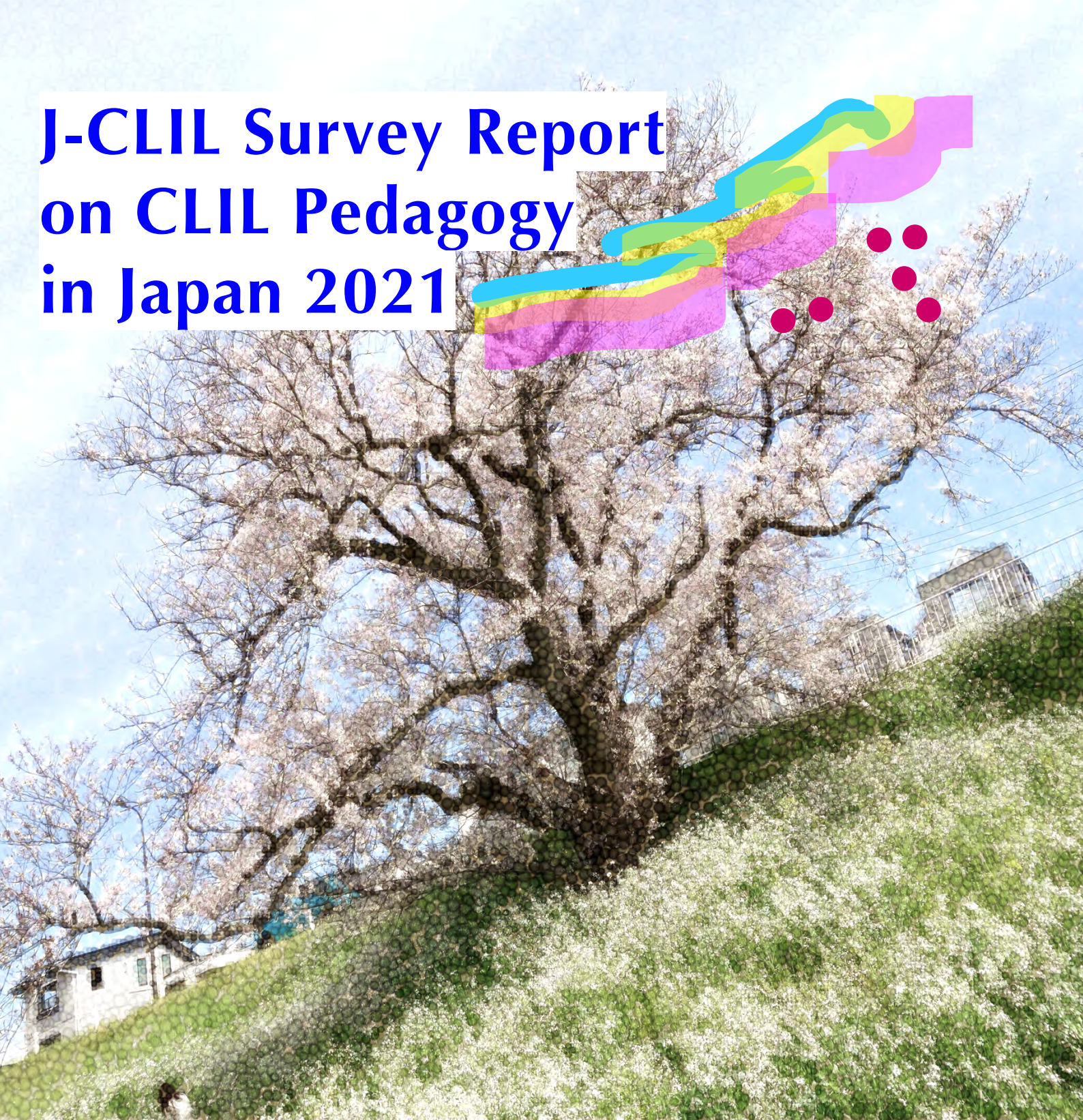


# J-CLIL Survey Report on CLIL Pedagogy in Japan 2021



**J-CLIL CLIL Survey Committee**

Shigeru Sasajima, Mai Kuramoto, & 9 members

July 2022

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日本CLIL教育学会

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July 2022

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## Executive Summary

Over the past ten years, CLIL theory and practices have been gradually spreading out through the education system as one type of diverse integrated learning styles including language learning and subject learning throughout Japan. However, there are no substantial data of how teachers teach CLIL and think about it. The Japan CLIL Pedagogy Association (J-CLIL) started its activities in 2017 and has been actively providing many activities. A growing number of teachers, researchers, and education businesspeople have become interested in CLIL. However, nobody specifically knows how CLIL has been identified by teachers in Japan. J-CLIL therefore conducted a survey in 2021 to grasp the current situation and issues concerning the implementation of CLIL methodology or pedagogy.

The surveys were conducted online through SurveyMonkey from January to March of 2021. There are two types of questionnaires (see Table 1 on p. 7): Survey 1 (1.1 Japanese version and English version) and Survey 2 (2.1 tertiary, 2.2 secondary, 2.3 primary, 2.4 pre-primary or others, and non-English). The respondents or teachers were asked to answer both surveys. The J-CLIL survey team asked the members to answer each questionnaire through its group email and website over three month period (January to March of 2021).

Some questionnaire results show that: 1) the respondents are most familiar with the 4Cs and least familiar with translanguaging; 2) CLIL is considered appropriate for preparing for entrance examinations; 3) many CLIL teaching materials are used but more and better materials are needed; 4) CLIL is different from CBI, EMI, and bilingual education; 5) many teachers are using the target language and Japanese in CLIL classrooms; 6) There is a lack of CLIL teachers; 7) there is a necessity for teacher education; 8) more CLIL-related materials are needed; 9) more implementation of CLIL in tertiary education is needed; 10) bilingual use is appropriate in CLIL; 11) performance and writing are used as assessment; 12) CLIL is taught by language or subject teachers; 13) students are motivated by CLIL; 14) there is difficulty in teaching CLIL classes; 15) there is a feeling of

uncertainty of CLIL teaching and lack of CLIL knowledge and skills; 16) there are needs for teacher collaboration; and 17) better CLIL environment is needed; and 18) CLIL is considered as an effective approach but a challenge.

Some problems are related to understanding of CLIL pedagogy. For example, there are still many teachers who do not understand CLIL, although there are allegedly increasing number of students who like to have CLIL classrooms. It is necessary to share more opportunities for exchanging information and teaching ideas among teachers. Another problem is lack of CLIL teaching materials.

To promote the implementation of CLIL in Japan, the outcomes of these surveys would be greatly valued. It is expected that non-CLIL teachers would be inspired to expand their students' learning experiences through CLIL. As with increasing CLIL teachers, we hope that these outcomes would help improve their teaching environment so that CLIL teachers would gain cooperation from other teachers. We also hope that the issues raised here will shed light on topics for further research for future development.

Shigeru Sasajima  
Mai Kuramoto  
J-CLIL Survey Committee

July 2022

## Preface

In the past 10 years, Content and Language Integrated Learning (CLIL) has become part of the mainstream education among English teachers as well as other teachers and researchers who are not fully satisfied with the traditional English language teaching in Japan. I, as President of J-CLIL (the Japan CLIL Pedagogy Association), feel greatly delighted to see the current development of CLIL pedagogy thanks to the support of some 400 J-CLIL members. Since J-CLIL was established in 2017, we have had a variety of activities: annual bilingual conferences, research meetings, chapter conferences, seminars, workshops, etc. J-CLIL activities can be characterized to as 'friendly' or 'at home,' which means that they do not always stick to academic topics but focus on practical realities. The J-CLIL members include pre-primary teachers, primary teachers, secondary teachers, tertiary teachers, researchers, publishers, and businesspersons. All are engaged and interested in improving education. Many members might not be satisfied with the current situations of language teaching and learning as well as the traditional education systems.

CLIL in Japan was first expanded to English classes primarily at university and secondary school some 15 years ago (Watanabe et al, 2011; Sasajima et al, 2011). That is because CLIL was not included in a curriculum at primary and secondary levels in Japan, but it could only be introduced as part of English Medium Instruction (EMI), which has been encouraged by the MEXT (Ministry of Education, Culture, Sports, Science and Technology) to develop more young people who can use English for globalization (MEXT, 2003). In university education, therefore, it seems that CLIL has gradually become a standard approach along with EMI or Content-based Instruction (CBI). Some secondary schools have also chosen a CLIL approach as EMI. However, each CLIL approach can be referred to another educational approach in addition to bilingual education or immersion, which has been in practice before CLIL came into acceptance in Japan.

In 2020, English was officially introduced into the curriculum as a subject at last in Japan, but it has not been appropriately supported by the teacher education program. In these situations, the CLIL approach, which can be taught by subject teachers if they are able to use English, was a good choice for English classrooms in primary

education. However, the MEXT has not changed its language-focused curriculum policy to insist on teaching proper English forms and functions, such as pronunciation, vocabulary, and grammar, based on the ‘native speaker’ model. The problem is that there is still no official English teacher education for primary education, although some teachers and teacher educators assume that CLIL can be a good approach for primary teachers to teach English by making use of their professional teaching experiences even if they do not have sufficient teacher education to specifically teach English.

Since the grassroots start of CLIL in Japan, a growing number of educators have been committed to its implementation into their classrooms so far. J-CLIL has had a number of events, conferences, seminars and workshops, as well as journals and newsletters, which you can see the digital archives on the J-CLIL website at <https://www.j-clil.com>. However, nobody knew what had been happening in CLIL research and practices in Japan as of 2019. Therefore, J-CLIL decided to conduct the survey on CLIL Pedagogy in Japan in 2021 in order to understand the current status of the implementation of the CLIL pedagogy in Japan. The survey team was originally organized by *Shigeru Sasajima, Mai Kuramoto, Miyako Nakaya, Miyuki Yukita, Keiko Tsuchiya, Yukari Takagi, Kentaro Koibuchi, Maki Takata, Makoto Ikeda, Yuki Yamano, Michele Joel, Kyoiku Kaihatsu Shuppan, Kazuko Kashiwagi, Hazuki Nakada, Yukiko Abe, Chizuko Aiba, Masayoshi Takahashi, and Kidai Tadokoro*. The team tried to cover a number of CLIL aspects: e.g. teacher awareness of CLIL, CLIL classrooms, CLIL implementation in education levels, CLIL references, and CLIL materials. The survey is still ongoing and sustainable as of 2022. As the questionnaire survey was conducted in 2021, we have decided to disseminate the interim report of the questionnaire results of an ongoing study. We hope the primary report will be published by adding some other results as the primary report later.

The general purpose of the questionnaire research is to identify the current status of the implementation of the CLIL pedagogy in Japan by asking teachers and people who are interested in language learning and teaching in all levels of education in Japan. Specifically, the questionnaire was answered by the respondents who are interested in CLIL, CBI, or bilingual education and mainly teach English (other languages) or content subjects to their students who study in primary,

secondary and tertiary education in Japan. There are 6 types of the questionnaire forms: 1 general CLIL pedagogy; 2 English CLIL pedagogy in tertiary; English CLIL pedagogy in secondary; English CLIL pedagogy in primary; English CLIL pedagogy for English speakers; and CLIL pedagogy for the other language. Each form has some 40 question items. The research was primarily conducted from January to March in 2021. For more details see each chapter.

J-CLIL defines its association purpose as follows:

To study and promote practices for the implementation of integrated education called CLIL (Content and Language Integrated Learning) or CBLT (Content-based Language Teaching).

- at J-CLIL website: <https://www.j-clil.com/english-j-clil>

CLIL should be applied to each learning and teaching context, so I believe CLIL teachers need to develop their own CLIL pedagogies to provide better education to their students. It is essential that teachers try to develop better CLIL pedagogies to be contextualized in their current situations. Therefore, we, the survey research members, hope that these survey results will be helpful for each CLIL practitioner to understand what is happening in Japan, which may be slightly different from other countries in Asia, and consider how to cooperate with each other regarding CLIL implementation.

July 2022

Shigeru Sasajima

### **J-CLIL CLIL Survey Committee**

Shigeru Sasajima    Chair

Mai Kuramoto        Secretary general

Makoto Ikeda	Keiko Tsuchiya	Miyako Nakaya	Miyuki Yukita
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## 1. Purpose

Since the importance of communication skills was emphasized through the acquisition of the four skills (listening, reading, speaking, and writing) in Japan's English education in 1980s, English teachers have been seeking a more effective and suitable methodology that would help their students acquire English knowledge and skills in an EFL environment. Thirty years later, the introduction of CLIL (Content and Language Integrated Learning) to the education in Japan was a breakthrough for teachers as well as learners seeking to improve their knowledge and skills and create a better learning context. Over the past ten years, CLIL theory and practices have been gradually spreading out through the education system as one type of diverse integrated learning combining language learning and subject learning in Japan. However, there are no substantial data of how teachers teach CLIL and think about it.

The Japan CLIL Pedagogy Association (J-CLIL) started its activities in 2017 and has been actively providing many events such as conferences, seminars, and workshops, as well as the publications of a journal and a newsletter. In addition, it has some chapters and committees, in which CLIL has been a standard educational approach. Besides J-CLIL members, a growing number of teachers, researchers, and businesspeople in education have been interested in CLIL. However, nobody specifically measures how CLIL has been identified by teachers in Japan. J-CLIL therefore conducted a survey in 2021 to grasp the current situation and issues concerning the implementation of CLIL methodology or pedagogy in primary, secondary, and tertiary education, in addition to its influence on teachers of various languages teachers and miscellaneous education sectors in Japan. To take a further step forward, J-CLIL is aiming to reflect on the survey results to provide more enriched activities for both language and subject teachers who want to teach CLIL and share ideas with each other.

## 2. Subjects and methods

The surveys were conducted online through SurveyMonkey from January to March of 2021. The respondents included teachers dedicated to all educational levels from pre-primary to tertiary education, and also, some different types of teachers such as native and non-native speakers of English, as well as other people who are committed to education.

There are two types of questionnaires (see the table below): survey 1 (1.1 Japanese version and English version), which focuses on general background information about CLIL, and survey2 (2.1 tertiary, 2.2 secondary, 2.3 primary, 2.4 pre-primary or others, and non-English), which focuses on specific education areas. The respondents or teachers were asked to answer both surveys.

**Table 1. Types of questionnaires**

Survey 1	1. General survey on CLIL pedagogy 1.1 Japanese version 1.2 English version
Survey 2	2. Specific survey 2.1. CLIL pedagogy in university education 2.2. CLIL pedagogy in secondary education 2.3. CLIL pedagogy in primary education 2.4. CLIL pedagogy in pre-primary or others 2.5 CLIL pedagogy in non-English languages

Note. Survey 2: the respondents choose one survey in principle

The J-CLIL survey team asked the members to answer each questionnaire through its group email and website during a three month period (January to March of 2021). The collected data was analyzed by each group of the survey team, but some specific questionnaires could not get sufficient numbers, so 2.2 and 2.3 were combined and 2.4 could not be analyzed. These results are open to the J-CLIL website in Japanese. Here in this report we have selected some featured results including the data summaries, the basic data, and featured results.

### 3. General survey on CLIL pedagogy

The purpose of this questionnaire survey is to identify the current status of the implementation of the CLIL pedagogy in Japan. In this survey, the respondents are all types of teachers and education-related organizations, including native or bilingual English-speakers.

The questionnaire items include the following topics: English language level based on the CEFR; educational activities; type of organisation(s) or school(s); studies at university; current professional and research interest; familiarity with CLIL terms; interest in CLIL, CBI, bilingual education, IB (International Baccalaureate), language immersion, EMI, ESP, and EAP; familiarity with CLIL principles; CLIL vs. CBI, bilingual education, IB, immersion, EMI, and ESP or EAP; teaching CLIL lessons; the activities that fit with CLIL pedagogies; CLIL at your workplace; participation in CLIL conferences, seminars or lectures; books and articles related to CLIL pedagogy; CLIL materials; and J-CLIL activities.

In addition, 5-point Likert Scale questions are asked about CLIL regarding the following viewpoints: an effective pedagogy, language teachers, subject teachers, the whole school curriculum, the school curriculum, collaboration between language teachers and subject teachers, English only, a fair command of English, the university entrance exam, the traditional grammar translation method, thinking about learning, and applying CLIL ideas in classroom activities.

#### 3.1 Data summaries of general survey

\*"All" means the respondents for the questionnaire in Japanese and "EN" means the respondents for the questionnaire in English.

- **As for CLIL and curriculum, 70% of All and 90% of EN are interested in CLIL.**
- **As for CLIL principles, more than 90% of All know the 4Cs, and 55% of All and 70% of EN apply the 4Cs framework.**
- **As for CLIL and entrance exams, 40% of All and 50% of EN think that CLIL is an appropriate approach for students to prepare for entrance exams.**

- As for teaching materials for CLIL, 70% of All use some materials appropriate for CLIL teaching and about 30% of them use MEXT approved textbooks.
- As for CLIL and bilingual education, most respondents of All and EN think that CLIL is different from CBI/EMI/Bilingual Education, and most respondents of All and EN disagree with using English only in the CLIL classroom.
- Comparing data and potential: Strategies for wider CLIL diffusion
  - Q02 Teachers' age **Increasing teachers in their 30s (12.9%)**
  - Q03 School type **Increasing junior high school teachers (7.2%)**
  - Q07 Institution type **Increasing public school teachers (23.7%)**
  - Q10 Subjects **Increasing subject teachers (23.2%)** (Hard CLIL in English & Japanese)
  - Q35 Materials **Increasing CLIL pages in MEXT authorized textbooks (34.5%)**
  - Q36 Training **Providing CLIL teacher education, which is in high demand (85.3%)**
  - Q45 Exams **Showing the effectiveness of CLIL in entrance exam preparations (40.1%)** (cf. J-CLIL Newsletter, vol. 7, 'CLIL and entrance examinations' [Japanese])

## 3.2 The respondents' basic data of general survey

**Table 3.1 Demographics**

*Respondent's Gender [All]*

Total	Male	Female	No response
182	69	111	1

*Respondent's Gender [EN]*

Total	Male	Female	No response
24	13	10	1

### 3.2.1 (Q3) School or Organization

- **All (n=180):** More than 50% are Japanese teachers of English at universities.
- **EN (n=24):** 75% are native/bilingual English teachers at universities.

Figure 3.1 School or organization

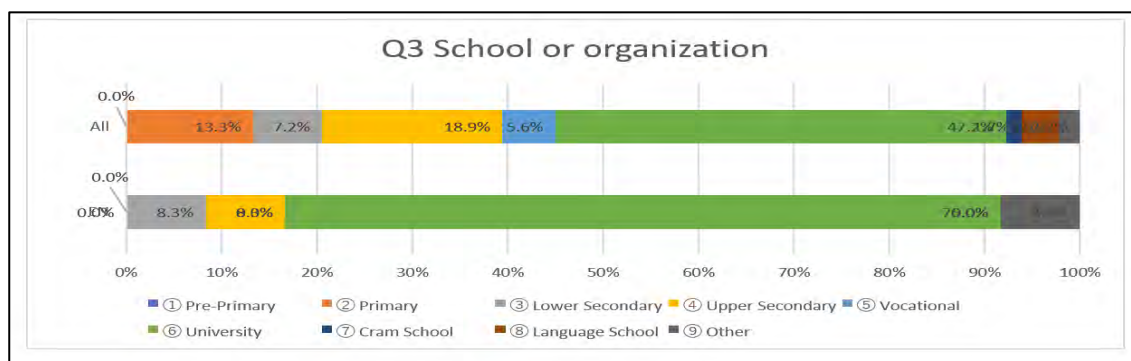


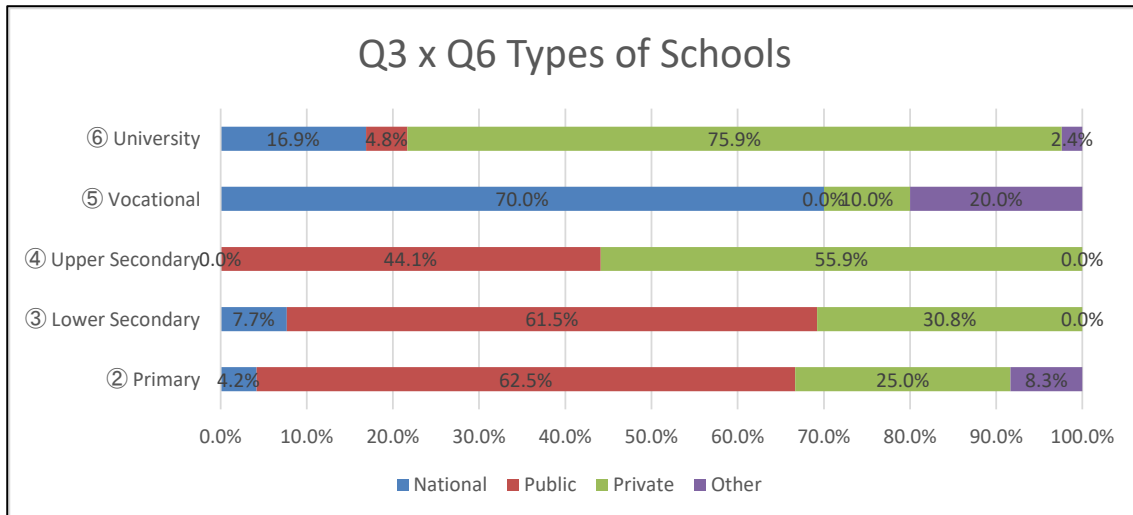
Table 3.2 School or organization

	All		EN	
① Pre-Primary	0	0.0%	0	0.0%
② Primary	24	13.3%	0	0.0%
③ Lower Secondary	13	7.2%	2	8.3%
④ Upper Secondary	34	18.9%	2	8.3%
⑤ Vocational	10	5.6%	0	0.0%
⑥ University	85	47.2%	18	75.0%
⑦ Cram School	3	1.7%	0	0.0%
⑧ Language School	7	3.9%	0	0.0%
⑨ Other	4	2.2%	2	8.3%
<b>Answered</b>	<b>180</b>		<b>24</b>	
<b>Skipped</b>	<b>2</b>		<b>0</b>	

### 3.2.2 (Q3/Q6) Types of Schools

- **More than 75% of respondents in tertiary education teach at private universities.**
- **The percentages of public school teachers increase in primary/secondary. (All: n=177)**

**Figure 3.2 Types of Schools**

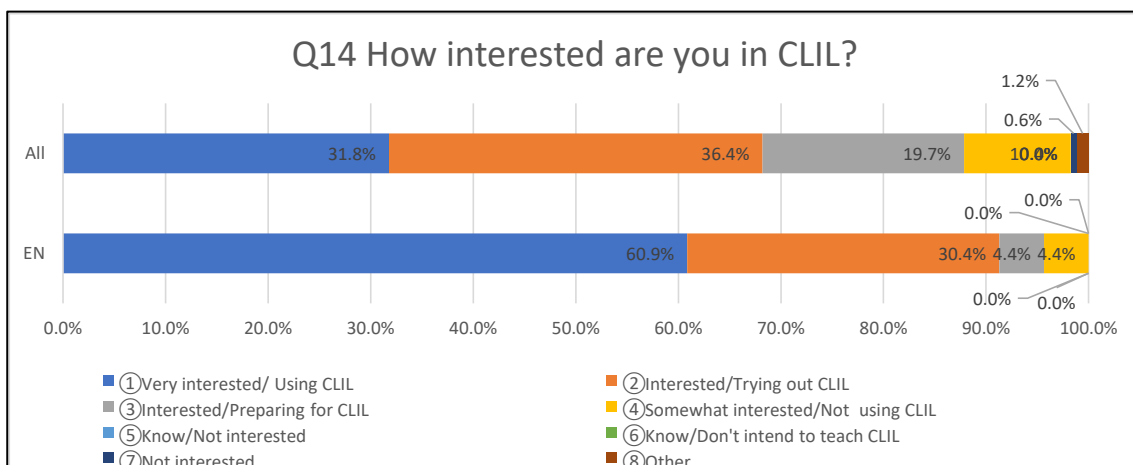


### 3.3 Featured results of general survey

#### 3.3.1 (Q14) How interested are you in CLIL?

- **About 70% (All) / 90% (EN) of respondents are interested in CLIL. (All: n=173, EN: n=23)**

