Why are students not preparing?

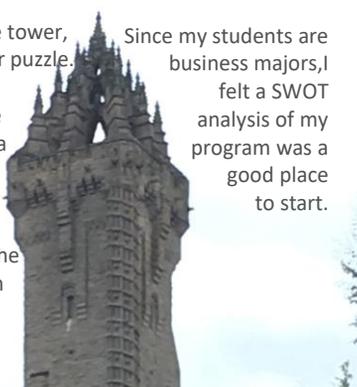
Where is it going wrong?

How do I get them focused?

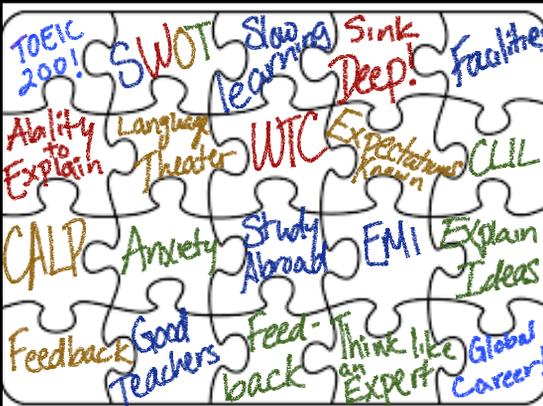
GCPグローバル専門科目 (Progressive)
(選択必修、6単位以上)

科目	履修可能時期	単位
Monetary Policy and Financial System	2後～	2
Fiscal Policy and Tax System in Japan	2後～	2
Culture and Business	2後～	2
Global Health and Social Justice	2後～	2
Marketing	2後～	2
History of Innovation & Science	2後～	2
Interdisciplinary Seminar I	2後～	2
Interdisciplinary Seminar II	3～4	2

At the top of the tower, there was a floor puzzle. This children's puzzle gave me the idea that all we were learning during the conference were pieces of the puzzle I had with my students not being self motivated.



Since my students are business majors, I felt a SWOT analysis of my program was a good place to start.



TOEIC 200! SWOT Slow Learning Sink Deep! Facilities
Ability to Explain Language Theater WTC Expectations CLIL
CALP Anxiety Study Abroad EMI Explain Ideas
Feedback Good Teachers Feed-back Think like an Expert Global Career!

Conference bits I wanted to incorporate into the puzzle

- CLIL is not about language learning, it is about learning.
- Integrated Learning: being able to explain what you learned in your own words.
- Academic Literacy: becoming an expert in your field-thinking like an expert.
- Teacher competence in the CLIL language vs. confidence with a generous portion of WTC!
- Students need to be able to choose their register.
- General Good Practice: of the 7, I need to focus most on making my high expectations known to students, giving clear instructions, and forcing active involvement of all students.
- Feedback
- Giving opportunities to use new language lets it sink deep.
- Anxiety can induce success.
- SWOT
- CLIL is an imaginary world in the "language theatre."
- How do I know they know?
- EMI: what does teaching this subject in English bring to the subject?
- Why educate in English?

Choosing content for CLIL to facilitate deep learning: video linking with overseas partners for CLIL

Eleanor KANE, University of Shimane

Rushing through content in order to satisfy the demands of a curriculum will not create opportunities for deep learning and will not lead to literacy development. Content that has not been processed or conceptualised by learners is meaningless to them and will soon be forgotten (Meyer, Halbach, & Coyle, 2015, p. 7).

How should language teachers, with our backgrounds in education and linguistics, used to basing our classes on theories of Second Language Acquisition, include content in our classes? How do we create courses that develop our students' factual, procedural and meta-cognitive knowledge in addition to providing rich language input and opportunities for output? And how do we ensure a focus on both knowledge construction and meaning-making, and not simple mechanical language tasks? This short reflection paper details some ideas I'd been mulling over both before and after the seminar, beginning with my understanding of 4D planning for pluriliteracies, and concluding with some concrete examples of how I hope to alter my courses to further deeper learning, including more video collaboration with overseas content specialists.

Kevin Schuck's workshop introduced the idea of 4D planning for pluriliteracies. Meyer, Coyle, Halbach, Schuck, and Ting (2015) discuss how CLIL is failing to reach its potential because academic language competence is not being addressed in too many classrooms; in particular productive language skills and mastery of appropriate academic discourse is not being developed (p. 43). Their model focuses on deep learning: 'putting literacies development at the centre will challenge teachers to focus on subject-specific task performance in order to empower their learners to actively engage in subject-specific discourses' (Meyer et al, 2015, p. 50). Schuck recommended in his workshop that teachers consider the Length (order of instruction and learning), Width (the subject

discipline and cognitive processes), Height or depth of the content (students are afforded time to think about the content more deeply) and Time (environment, spaces, and duration). If I have interpreted Schuck's ideas correctly, CLIL teachers must consider knowledge and skill building, learners' personal growth, how learners will demonstrate their understanding in an appropriate manner, and how that learning is assessed through students' commitment and achievements. We start with our content (the content and skills we want our students to master) and then begin to plan in what depth students can learn in the given time with the physical spaces and resources available to us, bearing in mind how learners will demonstrate their learning in a genre appropriate manner. Lopez-Medina provides a useful checklist for CLIL textbook evaluation, which can also be usefully applied to our own materials when designing courses (2016, p. 172-173).

So how do we identify suitable content? Many university language teachers in Japan have a great advantage over colleagues who teach younger learners: we are free from Ministry of Education-approved textbooks that presuppose a prescriptive grammar approach, or 'a language learning model based on grammatical chronology' (Coyle, 2015, p. 98). We are also free from high stakes exit tests. Indeed, the Japanese Ministry of Education is encouraging EMI in tertiary education both to improve Japanese students' English skills and also to increase the number of international students (Tsuchiya & Perez Murillo, 2015, p. 28). However, many language teachers feel reluctant to teach about topics they are not entirely familiar with, hence the rise of environmental issues and culture-focused textbooks, subjects that an educated reader holds an opinion upon and has some background knowledge of. In my own situation as a language teacher, when I create courses, I look to my faculty's diploma policy as overarching guidelines and begin to plan courses which will work towards these goals of fostering leadership ability, critical thinking, intercultural communicative competence, and language skills.

One solution to the conundrum of what content to teach for language teachers is that we can learn alongside students. The teaching paradigm of an expert passing on knowledge to a novice is outdated in the twenty-first century when our students can discover all the facts and figures they need online. With

access to technology, our students can take more responsibility for finding basic information, but need teacher guidance in how to interpret critically, apply, and demonstrate understanding and so on.

Another, and more challenging solution to our content dilemma, is to work with content specialist colleagues. This requires support from the institution allowing teachers time to consult and plan together in addition to their classroom commitments. A pluriliteracies approach advocates subject-specific literacies (Meyer et al. 2015, p. 46). If we are to adopt a pluriliteracies approach it is doubtful that language teachers alone can identify the genre-specific discourse that learners must learn to produce. As Professor Coyle pointed out in her lecture: ‘Academic language is nobody’s mother tongue.’ A considered approach to CLIL should provide our students with both successful internalization of content knowledge and acquisition of discipline-specific literacies. For language teachers in Japan, it would seem that working with content specialist colleagues is a direction we need to explore more. From my own experience, I have worked with professors in midwifery in Scotland and Japan to facilitate video links where students shared best practices. While I did not have the content knowledge to teach, I was able to connect the students and professors using various scaffolding tasks outlined in Kane (2016). I’m also working with partners in Theatre Education to help students collaborate on the creation of plays to help intercultural learning for younger learners. However, after attending the J-CLIL teacher education seminar I am very aware that students’ written discourse is not yet being addressed adequately in my classrooms.

UNESCO’s four pillars of education: learning to know, learning to do, learning to be, and learning to live together are fundamental guiding principles of education which can be applied to a myriad of contexts. Given the demographic issues facing Japan (the extremely low birth rate and the increase in international marriages), CLIL in my context in my institution in Japan means educating future global citizens, with intercultural awareness and understanding, who are tolerant people, not just proficient English users, capable of working with and living alongside the many peoples of the world who are becoming indispensable to Japan.

In alignment with UNESCO's four pillars and the pedagogic principles of CLIL—one of the 4Cs is after all culture—the development of intercultural communicative competence as subject content seems appropriate in my context. Recent research from Porto (2015) details a bilateral university project on intercultural citizenship between Argentina and the UK, which not only developed students' procedural knowledge using a foreign language but also developed plurilingual competences. This semester, I am planning use to activities suggested in Ingrid Piller's 2011 book, *Intercultural Communication*, and work with overseas students to compare findings in Japan and in their settings. Video linking technology allows students around the world to work together. Students use English as a tool to collaborate with their overseas partners in real-time. When students work one-to-one with partners from overseas outside of video-linking class, they soon realize that not all issues are caused by a lack of language skills. In fact, they note that language issues are the ones soonest cleared up when one student realizes they have misunderstood a word or tense. (One of my Chinese students had a few online interactions with her Dutch partner about 'marathon viewing' thinking that her partner was a runner and not a binge-watcher of TV series.) What students struggled with most was working in different time zones, not receiving replies from partners, and realizing that they had not prepared as much as partners for the video link day. As one student last semester reflected at the end of a semester of linking with Peru and Taiwan, 'I learned that preparation is also politeness.' In contrast, to Porto's study, my video links only last for a month or so, or take place two or three times over the semester. I hope to develop more permanent links with Japanese departments whose students can also speak English in order to design better courses for students. My students would certainly benefit from using Japanese with learners of the language, and it might lead to the kind of reflection about strategies to use noted in Porto (2015, p. 8).

