

THE SEVENTH

# J-CLIL TOHOKU

## CHAPTER CONFERENCE

第7回J-CLIL東北支部大会



FULL PROGRAM AND BOOK OF ABSTRACTS

# The Seventh J-CLIL TOHOKU Chapter Conference

## 第7回 J-CLIL 東北支部大会



Date (日時): Saturday, June 22nd, 2024. 2024年6月22日 (土)

Place (会場): Tohoku University, Kawauchi-kita Campus

東北大学川内北キャンパス

Lecture Rooms A (Second floor) A棟2階

Conference fee (参加費): J-CLIL members free J-CLIL 会員 無料

Non-members 1,000 yen, Students free 非会員 1000円 学生無料

9:15 ~ Registration (受付) Venue: In front of Room A200 場所: A200 教室の前

9:55-10:00 Opening Ceremony (開会式) Venue: Room A202 会場: A202 教室

<p><b>Plenary Talk 1</b>  <b>10:00 – 10:55</b>  <b>Room A202</b>  Chair:  Barry Kavanagh  (Tohoku University)</p>	<p><b>From the CLIL classroom to University and back!</b>  Magdalena Custodio Espinar  Universidad Pontificia Comillas  (Comillas Pontifical University)</p> <p><i>This is a 45-minute talk with 10 minutes for Q&amp;A.</i></p>
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<p><b>Oral presentations</b>  20 minutes with 5 minutes for  Q&amp;A  口頭発表  20分 (質疑応答 5分)</p>	<p><b>Room: A202</b></p>	<p><b>Room: A205</b></p>
<p>Session 1  <b>11:00 – 11:25</b></p>	<p><b>Using Student Work to  Improve a CLIL Program</b>  Andy Roomy  (Tokai University)  Chair: Brian Birdsell</p>	<p>社会情動スキルを養う  <b>CLIL 実践</b>  ~Academic Presentation 授  業実践における相互評価  活動から~  菊地恵美子  (東北大学)  司会: 小島さつき</p>

Session 2 11:30 – 11:55	<b>What stories do we tell when we teach stories? Literature in the Classroom.</b> James Tink (Tohoku University) <i>Chair: Barry Kavanagh</i>	<b>CLIL 思考法 (生成 AI を使 用した授業実践)</b> 村田幸一 (摂南大学) 司会: 小島さつき
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**12:00 - 13:00: Lunch**

<b>Oral presentations</b> 口頭発表	<b>Room: A202</b>	<b>Room: A205</b>
Session 3 13:00 – 13:25	<b>CLIL Material Creation from a Language and Content Teacher Perspective: Two Mindsets, One Mission</b> Barry Kavanagh (Tohoku University) Maria Vassileva (Nagoya University) <i>Chair: Brian Birdsell</i>	<b>CLIL の「4C」の観点で 見る中学校の英語の教科書 の課題</b> サヴィヌィフ・アンナ (北海学園大学) 司会: 多田恵実
Session 4 13:30 – 13:55	<b>Integrating Culture into the CLIL Classroom with International Exchange Students</b> Brian Birdsell, Natsuko Tatsuta (Hirosaki University) <i>Chair: Barry Kavanagh</i>	<b>副専攻の中の CLIL: 専門教 育との連携</b> 多田恵実 (弘前大学) 司会: 多田さおり
Session 5 14:00 – 14:25	<b>Applying TOEFL Reading Exercises in a Mixed-Ability Class: A CLIL Approach</b> Kazuyo Koide (Sophia University, Part-time instructor) <i>Chair: Curtis Revis</i>	<b>CLIL 授業における SDGs 知 識の活用: 持続可能な味噌 汁の設計とブランディング ー食物学の専門家とフード デザイナーとのコラボレー ションー</b> 多田さおり (関西学院大学) 司会: サヴィヌィフ・アンナ

**20-minute interval**

**20 分休憩**

<b>Oral presentations</b> 口頭発表	<b>Room: A202</b>	<b>Room: A205</b>
Session 6 14:45- 15:10	<b>Using Kahoot to Highlight Scaffolding in CLIL</b> Curtis Revis	<b>Thinking through English: A study on utilising cognitive discourse functions in Japan's secondary school</b>