**Figure 3.3 Interest in CLIL**

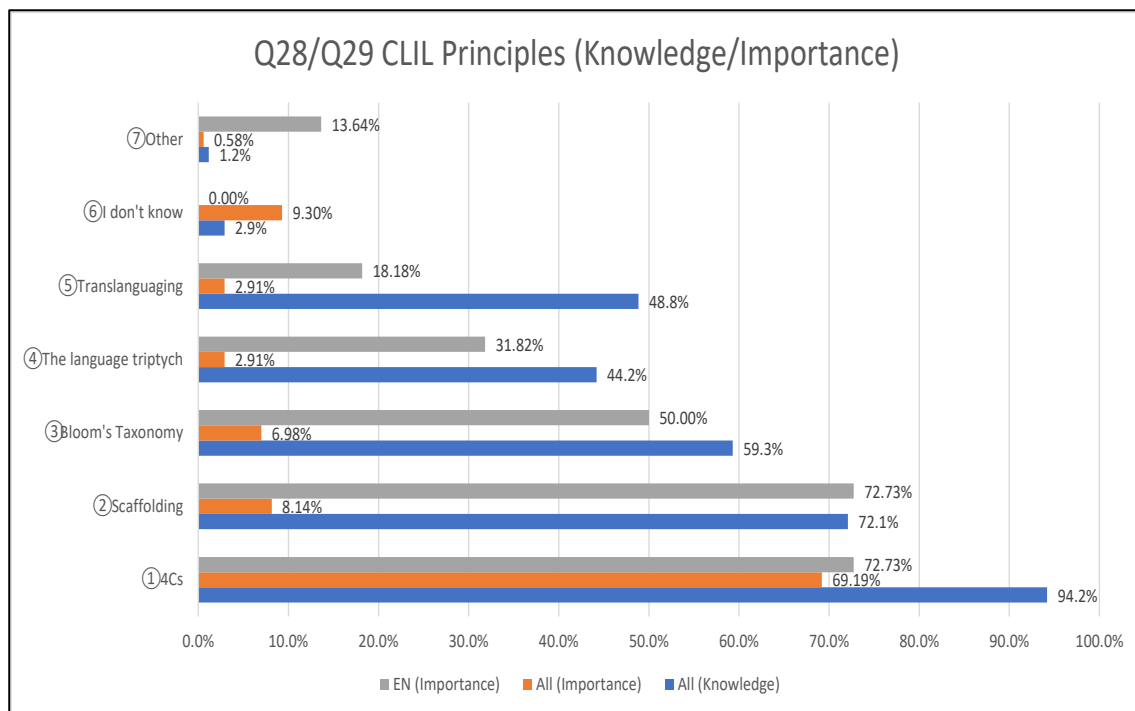


#### 3.3.2 (Q28 + Q29) CLIL Principles

- **More than 90% of respondents know the 4Cs and more than 70% Scaffolding.**

- **About 20% (EN) / only 3% (All) of respondents think Translanguaging is important. (All: n=172, EN: n=22)**

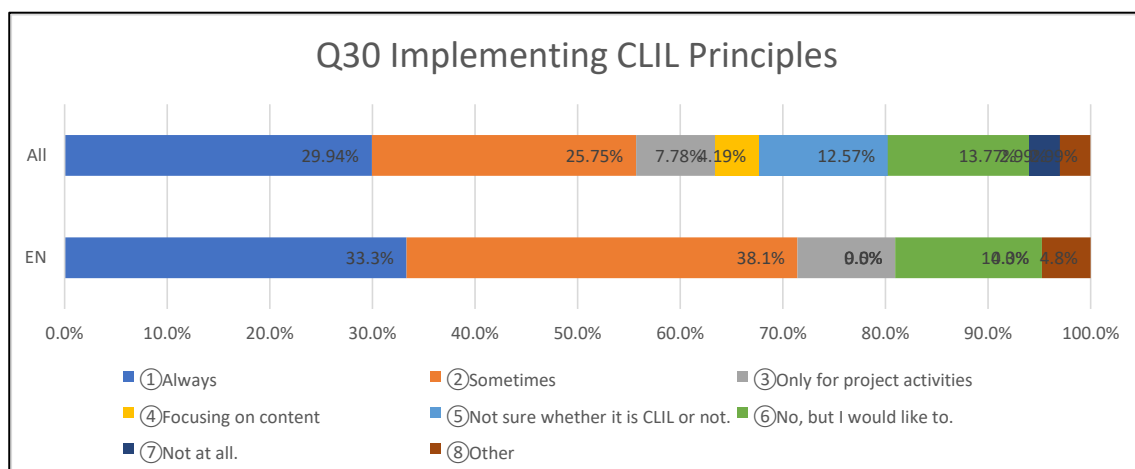
**Figure 3.4 CLIL principles**



### 3.3.3 (Q30) Are you teaching CLIL based on CLIL principles?

- **About 55% (All)/ 70% (EN) of respondents apply CLIL principles to their teaching. (All: n=167, EN: n=21)**

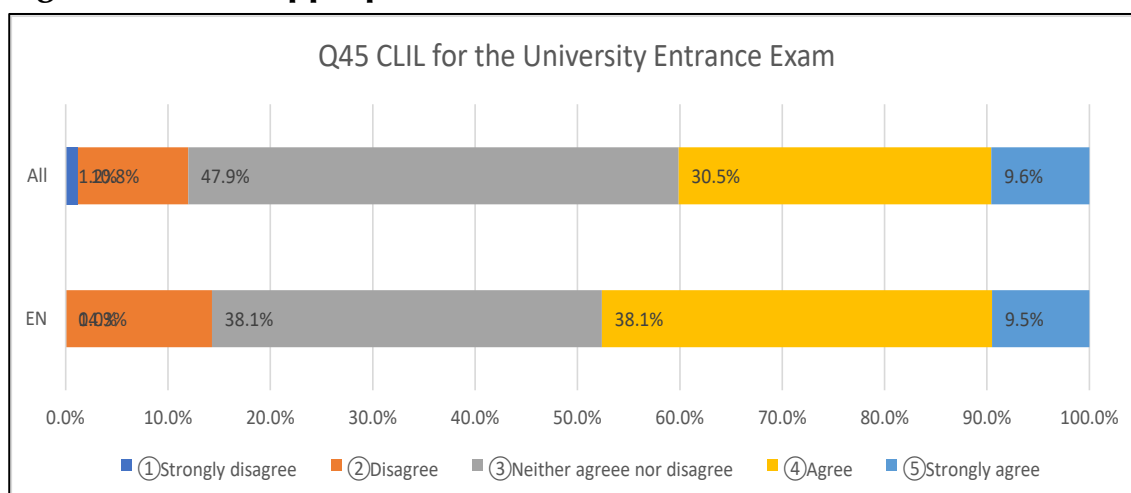
**Figure 3.5 CLIL teaching**



### 3.3.4 (Q45) Is CLIL appropriate for entrance exams?

- **About 40% (All)/ 50% (EN) of respondents think CLIL is appropriate to prepare students for entrance exams. (All: n=167, EN: n=21)**

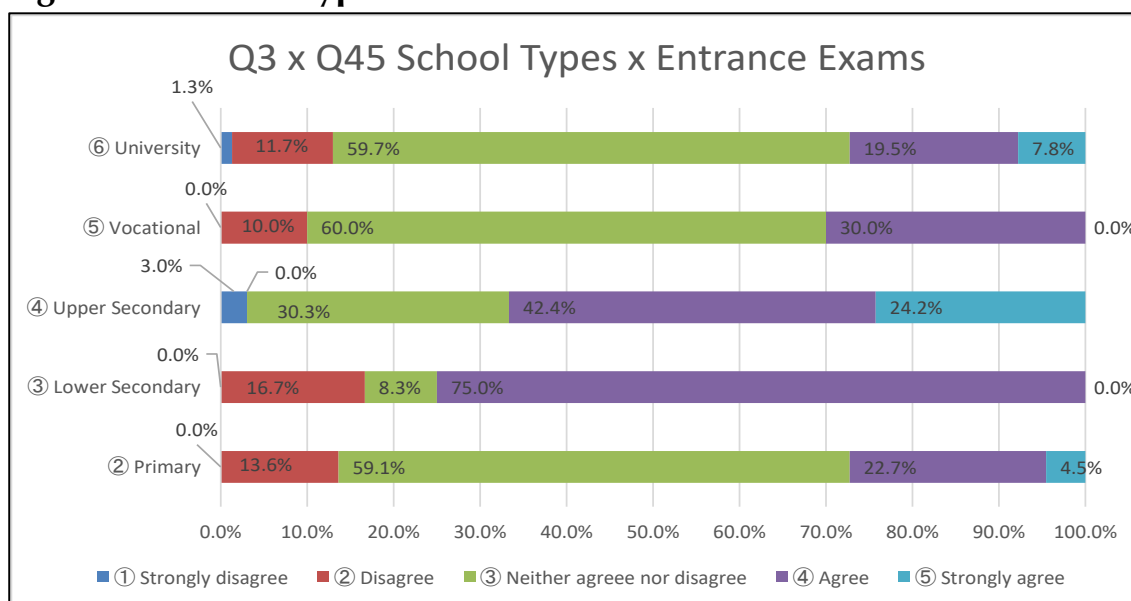
**Figure 3.6 CLIL appropriate for entrance exams**



### 3.3.5 (Q3/Q45) Is CLIL appropriate for entrance exams?

- **More than 65% of upper secondary school teachers/ 75% of lower secondary school teachers think CLIL is appropriate to prepare students for entrance exams. (All: n=167)**

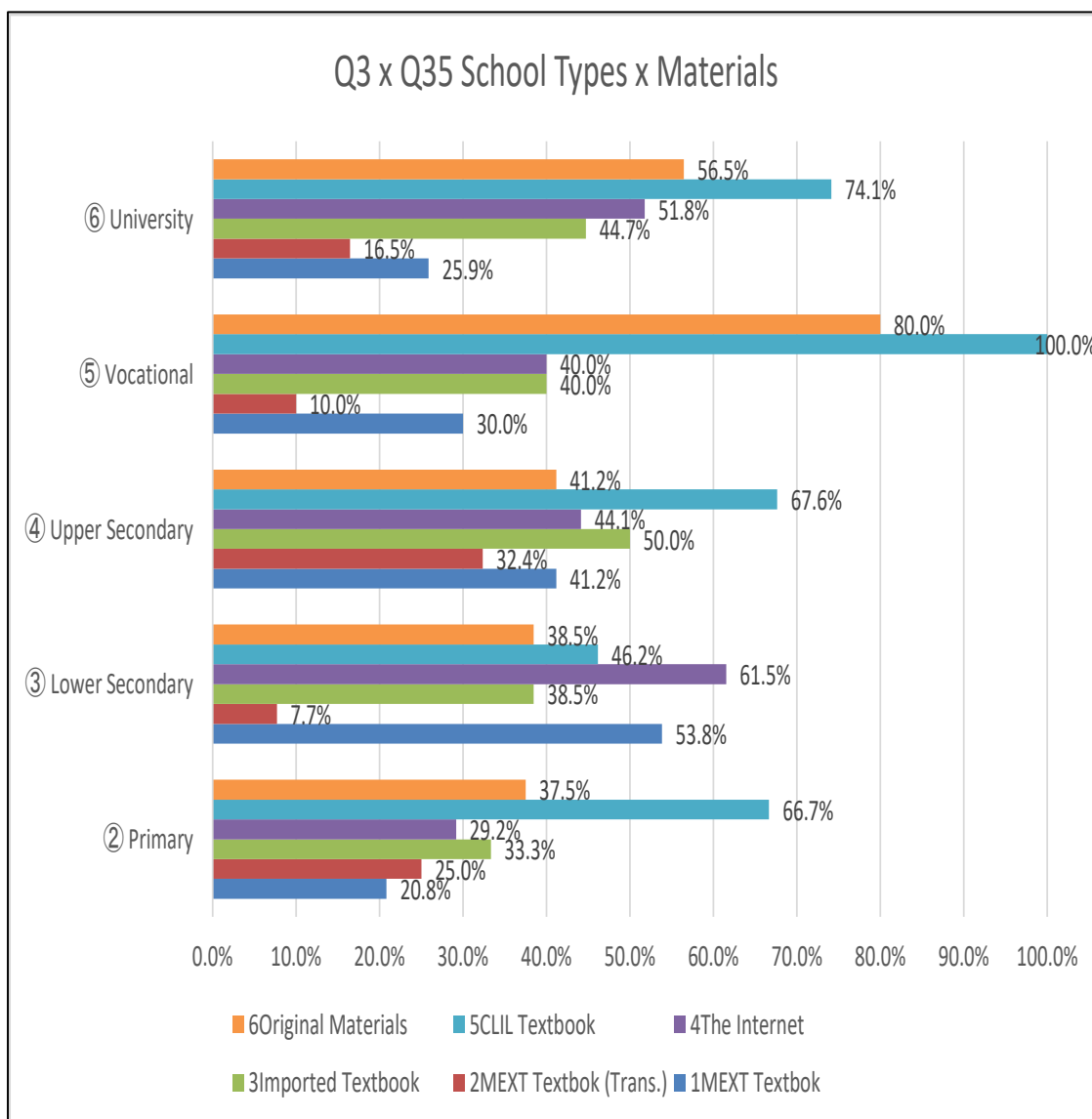
**Figure 3.7 School types & entrance exams**



### 3.3.6 (Q35) Which materials are useful for CLIL?

- About 70% of respondents use materials for CLIL teaching and about 30% of them use MEXT approved textbooks (All). (All: n=168, EN: n=21)

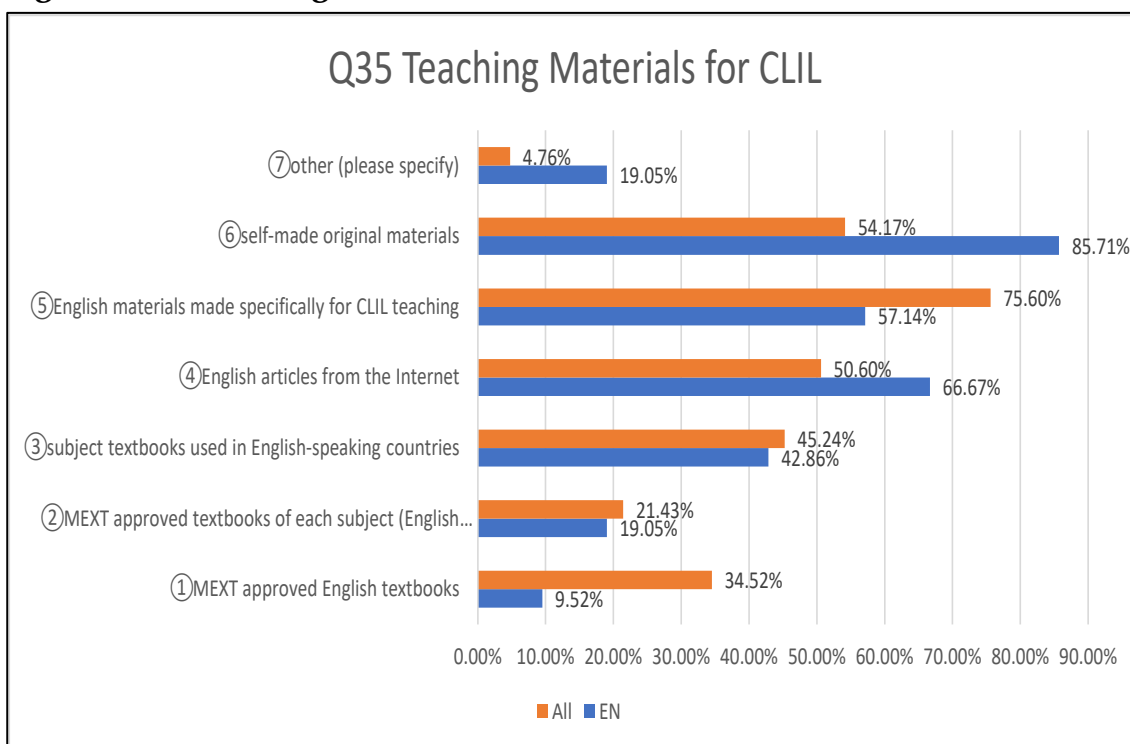
Figure 3.8 School types and materials



### 3.3.7 (Q3/Q35) Which materials are useful for CLIL?

- Teaching materials for CLIL are used most in all levels except lower secondary schools. (All: n=168)

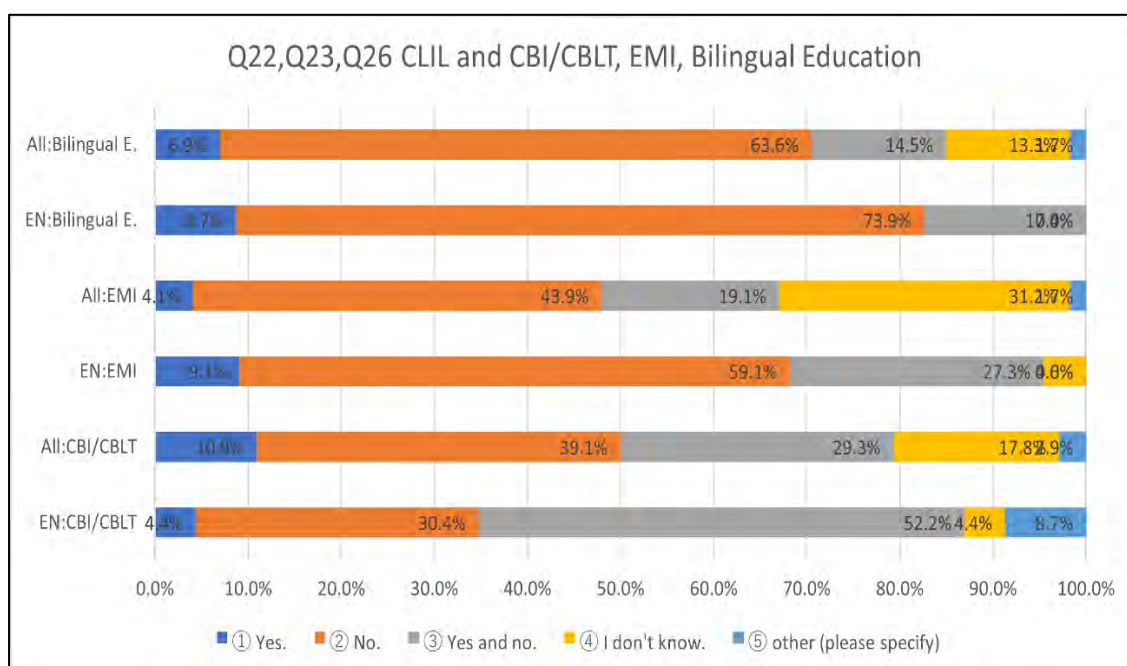
**Figure 3.9 Teaching materials for CLIL**



### 3.3.8 (Q22/Q23/Q26) Is CLIL the same as CBI, bilingual education, or EMI?

- **More than 60% (All)/ 70% (EN) of respondents think CLIL is different from Bilingual Education. (All: n=173, EN: n=23)**

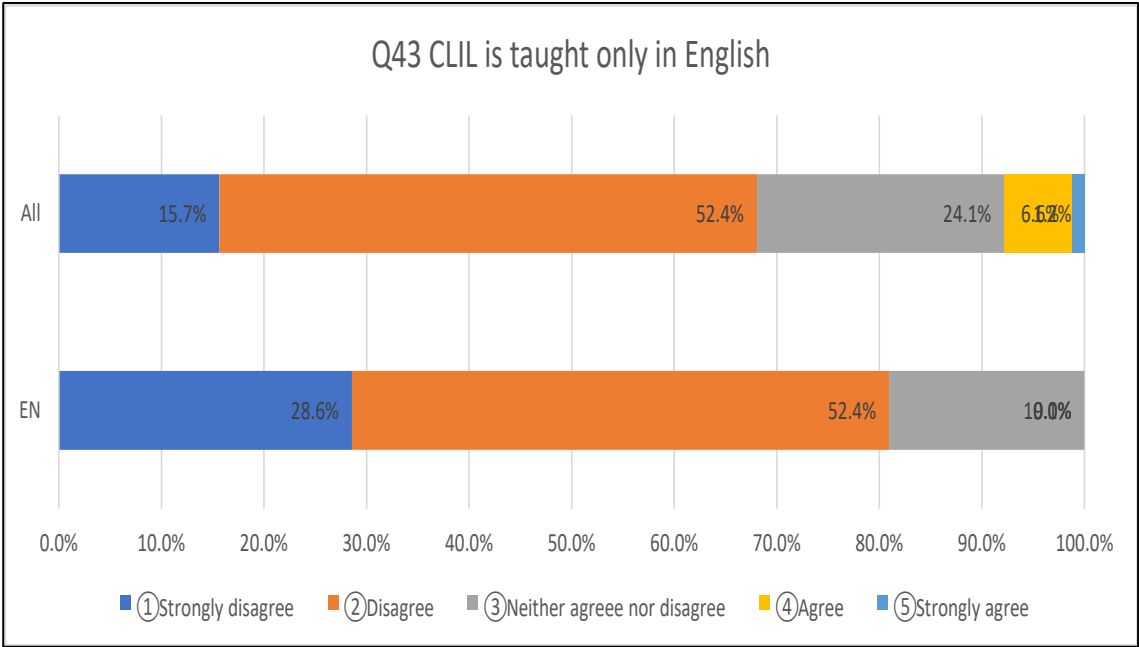
**Figure 3.10 CLIL and CBI, bilingual education & EMI**



3.3.9 (Q43) Is CLIL taught only in English?

● About 70% (All)/ 80% (EN) of respondents (strongly) disagree with teaching CLIL only in English. (All: n=166, EN: n=21)

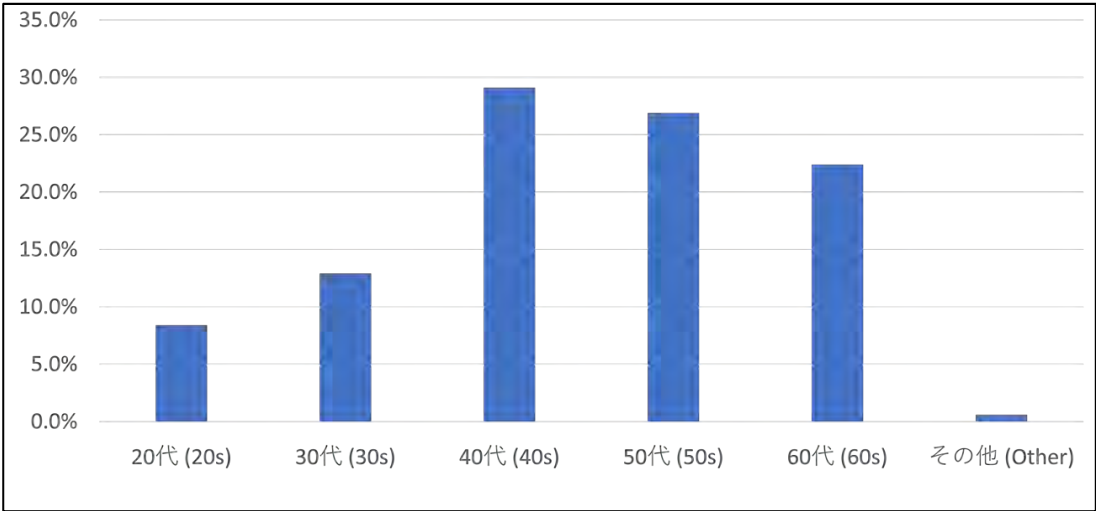
Figure 3.11 CLIL only in English



3.3.10 (Q2) What is your age?