While purpose-built shared learning environments with ceiling to floor video screens can make it seem that partner classes are in the same space, our students' smartphones are equipped with enough technology to do the job. Still, there needs to be some redesign of learning spaces to give students enough space and privacy to conduct one-to-one conversations with their partners via video

linking on their phones during class. This semester several of my students asked permission to leave the classroom when they were supposed to be instant messaging their overseas partners so that they could video link one-to-one instead; my future classes will encourage students to take that option over instant messaging if they wish. The technology is no longer an issue: what is required is thoughtful planning, collaboration, and a great deal of cooperation between partner institutions.

CLIL demands that we provide our students with rich language input and opportunities for output. I would argue that video linking for CLIL can provide these opportunities. While Lo and Macaro (2015) demonstrate that CLIL classes are often dominated by teacher talk, using video linking for CLIL would seem to make it more likely that students will engage in meaning-making with their overseas peers.

The language triptych explained in Coyle, Hood, and Marsh (2010) helps teachers identify the lexis our students need; it would be short-sighted to limit key vocabulary to specialist jargon. In addition to the language *of* learning or content-obligatory language (in my context the language to discuss intercultural awareness and banal nationalism) the key phrases and subject specific vocabulary, teachers must also be sure to provide the language *for* learning, the language that students need to complete tasks. In my context, the language *for* learning includes how to deal with various types of communication breakdown during video links such as when students can't hear, when they don't understand a certain word, when a partner is speaking too fast or too softly, and how to avoid misunderstandings for example by prefacing difficult questions with softening expressions and how to make it more likely that a partner responds to your requests in time and so on. Language *through* learning is demonstrated when students can show their learning: opportunities for students to reflect and share their learning allow them to recycle language as they express the new knowledge they have gained. In my context, students write a reflection piece at the end of the semester outlining what they learned from the links with overseas students. I realize that they need more structure to that writing piece if students are to avoid simply cataloguing superficial surface differences between the countries. In our final class, they

present these findings to classmates. Many students take the time to contact their overseas partners for these reflection pieces to ensure they understood what their partner was saying. This practice encompasses the three items of the language triptych and my course next year will require all students to request feedback from their overseas partners.

Throughout the J-CLIL seminar, presenters reminded us that we must find an approach to CLIL appropriate to Japan. In Europe, CLIL research and implementation often seems to focus on formal schooling for young people. In contrast to Europe, however, where it seems that *content* teachers are teaching with a CLIL approach, using a language focus to encourage their students to pay more attention than when they learn in their first language, in Japan the situation is often that *language* teachers are trying to introduce more subject content into classes. When the European models concentrate on maths or geography for example for primary and secondary school students, it is crucial for teachers in Japan to develop our own models and materials, and share our ideas widely in order to create more context-specific CLIL for students in Japanese schools. The J-CLIL seminar held at the University of Stirling was a fine example of such a professional network, and I would like to express my gratitude to Professor Sasajima, the presenters, and all my fellow participants.

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A Turning Point for My Teaching

Anita KOIKE, Toyo University

Implementing CLIL (Content and Language Integrated Learning) has been a turning point and a re-starting point for my teaching career. Before I discovered CLIL, my research focus had been mostly on Immersion Education, which originated in Canada and is a teaching method that is directly connected to Canadian identity and society. Even though the social situation there is different from that of most countries in Asia, it had been an ideal learning and teaching method for me since I was studying in the UK. Personally, I think the most effective way to learn a foreign language is to be involved in the environment of that language, such as the natural conditions for acquiring our first language or learning a language in a second language environment. However, in Japan, learning a foreign language takes place in a more artificial setting, and that makes it difficult. After starting my teaching career, no matter how hard I tried in classes, I realized that it didn't really fit into the learning context and reality of Japan. This is not only because English is not used outside the classroom in Japan as an official or second language, but also because the motivation for most Japanese students has been more focused on passing entrance examinations than on communication, at least until recently. As the learners' motivation is quite different in Japan from that in Canada, it is not easy to implement immersion learning and teaching in the class without school support, parents' understanding and students' high learning motivation.

Surely we can say the same thing about CLIL; however, CLIL seems to be more realistic in the context of Japanese society and more compatible with current education and global needs. After I learned more about CLIL, a lot of things I had been searching for suddenly made sense to me. It was just like a lighthouse for me in my teaching career. I understood that it would not be easy but I felt a ray of hope and a different kind of energy flowing into my teaching life when I learned about CLIL in 2008. At that time, we were studying the 'ABCs' of six world regions and the students were able to use English for a clear and practical purpose by learning some important facts about the world. There are still many questions we have to think about and problems to solve, and a lot of preparation we have to do before or during implement CLIL. As Professor Do Coyle mentioned in the summer seminar in Stirling: "CLIL is not a panacea or an answer, and expectations need to be managed." It is definitely not easier for the teachers or the students. It is in fact more complicated.

I have been a language teacher since 2001 and the biggest obstacle in the first few years of my teaching career was the big gap between the real English learning situation and my ideal of an English learning environment. I have tried many different kinds of communicative approaches and used various commercial textbooks published by major publishing companies such as Longman, Oxford University Press, and Cambridge University Press. I used to use those textbooks in most of my classes. However, most of the role plays and exercises were based on learners' imagination, which is what I meant by an 'artificial setting' earlier. In order to help students to get more concrete ideas when they practice their English, I have been choosing topics and making my own worksheets most of the time depending on each classes' needs, students' interests and levels especially since I started using CLIL in 2008. My priority has become how to connect their interests, their daily life to English learning and that's why it became boring for me to just use the textbook without making any adjustments. From my point of view, I think that it is essential for teachers to have fun when choosing and planning their lessons. Materials used in class are important but I believe that how teachers use the materials is more crucial and could make bigger differences.

When we implement CLIL, it will be a big challenge not only for language teachers but also for subject teachers to arrange their teaching. Simple translation from Japanese to English will not do. I also heard that some colleagues working in Europe have similar problems regarding the textbooks they use and the difficulties in rearranging the textbook in order to focus on both content and language learning. Professor Do Coyle also mentioned that CLIL is all about 'deep learning.' Indeed, teachers need to support learners by helping them to actively engage in the content and use their own words to talk about it. No matter what excellent materials are used in class, in order to achieve more, all students need to have more output practice, opportunities to use English (particularly speaking and writing), as often as possible. I like to use different approaches and exercises to keep their motivation high and make the learning process deeper and more productive. However, there is always a limit when the materials or the content are not practical or authentic enough. Therefore, implementing CLIL will bring more meaningful and practical learning outcomes and motivation for our students. It might be a lot of extra work for the teachers but to make learning more meaningful, using CLIL methodology would be more realistic and practical. It certainly requires a lot of collaboration with other teachers, but subject teachers and language teachers should work together and help each other in this challenge; it will be a good opportunity to build up a strong teaching team by sharing ideas and expertise. Teachers usually work alone. Most of the time we work independently, even though we may have

a lot of meetings regarding students, school events, school policy, parent-teacher talk and so on, but not much time is spent discussing teaching itself. CLIL may not be the panacea for everything, but personally, I believe it is a stimulant for most teachers to reflect, rethink, reorganize and reconnect to each other. CLIL certainly will bring a new challenge not only to the subject teachers but also to the language teachers, by giving them a new role.

On the other hand, implementing CLIL could make the students and teachers more anxious. In the seminar, we also discussed how it is better for teachers to have learner experiences, which will help them to recall the feelings and fear they had when they learned a new language. In my childhood and my high school days, I was lucky to have the opportunity to learn in two different countries, which gave me different vantage points to see and learn about English education in general. It also helped me to build up my own teaching philosophy and a strong motivation for me to pursue my career. In my class, instead of focusing too much on grammatical correctness, I try to make students feel comfortable and free to communicate and express their ideas in English. Especially because of the limited chances to use English and the traditional exam policy in Japan, many students have great knowledge of grammar but are not good at using it in actual conversation. Therefore, it is more meaningful for them to learn how to use what they already know, and acquire the language practically, and CLIL is exactly what I have been looking for. I studied CLIL and have had the opportunity to attend different courses and conferences on the subject in different European countries for the past 5 years. I have shared ideas with different subject teachers from different schools and countries. It was a great opportunity to know about the worries and difficulties that subject teachers are facing. Our discussions and idea sharing taught me that there should be collegiality between subject teachers and language teachers. It would really be much better to work together, to go through difficulties and share responsibilities.

As a language teacher, it is not always easy to find the content to teach. As I mentioned earlier, I can surely ask students to imagine some situations and do some role plays, but there is always a limit. Now that I know and have been learning more about CLIL, to make myself more useful than just a language teacher knowing some teaching methods and techniques, I would like to help subject teachers to learn how to deliver their content in English and share some teaching tips about ways to explain some ideas and concepts in English. I have been searching for my own content by reading different books and attending various workshops. I have become interested in “mindfulness” in recent years, and it has become one of my research topics to explore. I would like to use

mindfulness as my “subject” to help both the teachers’ and students’ well-being.

Many communicative methods have been tried and explored, and much has already been discussed and done to meet the demand for effective and communicative language teaching and learning. CLIL is not a panacea, but I believe that it will bring great motivation and potential for learning and teaching in English.