	(The National Institute of Technology, Tokuyama College) <i>Chair: Andy Roomy</i>	<b>classrooms through soft-CLIL</b> Esther Rogers (Lancaster University) <i>Chair: Barry Kavanagh</i>
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Session 7 <b>15:15- 15:40</b> <b>Room: A202</b>	<b>Examining English Skill Development and Global Consciousness through CLIL SDG Courses: A Comparative Study across Two Japanese Universities</b> Barry Kavanagh (Tohoku University) Satsuki Kojima (Miyagi University) <i>Chair: Brian Birdsell</i>
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### 10-minute interval

10 分休憩

<b>Plenary Talk 2</b> <b>Room A202</b> <b>15:50- 16:45</b> Chair: Satsuki Kojima (Miyagi University)	<b>Learner-centredness in CLIL Pedagogy</b> Shigeru Sasajima (CLIL-ite)  <i>This is an interactive 45-minute talk with 10 minutes for Q&amp;A and discussion.</i>
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16:50 Closing ceremony (閉会式) Venue: Room A202 会場:A202 教室

18:00 – 20:00: After conference party (懇親会)

### Directions (アクセス情報)

Venue: Lecture Rooms A (2<sup>nd</sup> floor) at Tohoku University, Kawauchi-kita Campus

Take the Tozai subway line (東西線) from Sendai Station to Kawauchi Station(川内駅) (6 mins) and exit at South 1 or 2. It is a 1-2 minute walk from there.

Access map [http://www.ihe.tohoku.ac.jp/?page\\_id=3857](http://www.ihe.tohoku.ac.jp/?page_id=3857)

会場: 講義棟 A (2階) 東北大学川内北キャンパス

東西線「川内駅」下車 (仙台市営地下鉄東西線「仙台駅」～「川内駅」, 乗車時間約 6分) 川内駅より会場まで徒歩約 2分

アクセスマップ [http://www.ihe.tohoku.ac.jp/?page\\_id=770](http://www.ihe.tohoku.ac.jp/?page_id=770)

### After conference party (懇親会) 18:00-20:00

There will be a party after the conference at a venue near Sendai station.

Participants will need to register in advance. Limited places. Please register using the link below

大会後に、仙台駅周辺にて懇親会を開催します。

参加を希望する方は事前登録をお願いします。

人数制限がありますので、下記のリンクよりお早めにお申し込みください。

### Party details (懇親会の詳細)

Party registration deadline: June 14th 申し込み締め切り : 6月 14日

[参加申し込み先・Register here](#)

Place and Time (場所と時間): 場所 : 焼鳥ダイニング いただきコッコちゃん (18:00 開始)

Fee(料金) : 3,500 円(税込み) 120分飲み放題

Address(住所): 仙台駅西口店 〒980-0021 宮城県仙台市青葉区中央 1-8-22 サンスクエア庄司ビル 1・2F

Access (アクセス) :



## BOOK OF ABSTRACTS

### Plenary Talk 1 (招待講演) ROOM A202

10:00 – 10:55

#### **From the CLIL classroom to University and back!**

Magdalena Custodio Espinar

Universidad Pontificia Comillas (Comillas Pontifical University)

One of the biggest challenges in Content and Language Integrated Learning (CLIL) is teacher education and training. As a CLIL teacher in mainstream education for more than fifteen years, I was able to experience and observe the difficulties and challenges involved in teaching content from the official curriculum through English. There is an extensive academic production that describes the CLIL teacher competencies because introducing a foreign language as the means for content instruction is very demanding for teachers. For this reason, a few years ago, I decided to move from CLIL practice to CLIL research in order to find out what the real difficulties and challenges are in CLIL teacher education and training. This presentation will offer a summary of the current CLIL teacher profile in the Spanish education system, in particular, in the region of Madrid, where more than 50% of pre-primary, primary and secondary schools (state and semi-private) offer bilingual education through CLIL. In addition, this presentation will focus on one of these key competences: the collaborative competence. Therefore, a detailed description of how to design CLIL lesson plans collaboratively will be provided and analyzed in terms of (1) the collaborative activities involved, (2) the feedback provided, (3) the students' competencies developed, and (4) their opinions and reflections on the impact of working in group for the development of the collaborative competencies and (5) the need to develop them for successful CLIL teaching and learning.