● More teachers in their 30s will be needed in CLIL.

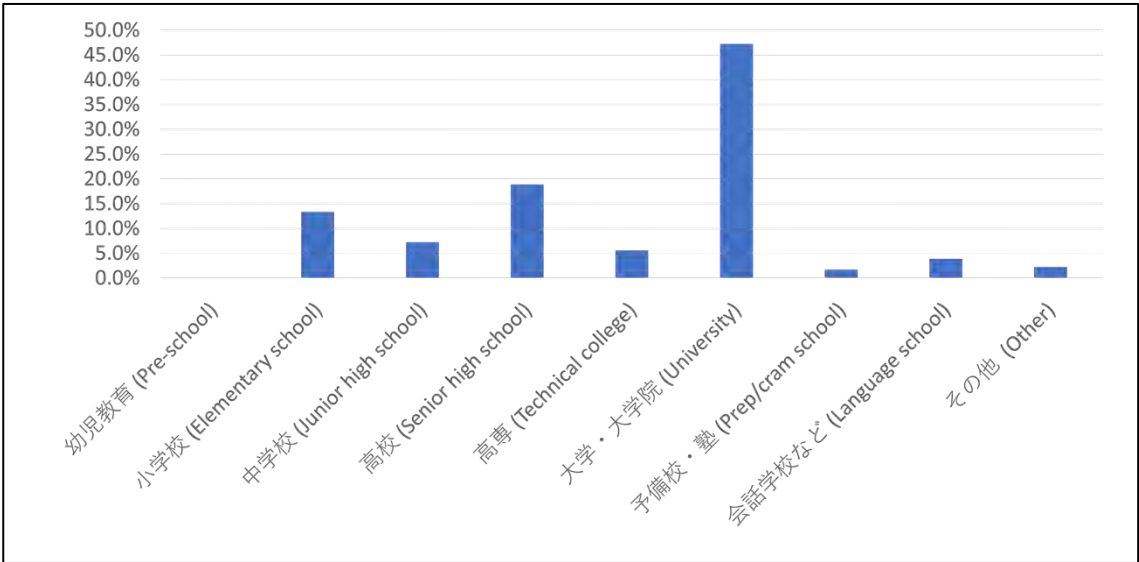
Figure 3.12 Age & CLIL



3.3.11 (Q3) What is the type of your school?

● More lower secondary school teachers will be needed.

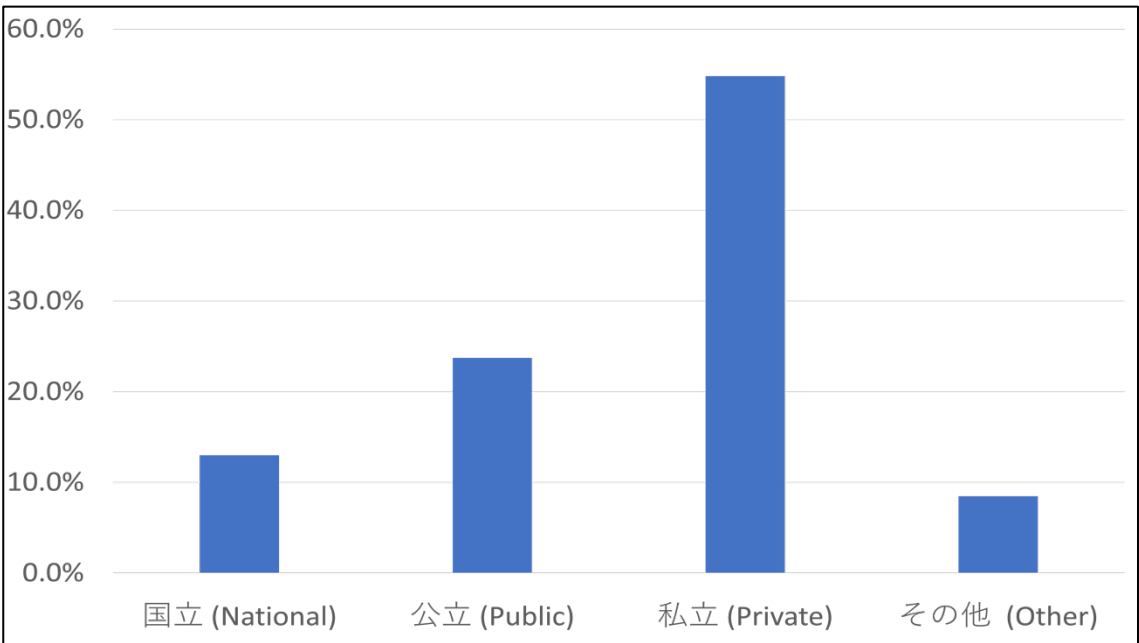
Figure 3.13 Education levels & CLIL



3.3.12 (Q7) What is the type of your institution?

● More public school teachers will be needed.

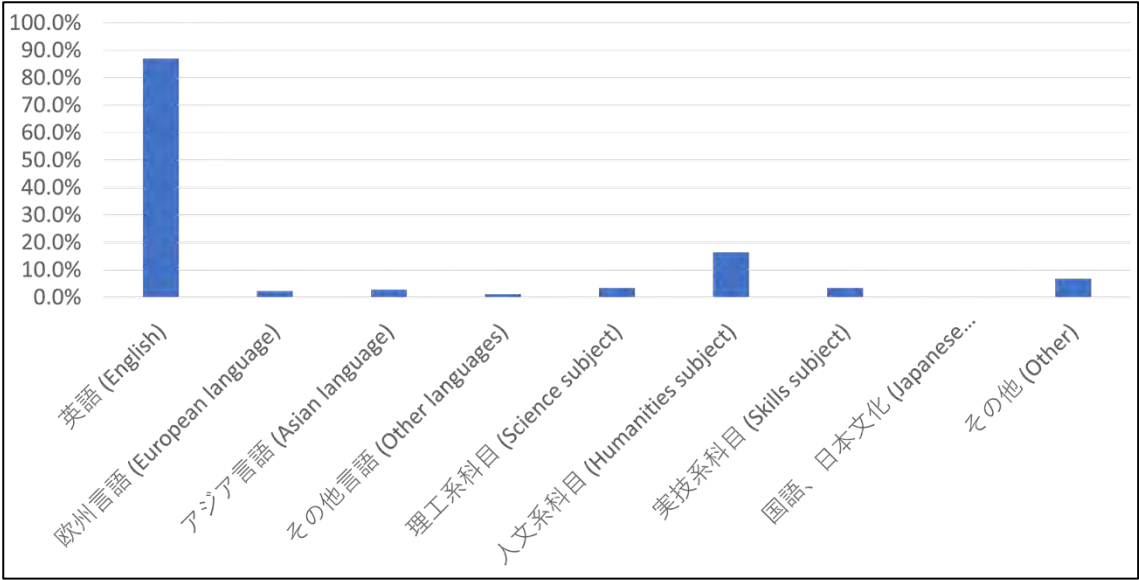
Figure 3.14 School types & CLIL



3.3.13 (Q10) Which subject do you teach?

● More subject teachers will be needed.

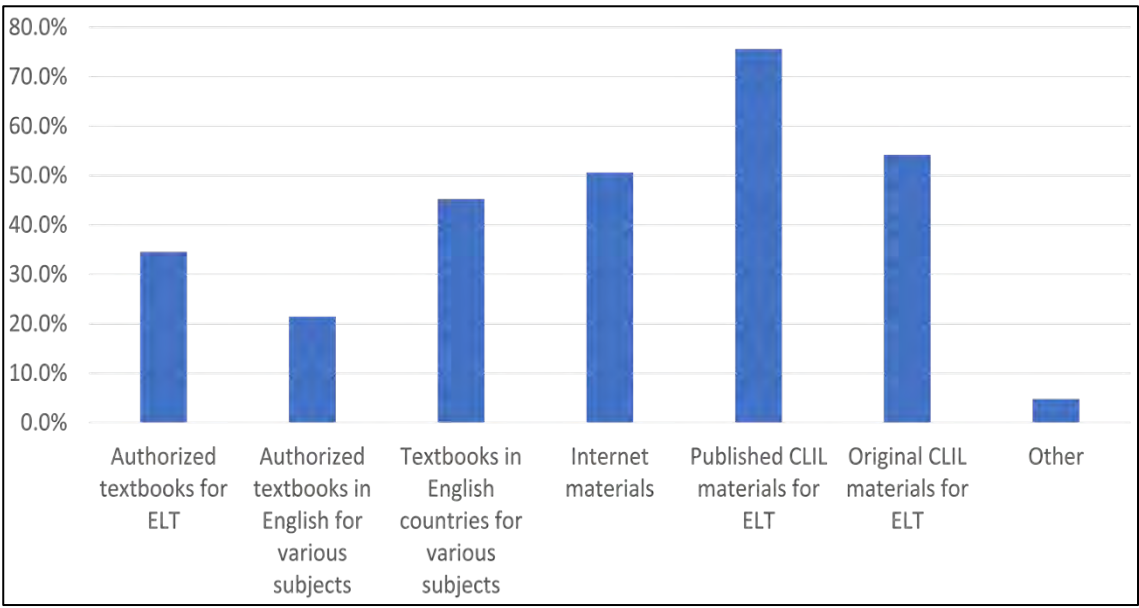
Figure 3.15 CLIL teachers



3.3.14 (Q35) Which are appropriate for CLIL materials?

● More CLIL materials in authorized textbooks will be needed.

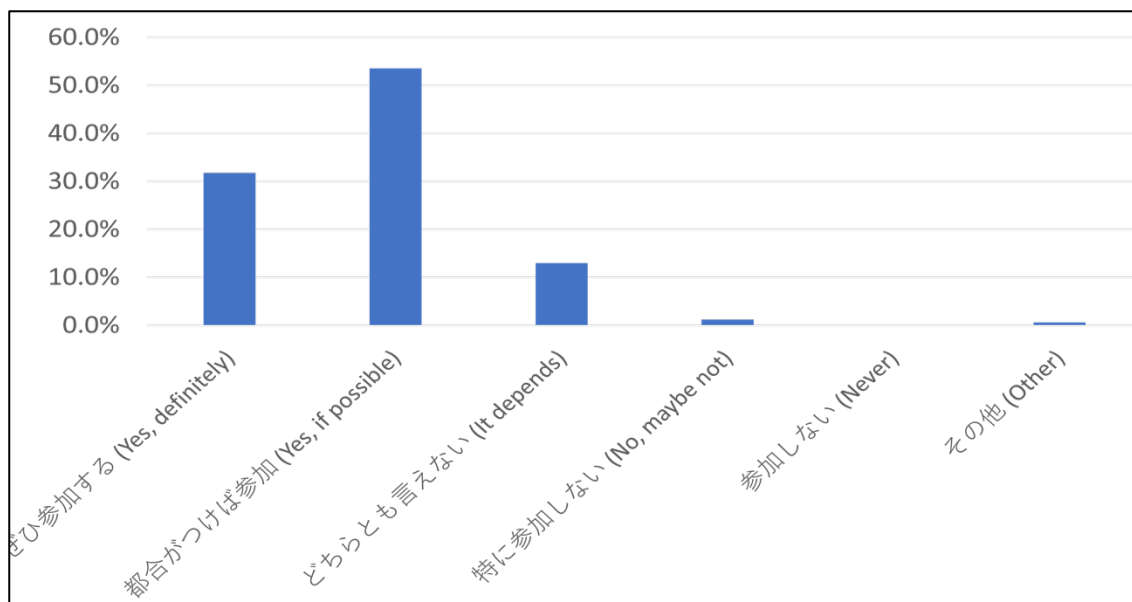
Figure 3.16 CLIL materials



### 3.3.15 (Q36) Do you participate in CLIL seminars/education courses?

- More CLIL teacher education opportunities will be needed.

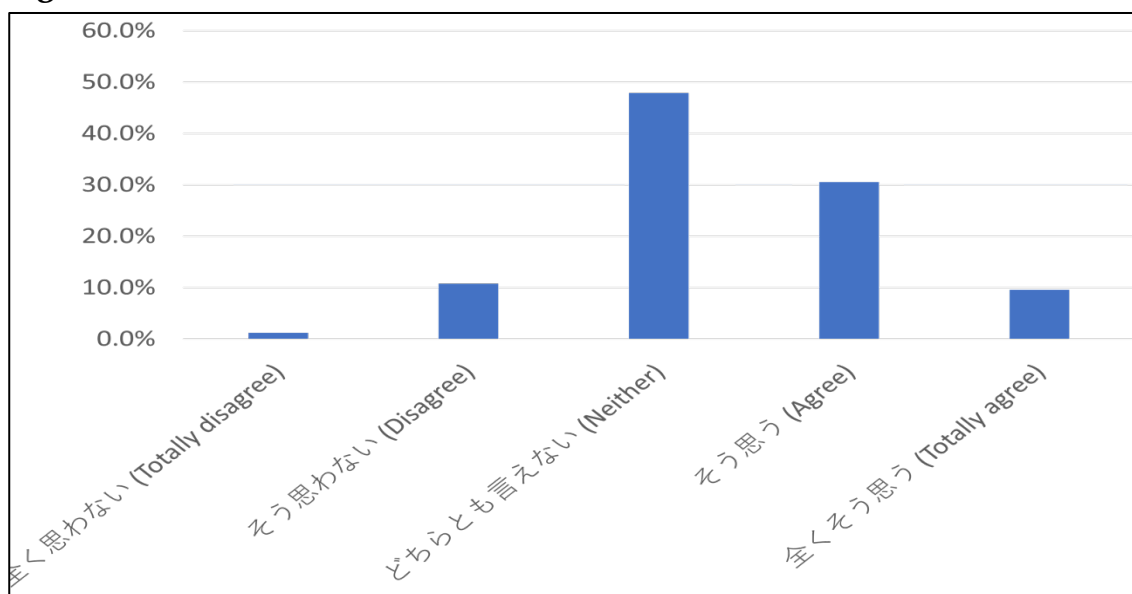
Figure 17 CLIL teacher education



### 3.3.16 (Q45) Is CLIL useful for exam preparations?

- More use of CLIL approaches in exam preparations will be needed.

Figure 3.18 CLIL for exams



## 4. Survey on CLIL pedagogy in university education

The purpose of this questionnaire survey is to identify the current status of the implementation of CLIL pedagogy in university education including *Kosen* (college of technology) education. In this survey, most respondents are language teachers including native or bilingual English-speakers, but some are non-language teachers.

The questionnaire items include the following topics: English language level based on the CEFR; educational activities; type of organisation(s) or school(s); studies at university; current professional and research interest; familiar CLIL terms; interest in CLIL, CBI, bilingual education, IB (International Baccalaureate), language immersion, EMI, ESP, and EAP; familiar CLIL principles; CLIL vs. CBI, bilingual education, IB, immersion, EMI, and ESP or EAP; teaching CLIL lessons; the activities that fit with CLIL pedagogies; CLIL at your workplace; participation in CLIL conferences, seminars or lectures; books and articles related to CLIL pedagogy; CLIL materials; and J-CLIL activities.

In addition, 5-point Likert Scale questions are asked about CLIL regarding the following viewpoints: an effective pedagogy, language teachers, subject teachers, the whole school curriculum, the school curriculum, collaboration between language teachers and subject teachers, English only, a fair command of English, the university entrance exam, the traditional grammar translation method, thinking about learning, and applying CLIL ideas in classroom activities.

### 4.1 Data summaries in university education

- **CLIL approaches are practiced among 81 % of the respondents.**
  - Nearly half of the respondents actively teach CLIL in their classes. (Figure 4.1.,4.2.,4.3.)
  - The majority of respondents implement CLIL approaches into almost every class of their 15-classroom courses. (Figure 4.4.)
- **CLIL is taught for part of the whole class time (90 minutes).**

The majority of respondents implement CLIL for 25% of their class time, followed by 50%, 75%, and 100%. Most teachers tend to

teach CLIL partially in their class time, and only a small number of teachers teach CLIL for the whole class time. (Figure 4.5., 4.6.)

- **English is used for 80% of CLIL class time.**

A large number of respondents assume that the most appropriate ratio of language is 80% English and 20% Japanese in CLIL class time. (Figure 4.7.,4.8.,4.9.)

- **Content taught in CLIL classes should be related to students' academic specialization.**

For CLIL classes, many respondents choose "Related to students' specialized field," followed by "Global issues" and "Teachers' field of interest." (Figure 4.10.)

- **Teachers like to create their CLIL materials.**

Although some teachers use readymade textbooks (non-CLIL/CLIL-focused textbooks) in their classes, more teachers create their materials and use Internet resources. (Figure 4.11)

- **Tasks, cognition, and ideas are common areas of needs for CLIL teachers.**

"Tasks," "Enhancement of cognitive abilities," and "Material and information" are common areas that respondents put a lot of thought into when teaching (or trying to teach) CLIL, while "Human resources and fieldwork" is the least common. (Figure 4.12., 4.13.)

- **Performance and writing are more common assessment in the CLIL classroom.**

Performance assessment and writing assessment are the two most common evaluation methods used when teachers check students' English ability and understanding of the content in a CLIL class. Self-assessment is the least common. (Figure 4.14.)

- **Teachers need better CLIL materials for CLIL classes.**

Many respondents select "English materials made specifically for CLIL teaching" most appropriate for CLIL classes. "English articles

from the Internet” and “Self-made original materials” come second and third respectively. (Figure 4.15., 4.16.)

- **It is not clear whether or not language teachers should teach CLIL.**

About 56% of the respondents neither agree nor disagree that CLIL should be taught by language teachers. (Figure 4.17., 4.18.)

### **Open-ended questions**

- **Mindset changes in students are identified after CLIL practices.**

There are more mindset changes in students, such as “to help improve students’ motivation” and “to help enhance students’ learning effects.” (Figure 4.19.)

- **CLIL can be effective and appropriate for language learning.**

Many respondents think that CLIL is effective to help improve students’ comprehension of content and to help increase students’ motivation of learning a language. So CLIL can be an appropriate approach for learning a language. (Figure 4.20.)

- **There are some problems in CLIL implementation: insufficient language levels and motivation, unpractical CLIL methods and materials, and inappropriate education culture.**

- Many respondents refer to students’ insufficient English levels and “students’ lower motivation. They also need more practical teaching materials, specific evaluation methods, and better teaching ideas or techniques.
- There are two major problems which may be attributed to both students’ and teachers’ knowledge and skills in traditional education culture and teacher education.
- Another problem for implementing CLIL is related to university policies. (Figure 4.22.)

## 4.2 The respondents' basic data in university education

**Table 4.1** Respondent's gender

Answer choices	Responses
Male	31
Female	72
No response	2
Total of responses	105

**Table 4.2** Teaching experience

Answer choices	Responses
0-5 years	12
6-10 years	12
11-20 years	32
21 years or more	47
No response	2
Total of responses	105

**Table 4.3** Major affiliation

Answer choices	Responses
Graduate, postgraduate universities <sup>a</sup>	15
Undergraduate universities	85
2-year junior colleges	5
Technical or vocational schools	9
Research institutions	0
Others	7
Total of responses	121

*Note.* Multiple answers are allowed.

Two of the respondents are graduate students. The 7 respondents mainly work in primary and secondary schools.

**Table 4.4** Experience staying abroad

Answer choices	Responses
Resided abroad under the age of 20	13
Educated abroad in primary and secondary education	6
Educated abroad in university education	54
Resided or educated in non-English-speaking countries	24
Educated in bilingual education with no	5

experience abroad	
Others*	21
Total of responses	123

*Note.* Multiple answers were allowed. \*Including teaching abroad, studying abroad for a short period, and participating in volunteer work activities abroad

**Table 4.5** Self-assessment of English proficiency based on the CEFR

Answer choices	Responses
A2 (capable of using English in daily life)	3
A1 (capable of using English in class)	6
B2 (capable of using English in various situations)	23
C1 (capable of using English at work)	62
C2 (native or native-like English speakers)	9
Others	1
Total of responses	104
Skipped response	1

### 4.3 Featured results in university education

#### 4.3.1 (Q8) How do you use a CLIL approach in your class?

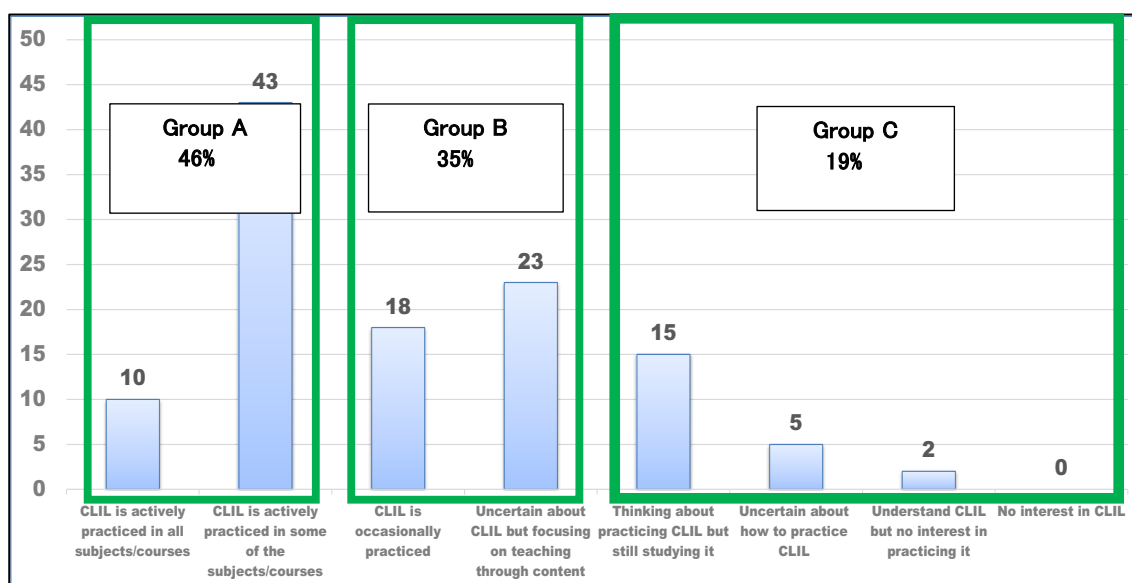
**46% of the respondents actively teach CLIL.**

The participants are divided into 3 groups by their CLIL teaching experiences in Q 8.

Group A = a group of teachers who actively teach CLIL  
Group B = a group of teachers who partially teach CLIL  
Group C = a group of teachers who do not teach CLIL

Based on these 3 groups, we analyze the data using a cross-tabulation.

**Figure 4.1 Teaching CLIL**



*Note.* The answer choices for Q8 are categorized into three groups: Groups A, B, and C. These groups are used in the cross-tabulation analysis.