My Reflections of the 2018 J-CLIL Seminar

Kimiko KOSEKI, Toyo Eiwa University/Seijo University

The J-CLIL Summer Seminar 2018 started with Dr. Do Coyle's statement that CLIL teachers should strive to achieve the United Nations' Sustainable Development Goals. She also stated that CLIL is based on UNESCO's four pillars of education: (1) learning to know - a broad general knowledge with the opportunity to work in depth on a small number of subjects; (2) learning to do - to acquire not only occupational skills but also the competence to deal with many situations and to work in teams; (3) learning to be - to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility; and (4) learning to live together - by developing an understanding of other people and an appreciation of interdependence. When I heard these statements, I recognized that CLIL was not just a methodology to teach certain contents or subjects in a foreign language, but also an education reform movement to foster global citizens. Dr. Do Coyle emphasized that global citizens should be *pluriliterate* and CLIL teachers are fostering "pluriliterate citizens in tomorrow's world" (Coyle, 2015, p. 99). On the other hand, Dr. Richard Johnstone emphasized that CLIL aimed to foster good qualities in people and language education should be linked to the Universal Declaration of Human Rights. I have taught global issues in my CLIL classes to raise my students' global awareness. However, in this seminar, I learned that a major goal of CLIL itself was to cultivate students' global mindset.

Dr. Coyle suggested that CLIL teachers should develop students' plurilingual and *pluricultural* competences through CLIL lessons. The Council of Europe defined *plurilingual* as "an individual ability to 'use several languages to varying degrees and for distinct purposes' across several cultures" (Coyle, 2015). According to the European Centre for Modern Language, "Plurilingual and pluricultural competence...constitutes a global and complex competence of which the speaker can avail himself or herself in situations characterized by plurality" (Coyle, 2015). Therefore, CLIL classes give learners plurilingual and pluricultural experiences and these experiences develop their global mindset, which I want to foster in my students. Also, these plurilingual and pluricultural experiences will develop learners' competence to cope with multidimensional problems in our current world. Results from PISA of OECD show that Japanese students lack this ability. Therefore, CLIL seems to be beneficial for Japanese students in this area, too.

Regarding *culture*, Dr. Coyle explained to us that *culture* in CLIL was twofold: social culture and academic culture. Social culture is the culture that each community or

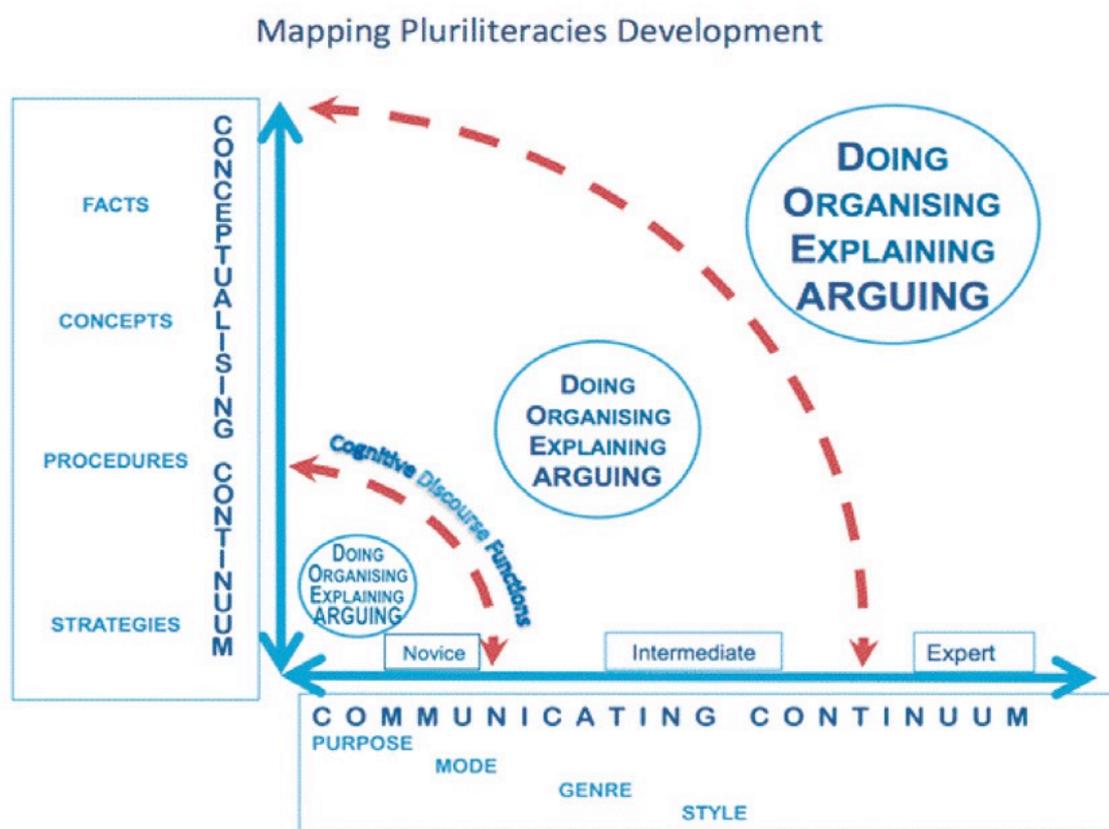
family has while academic culture is culture that each academic field and subject has. She indicated that each academic field or subject had its own language and culture. Additionally, academic language and culture further create its own academic discourse, which is the basis of each academic literacy. I had already known the difference between BICS and CALP, but academic discourses that Dr. Coyle taught us seemed to be beyond BICS and CALP. For example, the discourse in a science report of an experiment can be different from the discourse in a history paper. Her explanation reminded me of the fact that many immigrant children in Japan acquire Japanese daily conversation rather easily by playing with Japanese classmates, but many of them drop out or are left behind because they cannot follow their classes. Dr. Coyle's explanation about academic discourses depending on each subject made me realize that difficulties that immigrant children face at school might not be only *language of learning* (content-obligatory language) and *language for learning* (content-compatible language), but also a subject-specific discourse of each subject.

In addition, Dr. Coyle indicated that English is not only a communication tool but also a learning tool. Since Japan is an unusual country where we can get the highest forms of education, even a PhD level of education, in our own language. Therefore, we rarely think of a foreign language as being a learning tool. However, from my experience in attending an American graduate school, I agree with Dr. Coyle's as well as other lecturers' discussions that learning in a foreign language helps us acquire plurilingual and pluricultural competence as well as broaden our perspectives. Many Japanese are satisfied with their convenient life and do not feel it is a necessity to learn foreign languages, which is our major challenge in teaching a foreign language in Japan. It is partly because we can get whatever we want in our own language and partly because we can get the highest level of education in our own language. It may also be partly because Japan is not connected with any country by land. Because of these reasons, Japan is easily isolated from the world. However, the Japanese population has been rapidly aging; therefore, we need to accept immigrants to help younger generations support elderly people. Actually, the number of immigrants in Japan has been increasing each year. One of the serious, current problems in Japan is that Japan does not ensure those immigrants' children's rights to education. The children of immigrants in Japan can attend Japanese public schools, but there are neither established systems to teach them Japanese nor content subject classes given in foreign languages such as English in most Japanese schools. Therefore, we should think more seriously about languages as a learning tool.

Another important aspect of CLIL that I learned from Dr. Coyle's lecture was

the Graz Group pluriliteracies model.

Figure 1. The Graz Group Pluriliteracies Model (2014)



Adapted from Coyle, 2015, p. 98.

This model shows how students' thinking and learning deepen by integration of progression of learners' knowledge construction (factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge) and development of language (purpose, mode (e.g., speaking, writing, image), genre (e.g., genre of doing, genre of organizing, genre of explaining, and genre of arguing), style (e.g., formal, informal)). This model also shows that development of four major activity domains: doing (e.g., procedure, procedure recount), organizing (e.g., descriptive and taxonomic report), explaining (e.g., sequential, causal, theoretical, factorial, and consequential and exploration), and arguing (e.g., exposition, discussion) (Coyle, 2015). From this model, I learned two implications: One was I should give my students more activities in which they do something, instead of listening to my explanations or answering my comprehension questions. The other implication was the importance of observing how each student conceptualizes new ideas by organizing information they have learned in

their own brain and then helping them to internalize it. However, it can be challenging in Japan because we have more than 40 students in each class at elementary, junior high, and senior high schools. Even at the university level, we have 20-25 students in each class. Therefore, we should create well-designed tasks to help our students develop their learning as shown in Figure 1. I am planning to design activities during the break before the next school year.

Dr. Johnstone's lecture was also eye-opening for me. He indicated that language education should exploit positive features of the modern world such as information and computing technology and should be linked to themes that are consistent with the Universal Declaration of Human Rights. He then explained that the target language in CLIL classes does not need to be a major language. Rather, it can be a minority language such as Scottish, Gaelic, Irish, and Welsh. Before attending this seminar, I was not able to understand why CLIL was popular in Scotland which was a part of the UK and whose people were English native speakers even though they spoke English with a Scottish accent. However, I learned from this seminar that various languages in Scotland were an important part of their culture and they need to protect their minor languages from English to preserve their own culture. Therefore, in Japan, maybe we should have CLIL classes in Ainu language (a language of indigenous people in Japan). To sum up, Dr. Johnstone's lecture taught me the importance of language in culture and the importance of teacher's beliefs.

In his lecture, Dr. Johnstone also told us that we should think about why we wanted to have bilingual education in Japan. Since we are busy, we often forget to think about the reasons for our teaching implementations. However, we should think about them because teachers' beliefs are the basis of their instructions as Dr. Johnstone taught us.

Mr. Kevin Schuck taught us about learner-centeredness in CLIL classes and how skillfully teachers could lead students as mentors, guides, or facilitators. Teachers at his school seemed to have many meetings to discuss about their teaching as well as their students. I thought this type of cooperation among teachers should be very important for effective CLIL practices. Ms. Suzanne Dijon explained about her CLIL classes in France. She told us that her students listened to her more carefully in CLIL classes and, therefore, their scores could be higher in CLIL classes in which she taught biology in English. This was very interesting.