## Plenary Talk 2 (招待講演) ROOM A202

15:50- 16:45

### Learner-centredness in CLIL Pedagogy

Shigeru Sasajima  
(CLIL-ite)

Learner-centredness is the most important educational concept. CLIL pedagogy also considers it as good assessment for learning (AFL). Learner-centredness has some characteristics, such as active participation, autonomy, power sharing, and formative assessment (Bremner, 2021). Though CLIL has many faces, I am concerned about the lack of diversity or dynamics. I assume DEI (diversity, equity, and inclusion) is a keyword for CLIL in Japan after the COVID-19 pandemic. I believe CLIL can/should motivate learners. In addition, teachers should be motivated in CLIL contexts. Learner-centredness is therefore related to learning together in CLIL classrooms. CLIL-ite aims to create a community for learning together in CLIL pedagogy.

## PARALLEL SESSIONS

### Session 1

ROOM A202 (ENG)

11:00 – 11:25

### Using Student Work to Improve a CLIL Program

Andy Roomy  
Tokai University

In this presentation, I will evaluate the Tokai University Sports and Leisure Management EFL program that I run. The program consists of six core courses: *Introduction to Sport and Leisure Management*, *Sport and Leisure Marketing*, *Sport and Leisure Leadership and HR*, *Sport and Leisure Finance*, *Sport and Leisure Marketing*, and *Event Management*. In addition, students can take two years of seminar sessions in which they write their graduate report in English. There are on average sixty-five students in a class and three to four students in the seminar sessions. There are on average one or two non-Japanese students in a class. Since sport and leisure management is still a relatively undefined area of study, designing and implementing the program has taken several years to accomplish. The program uses several different methodological approaches to teach students English such as Content and Language Integrated Learning (CLIL), Task-based Learning (TBL) as well as Student and Teacher-centered Learning approaches (SCL and TCL). Based on the progress made so far, I feel that the program is now at the point where it can be evaluated based on student work and outcomes. This evaluation will be based on student participation, assignments, tests, and projects to determine the best ratio of teaching approaches and how to improve the program in the future.

ROOM A205 (JPN)  
11:00 – 11:25

社会情動スキルを養う CLIL 実践  
～Academic Presentation 授業実践における相互評価活動から～  
菊地恵美子  
東北大学

大学1、2年生の必修授業において母国語以外で実践するプレゼンテーション授業ではそのタスク設定、プロセスにおける足場がけが重要なポイントとなる。対面でプレゼンテーションをする機会がそれほど多くなく、英語力にもあまり自信のない学生達は学術的プレゼンテーション実施にあたって大きなストレスと不安を感じていることが多い。2023年度東北大学全学教育での大学2年生対象の英語科目”Academic Presentation”の講義においては、CLIL フレームワークの「4つのC」(池田 2011)のうち Cognition, Culture に重点を置いた学習タスクを3段階設定し、学習のプロセスにおいて少人数におけるディスカッション及び相互評価活動を取り入れた実践を行った。タスクの内容は、(1)オンライン上での1分間プレゼンテーション (2)気になる社会課題についてオンライン上での3分間プレゼンテーション (3)6分間の対面によるプレゼンテーションの3つであり、それぞれの段階で建設的なコメントを学生間で共有させた。学習活動の最後には他者からのコメントシートを踏まえて自らのプレゼンテーションを分析的に振り返るレポート提出とした。それらの分析から、他者への共感的な話の聴き方、コメントの仕方、学習目標のさらなる理解、建設的な関係性づくり、責任ある行動、安心してものが言える場づくり、など学習者の言語運用スキルだけでなく社会情動スキル(John O.P. 2008)が向上していることが明らかとなり、CLIL 実践が社会情動スキル向上に寄与することが示唆された。