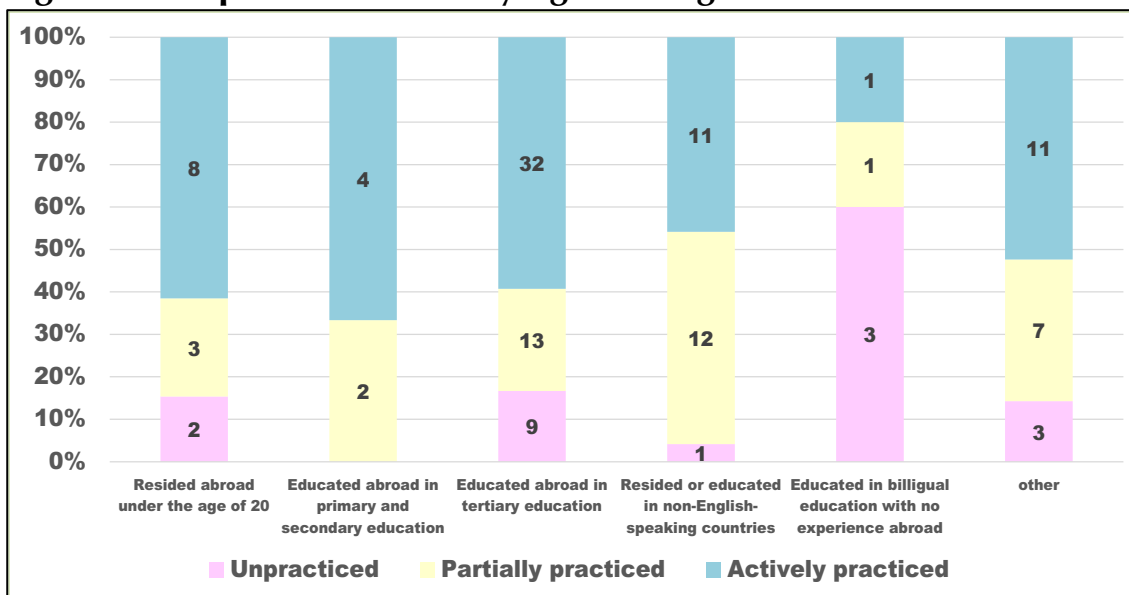
## Discussion

- Most of the respondents of this survey are members of the Japan CLIL Pedagogy Association (J-CLIL). They are naturally interested in CLIL.
- Although 46% of the respondents answer that they actively teach CLIL, the first answer choice is “CLIL is actively taught in some subjects or courses.” It is assumed that CLIL is not taught in all of their courses due to the curriculum.
- The second answer choice is “Uncertain about CLIL but focusing on teaching through content.” It implies that the respondents are unsure whether or not their classes could be recognized as CLIL approaches.

### 4.3.2 (Q6) Do you have any experiences of studying or living abroad?

**Many teachers who have experienced studying or living abroad tend to teach CLIL more actively.**

**Figure 4.2 Experiences of studying or living abroad**



Note. This graph shows a cross-tabulation comparing “experiences of studying and living abroad” with “Degree of CLIL teaching practices.”

## Discussion

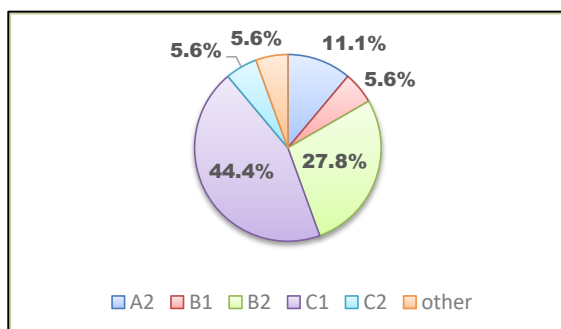
Teachers who actively teach CLIL (the blue section of the bar) relatively covered a large percentage for each answer choice. This result suggests that experiences of studying and living abroad may have influenced teachers’ teaching styles to use CLIL approaches actively.

### 4.3.3 (Q7) What is your English proficiency level on the CEFR?

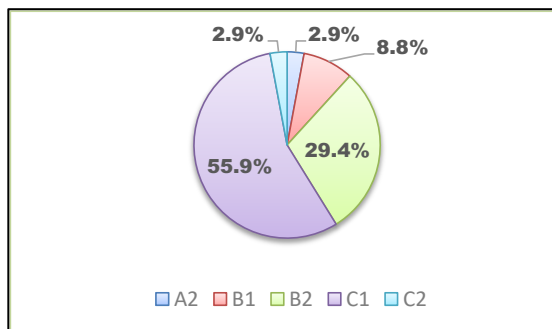
**Teachers who have a good command of English tend to teach CLIL more actively.**

**Figure 4.3 English proficiency of the respondents**

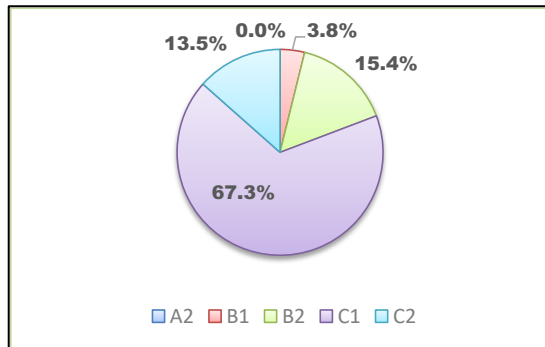
Group C



Group B



### Group A



Note. A cross-tabulation comparing “CEFR levels ” with “Degree of CLIL teaching practices”

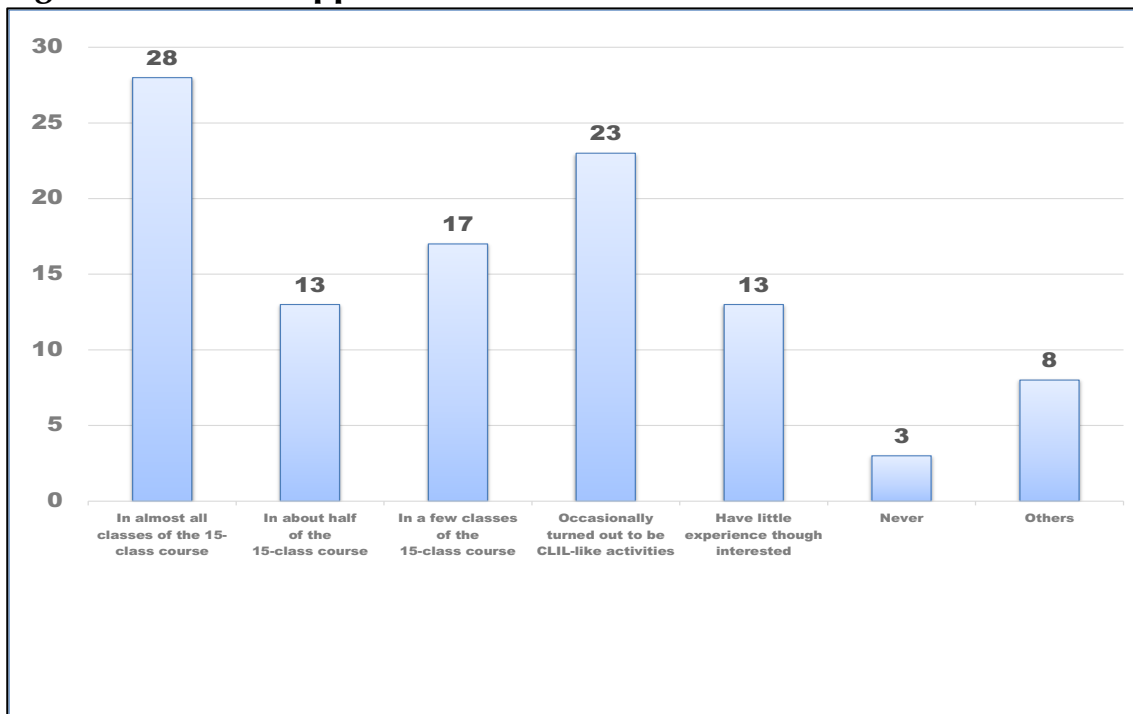
### Discussion

Teachers’ English proficiency levels may be closely related to CLIL teaching practices. CLIL is also part of bilingual education, so they may have been hesitated to select CLIL approaches if they are not confident to use English.

#### 4.3.4 (Q14) How often do you use CLIL approaches in your class?

**Twenty eight respondents regularly teach CLIL in almost every class of their 15-class course.**

Figure 4.4 CLIL approaches in class



Note. According to many university curricula, one course has fifteen 90-minute classes in one semester.

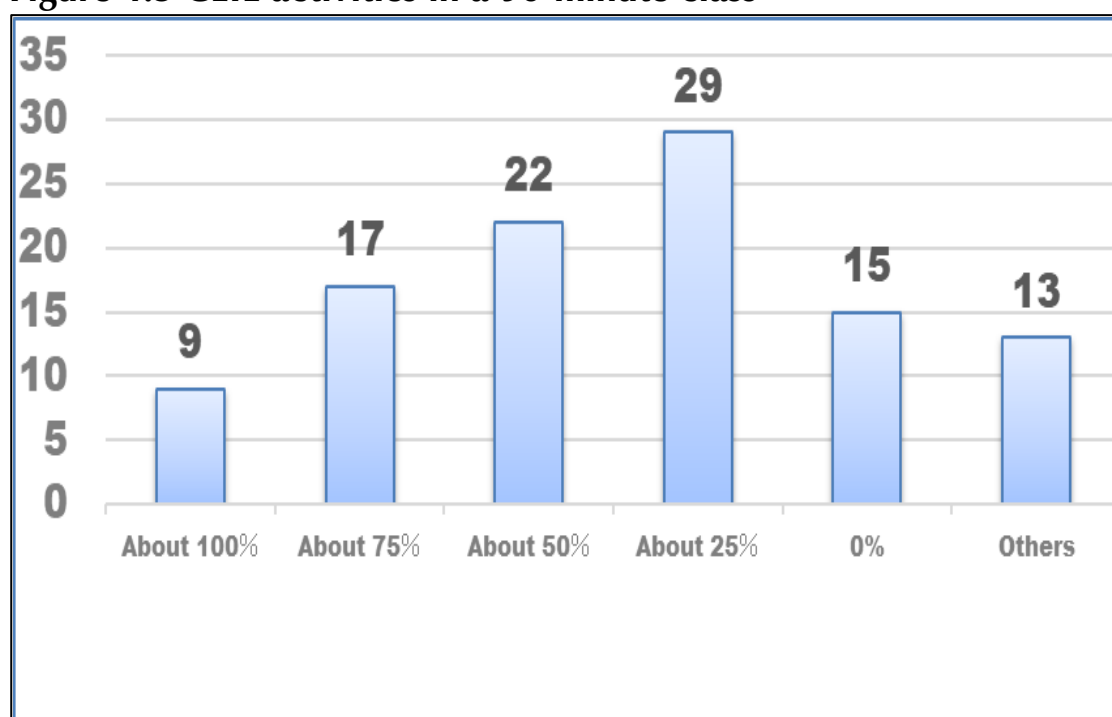
## Discussion

- There are some comments about CLIL approaches which may show a variety of CLIL contexts and teachers' mindset on CLIL: "I have taught CLIL occasionally, but I am not sure whether it is CLIL or not." "Some of the courses include some CLIL activities, and others don't." "CLIL practices depend on students' English ability and learning content."
- This question can imply that there might be still vague understanding of CLIL principles in the Japanese context, compared to the European context where the EU promotes CLIL as part of the language education policy.

### 4.3.5 (Q15) What percent of CLIL practices or activities do you have in your 90-minute class time?

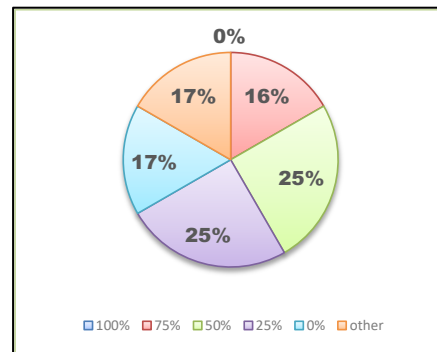
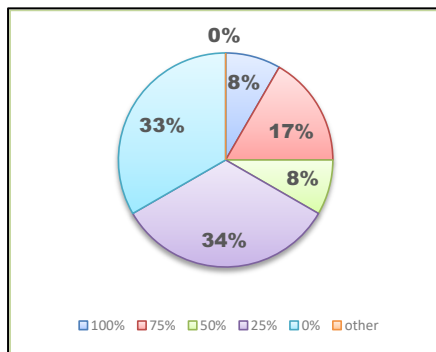
- **Seventy-seven respondents teach CLIL over 25% of their class time.**
- **Both experienced and less experienced teachers use 25% of their class time for CLIL practices or activities, while others use 50% of their class time.**

Figure 4.5 CLIL activities in a 90-minute class

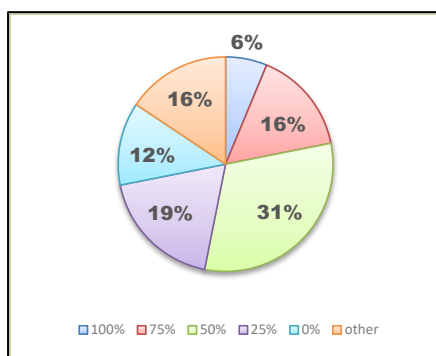


**Figure 4.6 CLIL practice in class and teaching experience**

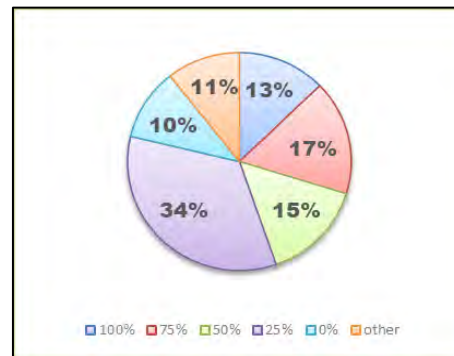
*5 or under years of teaching experience    6 to 10 years of teaching experience*



*11 to 20 years of teaching experience*



*over 21 years of teaching experience*



Note. These graphs show a cross-tabulation comparing “CLIL practices or activities (%) in the class time (90 minutes)” with “teaching experience.”

## Discussion

- There are some negative comments about understanding CLIL: “I am uncertain about whether my teaching could be called CLIL.” “CLIL practices or activities depend on the learning aims.” “It would be difficult to use CLIL approaches due to the course syllabus.” They show that teachers are still unsure of how to implement CLIL.
- The reason for this uncertainty when implementing or designing CLIL cannot be identified from this questionnaire survey. Further investigation is needed to understand teachers’ feelings of a lack of confidence about how and when to teach CLIL.

### 4.3.6 (Q17) What is an appropriate ratio for the use of English and Japanese in a CLIL class?

- Forty-three respondents assume that 80% English to 20% Japanese is an appropriate ratio for a CLIL class.
- Teachers who actively teach CLIL tend to use 80% English and 20% Japanese in their classes, compared to other teachers who do not use CLIL practices and activities very much.
- Teachers try to use English as much as possible in their classes regardless of their teaching experience.

Figure 4.7 Using English and Japanese in class

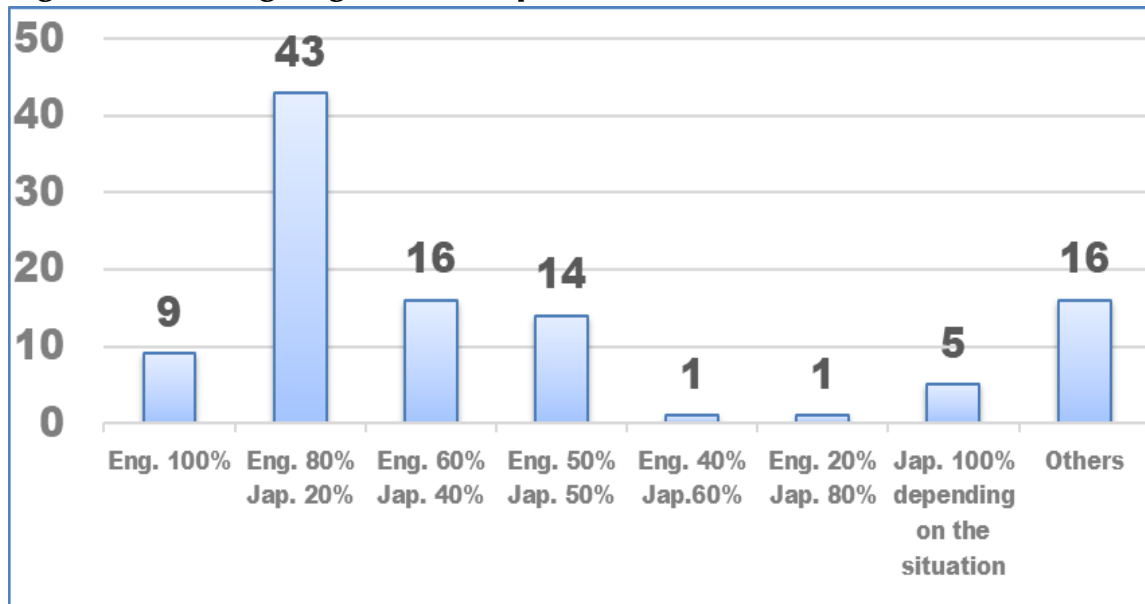
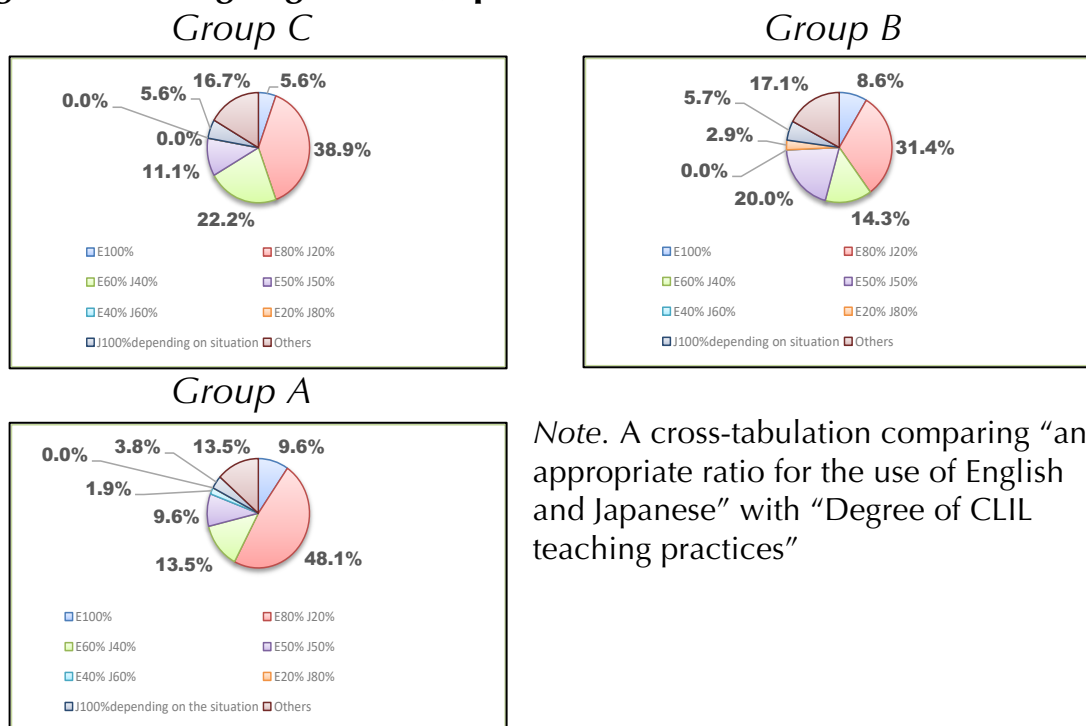


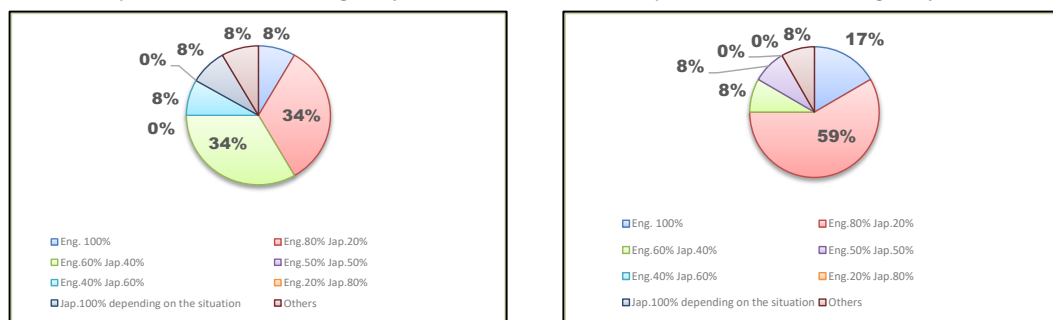
Figure 4.8 Using English and Japanese in CLIL classes



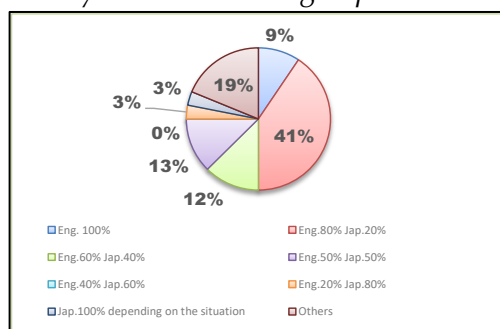
Note. A cross-tabulation comparing “an appropriate ratio for the use of English and Japanese” with “Degree of CLIL teaching practices”

**Figure 4.9 Using English and teaching experience**

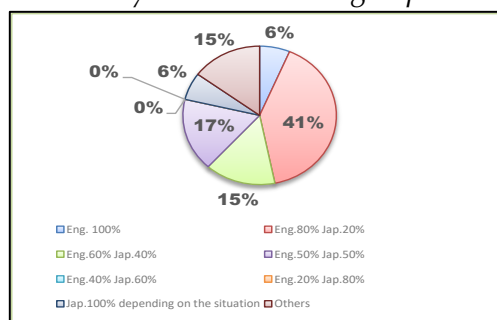
*5 or under years of teaching experience    6 to 10 years of teaching experience*



*11 to 20 years of teaching experience*



*over 21 years of teaching experience*



*Note. A cross-tabulation comparing “Use of English and Japanese” with “teaching experience.”*

## Discussion

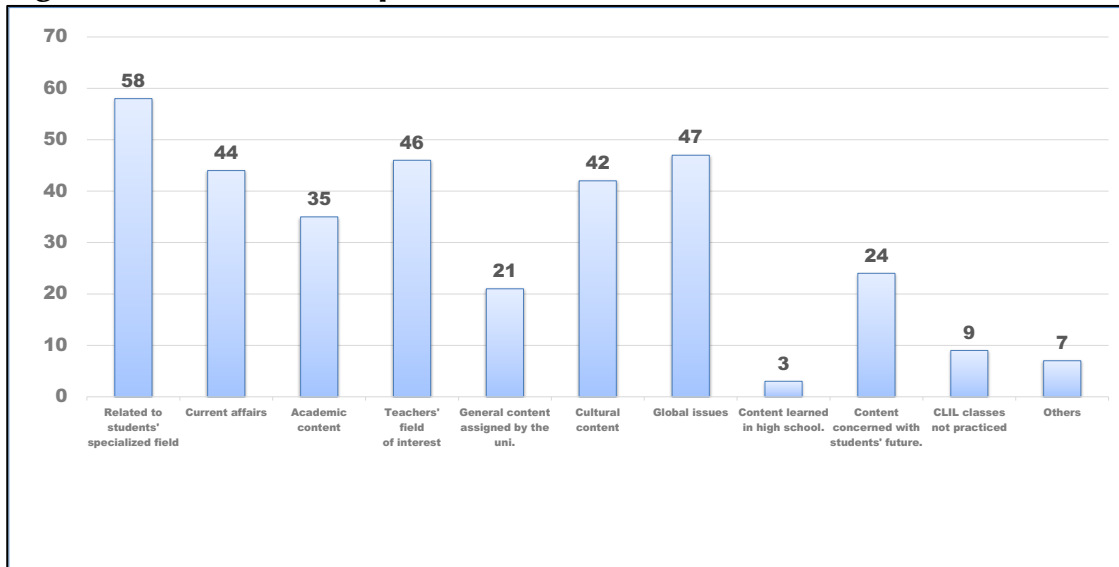
- The ratio of English to Japanese in a CLIL class is 80% to 20%, 60% to 40%, and 50% to 50% in descending order. It suggests that CLIL teachers should believe it is important to use English as much as possible. It may mean that CLIL can be equal to EMI.
- Some comments say that CLIL language use depends on students' English levels and class contexts.
- Generally experienced teachers choose the class language use of English (80%) to Japanese (20%). It may imply that some experienced teachers are more interested in translinguaging in CLIL.