In conclusion, I learned from this summer seminar that CLIL was a framework to broaden our students' global perspectives and prepare them to survive in the globalized world. By acquiring plurilingual and pluricultural competences, our students

will probably understand and accept different perspectives more easily in addition to being able to live effectively in a globalized world. Experiences to think deeply by organizing various pieces of information as well as conceptualizing and internalizing them will equip our students not only with knowledge but also with skills to make use of their knowledge to solve complex problems in the real world. Therefore, CLIL teachers in Japan should pull our students out from their isolated comfortable dens and prepare them for their future happiness. These days national particularism, which is opposite to the world peace, has been increasing in the world. The only way to change the direction and make the world head toward peace is ultimately education. For this purpose, CLIL can be an answer to build a peaceful world where people help each other to solve difficult global problems together. The 2018 J-CLIL summer seminar was a good opportunity for me to know various possibilities of CLIL.

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Reflections from the 2018 J-CLIL Seminar at the University of Stirling: Implementing CLIL in a Japanese National University

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For the past few years, I have been teaching “English for Liberal Arts (ELA),” “English for General Academic Purposes (EGAP)” and “English for Specific Academic Purposes (ESAP)” to 1st and 2nd year students at a national university. These subjects are part of the university’s syllabi to prepare students for their specialized fields. As an English teacher, the challenge that I always face with these classes is how to provide a smooth transition for the students in taking them from the skills needed to partake in general English classes to those needed for classes that focus on their specialized fields. It is my intention that students acquire the skills that will become a foundation for their further research studies and career progress after graduation. Moreover, in the interests of “globalization,” it is crucial, especially for Japanese university students of this era, to be able to express their opinions confidently, cooperate with other colleagues and present their work to people of different cultures. I believe the CLIL methodology can help imbue them with these abilities.

The 2018 J-CLIL seminar at the University of Stirling has given me a deeper understanding of CLIL. Most importantly, the passionate lecturers and participants have inspired me to reflect on my current methodology and pedagogy in order to make improvements in my classes. The purpose here is to reflect on the seminar with an examination of the following questions: What kinds of skills are actually necessary for my students? What do my classes lack in terms of a CLIL perspective? How can CLIL be successful in tertiary English language classes?

Professor Richard Johnstone mentioned in the seminar that, “focusing on the learners is the best CLIL recipe.” Overall, I find my students diligent, obedient and shy. However, one of my recent concerns with many of my students is that they seem to be too shy, or reluctant to respond to, or ask questions in English autonomously compared to foreign exchange students. In my previous research, Japanese students who are taught exclusively in English experienced difficulties in trying to ask questions to their instructor in English. This is in contrast with the relative ease with which they answer an instructor’s question (Kuramoto, 2017). Although further research is required to understand in detail their difficulties and discomfort with this activity, this is one aspect of their learning behavior that Japanese students should overcome in order to reach a point where they are able to speak out and express themselves in English with people

from different cultures.

Another concern is that students may encounter difficulties when working with their colleagues in the future. I find that some of my students exhibit such difficulties. For example, whilst completing tasks in a group, they exhibit a tendency of avoiding face-to-face communication and collaboration with other students, especially with students they are unfamiliar with. Although my intention is to have students complete a task through cooperation, I have noticed with some groups, that they simply split the task, work individually and compile their respective separate components at the end. Being able to work independently is an important skill. However, working together with people is an experience that is difficult to avoid in the future. Through my observation of students involved in group work activities, the collaboration helps students learn from each other. As Devos (2016) mentions, social interactions in a meaningful context with help from a more skilled peer, triggers development in students that help them move to the next stage in their learning process. Therefore, along with their practice of communication and collaboration skills, deeper learning can be expected through group activities.

As I have mentioned, my concerns are centered upon how to make my students more active and comfortable when working with other students in the classroom. In the seminar, Professor Do Coyle mentioned that language plays a very important role in conceptualizing the learner's cognition, referring to language as the "glue" to cognition. This made me reconsider how language is crucial and that more language instruction for specific situation-based language teaching is necessary in my current classes to improve my students' passive attitude. Other elements of instruction may also be related to the student's attitude. These elements include motivation, content of the topic under instruction, classroom environment, and peer relationships. Professor Do Coyle also mentioned that "learning is spiral" and that having "students practice in small steps will help create a cognition path in their minds." As referred to in the CLIL Matrix (Coyle, Hood, & Marsh, 2010), materials should be designed so that they are "linguistically accessible" (p.68) and "cognitively demanding" (p.68). Tasks and materials need to be well designed so that in small steps, they would gradually lead learners to grasp cognition of the content and become familiar with the language; this can be achieved by repetition of the necessary vocabulary and phrases while developing their cognition skills. With these points in mind, it may help my students deepen their understanding and become more active in responding and speaking out in class. Eventually, more English output can be expected.

Another aspect of our students' learning practices we should be aware of is the

preference of learning styles among students: visual learners, auditory learners, kinesthetic learners. The variety of students present is bound to lead to a manifestation of different learning traits. Moreover, the preference of learning styles of the students may well change over time. As we move forward, teachers need to be aware of the shift in the learning environment as well as their students' traits which are influenced by these changes. Therefore, from time to time, we need to go back to our syllabi and check to see whether our class objectives are realistic and that they are useful to our students' future.

When designing lessons to deepen the students' learning in CLIL classes, it is important for teachers to be clear about the objectives for the tasks and what the students are learning from it. Mr. Kevin Schuck introduced a good framework of "4D Planning" in his lecture. From my understanding, the 4D, which refer to the "length, width, height, and time," would help a teacher to reflect on the content of the lessons from a broader point of view. It will also help to confirm the kinds of skills students will acquire, how to connect the topic with students' lives, where the effective learning environment will take place, and how much time should be spent on any given topic. Another point he mentioned was to make the tasks more "student-centered" and teachers should play the role of a facilitator. Giving serious consideration to these aspects can help teachers to reevaluate their lessons and help devise ways to help their students think more critically.

Concerning the adaptation of CLIL into institutions, Dr. Alan Dobson and Professor Richard Johnstone pointed out that the sustainability of the program leads to the success of CLIL programs which must be supported by the understanding of the "stakeholders" of an institution. Under the reinforcement of classes taught entirely in the medium of English in Japanese tertiary education, one of the key elements in making CLIL classes successful is the support from the government and universities. Perhaps the most important factor is teamwork between language and content teachers; having a common understanding of the CLIL methodology, and planning the syllabi with the cooperation from all teachers. Therefore, a successful CLIL environment requires cooperation from many areas.

A frequently mentioned idea by the lecturers in the seminar was the conceptualization of Japan's CLIL methodology. Ms. Suzanne Dijon, Ms. Michelle Mellion-Doorewaard, Ms. Ann Robertson, and Ms. Bethan Owen informed us with the different language education context and how CLIL was embedded in their schools. It was interesting to know how CLIL is applied differently in each country. As various language learning situations exist among countries and even among institutions, the

application of CLIL to match different contexts becomes crucial for each learning environment. We need to think about how CLIL can be applied best in the learning situation in Japan. Through my experiences, some other issues that may arise within CLIL classes in Japanese tertiary education are as follows: the cultural or educational background that reinforces the reluctance in our students when expressing their ideas among themselves, or to the instructor, the use of L1 among students and instructors, and the need for appropriate teacher training.

My participation in the seminar has given me a good opportunity to reflect on my lessons; it has inspired me and given me ideas and concepts to follow in my lessons. I intend to research more on how to make my lesson content more accessible and facilitate a deeper learning in my students with an expectation that it may trigger a better cooperative learning environment among them. Also, I hope to encourage more active responses from my students by introducing appropriate language for each task by taking spiral steps to lead them toward cognition.

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My CLIL-- Random Thoughts in Stirling

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It was about eight years ago when I first met CLIL and it was also the time I started teaching at a high school. I have never been taught English or other languages using a CLIL framework. Since then, the word CLIL had been in my head. However, I have kept my distance from this approach as an English teacher. I am ashamed to admit it, but it is partly because I did not fully understand CLIL. Among a lot of approaches for language education, the meaning of CLIL seemed too vague and broad to me. Another reason was that I had no idea what subject could I teach in English. I have been a language teacher, not a subject teacher. I was not sure if I had enough knowledge of another subject to teach it. How do I teach math in English? How can I teach science? I had a lot of questions. Additionally, I had been required to give students a lot of drills for university entrance exams or language proficiency exams. My situation did not fit CLIL.

Some years later, as I happened to start teaching university students, I began to consider more about learners' autonomy. I developed on my interest in how to stimulate students and lead them to become independent learners. In my opinion, learning a language is a lifetime work. In a classroom, we cannot cover every situation that may happen in the real world. Teachers cannot teach every detail of a whole language's system. All that teachers can give students is just stimulation, and a chance to open a door to a wider world. I expected that there were some hints of this in the CLIL approach, and that is why I flew to Stirling. At this seminar, Dr. Coyle mentioned the major goal of CLIL is "Pluriliteracy". I thought Pluriliteracy is an outcome of "deeper learning." At that point, I realized "deeper learning" could be a trigger for further learning. I found that I was too focused on entertaining students by giving them interesting topics or gamified tasks. That is important indeed for starting a class. However, whether a learner keeps learning partly depends on how they deepen their learning. Learners who have good learning experiences will become life-long learners. Dr. Coyle also said CLIL was difficult to define. I think that is because CLIL has plenty of room for each practitioner to apply it. It indicates a framework, a fundamental

learning process, and even includes other teaching methods. Each classroom could develop their own CLIL in many ways. That may be a good explanation for the confusion I had before the seminar.