Session 2

ROOM A202 (ENG)  
11:30 – 11:55

**What stories do we tell when we teach stories? Literature in the Classroom.**  
James Tink  
Tohoku University

This presentation will explore some aspects of teaching literature in English as part of an undergraduate program in the humanities in the context of studying since the pandemic. In recent English humanities studies, there has been growing attention to the cognitive and affective values of stories and narrative as a source of learning and intercultural understanding in a digital environment (e.g. Levine, 2015, Cave, 2016, Felski, 2020), but the implications for CLIL based methodology have been less explored. This presentation will critically reflect on experiences of teaching undergraduate courses on short stories to suggest ways in which these critical ideas could be practically combined with scaffolding and course planning to consider how classes could be developed for teaching stories, especially in terms of student input, learning outcomes, and student evaluation. Moreover, given the rise of AI chatbot technology in the classroom, the presentation will also discuss experiences of chatbot plagiarism and the

problem of promoting “authentic language” (Pinner 2023) among learners in the classroom. Overall, the presentation will suggest how CLIL-based classroom practice and actual student experience might be considered as part of teaching the humanities.

ROOM A205 (JPN)  
11:30 – 11:55

### CLIL 思考法（生成 AI を使用した授業実践）

村田幸一  
摂南大学

私は高校教員として学習指導要領改定の中で学校現場の様々な変化を目の当たりにしてきた。IT 化、アクティブラーニング、探求授業（調べ学習）の3つが挙げられるが、その中で私は主に探求授業に関心を持った。探求授業において経済学部出身という背景から MBA のビジネスフレームワークを用いたアイデア・問いの作成、深堀について模索してきた。一方でこのアイデア・問いの幅及び深さを磨くことは語学学習という意味でも有効であると考ええる。なぜなら私たちも日々このアイデアや問いを活用してコミュニケーションをとっているからである。またこのビジネスフレームワーク、例えばロジックツリーやブレインストーム等は文章でなく、キーワードで思考を図示化することができる。その結果たとえ語彙力が乏しくても体系的にかつ端的な言葉で自分の考えを述べることができる。英語でもこのプロセスを適応することで同様の効果が得られ、これは4技能で日本人学習者が苦手とするライティング、スピーキングといったアウトプットの学習をする上で有効であると考ええる。更に昨今の生成 AI は上記活動を行うにおいて大きな可能性を秘めていることがわかった。今回、『CLIL Business Management』を教材としてこのビジネスフレームワーク及び生成 AI を使った授業実践について紹介することとする。

### Session 3

ROOM A202 (ENG)  
13:00 – 13:25

### **CLIL Material Creation from a Language and Content Teacher Perspective: Two Mindsets, One Mission**

Barry Kavanagh, Tohoku University  
Maria Vassileva, Nagoya University

Content and Language Integrated Learning (CLIL) courses bring together two key components: content subjects (such as history, science, or mathematics) and language learning (typically a second or foreign language). Teachers engaging in CLIL instruction often have different mindsets depending on their primary focus and expertise. A language specialist may concentrate on language acquisition and implement language learning strategies and scaffolding techniques to support language learning. In contrast, a content specialist may emphasize effectively delivering content knowledge and prioritize subject-specific skills and concepts over language learning.

To balance the dual nature of CLIL, teachers need to design lessons and activities that address content and language learning goals simultaneously, allowing students to deepen their understanding of both facets. Content or language teachers may have limitations on



what they can do individually with regard to their expertise, but in collaboration, these distinct mindsets can come together to teach academic subjects that help students learn content through a foreign language. This practical presentation will focus on two CLIL courses, a biophysics course with 4th-year undergraduate and post-graduate students led by a language instructor taught at Tohoku University and a molecular biology course for 1st and 2nd year undergraduate students led by a content specialist taught at Nagoya University. Illustrative examples will be used to demonstrate how these classes were delivered using a CLIL framework emphasizing the 4 Cs, the language triptych, and cognitive discourse functions. Additionally, the roles of the content and language teachers involved in this collaboration will be discussed, and suggestions will be offered for the effective implementation of team teaching and collaboration between content and language teachers.