### 4.3.7 (Q18) What is the content topic of your CLIL class?

- As for the content topic, 58 respondents choose “Related to students' specialized field,” 47 choose “Global issues,” 46

choose “Teachers' fields of interest,” and 44 choose “Current affairs.” Other content topics include “SDGs” and “Intercultural awareness.”

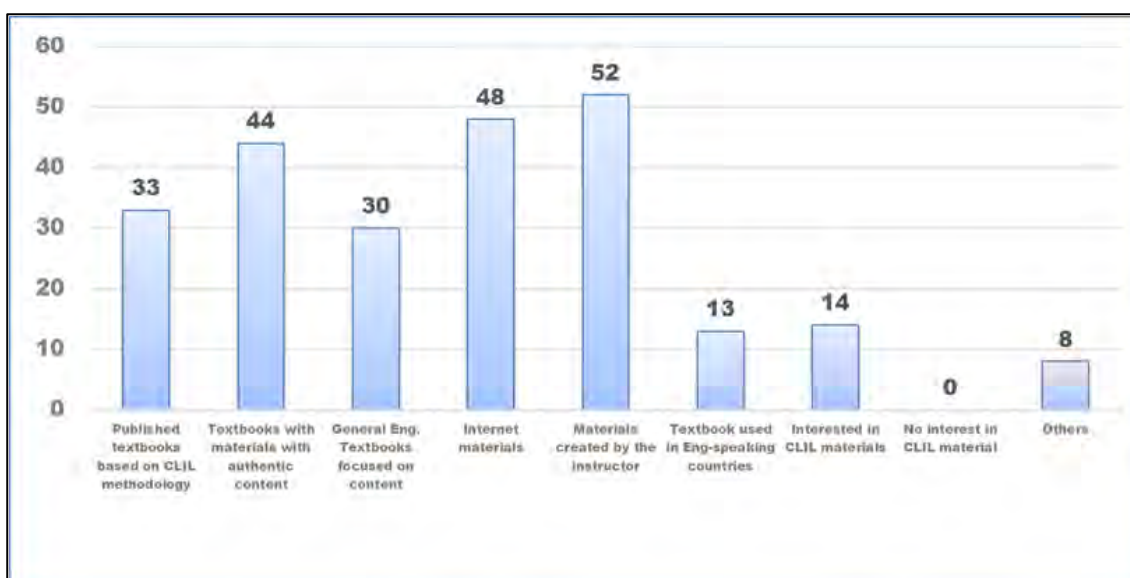
**Figure 4.10 Content topics in class**



#### 4.3.8 (Q19) What kind of materials do you use in your CLIL classes?

52 teachers create their own materials, and 48 teachers use the Internet sources, although some teachers use readymade textbooks.

**Figure 4.11 Materials in CLIL classes**



## Discussion

13 teachers use textbooks published in English-speaking countries or not specialized for EFL situations. This suggests that creating appropriate CLIL textbooks for EFL situations should be essential to meet students' and teachers' needs.

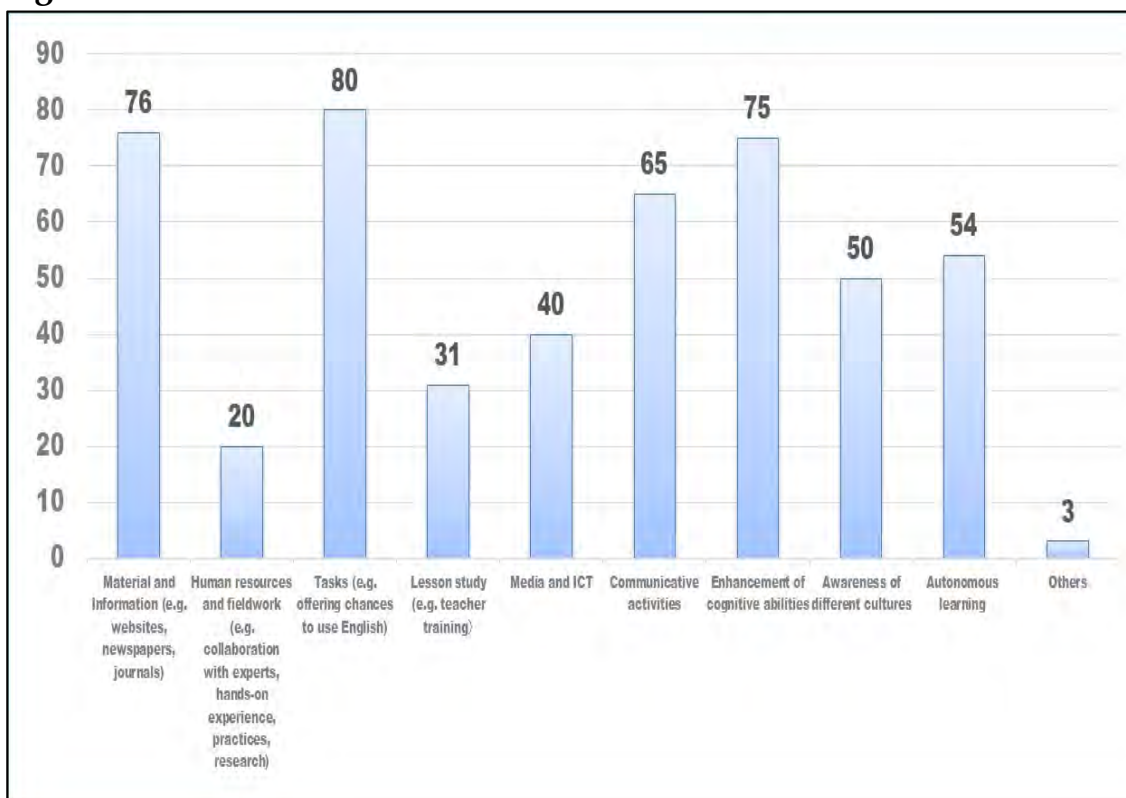
### 4.3.9 (Q21) What types of CLIL ideas do you regard as important when or if you teach CLIL?

- **Eighty respondents choose “Tasks;” 76 choose “Materials and information,” and 75 choose “Enhancement of cognitive abilities.”**
- **Teachers who actively teach CLIL (group A) tend to choose “Lesson study” and “Human resources and fieldwork” more than other groups.**

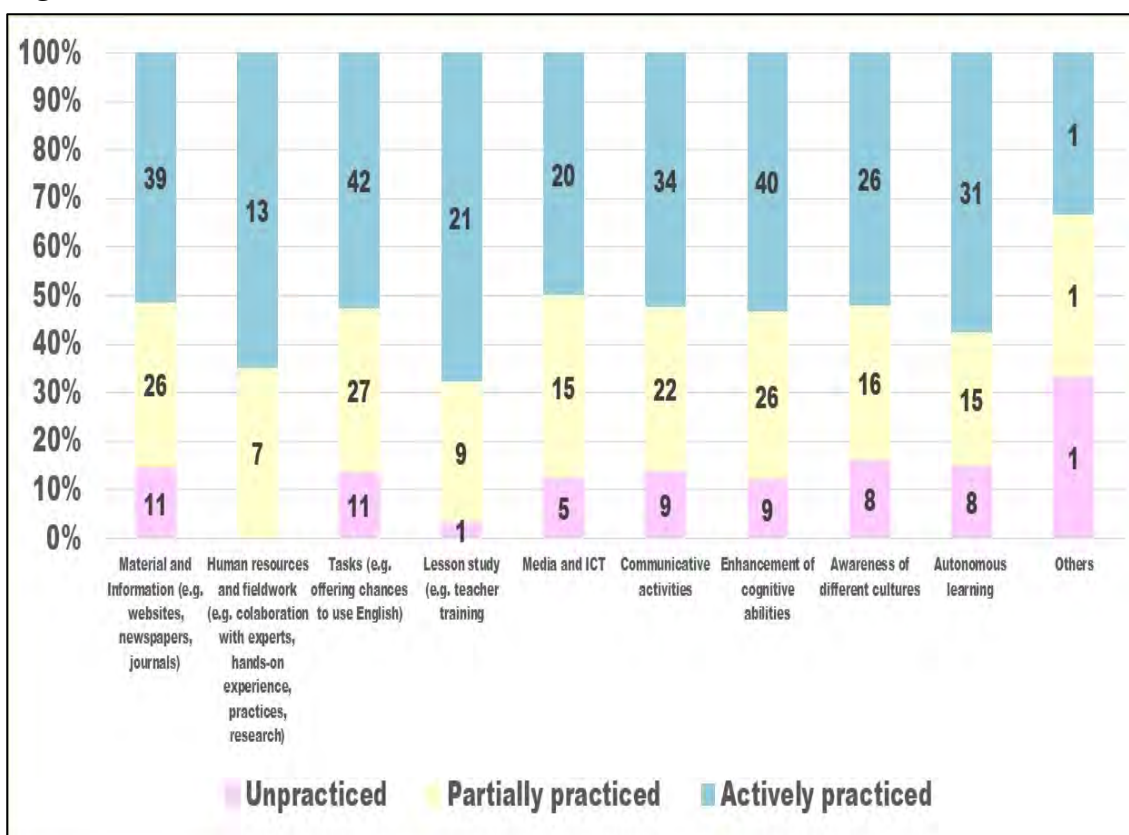
**Table 4.6 CLIL class ideas**

Answer choices	Responses
1. Material and Information (e.g. websites, newspapers, journals)	76
2. Human resources and fieldwork (e.g. collaboration with experts, hands-on experience, practices, research)	20
3. Tasks (e.g. offering chances to use English)	80
4. Lesson study (e.g. teacher training)	31
5. Media and ICT	40
6. Communicative activities	65
7. Enhancement of cognitive abilities	75
8. Awareness of different cultures	50
9. Autonomous learning	54
10. Others	3

**Figure 4.12 CLIL class ideas**



**Figure 4.13 CLIL class ideas**



*Note.* A cross-tabulation comparing “Points that you put a lot of thought into when practicing (or trying to practice)” with “Degree of CLIL teaching practices”

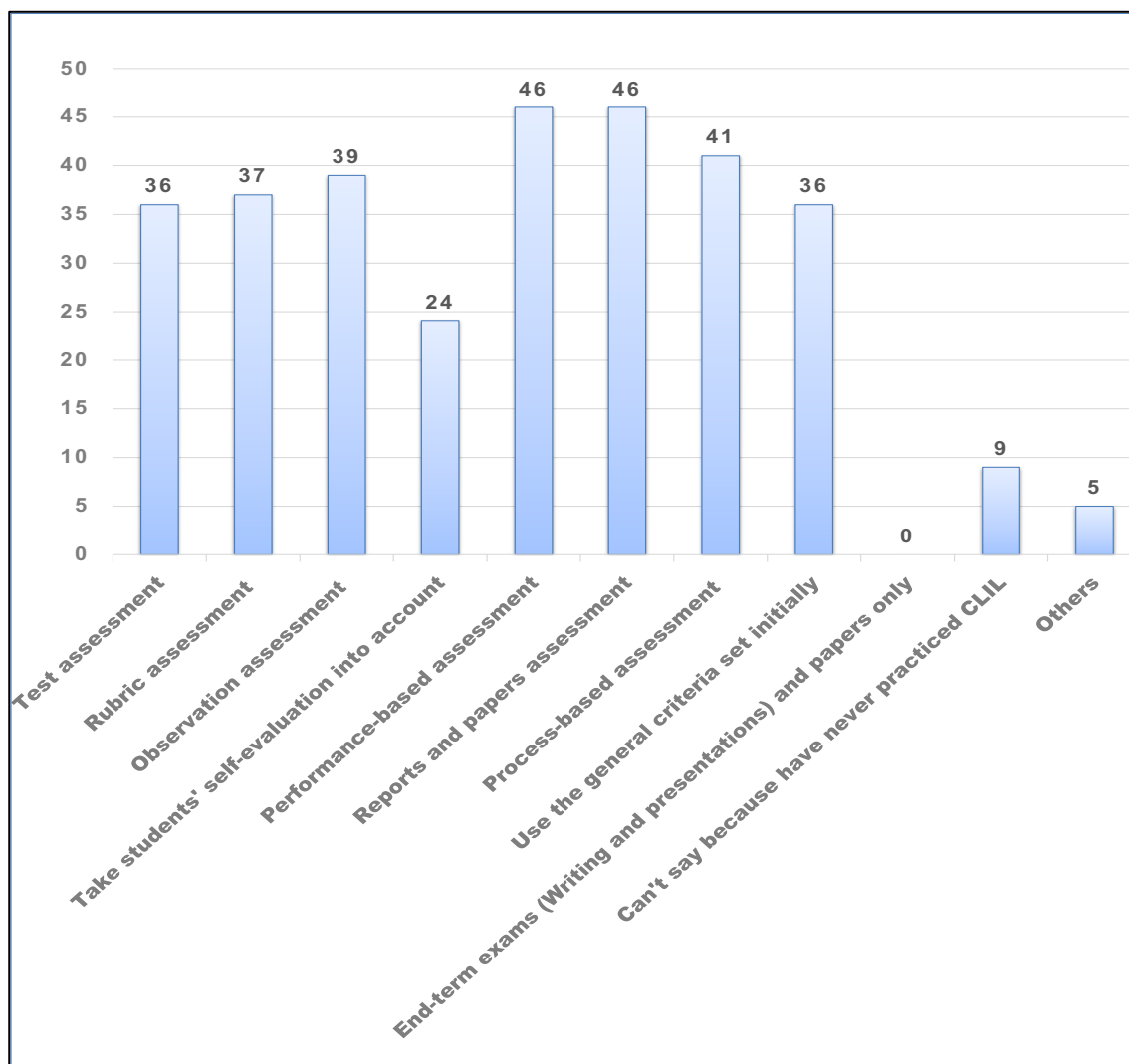
## Discussion

Group A teachers are more willing to go beyond the classroom to look for better lesson skills, to do more hands-on activities, or to have more collaboration with experts than Group C teachers.

### 4.3.10 (Q29) How do you assess your students in your CLIL class?

**Performance and writing are the most common assessment in a CLIL class. Most teachers do not take students' self-assessment into account.**

Figure 4.14 CLIL assessment



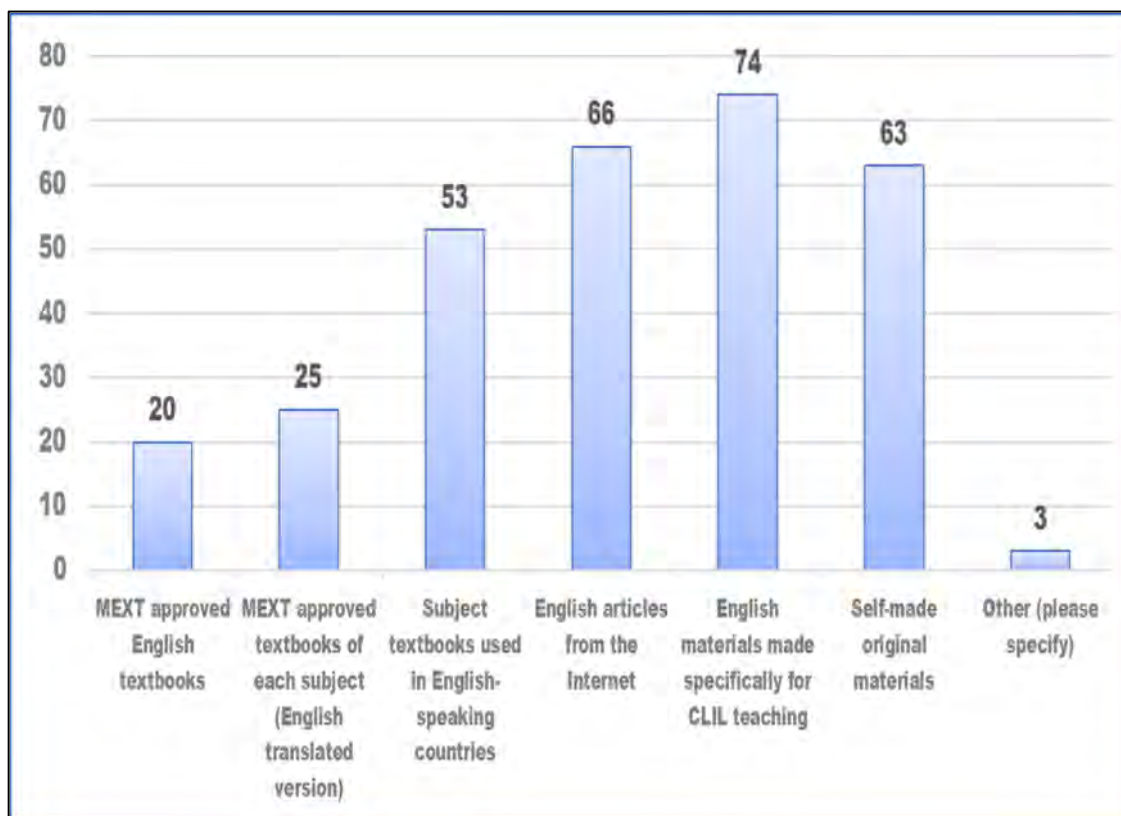
#### 4.3.11 (Q 39) Which CLIL materials are appropriate for your classroom?

- Seventy-four teachers choose “English materials made specifically for CLIL teaching,” 66 teachers choose “English articles from the Internet,” and 63 choose “Self-made original materials.”
- Group A teachers like to use “Subject textbooks used in English-speaking countries.”

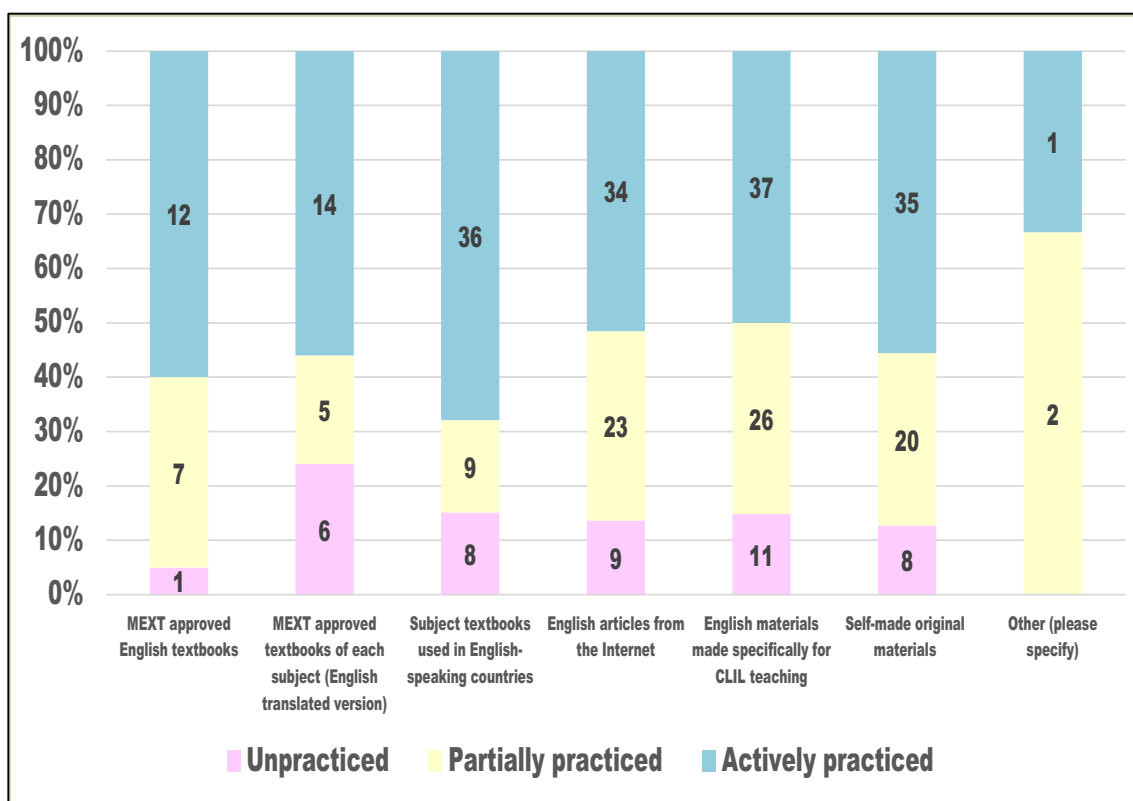
#### Discussion

Group A teachers consider authentic materials to be better for their students than Group C teachers. Many teachers think that “English materials made specifically for CLIL teaching” are appropriate, though Q19 show that not many teachers use them. They use “English articles from the Internet” and “Self-made original materials,” which implies that CLIL textbooks published so far are not entirely satisfactory to CLIL teachers.