As for the contents of a CLIL classroom, thanks to the speakers in Stirling, I realized anything was possible. I was also encouraged by Mr. Schuck, one of the speakers in the seminar, who commented, “Teachers do not have to be a specialist in the subject.” During the seminar, I had been thinking about the potential contents suitable for my students, while analyzing my class from last year.

Last year, in some of my classes, students made their own original picture-card shows (*Kami-Shibai*) in groups and presented their work in front of the class. The purpose of this task was to show their language acquisition through the creation of an original simple story. Considering their learning background in regards to English — low points on tests, no confidence in their ability even though they have some interest in the language, and their major in art — the task seemed appropriate for the students. As it turned out students did respond favourably to this picture-show task. Even if I introduced the contents into the lessons, this kind of creative task would work well.

Class contents to do with culture, including pop-culture, stories such as novels might also be favoured by my students. I think they should make the most of their specialties and lessons utilizing their creativity may be interesting. For instance, story writing or creative writing could be appropriate content. Looking at the 4Cs (content, communication, cognition, community) that CLIL advocates, I would say last year’s class did not have enough content and cognition. I could have had students discuss about the stories they read to deepen their cognition. For example, students could learn about story making, and show what they learned throughout the class in the form of their own original creative work such as picture-card show, rather than in an essay or report. This could be one blueprint for a future lesson. No matter how CLIL is introduced into an actual lesson, the syllabus or lesson plan should be always well organized. How to link the 4Cs is an important key. Mr. Schuck suggested a helpful idea for practical planning, named “4D planning,” which helps to activate CLIL concepts and lead to deeper learning.

I do not think I have absorbed every informative talk yet, and I need to follow up on what I heard. I hope my understanding will deepen while learning with my students. I

need to develop proper tasks to achieve this goal, by effectively sequencing those tasks. I imagine more scaffolding might be needed for lower level students. Unfortunately, what I can do by myself is limited by the university curriculum, syllabi, and class numbers. Cooperation with colleagues will be necessary to succeed as some researchers insist.

Furthermore, I need to think about assessment. Needless to say, conventional grammar-focused paper tests are not enough. Will alternative tests be needed then? How about the balance between content and language? Since ideas for lessons based on the CLIL framework are unlimited, as the presentations by the participants in the seminar proved, assessment should be developed according to the students' goals, proficiency levels and so on. Peer reviews, self-evaluations also could be included as assessment. In the near future, I expect this kind of discussion will be more active. In my opinion, feedback is rather important for students to keep learning.

Finally, a Japanese teacher's skill – including myself – needs to be considered. In my point of view, in addition to language proficiency, a higher level of teaching skills is required. Some say that schools in Japan typically put more weight on a teacher's knowledge or skills as shown by language proficiency tests. It is not only with knowledge that a teacher leads students to deeper learning through lessons. In fact, teachers need a lot of skills to plan and put their knowledge into practice, especially for CLIL. There are no correct answers for teaching, which means lessons vary and largely rely on individual teachers. Therefore, teacher training is now needed, and teachers should be trained in a real CLIL classroom. Perhaps it is teachers who need peer reviews or self-evaluation, and an experience of deep learning about CLIL teaching in a CLIL classroom. To conclude, as for my role, I will try to offer students good experiences in language learning while also working to improve my own skills through planning and practice.

CLIL in a Japanese Elementary School: An Exploration of History

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In CLIL, “there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time” (Coyle, Hood, and Marsh, 2010, p.1). However, the emphasis of most CLIL practices especially at the elementary school level in Japan has been greater on language, partly because language teachers have been mainly involved in CLIL as a part of English activities and partly because content teachers do not have enough English skills to take CLIL classes into practice in an effective way. Also, the problem is that the aspect of content has not been fully examined in developing CLIL materials. Considering the ideal type of CLIL as 50-50 of content and language, I intended to put more emphasis on content. In my CLIL practice, I chose history content. This is simply because I majored in history both at undergraduate and graduate levels. In addition, I assumed that children would develop their thinking skills through CLIL materials with historical content.

In CLIL, cognition is one of the most important factors in the 4Cs. The classification of thinking, which was devised by Bloom and revised by Anderson (Watanabe, Ikeda, and Izumi, 2011, pp.7-8), is often applied in CLIL classes. There are two levels of Lower Order Thinking Skills (Remember, Understand, and Apply) and Higher Order Thinking Skills (Analyze, Evaluate, and Create). By this classification, I designed the following six kinds of English activities targeting 110 sixth grade children at the Hiroshima Municipal “A” Elementary School. This history class framed with CLIL was practiced during the scheduled time slot for the school’s English Activities. Adopting the form of “team-teaching” (content and language teachers), this practice was conducted in two 45-minute classes.

1) Remember

In this first activity, picture cards of some important historical figures were put on the whiteboard at random. The students could look at these pictures for 20 seconds. Then the teacher asked questions such as “How many pictures?” “Who?” and “Who is missing?” This activity was just a confirmation of memory, but at least the children needed to recognize who they were by their face.

2) Understand

The second activity was related to exemplification and explanation. The learners were asked to verbally express the picture's content by combining an adjective and noun. For example, they described Himiko as having "small eyes" and "a round face," and Murasaki Shikibu as having "a purple dress" and "long hair," by only looking at their appearance. Of importance, they sometimes utilize their knowledge about these historical figures. One pupil expressed Hideyoshi as "a clever monkey," because his nickname was Monkey and he took various clever measures to defeat his opponent and to become a leader in Japan. Another pupil expressed Yoshitsune as having a sad life because he was killed by his brother. Herein, all the other pupils in class could share and acquire some important historical knowledge along with language study.

3) Apply

While the second activity involved language with simple paired words, the third activity required children to make a sentence. With the content, they needed to integrate what they studied separately and apply it to a new situation. Concretely, the instructor said, "Classify these historical figures by various standards and share about them in a sentence one by one." There were three standards including: (1) by period, (2) by area (or occupation), and (3) by the standard each group made. From a grammatical point of view, children were asked to use expressions such as "is from," "is in." For example, one student said, "Michinaga and Kiyomori are from Heian Period. Another student said, "Sessyuu and Hokusai are in a painting. Also, in a group, the students thought about their original standards of these historical figures to classify them, such as whether they lived long or not, or whether they are handsome or not. From a historical point of view, students acquired a wide variety of integrated historical knowledge over time and area.

4) Analyze

Compared with the above three levels, the fourth activity required deeper thinking skills. As the content became more complicated, this activity was based on cooperative learning where children taught each other. In this task, each group was supposed to devise a "three hints quiz," related to one favorite character. For instance, one group made the following hints: (1) "I have a bald head," (2) "I am a new kind of doctor," and

(3) “I like to cut up dead bodies.” The answer to this quiz was Sugita Genpaku. Another group made three hints: (1) “I am a heavy shogun,” (2) “I like gold,” and (3) “I am a Yoshimasa’s grandfather.” The answer was Ashikaga Yoshimitsu. While the first and second hints referred to what children had already studied in an English class, they were asked to make more content-based hints freely for the third. Therefore, making the last hint was sometimes difficult both in terms of vocabulary and grammar and was often supported by the English teacher. With this activity, there were two important implications. With the content, the children need to analyze a historical person at a deeper level to make the above hints. In language, they have a lot of chances to have English communication at the sentence level by giving quiz hints and asking, “Who am I?”

5) Evaluate

The fifth activity required the learners to exert deeper thinking closely related to evaluation and critical judgment. The instructor started this activity by asking, “What do you think of the Taika Reform in 645?” and “Was it good or bad?” This reform means that Nakano Oenouzi and Nakatomino Kamatari defeated the Soga family to introduce a new emperor-centered system based on Japanese law. The learners were asked to discuss this historically important matter in a group and enumerate the good points or bad points. Although the discussion in all the groups was done in Japanese, a few groups tried to use English in evaluating this historic event (good or bad) by making a sentence. For example, one group regarded the Taika Reform as a good event, saying, “They make strong Japan” and “They start new tax system.” On the other hand, the other group regarded it as bad, saying “They are bad terrorists” and “They have old ideas.” Interestingly, the two groups had totally different views about the same historical event. It was significant that this activity cultivated one of the most important critical thinking skills closely related to history subject content.

6) Create

The sixth activity involved the creation and generation of the highest order thinking skills. In this last activity, children were required to create an “IF” situation about history. For example, the teacher asked the following two questions: If Oda Nobunaga has (had) a long life (grammatically the subjunctive mood should be used here, but it

was difficult for the sixth grade pupils and was avoided on purpose) (1) “What happens (would happen)?” and (2) “Why do you think so?” For the first question, only a few groups tried to use English, answering “Japan is a top country now” and “We have a different culture,” but all the other groups used Japanese to answer this question. For the second question, all groups mainly used Japanese in explaining the reasons from the views of national isolation, etc. In terms of English study, the use of Japanese in class is not so favorable. At this stage, however, L1 use was not avoided to cultivate the deepest thinking skills of all the six activities. In reality, this event never happened, because Oda Nobunaga was assassinated by Akechi Mitsuhide when he was relatively young. Therefore, apart from language study, children will need a fertile imagination in thinking about and creating an “IF” situation in history.