ROOM A205 (JPN)  
13:00 – 13:25

**CLILの「4C」の観点で見る中学校の英語の教科書の課題**  
サヴィヌィフ・アンナ  
北海学園大学

本発表では、中学校の教科書の課題文を内容言語統合型学習(CLIL)の観点から分析する。日本における中学校教育において授業でCLILを実施するためには、教科書を考察する必要がある。そのため、現在使われている英語の教科書を分析し、CLILを実施するため不足している要素を確定した。教材の調査はCLILの重要な要素である「4C」の観点から行った。4Cは「Content, 内容」、「Communication, 言語」、「Cognition, 認知」、「Culture, 文化」を指す(Coyle et al., 2010)。教科書の課題文を「内容」(トピック)、「言語」(4つの技能)、ブルームタキソノミーによる「認知課程・知識の次元」(Anderson et al., 2001)、「文化紹介」、及び「ペアワークやグループワークの割合」で質的に分析し分類した。教科書をシリーズ間、また同じシリーズの学年による差異が明らかになった。分析の結果をCLIL観点から考察して、中学校の教科書でCLIL授業を行う場合、どのような要素を補完する必要があるか提案した。また、コミュニケーションアプローチの中作られた教科書を「CLIL化」する際に考慮すべき項目を提案した。本調査の結果は教師の実践や教材開発者に有益であると考えられる。

**Session 4**

ROOM A202 (ENG)  
13:30 – 13:55

**Integrating Culture into the CLIL Classroom with International Exchange Students**

Brian Birdsell, Natsuko Tatsuta  
Hirosaki University

A CLIL framework emphasizes using a 4 Cs approach. This includes developing learners' content knowledge (e.g., Psychology), their higher order cognitive thinking skills (e.g., creativity, evaluation, synthesizing information), communication skills (e.g., using role plays, dialogue practice, open-ended questions, debates), and culture. The fourth C, "culture", is the ambiguous C, as it can mean different things to different people. We define it, similarly to those

in the field of cultural psychology (Hong, 2009, p. 4), as networks of knowledge shared between a group of interconnected people that facilitate communication and coordinate social behaviors. English as a lingua franca is now widely used in the inner, expanding, and outer circles and therefore reflects not a single cultural tradition, but a global culture of second language users. Therefore, one way to develop this fourth C (culture) in a CLIL framework for learning English is to expose students to its use by speakers from a wide range of countries. To achieve this, we developed a three-week program in which four exchange students from the USA, Sri Lanka, India, and Indonesia, currently studying at our university, visited the classroom and interacted with Japanese students in a liberal arts Global English course. The goal was to exchange cultural elements from each country through small group activities. This presentation outlines the rationale, class design, in-class activities, student reactions, benefits, and challenges of integrating the program into the course.

ROOM A205 (JPN)

13:30 – 13:55

### 副専攻の中の CLIL: 専門教育との連携

多田恵実

弘前大学

CLILは教科内容と言語習得の両方を促す教育アプローチとして近年注目されている。目標言語を使用しながら、科目の理解と言語スキルの向上を両立させるものだが、CLILに常に付きまとうのは語学教師が必ずしも取り扱う内容科目の専門家ではないという課題である。弘前大学の副専攻は、「学部横断型副専攻プログラム」として、教育推進機構が中心となり、人文科学、教育、理工学部、医学部、農学生命科学の5つの学部を横断する19の副専攻を2023年度から始動したが、図らずもこれはCLIL型の英語教育を思わぬ形で助けることとなった。副専攻科目の一部としての語学教科が専門教科による補完を可能にしたのである。本研究では副専攻「持続可能な開発目標SDGs教育プログラム」の中の選択科目の一つ「英語で考えるSDGs」が語学教育としての目的を果すのみならず、学生が英語で1) 自分の専門を背景として、2) 自分がよく知っていることを、自分事としてownershipをもって話すことができ、さらに3) コア科目を始めとする様々な副専攻プログラムの教科で学んだことを生かしつつ、意味のある内容を学ぶという仕組みを、学生のリフレクションから、質的に考察し、報告する。