Figure 4.15 CLIL materials



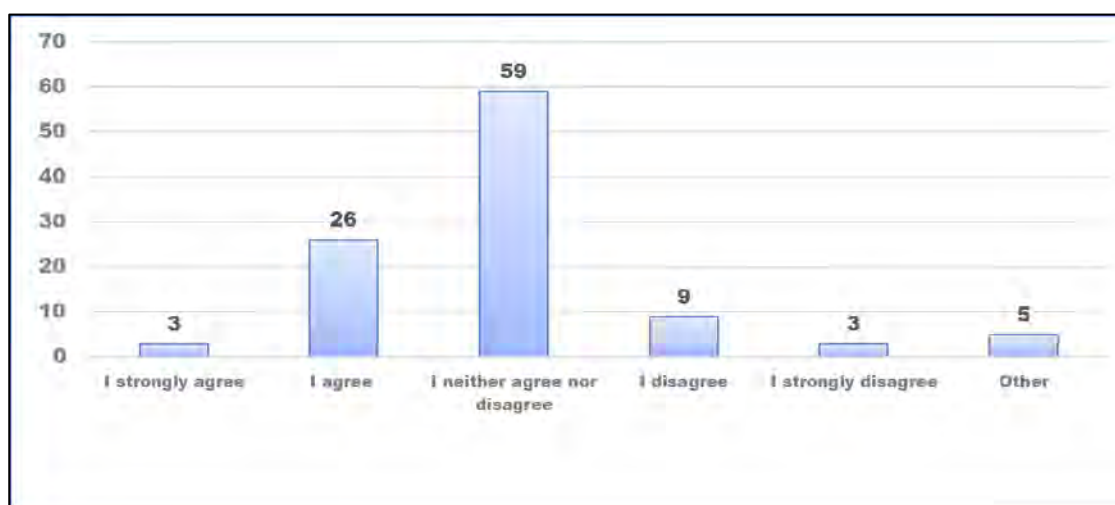
**Figure 4.16 CLIL materials and teacher experience**



#### 4.3.12 (Q42) CLIL should be taught by language teachers in tertiary education.

**About 56% (59 out of 105) of the respondents neither agreed nor disagreed that CLIL should be taught by language teachers.**

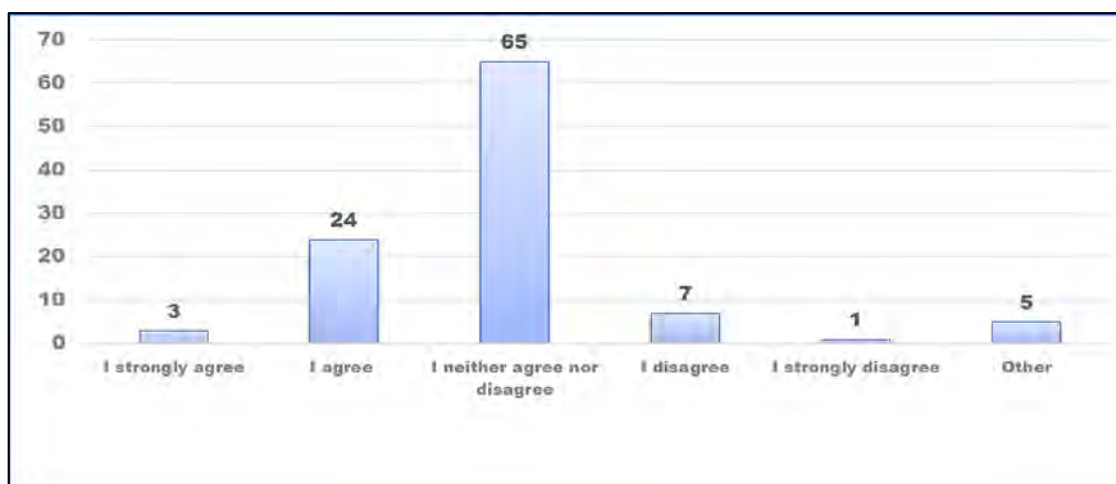
**Figure 4.17 CLIL for language teachers**



#### 4.3.13 (Q43) CLIL should be taught by subject teachers in tertiary education.

About 65 of the respondents neither agreed nor disagreed that CLIL should be taught by subject teachers.

Figure 4.18 CLIL for subject teachers



#### Discussion

More than half of the respondents are not sure whether CLIL should be taught by language or subject teachers. They seem to wonder who should teach CLIL. It may mean that CLIL pedagogy is vague for many teachers.

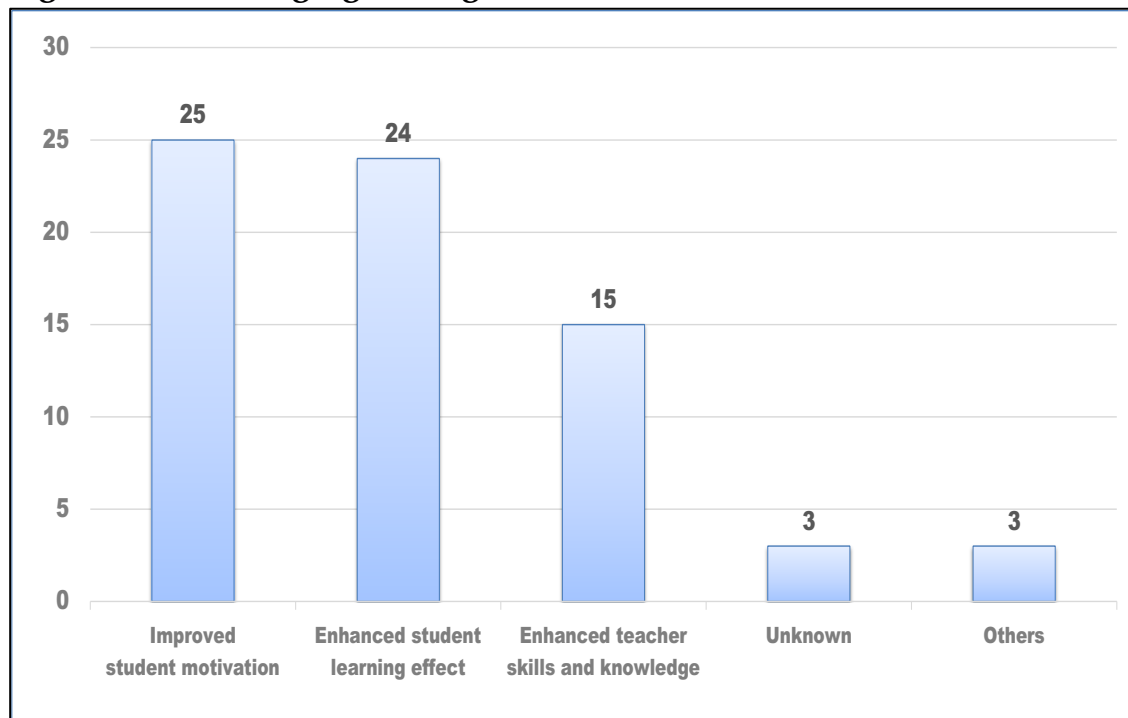
#### 4.3.14 (Q 47) Have you had any changes in yourself, your colleagues, or your students through teaching CLIL? (descriptive answers)

There are a variety of interesting descriptive answers for this question item, but there is no space to describe all here. The answers are analyzed and coded by the researchers to disseminate the results. All the descriptions are thus categorized into 1) helping improve students' motivation, 2) enhancing students' learning effects, and 3) developing teachers' CLIL pedagogical knowledge and skills.

**The primary changes through teaching CLIL can be summarized as follows:**

- 1) helping improve students' motivation**
- 2) enhancing students' learning effects**
- 3) developing teachers' CLIL pedagogical knowledge and skills**

**Figure 4.19 Changing through CLIL**



#### **4.3.15 (Q48) What has motivated you to teach CLIL? If you don't teach CLIL, why not? (e.g., student needs)**

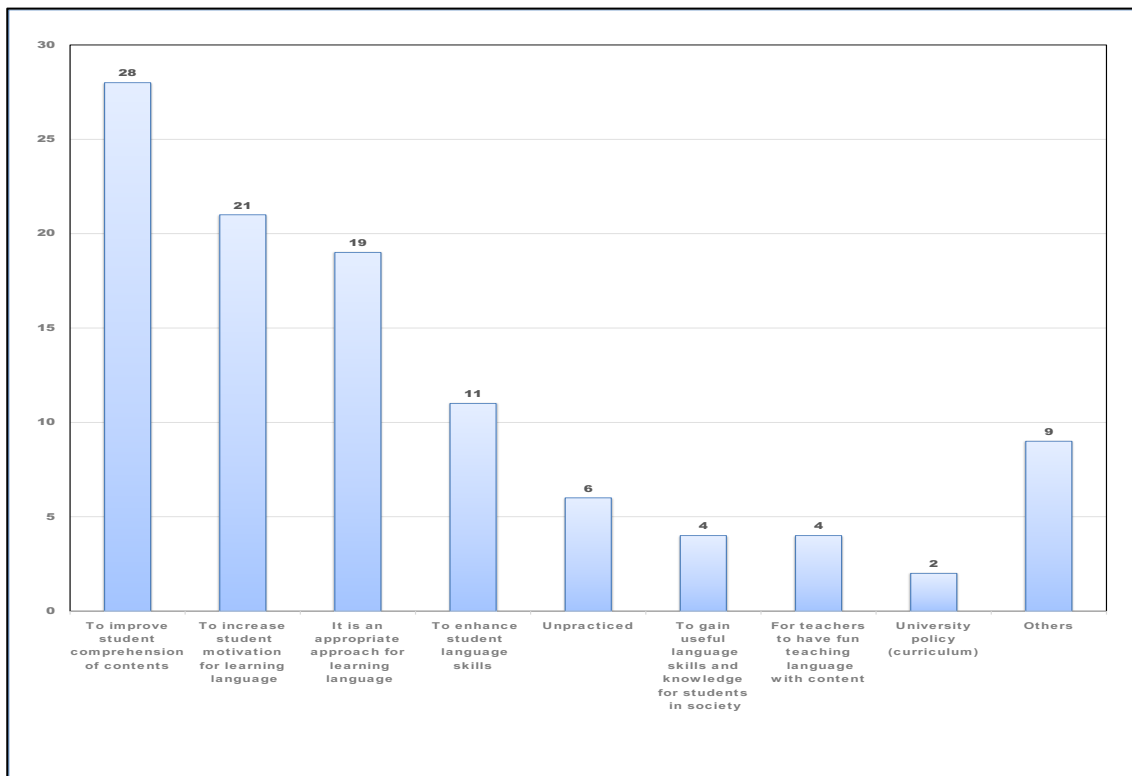
There are a variety of interesting descriptive answers for this question item. They are analyzed and coded by the researchers to disseminate the results. All the descriptions can be categorized into the following factors: 1) helping improve students' content learning, 2) increasing students' motivation for language learning, 3) providing an appropriate approach for language learning, and 4) developing students' language knowledge and skills.

**There are some primary motivation factors to be noted:**

- 1) helping improve students' content learning**
- 2) increasing students' motivation for language learning**
- 3) providing an appropriate approach for language learning**

#### 4) developing students' language knowledge and skills

**Figure 4.20 CLIL motivation**



**Table 4.7 CLIL motivation**

Categoriess	Responses
1. Helping improve students' content learning	28
2. Increasing students' motivation for language learning	21
3. Providing an appropriate approach for language learning	19
4. Developing students' language knowledge and skills	11
5. Not teaching CLIL	6
6. Helping develop students' social knowledge and skills	4
7. Encouraging teachers to enjoy teaching	4
8. Following the curriculum regulation	2
9. Others	9

### Discussion

Many teachers support CLIL, have positive thinking for CLIL principles, and want to help develop their students' content and

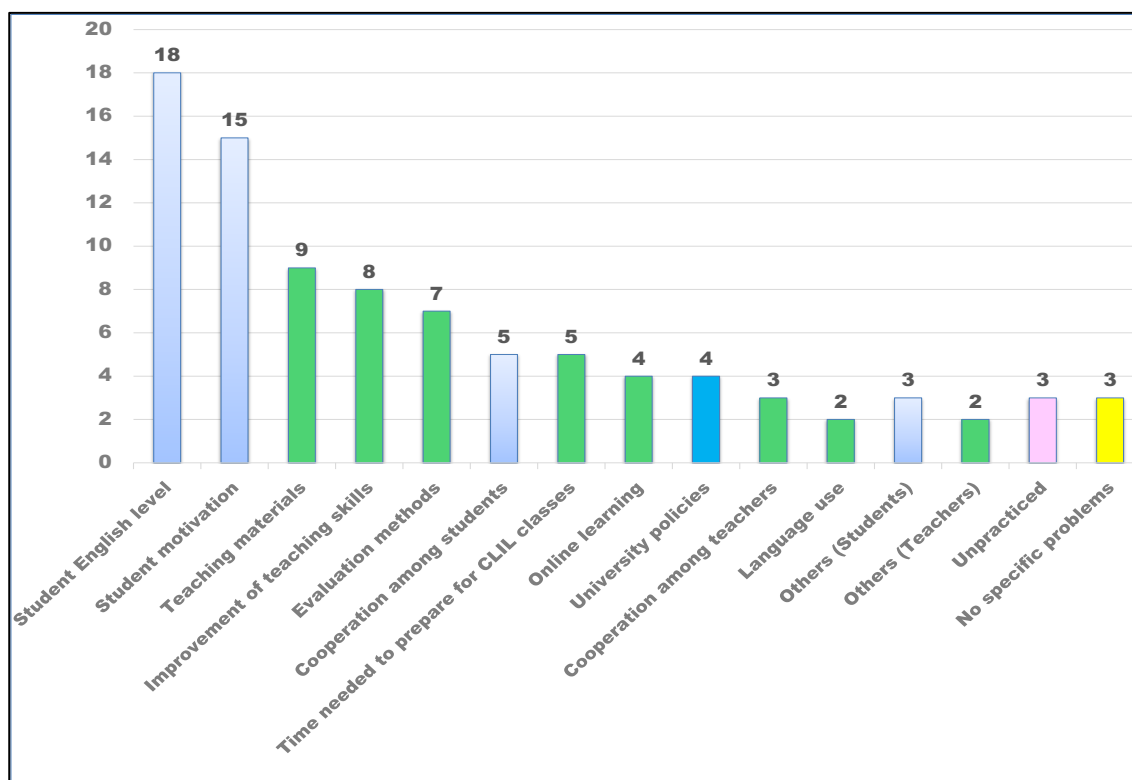
language learning. Also, they seem to strongly feel their students are motivated by CLIL pedagogy.

#### **4.3.16 (Q49) What is the current problem in your class?**

There are a variety of problems, but it is hard to show all here. So they are analyzed and coded by the researchers to disseminate the results. All the descriptions are thus categorized into several factors: e.g., students' English proficiency levels, students' motivation, teaching materials, assessment or evaluation methods, and teaching knowledge and skills.

- **It seems that teachers have many different types of problems. Some common problems are students' English proficiency levels and learning motivation. Other familiar problems include teaching materials, assessment or evaluation methods, knowledge and skills, and the curriculum policy.**
- **There are two types of problems: teachers themselves (e.g., time to prepare for CLIL class, online learning, and English use) and their students (e.g., cooperation among students).**
- **Teachers with 11 years of experience or more mention cooperation among students, online learning, university policies, and cooperation among teachers. Teachers with more than 21 years of experience mention university policies. Teachers with 5 or under years of teaching experience mention teaching materials and improvement of teaching skills.**
- **Group A teachers mention time needed to prepare for CLIL classes, cooperation among students, and online learning. Groups B and C mention student motivation, teaching materials, and improvement of teaching skills.**
- **There are also some specific problems: e.g.,**
  - **Students are not familiar with CLIL.**
  - **Students insist on their own learning culture.**
  - **There are many different types of students.**

**Figure 4.21 Problems in CLIL teaching**

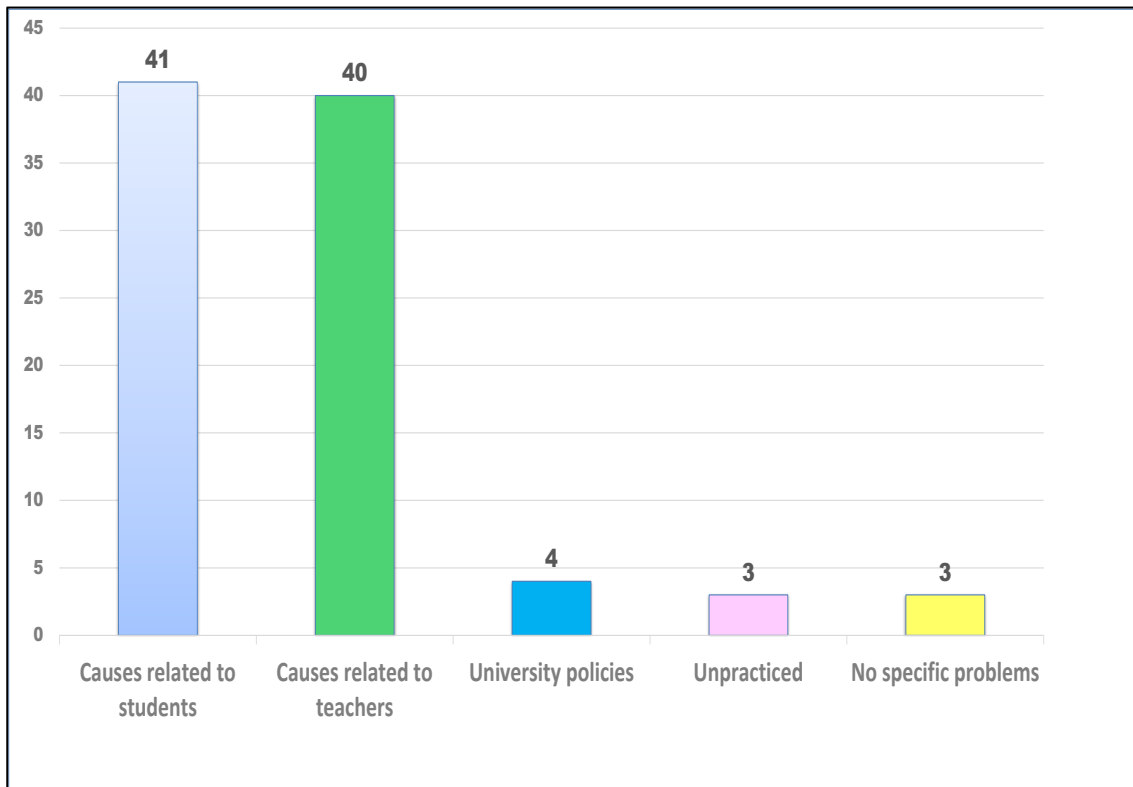


Note. The light-blue colored bars = causes related to students  
The green bars = causes related to teachers

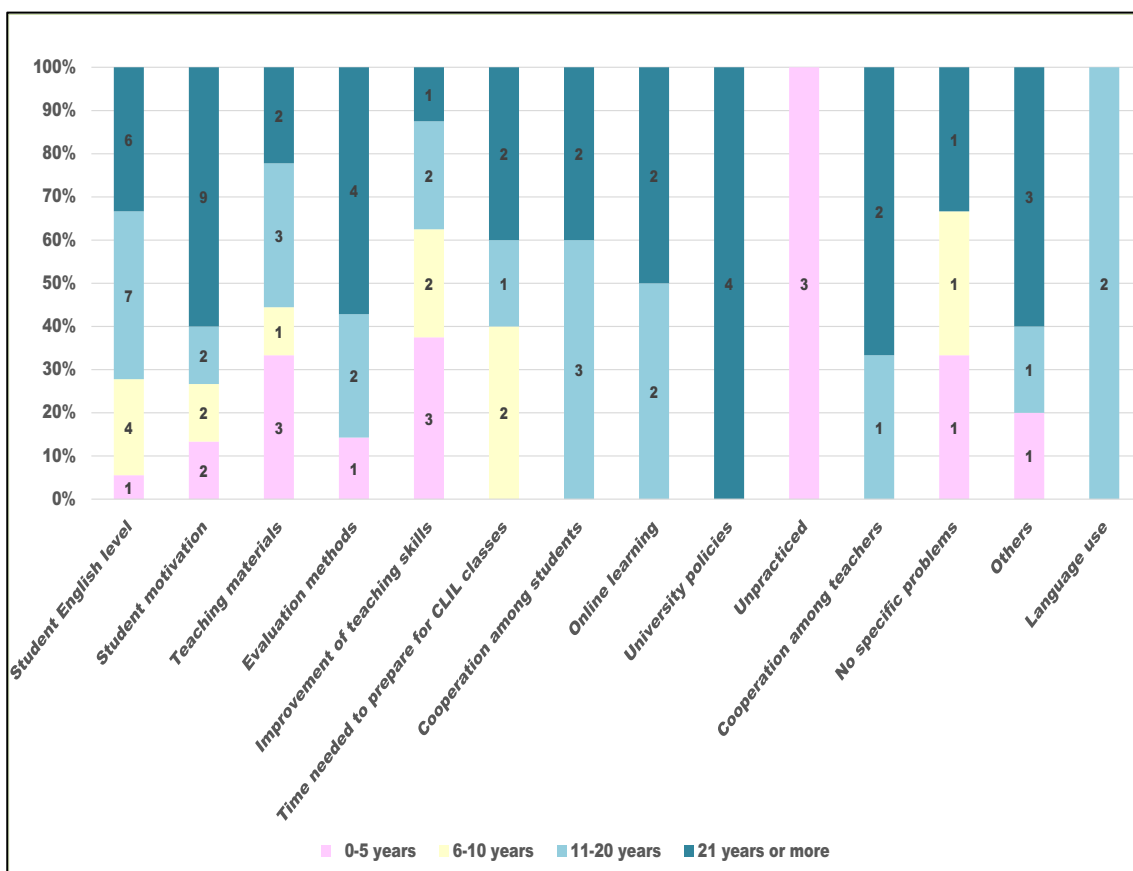
**Table 4.8 Problems in CLIL teaching**

Categories	Responses
1. Students' English levels	18
2. Students' motivation	15
3. Teaching materials	9
4. Improvement of teaching knowledge and skills	8
5. Assessment and evaluation methods	7
6. Cooperation among students	5
7. Time needed to prepare for CLIL classes	5
8. Online learning	4
9. University policies	4
10. Cooperation among teachers	3
11. Language use	2
12. Others (students)	3
13. Others (teachers)	2
14. Not teaching CLIL	3
15. No specific problems	3

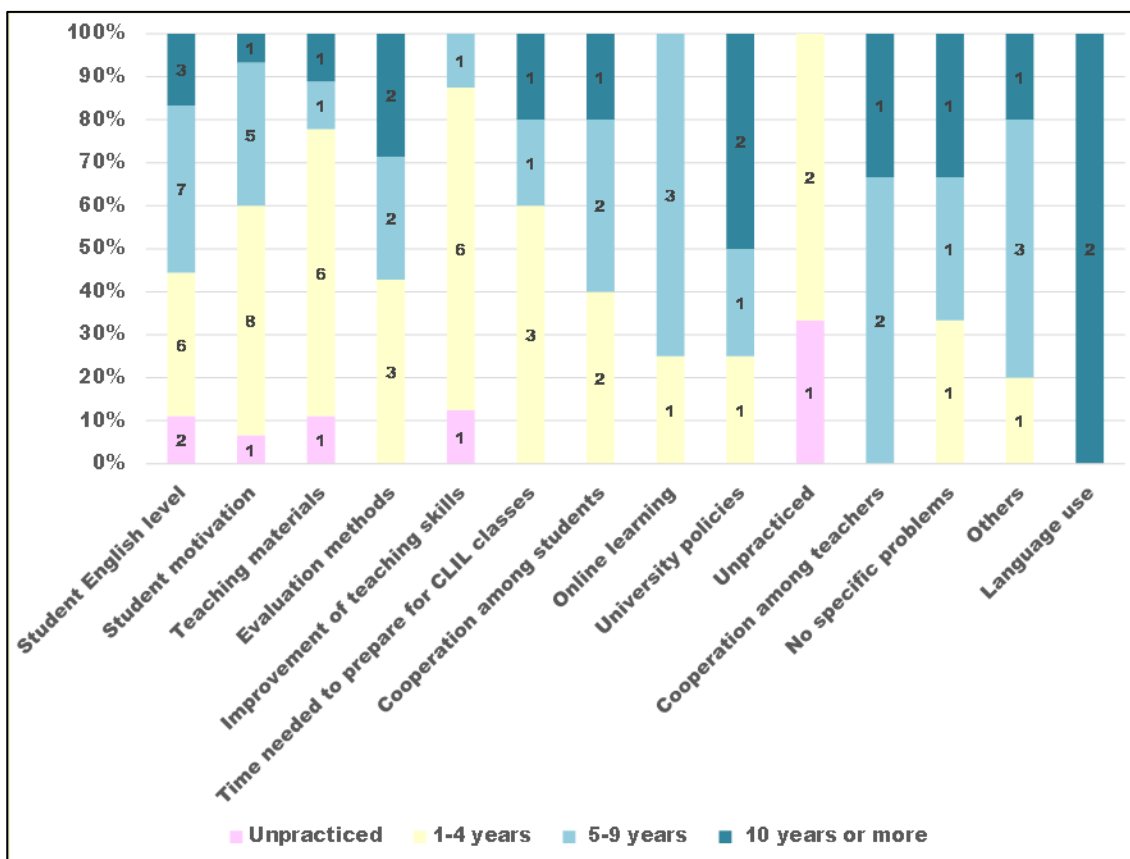
**Figure 4.22 Problem factors in CLIL teaching**