As a result of the six levels of CLIL activities in a Japanese elementary classroom, especially focusing on cognition, there are two findings: First, with the help of visual information such as pictures and illustrations and also with cooperative learning, learners could deeply understand both content and language at the same time. Secondly, CLIL could motivate learners and stimulate their intellectual curiosity in English study while including a lot of thinking activities and authentic materials related to historical subject content. On the other hand, the fifth and sixth activities were conducted mainly in Japanese. Although we can't avoid using L1 to some extent in order to deepen our thinking, we may also have to think about increasing the ratio of English use for our improvement of English communication skills. Finally, as English study based on history, CLIL seems effective in terms of language skills, subject content, thinking, and cooperative learning. I hope that even partly CLIL and cross-curricular English instruction will be introduced into upper grades of Japanese elementary schools in the near future.

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Reflections and thoughts generated by the 2018 J-CLIL Teacher Education
Seminar
University of Stirling, Scotland, UK

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I went to the 2018 J-CLIL Teacher Education Seminar in Scotland to take advantage of the chance to learn more about how CLIL can be practically implemented into language classrooms in Japan. Specifically, my interest was focused towards how CLIL could possibly be incorporated into the upcoming elementary school English education programme in Japan.

A bit of background: As Japanese elementary school teachers know, English-as-a-subject for pupils in Years 5 and 6 is to commence from April 2020 with 70 hours per year (ideally 2 lessons per week). Assessment is to be carried out by teachers, and pupils are to receive grades. Students in years 3 and 4 are to receive 35 hours per year (i.e. one lesson per week), but they will not be assessed and graded. The 2018-19 'We Can!' two-level interim textbook series is to be replaced by a new series which is most likely going to be published in mid-2019. Like 'We Can!', the new textbook series is to also incorporate the four skills – reading, writing, listening, and speaking – in contrast to the now-usurped 'Foreign Language Activities' (pre-2018) which primarily focused upon listening and speaking. It is believed that the 'Let's Try!' two-level textbook series that is currently being used (2018-19) in years 3 and 4, and that primarily focuses upon learning activities that develop listening and speaking skills, is to continue from 2020, although this cannot be confirmed at the time of writing. Although I say that 'Let's Try!' *primarily* focuses on listening and speaking, letter-recognition and phonic blends - as well as reading of some high frequency basic words - appear to be taught incidentally in many of the 'Let's Try!' units.

Since beginning my research into elementary school English education, studying the 'We Can!' and 'Let's Try!' syllabi, lesson plans and observing lessons, as well as attending this J-CLIL seminar, I have come to the conclusion that any new curriculum that devotes two lessons per week to English lessons that focus on teaching a 'grammatical chronology' (Do Coyle, University of Stirling, 20 August, 2018) and phrase-based curriculum, is erroneous and bound to fall short of its projected outcome: namely, the eventual nationwide 'lifting' of the standard of English in this country. In fact, I had pretty much made up my mind about this before I ventured to Scotland. What I learned there about English education in Europe reinforced my view.

The practical examples of the teacher-speakers at the J-CLIL seminar were invaluable in showing how an alternative methodology – one that focuses upon developing the thinking skills of learners, as well as their English language proficiency – can be incorporated and successfully implemented. Aside from the experts' lectures that I wrote about elsewhere, I took great heart from the grade school teachers, Kevin Shuck (The Netherlands) and Suzanne Dijon (France) as well as the Scottish teachers of Japanese, Ann Robertson and Bethan Owen. With the former pair of speakers, I could see that their programmes and lessons required students to engage with HOTS (Higher Order Thinking Skills). I was particularly impressed with the model of the DLP (Dual Language Program) presented by Suzanne which showed that of the two periods per

week that students could study language-related material, one was devoted to the mechanics – i.e. English linguistic content – while the second focused on learning in English at a more in-depth level about a topic from a content subject (in her case, biology) that had only been lightly touched upon in the subject when it was being taught in French. In fact, I consider the DLP approach Suzanne presented as an ideal one for Japanese elementary school English education. In regard to the latter pair of Ann and Bethan, I was interested to see their approach to introducing Japanese language and culture in Scotland. Since 2012, I have sent 100 student-teachers to primary and secondary schools in Australia to do just that very same thing.

In summary, what impressed me most was seeing how these invited teacher-speakers ‘pushed the cognitive envelope’, so to speak, of their learners. They sought to challenge their learners at the HOTS level of cognition and ask them to use analytical, critical and creative thinking. The challenge for current and future elementary school English educators in Japan, is to take what MEXT imposes upon them in terms of syllabus, textbooks and English language content objectives, and develop learning activities that challenge the learners both in terms of LOTS and HOTS. To that end, in terms of the structure of the seminar, I would have appreciated more input and examples of methodology from teachers of elementary school CLIL education in Europe.

In Japan, it is clear that MEXT continues to misunderstand and misinterpret the ‘nature of learning’ a language; in this case, English. In the last 17 years of employment at a national government Japanese university of education, I have observed perhaps 150-200 lessons across all subjects and across all levels of grade schooling. I have noticed that of all subjects, ‘English’ is the only one that is taught with scant regard for the HOTS levels of Bloom’s taxonomy for the cognitive domain. Lessons in Moral Education, Science, Maths, Kokugo, etc., that I have observed, all regularly challenge the analytical, critical and creative thinking skills of the learners. Why do English lessons continually and almost exclusively focus on the LOTS levels? It appears that for MEXT, learning of knowledge or a skill can be achieved when the learner reaches automatization of that knowledge or skill *only* via constant practice, drill and repetition. The skill or the knowledge becomes accessible from long-term memory because of drill etc. The goal – automatization of grammar, formulaic phrases and skills etc., – is not what I take issue with: it is the methodology – the drill and repetition – that is the problem. The task-supported language learning methodology that is incorporated into the teaching manuals and lesson plans has been and continues to be clearly rooted in the behaviorist approach to education which constricts and restricts learning to LOTS. Very little appears to have changed with the ‘We Can!’ and ‘Let’s Try!’ series. The very same learning content (grammar and formulaic phrases) and ‘communicative’ activities that have been implemented *ad nauseam* in junior high school English lessons are now ‘sliding’ down into the elementary school levels. The Presentation-Practice-Production (PPP) methodology, as implemented in Japan is aimed at automatization of knowledge and skills – there are no two ways about it. That learning activities should adhere to some obscure ‘communicative’ philosophy and be endlessly repeated, is the methodological brief. In following this philosophy without variation, a fundamental truth is being ignored: that ‘real learning’ is the result of ‘learning-how-to-learn’. Kevin’s videos of his students producing their own videos was an in-your-face and earthshattering reminder of that for me. Learning involves the development of one’s

cognitive resources to enable one to learn by oneself. This is true no matter what the subject is!!

Finally, at the seminar, I was also heartened by the presentations of my fellow attendees (mainly university-level lecturers) and how I could see that they also were attempting to get their learners to do the same thing: engage with HOTS through content-based activities. From the various seminars and talks over the past couple of years, it is clear that CLIL is making great inroads at university level here in Japan. My only hope is that the same inroads can be forged at primary and secondary school levels as well.

I would sincerely like to thank Professor Sasajima for the great efforts he put in to not only getting all the speakers there and keeping them ‘happy’, but also to organizing we attendees’ accommodation and keeping us ‘happy’ as well. I know full well the logistical nightmare of getting 30 or so people to the same room in a foreign country for a week. I very much hope that I can make the next ‘installment’ in the Netherlands in 2019. Cheers, Tony.

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Reflections and Thoughts on the J-CLIL Seminar:
CLIL in a Japanese EYL Context

Hitomi SAKAMOTO, Toyo Gakuen University

The J-CLIL seminar in Stirling held in August 2018 was more inspiring and energizing than any other conference or seminar I had ever attended. The most moving session for me was the first lecture conducted by Professor Do Coyle. She stated that CLIL was not about language learning but about deep learning. My former understanding of CLIL was rather static, but at this seminar I learned that it was more dimensional and dynamic. Professor Do Coyle's passion for better education made me immensely motivated to pursue further learning.

Let me quote the abstract of an article entitled "Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development" by Oliver Meyer and Do Coyle.

Pluriliteracies Teaching for Learning (PTL) constitutes a relatively recent development in Content and Language Integrated Learning (CLIL). This approach has been developed by a group of international experts (The Graz Group) in order to model and provide pathways for deeper learning across languages, disciplines and cultures by focusing on the development of disciplinary or subject specific literacies. We argue that deeper learning – defined as the successful internalization of conceptual content knowledge and the automatization of subject specific procedures, skills and strategies – rests on learners' acquisition of disciplinary literacies. We posit that disciplinary literacies in turn only develop when learners actively engage in subject specific ways of constructing knowledge and when they are taught how to language their understanding appropriately and in an increasingly complex and subject appropriate manner. In this article, we will describe the theoretical underpinnings that inform our model to show how an understanding of the two key processes of deeper learning will aid to the conceptualization of learner progression in pluriliteracies development.¹

I am one of the founders of a study group named ESTEEM (Elementary School Thematic English Education Movement), and it is a JALT affiliated organization.

ESTEEM aims to raise young learners' self-esteem so that they can learn well. Since 2006, we have been trying to foster young learners' attitudes, knowledge, and skills for global citizenship education in their English classes. The philosophy of this teaching method is based on Byram's theory on intercultural communicative competence; we consider the importance of content, language, cognitive skills, collaborative learning, and intercultural understanding.

ESTEEM members started to study about CLIL in 2010 when the representatives of ESTEEM and I published an English textbook entitled *Your World* for young learners. Then, the Great East Japan Earthquake and Tsunami occurred in March 2011. Furthermore, compulsory English education in elementary schools was also introduced in April 2011.

I received a number of encouraging letters from several countries through a website named "e-pals." One country was Turkey, and an English teacher in Turkey sent me as many as 90 encouraging letters with lovely pictures drawn by 10 to 11-year-old children. I forwarded them to English teachers in the affected area in Tohoku, and Japanese students wrote back thank-you letters to Turkey. The story of this communication was adopted in an English textbook for junior high school students entitled *Columbus 21*.