### Session 5

ROOM A202 (ENG)

14:00 – 14:25

### Applying TOEFL Reading Exercises in a Mixed-Ability Class: A CLIL Approach

Kazuyo Koide

Sophia University

Part-time instructor

This presentation introduces the use of TOEFL® reading materials catering to the various English proficiency levels of students in university classes. Focusing on the content of the

exercise has several benefits. Firstly, although TOEFL® scores are often prerequisites for study abroad programs, beyond test preparation, such as experiencing test-taking strategies, studying with TOEFL® materials expands students' exposure to various subjects like psychology, history, art, and science, enriching their fundamental knowledge no matter what they are majoring in. In addition, Ikeda (2023), analyzing university entrance exams through the CLIL point of view, states that test questions are designed for test-takers to foresee the EAP (English for Academic Purposes) skills they need to study at university. Implementing TOEFL® exercises also develops the EAP skills they will need at their study abroad destination, such as summarizing ideas, discussing with peers, and presenting individual ideas. Moreover, providing various pre- and post-tasks integrates students' multiple English skills and encourages student-centered learning according to their individual proficiency. This presentation will discuss the significance of content-focused learning through TOEFL reading exercises by analyzing them according to CLIL's 4Cs framework and the potential improvement in teaching facilitation by reflecting on teaching practice to develop students' comprehensive skills.

ROOM A205 (JPN)

14:00 – 14:25

**CLIL 授業における SDGs 知識の活用：持続可能な味噌汁の設計とブランディング  
ー食物学の専門家とフードデザイナーとのコラボレーションー**

多田さおり  
関西学院大学

この発表では、「持続可能な味噌汁」をテーマにした CLIL 形式の授業報告を行う。関西の私立大学での入門英語の授業において、春学期および秋学期前半に SDGs をテーマにした教科書を使用し、身に付けた SDGs17 のゴールと目標の知識を活用するための活動であった。専門家との協力授業を通じて、Problem Based Learning(PBL) の形式で授業を実施した。授業の目的、手法、学習者の評価について報告する。前半では、「Designing Sustainable Miso soup: 持続可能な味噌汁のデザイン」という協働学習を行った。食物学の専門家からの講義では、味噌汁の分解を通じて、伝統食文化や環境負荷、栄養価などの側面を持続可能性の観点から分析した。その後、SDGs のゴールを指標とした持続可能な味噌汁レシピをグループで考案し、発表した。後半では、自分たちがデザインした持続可能な味噌汁をブランディングし、世界に発信するために、CM 動画作成を行った。フードデザインの専門家からの指導を受けながら、商品のブランディングとコミュニケーションデザインについて学び、それを活かして効果的なアピール方法を採用した CM 動画を作成した。最後に、作成した動画の分析をファイナルプレゼンテーションとして行った。評価に関しては授業アンケートをもとに、内容への興味関心、英語への興味関心、そして CLIL の 4C における学習効果について考察する。

## Session 6

ROOM A202 (ENG)

14:45- 15:10

### **Using Kahoot to Highlight Scaffolding in CLIL**

Curtis Revis

The National Institute of Technology, Tokuyama College

A 2023 survey of 131 students at two different educational institutions in Japan—Tokuyama College of Kosen and Yamaguchi University—suggests that the use of the online quiz generator Kahoot in conjunction with the textbook “CLIL Primary SDGs” improved classroom atmosphere, and encouraged active participation, discussion, and collaboration with peers. Kahoot assisted this in several ways: by enabling a more engaging introduction to key concepts; by providing opportunities for non-verbal, active engagement in lesson activities; and by awarding points and thus enabling competition among students. Further, the use of Kahoot highlighted the various steps in the scaffolding of lessons, thereby engaging students further in the process of content knowledge and language acquisition. Kahoot worked well in conjunction with CLIL methods, in setting context, role-play, reading and fact-checking, and problem-solving. Kahoot’s automatically generated reports enabled tracking of student participation as a function of text entered and quizzes taken. Kahoot had questionable effect on the willingness to speak more in front of the class and on motivation to review subject matter outside of class. While technological issues (weak Wi-Fi signal or battery) occasionally restricted student access to the online quiz platform, only 7% of students indicated that they sometimes or rarely couldn’t access the online quiz platform, with 0% indicating that they could never gain access. By combining CLIL teaching methods with innovative, online teaching technologies, we were able to create a more engaging educational environment that encouraged active participation, collaboration, and discussion with classmates.