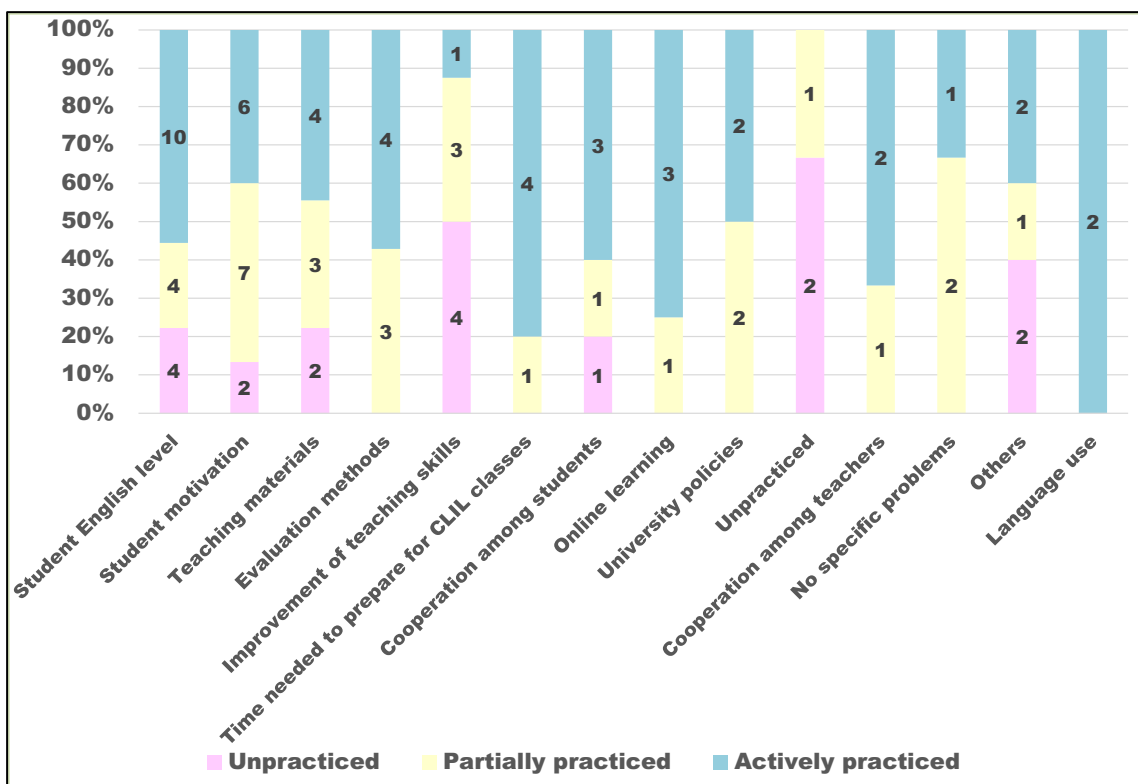
**Figure 4.23 Problem factors in CLIL teaching experiences 1**



**Figure 4.24 Problem factors in CLIL teaching experiences 2**



**Figure 4.25 Problem factors in CLIL teaching practices**



## Discussion

Students' English levels and students' motivation are the most common problems for the respondents, which may be directly related to the success or failure of CLIL teaching in class. Many teachers require creative ideas and research, and students also have problems in terms of English learning. The results imply that even university teachers have many different kinds of problems in their classes. CLIL may possibly be one of the solutions. However, Groups B and C teachers seem to hesitate in beginning to teach CLIL. Many teachers might need to improve their CLIL teaching knowledge and skills, along with access to proper CLIL teaching materials.

## Suggestions based on the survey results in university education

Identified problems	Suggestions
Teachers are uncertain whether they can teach CLIL.	Teachers use a CLIL teaching checklist.
Teachers lack confidence in teaching CLIL.	Teachers participate in CLIL workshops and discuss CLIL teaching.
Teachers need to know the effective use of English and Japanese in class.	Teachers do CLIL research and attend some workshops.
Teachers can't find good CLIL textbooks.	Teachers share CLIL textbooks, CLIL teaching resources, and CLIL ideas with other teachers and on websites.
Teachers can't share creative CLIL practices and activities.	Teachers should exchange information about CLIL teaching.
Teachers don't know how to use students' self-assessment.	Teachers do research on useful students' self-assessment.
Teachers feel the need for cooperation between teachers.	Teachers need to have open communication and flexibility.
Teachers can't teach CLIL well because they don't have good teacher education.	Teachers should seek sufficient teacher education to share CLIL ideas.

## **Recommendation topics for further research on CLIL in university education**

1. CLIL teaching for students with basic English levels
2. CLIL teaching for less motivated students
3. Preparation for CLIL teaching
4. Cooperation between students
5. Online CLIL teaching and learning
6. CLIL materials development
7. Development of CLIL teaching knowledge and skills

## 5. Survey on CLIL pedagogy in primary & secondary education

The purpose of this questionnaire survey is to identify the current status of the implementation of the CLIL pedagogy in primary and secondary education. In this survey, there are rather few respondents and the two questionnaires are combined and represented in this section as basic education including upper secondary education.

The two questionnaire items are slightly different but almost the same. They include the following topics: CLIL practices, CLIL materials, CLIL assessment, CLIL ideas, 5-point Likert Scale questions, and opinions on CLIL. Different from Europe, English was not taught as a proper school subject in primary education until 2020. Also in lower secondary schools, the English curriculum is fixed and CLIL is hard to implement. However, in upper secondary education, there are some schools which practice enhanced English education considering global views. However, CLIL is not so popular among primary and secondary school teachers. The survey can suggest some aspects of the current situation of CLIL pedagogy in primary and secondary education in Japan.

### 5.1 Data summaries in primary & secondary education

- It is important to show that CLIL is effective for **university entrance examination**. In Japan, the university entrance examination is very influential in secondary education as well as primary education. The most important goal for students and parents is to enter prestigious universities. In such situations, CLIL becomes recognized as a more suitable approach.
- It may be necessary to hold **workshops of CLIL teaching** for teachers. Primary and secondary teachers are gradually interested in CLIL approaches, so they need to know more about CLIL. However, it seems they are busy and do not have time to study CLIL.

- CLIL is considered to be an effective approach in terms of content learning, language learning, **affective factors, cognition, and teacher and student perceptions**. It means that CLIL has the potential to develop the learning culture in Japan.
- There are teachers who are unable to incorporate CLIL due to their **lack of preparation time** and **workplace environment**. Some teachers are interested in CLIL but many do not know what CLIL is. That is because they have much work to do and no time to think about CLIL.
- It may be necessary to develop **ready-made CLIL materials** for teachers to incorporate CLIL more easily in their classes. The primary and secondary English language curriculum is stable. Teachers do not have time to develop CLIL materials themselves. It is necessary to create appropriate CLIL materials.
- There have been **challenges** regarding **the goal setting, lack of preparation, the balance between content and language, use of Japanese, scaffolding, and lack of cooperation among teachers**. Although many teachers realize that CLIL is an interesting approach, it will take time and a lot of effort to implement CLIL in primary and secondary education in Japan.

## 5.2 The respondents' basic data in primary & secondary education

**Table 5.1 Total number of respondents (teachers)**

Total	Primary school teachers	Secondary school teachers
62	24	38

**Table 5.2 Self-assessment of English proficiency based on the CEFR**

CEFR	Primary school teachers	Secondary school teachers
C2	1	2
C1	4	15
B2	5	14
B1	10	6
A2	2	0
A1	1	0
N/A	1	1

## 5.3 Featured results in primary & secondary education

### 5.3.1 (Q9 & Q13) In which subject class do you teach CLIL?

CLIL is taught most in the English class in primary & secondary education. CLIL may be part of English language learning (soft CLIL).

Figure 5.1.1 Subjects in primary education

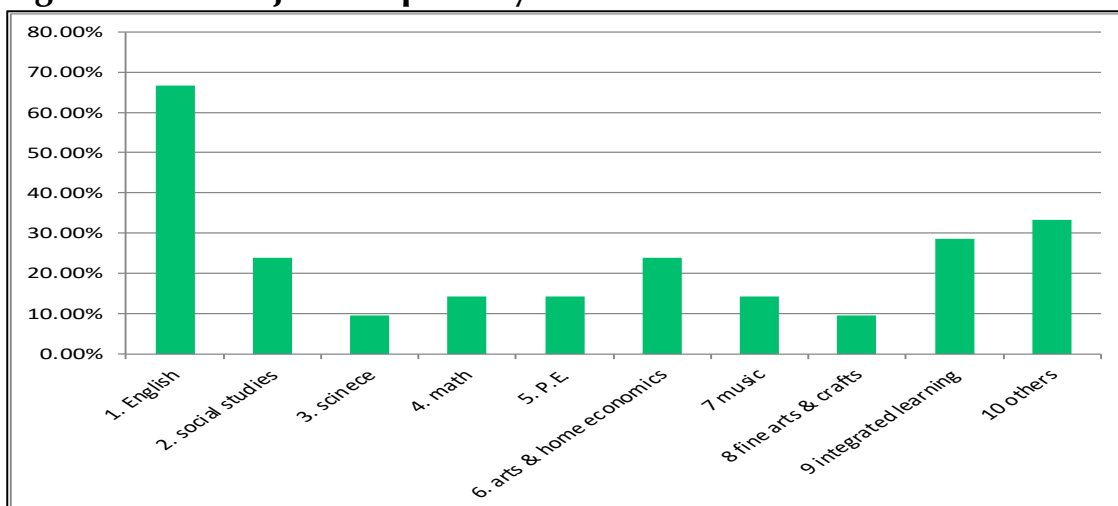
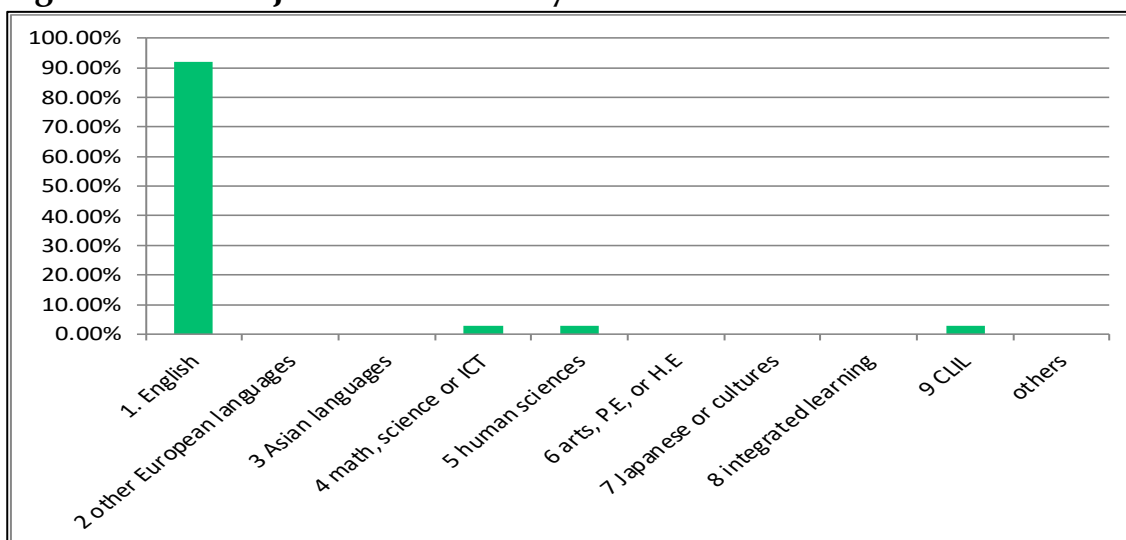


Figure 5.1.2 Subjects in secondary education



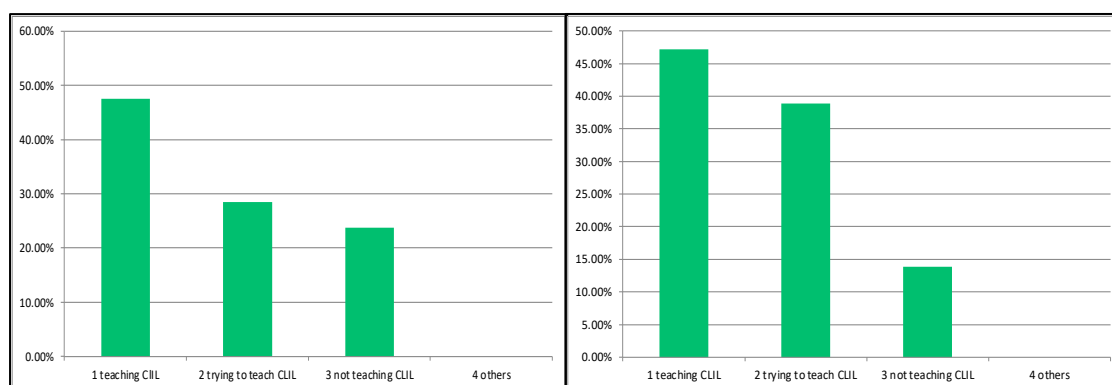
### Discussion

CLIL is taught by 67% in part of English classes in primary education, and it is taught by 90% in English classes in secondary education. It is very different from the European context. It may be called soft CLIL, but this contextualized CLIL can be considered a different aspect of CLIL.

### 5.3.2 (Q12) Are you teaching CLIL?

**Almost half of teachers are teaching CLIL, and 30 to 40% of them are trying to teach CLIL in primary & secondary education.**

**Figure 5.2 Teaching CLIL in primary & secondary education**



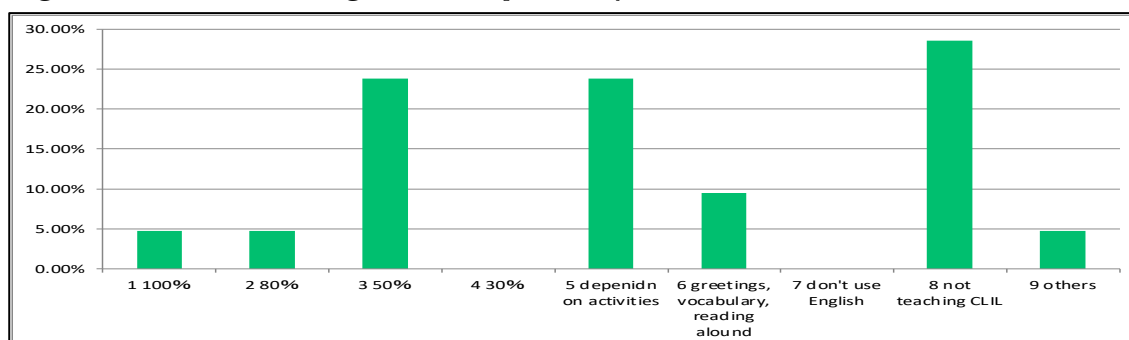
### Discussion

In general, many teachers (48% of primary and 47% of secondary) including teachers who are trying to teach CLIL are interested in CLIL approaches. Although CLIL is becoming popular among English teachers, many teachers can have some difficulties in teaching CLIL due to the traditional curricular system in Japan.

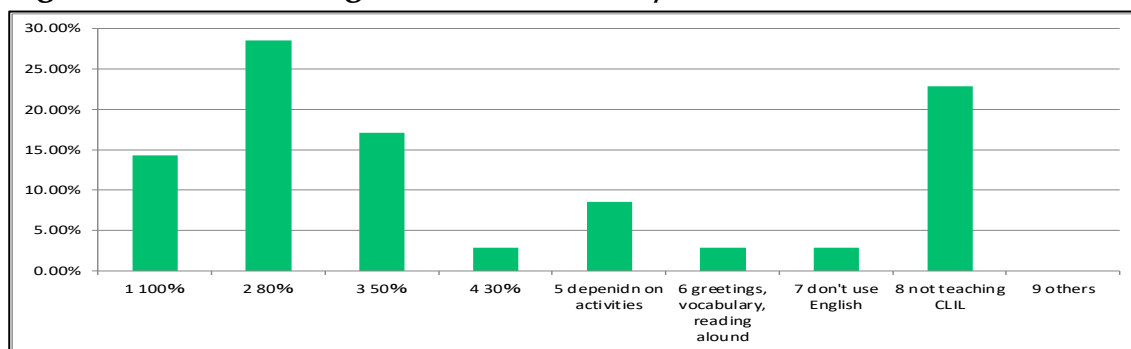
### 5.3.3 How much do you use English in your CLIL classes?

**Primary school teachers do not use much English in their classes, but many secondary school teachers use English in their classes and consider using English for 80% of class time as appropriate.**

**Figure 5.3.1 Teaching CLIL in primary education**



**Figure 5.3.2 Teaching CLIL in secondary education**



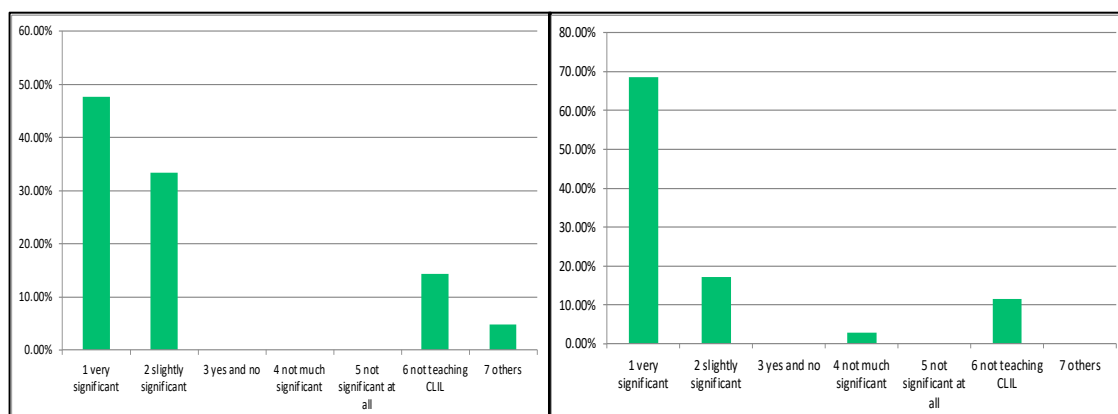
## Discussion

Primary school teachers are not qualified as English teachers, so this result is natural. It means that English proficiency levels and English teacher education are essential for CLIL teaching.

### 5.3.4 (Q27) Do you think it is significant to teach CLIL?

**Almost 100% of the primary and secondary teachers think it is significant to teach CLIL as long as they actually teach CLIL.**

**Figure 5.4 Significance of CLIL in primary & secondary education**



Note. The graph on the left is for primary education, the right is for secondary education

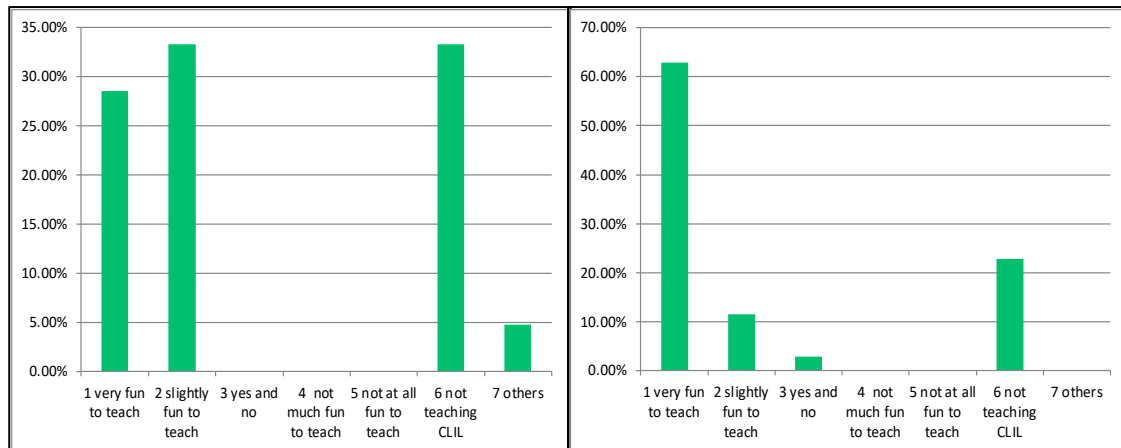
## Discussion

The number of the respondents is very small, but almost all of them think it is significant to teach CLIL, which may mean that teaching CLIL can have the potential to change the current English learning and teaching in primary and secondary education.

### 5.3.5 (Q29) Is it fun to teach CLIL?

**Besides some teachers who do not teach CLIL, almost 100% of the teachers think it is fun to teach CLIL.**

**Figure 5.5 Fun to teach CLIL in primary & secondary education**

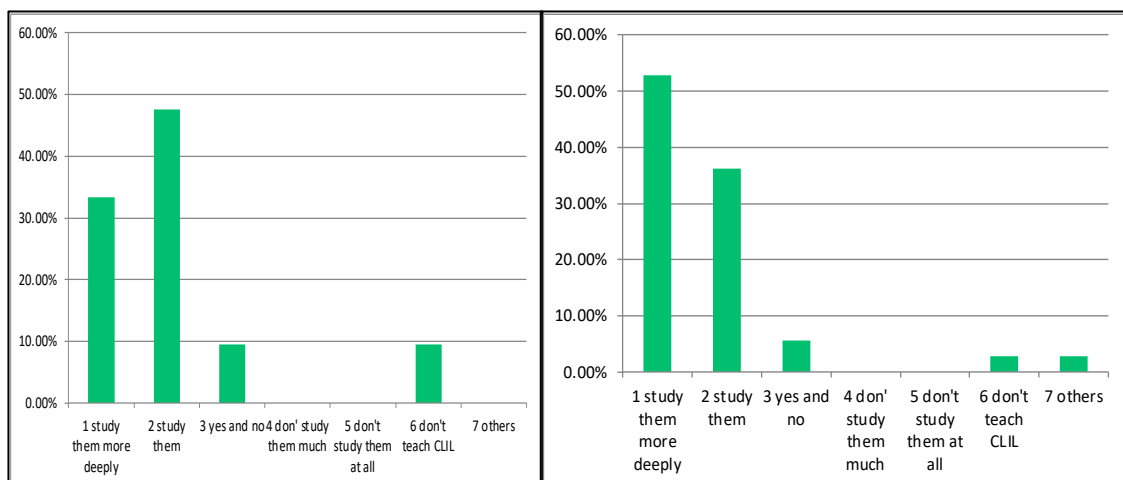


Note. The graph on the left is for primary education, the right is for secondary education

### 5.3.6 (Q33) Do you want to study the theory and practice of CLIL more deeply?

**Secondary school teachers (53%) want to study the theory and practice of CLIL more than primary school teachers (33%), although most teachers want to do so.**

**Figure 5.6 CLIL study needs in primary & secondary education**

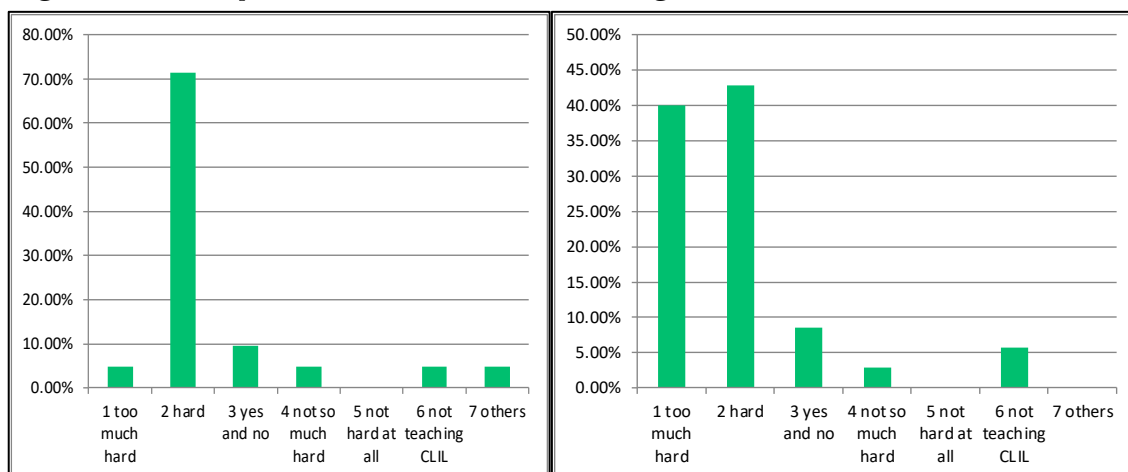


Note. The graph on the left is for primary education, the right is for secondary education

### 5.3.7 (Q34) Do you think it is hard to prepare for CLIL class?

**Secondary school teachers (40%) think it is harder to prepare for CLIL class than primary school teachers (5%). However, 83% of the secondary school teachers and 76% of the primary school teachers find preparing CLIL classes difficult.**

**Figure 5.7 Preparation for CLIL teaching**



Note. The graph on the left is for primary education, the right is for secondary education

## Discussion

These results (Q27, Q29, Q33, and Q34) suggest that CLIL should be an appropriate approach for primary and secondary teachers, but they may also imply that many teachers cannot enjoy teaching English and have to follow the traditional English curriculum. Both primary and secondary school teachers seem to be interested in CLIL pedagogy, but they are busy doing their schoolwork and do not have sufficient time or efforts to study CLIL, although they can enjoy teaching CLIL if they actually have opportunities to teach CLIL. These results may show some complicated, stable and hard-to-change traditional curriculum, in which teachers cannot easily adopt integrated learning such as CLIL. In primary and secondary education, the educational system, such as curriculum, teacher education, teacher roles, teacher workload, and teacher mindset, should be more flexible and diverse. Primary and secondary school teachers need easier ways to adopt CLIL approaches than CLIL teachers in Europe. Now in Japan, teaching careers are not popular among young people, since it is not

an attractive job and there are some serious problems due to lack of young teachers. CLIL approaches may be a solution for the problem.