I started to conduct English lessons utilizing the encouraging letters from Turkey written in English as authentic materials at an elementary school in Fukushima, where people were suffering after the accident of the nuclear power plant caused by the tsunami. The Turkish children were studying about radiation in their subject called "Greenglish," and they were worried about the children in Fukushima. "Greenglish" is a coined word combining "Green" and "English". Students learn about the environment and English in this class. Inspired by this idea, I also designed CLIL lessons for the Fukushima children with my partner Ms. Mayumi Takizawa. It was named "Intercultural Exchange Project with Turkey", and we presented 6 English lessons from January 2014 to March 2015. One lesson was 90 minutes with a 5-minute intermission. The content was environmental issues, and we created original tasks to check the students' English proficiency and understanding of the content. We incorporated tasks such as categorization of energy sources or creating posters to visualize how the students could utilize solar power in the future as we thought it important that the students should engage with HOTS (Higher Order Thinking Skills).

We made questionnaires and reflection sheets to be conducted after each lesson, and the survey showed that this project-based learning with CLIL lesson plans was quite successful because the children's confidence in communication in L2 was raised significantly.

However, after studying about deep learning from Professor Do Coyle and others at the J-CLIL seminar in Stirling, I realized that those CLIL lesson plans were not good enough because they should have been more learner-centered and more tasks to stimulate the students' higher cognitive skills should have been incorporated. More time for more tasks for students 'doing, organizing, explaining and arguing' was needed. I believe the accumulation of these activities could lead to pluriliteracies for deeper learning. I will try to examine the lesson plans with a new perspective and conduct them again with new students.

I have realized that I have changed as an English teacher after the J-CLIL seminar in Stirling. I am based at a university, and my daily teaching has been improved. I am convinced that no one is too old to learn. To conclude this article, I would like to thank Dr. Sasajima and all the others who were involved in this seminar. I look forward to joining the 2nd J-CLIL seminar in the Netherlands next summer.

Note

1. Meyer, O., & Coyle, D. (2017). *Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development*. *European Journal of Applied Linguistics*, 5(2), Abstract

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Report on J-CLIL seminar in the UK:
How can CLIL be developed in Japan?

Ikuko UENO, Osaka Jogakuin University

Content and Language Integrated Learning (CLIL) is increasingly celebrated among Japanese English educators, many of whom have shown interest in introducing CLIL into their school program. The growing popularity of CLIL is reflected in the recent CLIL conferences held in Tokyo in 2017 and 2018. These conferences had a great impact and were inspiring for those who participated. Subsequently, the J-CLIL seminar held at Stirling University in the UK in August 2018 offered an excellent opportunity for participants to understand how CLIL developed in Europe and a chance to listen to presentations from experienced CLIL lecturers.

Throughout the seminar, participants gained an understanding of CLIL in a European context with a focus on programs where English is taught as a second language (ESL). We learned, for example, that CLIL is expanding in spite of some political and financial obstacles. A geographical impact exists due to many immigrants resettling in new countries, so language has become a tool of communication, transferring the meaning of a particular society. However, when we think of the CLIL situation in Japan, where English is a foreign language (EFL), several issues remain. Although the term “CLIL” has become popular in Japan, its practice is not understood as much as its growing reputation. Therefore, this seminar was significant as it provided participants with different views regarding the practice of CLIL in different regions of Europe.

While I am certain that each participant at the seminar must have obtained some new perspectives on CLIL, what I found most profound personally was the feeling of being reintroduced to what I call the “beginner’s mind” perspective as a teacher. By being put in such a mindset, and by developing a deeper understanding of CLIL, I felt stimulated to reconsider and reflect upon my lessons through the CLIL lens. One of the lecturers mentioned that CLIL was more about having a deep understanding and less about having a specific model. I realized that this fits teachers as well. The more teachers spend time thinking about CLIL, the more we can acquire fresher perspectives on teaching and our students. Having looked at multiple pedagogical approaches since I first became a language educator, this took me back to the basics. The J-CLIL seminar

provided me with a wonderful opportunity to remember something critical for all teachers.

In terms of my own presentation, I spoke about how Osaka Jogakuin University (OJU) has conducted classes following content-based instructional (CBI) practices since the late 1980s, and how a project-based component was added to this curriculum in the 1990s. Innovation in curriculum has been matched with innovation in technology, as OJU has transitioned from paper-based course materials to digital delivery of first-year content-course materials after adapting content materials for use on iPads in 2012 (Swenson, Cornwell, & Bramely, 2014). In 2017, OJU was chosen as an Apple distinguished school for being the first university of Japan making use of iPads as textbooks. First-year students were engaged with course content via textbooks accessible on their iPads. OJU had established a content-based program since its 1989 curriculum revision and refined this in subsequent revisions (Swenson & Cornwell, 2007). OJU has been doing this all long before the term “CLIL” was coined or fashionable. Therefore, my presentation was about how CLIL is being conducted at our university now and provided a reflection about the use of CLIL in a Japanese context.

Roughly speaking, OJU’s programs clearly goes beyond language teaching. When I joined the OJU faculty in 2017, I was immediately impressed by the resources and integrated learning they champion, both of which vary considerably from the more traditional curricula common at many Japanese universities. The textbooks at OJU, all of which are developed in-house by the faculty, currently consists of books following four different themes: peace, identity, human rights, and sustainable future. Each theme has two textbooks, one focused on reading and writing, and the other on speaking and listening. Students also take classes such as writing, phonetics, and grammar as part of the first-year curriculum. From their second to fourth year, students study topics such as business or peace studies in greater depth, with the bulk of second-year classes and all third- and fourth-year content classes taught in English. In short, they are CLIL-style courses. The course instructors prepare their materials and lectures in English. It is under these circumstances that OJU has implemented CLIL in its educational practices and therefore, we will continue to improve our classroom practice with CLIL.

When we think of the application of CLIL in Japan, we must distinguish between primary school and junior high school, which are compulsory, from high school and university education. According to one presenter at the seminar who is implementing

CLIL as a biology teacher at a high school in France, her students have expressed greater interest in the CLIL class than in the regular classes conducted in their L1. Research conducted in Japan regarding learners' beliefs about the target language use in the classroom has shown a similar tendency (Ueno, 2018). When the teacher conducted the classroom in the target language only, the learners tried to listen to the teacher more carefully than usual. According to the learners' interviews and reflection papers, this increased focus triggered a deeper understanding of the content. It is generally a controversial question in Japan whether exclusive use of the target language is appropriate when conducting classes for students with low English proficiency. Teachers in Japan have strong beliefs concerning the inefficiency that may stem from conducting class using solely the target language. They tend to think conveying knowledge and information is more important than learners' deeper understanding. However, providing a lot of information in the class does not mean that students learn a lot. Students need the opportunity to understand the contents from a wider perspective in order to become autonomous learners. This is a fundamental goal of the CLIL approach. While conducting a course using a CLIL approach, teachers should always be concerned with this. Once the broader fundamental concepts of CLIL are truly understood among educators in Japan, a more effective push for the expanded use of CLIL, at least at the university level, will become feasible. Teachers would then be helping foster global citizens capable of communicating with diverse people about a wide range of issues in the target language.

Lastly, I feel there is an immense potential to research various aspects of education while using CLIL in Japan. My research field is focused on teachers' and learners' classroom beliefs, especially beliefs regarding target language use in the class. Therefore, comparing subject teachers' and language teachers' beliefs might be interesting to assist and to understand CLIL from teachers' points of view. In addition, the concepts of CLIL seem to affect teaching in the EFL classroom but seem over-reliant on the enthusiastic efforts of individual teachers who frequently lack professional training. Accordingly, exploration of how teachers can be trained to employ CLIL in a Japanese EFL context is warranted, too.

Since attending this seminar, I have frequently recalled the enthusiastic discussions amongst the lecturers and participants. This continues to motivate my daily teaching. Through this seminar, I broadened my perspectives as a teacher and as a researcher. I

intend to continue to explore CLIL teaching, with the sincere hope that the implementation of CLIL in my classes will bear fruit in the future.

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J-CLIL Reflections and Ideas of Implementation at Stirling University: Applied CLIL Practices in a Japanese University

Toshihiro YAMANISHI, Tottori University of Environmental Studies

This is the writer's first visit to Scotland as well as the United Kingdom, even though he has visited 37 countries and regions in the past. Therefore, he became quite excited to have the opportunity to learn about CLIL implementation at Stirling University.

The author has been teaching English using a form of CLIL at several senior high schools and universities since 1988. He has used this method during his English lessons about peace education, global issues, politics, sociologies, sex education, financial education and so on. He has also learned a lot of new information during that time about how Europeans have enhanced CLIL pluriliteracies and how they have utilized CLIL methods in their classes. The writer will summarize the outcomes of his learning from the seminar by looking at each session.

In the first session on the 1st day, the title was "Future Directions for CLIL Classroom Pedagogies: What matters and why?" Dr. Coyle mentioned in this lecture that this session would take a critical look at international research related to CLIL. Further information was provided by Dr. Coyle, who stated that CLIL needed to use a LEARNING THEORY (the How) rather than a LANGUAGE THEORY (the What) as a theoretical support base. The information that learners adopt subject-specific literacies through the enhancement of techniques, which can be transferred through subjects in order to facilitate and establish deeper understanding (Meyer, Coyle, Halbach, Shuck, & Ting, 2015), was also very impressive.