ROOM A205 (ENG)

14:45- 15:10

### **Thinking through English: A study on utilising cognitive discourse functions in Japan’s secondary school classrooms through soft-CLIL**

Esther Rogers

Lancaster University

This session presents an ongoing study situated in a Japanese secondary school with the goal of enabling learners to express their thinking in English about academic topics. The session first outlines the construct of cognitive discourse functions (CDFs), followed by how the CDF analytical framework is used in the study to illuminate the specific communicative intentions that learners are able to verbalise about academic topics in soft-CLIL. Then follows an account of the steps taken to further develop learners’ linguistic knowledge through CDF-oriented teaching practice and teaching resources. The CDF construct was developed by Dalton-Puffer (2013) to bridge the gap between language and content in CLIL classrooms in Europe. CDFs capture the verbalisations of learners’ cognitive processes when they are constructing knowledge about academic disciplines. CDFs have been employed as a tool to review and enhance teaching practice, teaching resources, and learners’ linguistic development. Recent studies on CDF-oriented teaching in Japan have taken place in universities, however none so far have considered CDFs in secondary schools. Through classroom observations, field notes,

and samples of learners' work, the study documents how learners in the first instance construct knowledge with their peers in the L1, followed by how they verbalise that knowledge in the L2. The session concludes with an overview of the development and implementation of CDF-oriented teaching practice and teaching resources and their impact on learners' linguistic output in the study.

### Session 7

Room: A202  
15:15- 15:40

#### **Examining English Skill Development and Global Consciousness through CLIL SDG Courses: A Comparative Study across Two Japanese Universities**

Barry Kavanagh, Tohoku University  
Satsuki Kojima, Miyagi University

The correlation between English language education and global citizenship has been relatively overlooked in Japan. This study examines the perceptions of 65 students enrolled in Content and Language Integrated Learning (CLIL) Sustainable Development Goals (SDGs) courses, each instructed by different faculty members across two universities. The research aimed to investigate students' self-assessment regarding their knowledge of SDGs and English skills, proficiency in English, as well as the course's effectiveness in deepening their understanding of SDGs and fostering a sense of global citizenship.

Before the course, students completed a pre-course self-assessment survey in which they rated their confidence levels on their knowledge of SDGs and their ability to read, write, and present about them. Students were also given a writing pre-test on SDGs and their global importance.

In the course, students use a CLIL SDGs textbook (Sasajima et al., 2021), and each unit is dedicated to a particular SDG. Students give presentations in groups and individually based on the previous units learned in class. At the end of the course, students completed a post-course survey and the post-test writing.

Statistical analysis (t-tests) of the survey showed that all the students across classes and universities felt that their SDG knowledge, English and presentation skills, and vocabulary acquisition had significantly improved by the end of the course. A thematic analysis of student pre and post-test writing showed that student writing in the post-test indicated improvement in students' awareness, understanding, and engagement with SDGs compared to their writing in the pre-test.

These findings illustrate a more informed perspective on global issues among students, suggesting that the CLIL SDG course, taught by two separate teachers at two different universities, can effectively improve the students' perceptions of their English proficiency and global awareness and foster a sense of citizenship.

We hope you enjoyed the conference! Hope to see you again next year!



The Seventh J-CLIL TOHOKU Chapter Conference organizing committee

第7回 J-CLIL 東北支部大会実行委員会

Barry Kavanagh

小島さつき

Brian Birdsell