In the second session of the 1st day, the title was "How Can CLIL be developed in Japan?" Firstly, Dr. Dobson mentioned in this panel discussion that CLIL was NOT a methodology but a support tool. Secondly, Dr. Sasajima stated that they needed to give an educational reason not a political reason to teach. Thirdly, Dr. Johnstone proposed that MEXT had shown some interest in CLIL. As a conclusion, CLIL has contributed great confusion in the field of European education.

In the first session of the 2nd day, the title was "Implementing CLIL: Challenges and Opportunities." Dr. Dobson mentioned in this lecture that he would consider the rationale for CLIL and its relationship with bilingual education. In addition, Dr. Dobson stated that the case for CLIL was often backed by evidence from Bilingual Education and

that child-centered education had probably gone too far. A ‘well-done’ transmission model lesson (i.e., teacher-fronted didactic) was every bit as effective as an intergroup (child-centered) lesson.

On the second session of the 2nd day, the title was “From Pagodas to the Polder: Connecting through CLIL at a Dutch University.” Dr. Mellion-Doorewaard mentioned in this lecture that she would demonstrate how she had applied CLIL practices to her teaching. Dr. Mellion stated that 74% of Master courses and 23% of Bachelor courses were taught in English in the Netherlands.

In the third session of the 2nd day, the title was about “CLIL Biology in France.” Ms. Dijon mentioned in this lecture that if she spoke in French about her subject, 40% was not attended to her language, but if she spoke in English, the students must focus their attention on the language.

The first session of the 3rd day related to Japanese student presentations. Seven students from Yokohama City University presented their current research topics. Each student had different presentations, for example on the Ainu language or Scottish dialects. In the second session of the 3rd day, Kevin Schuck shared about, “Beyond CLIL 3D Planning for Teaching and Learning.” With this lecture, we explored and put into practice 3D planning in our own subject specific areas to stimulate deeper learning.

Mr. Schuck also stated that English was not taught systematically in primary schools in the Netherlands and that it was not assessed or evaluated. He also shared that English was taught two hours per week from middle school but each school was free to interpret the policy relating to how and what they taught.

In the first session of the 4th day, the title was “Bilingual Education and CLIL in a diverse, changing and problematical world: Identifying and Meeting the Challenges.” Dr. Johnstone mentioned he would attempt three things: First, to highlight some of the key themes that have emerged from the talks and discussions at the seminar, and secondly, drawing on recent research and policy publications, to identify a range of key factors in society and also in educational institutions. In the end, he discussed how key factors of this sort might be addressed in such a way as to lead to positive rather than negative outcomes.

In addition, Dr. Johnstone stated that we should be careful in research to make sure that a positive outcome had been the result of CLIL and not some other factor or factors. In the second session of the 4th day, the title was “Communication with Local Language

Teachers”. Ms. Robertson, Freelance Languages Education Advisor, stated that the move from a knowledge-centered curriculum to a learner-centered curriculum had led to positive but also negative changes. While Ms. Owen, from the City of Edinburgh Council, shared that the ‘1 + 2’ policy was implemented because they thought they needed a more robust model, even though the MLPS program was the most successful to date.

The 5th day included “Participants’ Presentations.” I, as a presenter, shared “How Mental Therapy Through Nursery Rhymes (MTNR) Can Have Good Psychological Effects on Listeners and How This Method is Available to CLIL.” The presenter defined MTNR as one kind of mental therapy that uses messages from lyrics of nursery rhymes that can let listeners feel comfortable and relax gradually while they are chatting with each other for 30 minutes or longer. This therapy applies to brain science and cognitive psychology. The listeners may remember their past happy days and apply these memories to their current (and possibly trying) adult life. This exercise results in new energy and hopefully leads them to positive thinking (Yamanishi, 2018).

Three nursery rhyme songs were played: “If You’re Happy and You Know It”, “Spring Has Come”, and “My Country Home (*FURUSATO*).” The audience made pairs, kept eye contact with each other (making a spiritual bond), closed their eyes, took deep breaths three times (mindfulness/ meditation), opened their eyes and chatted for one minute about the messages these lyrics included. After changing partners, the activity was repeated three times. The goal is for the participants to get a feeling of relaxation and comfort. This is the way that MTNR works.

We can do this activity in English, which will result in CLIL-style English lessons. As far as the four Cs are concerned, the following contents are included: [CONTENT] messages from the music’s lyrics; [COMMUNICATION] the pair chatting with each other about the lyric’s message; [COMMUNITY] a heart-warming atmosphere to make a comfortable conversation; and [CULTURE] music (nursery rhymes) + brain science + cognitive/Adler psychology + language (taught in English / pluriliteracies).

The author learned a lot of new information through this seminar at Stirling University in Scotland. He would like to implement these ideas and enhance his teaching skills more. Therefore, he will keep on providing these important opportunities for his students to become better independent learners in the English lessons in the near future.

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The YCU Students' Presentation
at the J-CLIL Summer Seminar 2018

Yūya *WADA*,
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Seven students from International College of Arts and Sciences, Yokohama City University (YCU) participated in the J-CLIL teacher education seminar at the University of Stirling in Scotland from the 20th to 22nd of August. I will write this report as a representative of the participants from YCU (5 second year students and 2 third year students). We attended lectures of professors and language teachers and participated in a workshop on teaching. We also gave a group presentation with the other seminar members. All lectures were exciting, and giving a presentation was a great experience for us.

On the first day, we heard a lecture of Prof Coyle and a panel discussion of Prof Coyle, Dr Dobson, Prof Johnstone, and Prof Sasajima. On the second day, we had lectures by Dr Dobson, Ms. Mellion-Doorewaard and Ms. Dijon. On the last day, we delivered a group presentation and participated in a workshop organised by Mr. Schuck.

In our presentation, we were divided into four groups and each group gave a presentation with different, but mutually related themes. The theme of Group 1 (Miko, Sayaka, Chinatsu, and Mayuka) was World Englishes. They researched about variations of English such as American English, British English, Hinglish, Chinglish etc. and conducted a questionnaire targeted at YCU students about their perceptions of each variation of English. An interesting finding of the survey was the number of students who think British English is difficult to listen to was greater than the number of people who think Hinglish or Singlish is difficult to listen to. We assumed that this is because English textbooks used in Japanese schools are based on American English. Group 2 (Ayano, Katsuhiko, and Arisa) researched bilingual education in Japan. They researched about English education and Ainu language education and pointed out some problems with English education in Japan (for example, students study English only to pass a university entrance exam). They also showed activities and programmes to promote Ainu language and culture.

Group 3 (Yūya, Momoka, and Ryoga) researched about languages in Scotland: English, Scots, and Scottish Gaelic. They described the differences and historical backgrounds of these languages with example sentences and pictures. Then, they analysed the actual situation where these languages are used and the feelings of people in Scotland towards local languages. Group 4 (Takafumi, Chiharu, Nao, and

Rintaro) researched CLIL in primary education in Japan. They focused on English education in Japanese primary schools, explaining the curriculum and showing an example of CLIL practices, which was introduced as the curriculum in a Japanese primary school.

This seminar was a great opportunity for us to give a presentation outside of our university. We were very nervous to present in front of specialists in language education, but they heard our presentation carefully and gave us valuable comments.

(Supervised by Keiko Tsuchiya, Yokohama City University)

6. Photo Series of J-CLIL Teacher Education Seminar 2018

1) Lecture by Do Coyle, University of Edinburgh, UK on 20 August 2018 (Day 1)



2) Panel discussion by Do Coyle, Alan Dobson and Richard Johnstone. Shigeru Sasajima moderated the discussion on 20 August 2018 (Day 1)



3) Lecture by Alan Dobson, Independent Language Adviser, former HM Inspector, UK on 21 August 2018 (Day 2)



4) Guest presentation by Michelle Mellion-Doorewaard, Radboud University, Netherlands on 21 August 2018 (Day 2)



5) Guest presentation by Suzanne Dijon, Biology and Geology teacher, France on 21 August 2018 (Day 2)



6) Yokohama City University students' presentations on 22 August 2018 (Day 3)



7) CLIL workshop by Kevin Schuck, Penta College CSG Jacob van Liesveldt, Netherlands on 22 August 2018 (Day 3)



8) Lecture by Richard Johnstone, University of Stirling, UK on 23 August 2018 (Day 4)



9) Presentation with Bethan Owen, Development Officer for the City of Edinburgh Council, and Ann Robertson, Language Education Advisor on 23 August 2018 (Day 4)



10) Participants' presentations on 24 August 2018 (Day 5)



11) Beautiful scenery of the University of Stirling



12) Gathering time (official lunch, tea break and dinner)



7. Editors' Notes

The proceedings of the 2018 Japan CLIL Pedagogy Association (J-CLIL) Teacher Education Seminar are the product of several distinguished guest speakers and its participants. We have published the proceedings to not only record our memories from our week in Stirling, but also to promote the development of CLIL in field of education.

After the August J-CLIL seminar, our editorial team discussed again and again how to develop a journal to record the events of the week. It was not easy to coordinate from different places in Tokyo, Saitama and Kagoshima. Furthermore, each of the editors had his or her own work-related duties to contend with. However, good teamwork was the solution to help guide us and organize the collection of work you are holding in your hands and reading now.

We deeply thank each and every author's dedication and commitment in producing a report that strives to further the development of J-CLIL. In addition to this, we wish to express a special thanks to Richard Johnstone (Emeritus, University of Stirling, UK) for all his professional advice and the support he offered us with this journal.

Yukiko Abe, Chad Godfrey, Mai Kuramoto, and Shigeru Sasajima
Editorial Team, J-CLIL Teacher Education Seminar 2018 Proceedings