### 5.3.8 (Q50) What are the advantages of teaching CLIL? What are the advantages of NOT teaching CLIL?

**Primary and secondary teachers think that teaching CLIL has advantages for students' learning motivation. Secondary school teachers also think that CLIL has advantages for students' cognitive development and CLIL pedagogy is flexible and suitable for qualitative class activities.**

**Table 5.3 Advantages of teaching CLIL**

Categorization	Primary teachers	Secondary teachers
Positive effects on students' learning motivation	12	11
Positive effects on teachers' teaching motivation	1	2
Improvement of students' cognitive development	4	7
Meaningful studies related to other subjects	4	1
Enhancing flexible and qualitative class activities	2	10

**Table 5.4 Advantages of NOT teaching CLIL**

Categorization	Primary teachers	Secondary teachers
saving time for class preparation and assessment	1	1
Positive effects on university exams	0	1
Giving consideration to slow learners	0	1
No particular advantages of NOT teaching CLIL	1	0

### Summary

- Students seem to enjoy learning in CLIL classes autonomously and eagerly.
- Some teachers have positive reactions toward CLIL teaching. They enjoy teaching CLIL, regardless of the extra effort and preparation.
- Teachers need more flexibility and want to teach wide-ranging world issues.
- CLIL materials can easily be used in different class contexts.

### 5.3.9 (Q54) What are your current issues in teaching CLIL?

**Primary teaches choose English but secondary teachers choose preparation and effort in addition to work constraints.**

**Table 5.5 Current issues**

Categorization	Primary teachers	Secondary teachers
Much preparation and effort for CLIL class	1	9
Some work constraints surrounding teachers	8	7
Lack of teachers' English knowledge and skills	6	2
Lack of teachers' CLIL knowledge and skills	1	4
CLIL assessment and evaluation	1	2

#### **Summary**

- There are still some traditional beliefs to teach English in a certain way, which may make it difficult for some teachers to teach CLIL.
- Some students like traditional grammar-based teaching.
- Regular school exams and university entrance exams are constraints for CLIL teaching.
- Some teachers try to teach CLIL using a MEXT-authorized textbook.
- There is less time for some teachers to teach CLIL due to their lack of preparation time.

#### **Discussion**

CLIL is considered to be an effective teaching approach in terms of teaching content, languages, affective factors, cognition, and teacher/student perceptions. However, there are teachers who are unable to teach CLIL due to their lack of preparation time and/or workplace environment. There may be a need to create ready-made CLIL materials that could be easily used in class, requiring a minimum amount of preparation time for teachers. In addition, there is a necessity to represent positive results of CLIL on entrance examinations in order for students to consider CLIL as an effective learning approach.

## 6. Survey on CLIL pedagogy in non-English languages

The purpose of this questionnaire survey is to identify the current status of the implementation of the CLIL pedagogy in non-English languages. In this survey, the respondents include teaching non-English languages, but most of them are Japanese and Spanish teachers, which may mean they do not appropriately demonstrate the features of all non-English languages learning and teaching in relation to CLIL.

CLIL implementation in the English language is actually the mainstream, but in Europe, CLIL in other European languages including French, German and Spanish has been conducted to some extent in many EU countries. The CEFR is aimed at plurilingualism and pluriculturalism in Europe, so CLIL originally regards some European languages as equally important. Although the questionnaire respondents are few, they can give some insight to CLIL implementation in Japan.

The questionnaire items include the following topics: languages, CLIL knowledge, CLIL practices, CLIL materials, CLIL assessment, CLIL ideas, 5-point Likert Scale questions, and opinions on CLIL. Unlike education in Europe, not so many foreign languages are not taught as a school subject in primary and secondary education in Japan. English is the most common language even in university education. The fact is that young people exclusively learn English and have very little time for learning other languages in public education.

### 6.1 Data summaries in non-English languages

- **The number of the respondents are 11 Japanese language and 14 Spanish language teachers among 39 in total, which means that the results might be biased but possibly helpful to see the current CLIL situation in Japan.**
- **80% of the teachers are interested in CLIL (Figure 6.1). However, 29% of them do not teach CLIL.**

- The 4Cs framework is the most characteristic of CLIL. 82% of the teachers choose it. (Figure 6.2)
- Although many teachers are interested in CLIL and 46% of them do not teach CLIL, 30% of the teachers would like to teach CLIL. (Figure 6.3)
- 68% of the teachers do not talk about CLIL in their workplace. This indicates that CLIL is still not popular among other educational staff in each workplace. (Figure 6.4)
- 97% of the teachers agree that CLIL is effective learning. (Table 6.10)
- 53% of the teachers are not sure that language teachers should teach CLIL.
- 59% of the teachers are not sure that subject teachers should teach CLIL. (Table 6.10)
- 97% of the teachers agree that CLIL is best taught in a team-teaching situation. (Table 6.10)
- 66% of the teachers agree that CLIL starts from thinking about learning. (Table 6.10)
- 81% of the teachers want to take in CLIL ideas. (Table 6.10)
- 62% of the teachers agree that CLIL is well learned in translanguaging contexts. (Table 6.10)

## 6.2 The respondents' basic data in non-English languages

**Table 6.1 Gender**

Answer choices	Responses
Male	5
Female	33
Skipped	1
Total of responses	39

**Table 6.2 Age**

Answer choices	Responses
20s	2
30s	12
40s	32

50s	47
60s	4
No response	0
Total of responses	39

**Table 6.3 Affiliation**

Answer choices	Responses
Pre-primary	0
Primary	0
Lower secondary	0
Upper secondary	2
Institute of technology	0
University	33
Cram school	0
Language schools, etc.	4
Others	6
Total of responses	39

**Table 6.4 Teaching language**

Answer choices	Responses
Japanese	11
Chinese	2
Korean	6
French	1
German	1
Spanish	14
Italian	1
Russian	1
Portuguese	0
English	4
Others	1
Total of responses	39

**Table 6.5 Self-assessment of language proficiency based on the CEFR**

Answer choices	Responses
C2	19
C1	11
B2	4
B1	0
A2	1

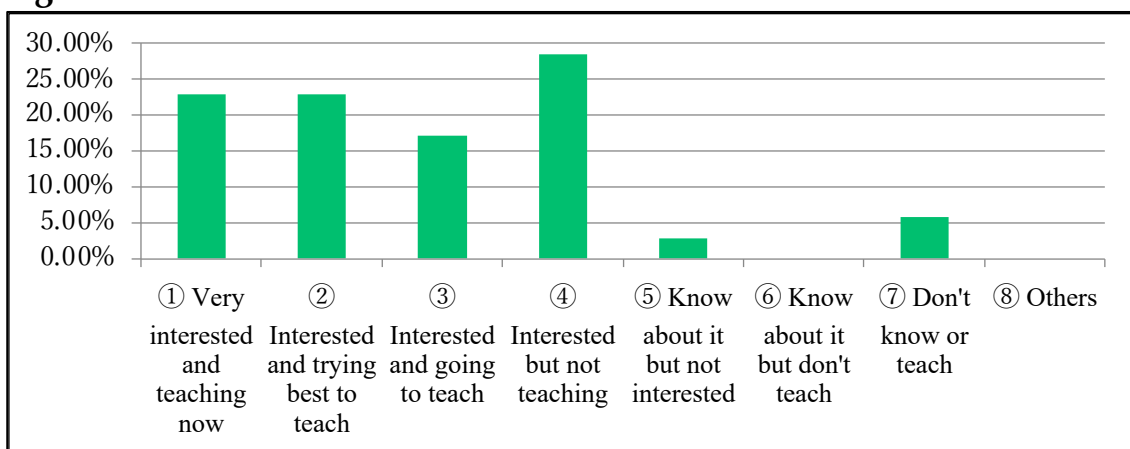
A1	2
Others	1
Skipped	1
Total of responses	39

### 6.3 Featured results in non-English languages

#### 6.3.1 (Q15) How interested are you in CLIL?

**80% of the teachers are interested in CLIL. However, 29% of them do not teach CLIL.**

**Figure 6.1 Interest in CLIL**



**Table 6.6 Interest in CLIL**

Answer Choices	Responses	
1. Very interested and teaching now	22.86%	8
2. Interested and trying best to teach	22.86%	8
3. Interested and going to teach	17.14%	6
4. Interested but not teaching	28.57%	10
5. Know about it but not interested	2.86%	1
6. Know about it but don't teach	0.00%	0
7. Don't know or teach	5.71%	2
8. Others	0.00%	0
	Skipped	4
	Answered	35

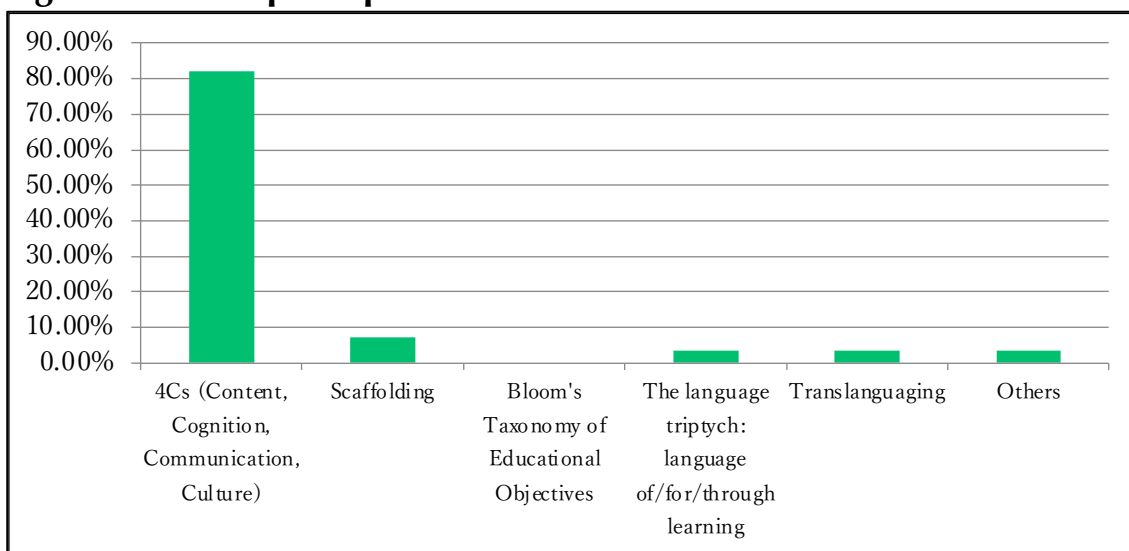
## Discussion

Most teachers are interested in CLIL, but it seems that they have some difficulties in starting to apply CLIL pedagogy in their classrooms. However, as with teaching CLIL in English, it is clear that using CLIL approaches in their classrooms is actually popular. It may suggest that all languages teachers will benefit from cooperation with one another and sharing ideas in terms of CLIL pedagogies and classroom practices.

### 6.3.2 (Q23) There are some familiar CLIL principles. Which of the following is the most characteristic of CLIL?

**The 4Cs framework is the most characteristic of CLIL. 82% of the teachers choose it.**

**Figure 6.2 CLIL principles**



**Table 6.7 CLIL principles**

Answer Choices	Responses	
4Cs (Content, Cognition, Communication, Culture)	82.14%	23
Scaffolding	7.14%	2
Bloom's Taxonomy of Educational Objectives	0.00%	0
The language triptych: language of/for/through learning	3.57%	1
Translanguaging	3.57%	1
Others	3.57%	1
	<b>Skipped</b>	<b>11</b>
	<b>Answered</b>	<b>28</b>

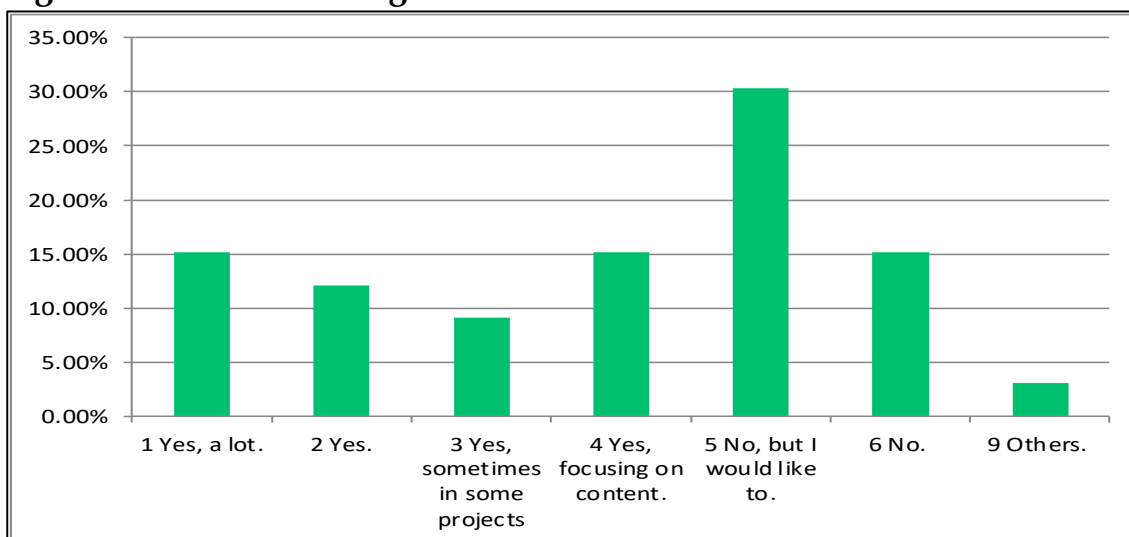
## Discussion

It appears that the 4Cs framework has become the standard of CLIL pedagogy in most aspects of language teaching and learning, compared to other CLIL-related terms. The most interesting point is that almost all the teachers choose the 4Cs framework, but they do not choose other characteristics such as scaffolding, the language triptych, and translanguaging. Perhaps, there may be some different types of CLIL activities in Japanese and Spanish from CLIL in English.

### 6.3.3 (Q31) Are you teaching with some CLIL approaches?

**Although many teachers are interested in CLIL and 46% of them do not teach CLIL, 30% of the teachers would like to teach CLIL.**

**Figure 6.3 CLIL teaching**



**Table 6.8 CLIL teaching**

Answer Choices	Responses	
Yes, a lot.	15.15%	5
Yes.	12.12%	4
Yes, sometimes in some projects.	9.09%	3
Yes, focusing on content.	15.15%	5
No, but I would like to.	30.30%	10
No.	15.15%	5
Others	3.03%	1
	<b>Skipped</b>	<b>6</b>
	<b>Answered</b>	<b>33</b>

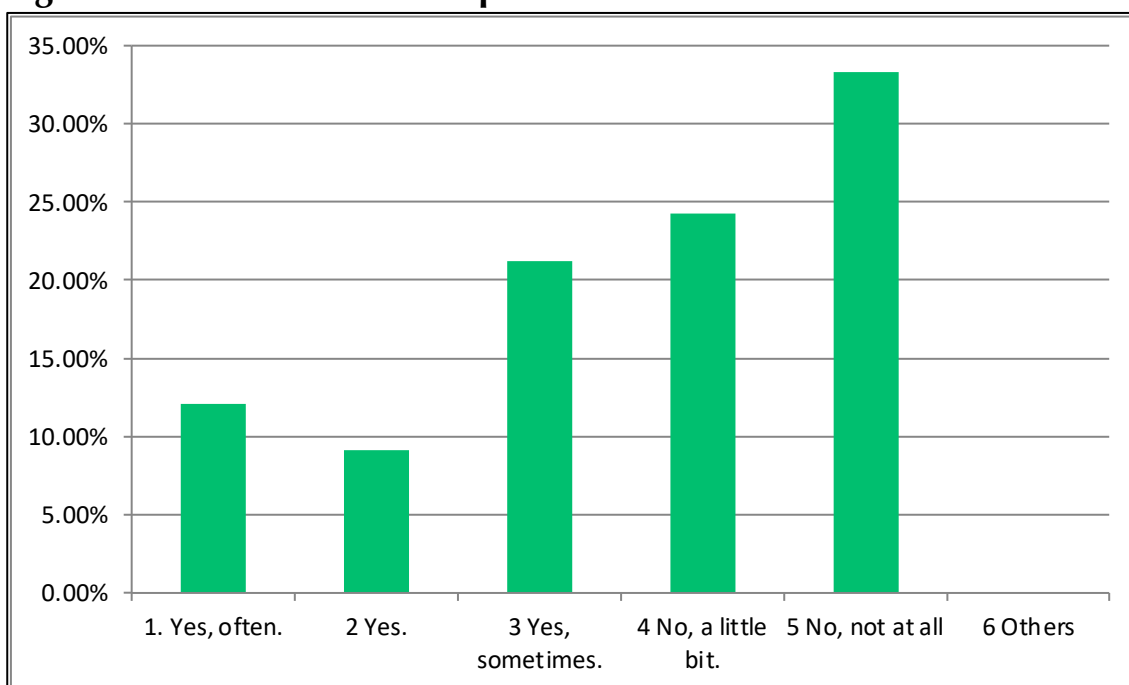
## Discussion

The results show that only a few teachers do not teach CLIL, although many teachers want to teach CLIL. It seems that teachers have some substantial reasons for not teaching CLIL, which are not clear from this survey.

### 6.3.4 (Q33) Are you talking about CLIL in your workplace?

**68% of the teachers do not talk about CLIL in their workplace. It means that CLIL is still not popular among other educational staff in each workplace.**

**Figure 6.4 CLIL talks in workplace**



**Table 6.9 CLIL talks in workplace**

Answer Choices	Responses	
Yes, often.	12.12%	4
Yes.	9.09%	3
Yes, sometimes.	21.21%	7
No, a little bit.	24.24%	8
No, not at all	33.33%	11
Others	0.00%	0
	Skipped	6
	Answered	33

## **Discussion**

The results clearly show that CLIL is still being implemented by teachers of languages other than English. Fundamentally, the language education policy focusing on English as the only foreign language and Japanese as the national language can affect the development of learning languages other than English in Japan.

### **6.3.5 5-likert scale questionnaire**

- (Q 38) CLIL is an effective learning.**
- (Q 39) CLIL Is taught by language teachers.**
- (Q 40) CLIL Is taught by subject teachers.**
- (Q 41) CLIL is taught as part of a school subject.**
- (Q 42) CLIL is taught as a school subject.**
- (Q 43) CLIL is taught In a team teaching.**
- (Q 44) CLIL is taught only t in the target language.**
- (Q 45) CLIL students can speak the target language well.**
- (Q 46) CLIL starts from thinking about learning.**
- (Q 47) I want to take in CLIL ideas.**
- (Q 48) CLIL is well learned in translanguaging contexts**

- **97% of the teachers agree that CLIL is effective learning.**
  - **53% of the teachers are not sure that language teachers teach CLIL.**
  - **59% of the teachers are not sure that subject teachers teach CLIL.**
  - **97% of the teachers agree that CLIL is taught in a team-teaching situation.**
  - **66% of the teachers agree that CLIL starts from thinking about learning.**
  - **81% of the teachers want to take in CLIL ideas.**
  - **62% of the teachers agree that CLIL is well learned in translanguaging contexts.**
- (Table 6.10)**

**Table 6.10 5-likert scale questionnaire**

	1 No, not at all.		2 No.		3 Yes and no.		4 Yes.		5 Yes, certainly.		Total	Skipped	Answered
Q 38 CLIL is an effective learning.	3.1%	1	0.0%	0	25.0%	8	37.5%	12	34.4%	11	32	7	32
Q 39 CLIL is taught by language teachers.	3.13%	1	12.50 %	4	53.13%	17	28.13 %	9	3.13%	1	32	7	32
Q 40 CLIL is taught by subject teachers.	0.00%	0	12.50 %	4	59.38%	19	25.00 %	8	3.13%	1	32	7	32
Q 41 CLIL is taught as part of a school subject.	0.00%	0	3.13%	1	53.13%	17	28.13 %	9	15.63 %	5	32	7	32
Q 42 CLIL is taught as a school subject.	9.38%	3	6.25%	2	53.13%	17	28.13 %	9	3.13%	1	32	7	32
Q 43 CLIL is taught in a team-teaching.	0.00%	0	0.00%	0	15.63%	5	50.00 %	16	34.38 %	11	32	7	32
Q 44 CLIL is taught only in the target language.	12.50%	4	25.00 %	8	50.00%	16	12.50 %	4	0.00%	0	32	7	32
Q 45 CLIL students should speak the target language well.	3.13%	1	12.50 %	4	34.38%	11	37.50 %	12	12.50 %	4	32	7	32
Q 46 CLIL starts from thinking about learning.	0.00%	0	0.00%	0	34.38%	11	40.63 %	13	25.00 %	8	32	7	32
Q 47 I want to take in CLIL ideas.	0.00%	0	0.00%	0	18.75%	6	31.25 %	10	50.00 %	16	32	7	32
Q 48 CLIL is well learned in transanguaging contexts	0.00%	0	0.00%	0	37.50%	12	46.88 %	15	15.63 %	5	32	7	32

## **Discussion**

Most teachers of languages other than English think that CLIL is effective, and they agree that it is taught in a team-teaching. They probably need support in terms of content knowledge and background. That is partly because many of the teachers also want to have CLIL teaching ideas. Many teachers do not have any clear ideas of who teaches CLIL, but many teachers agree that thinking about learning and translanguaging are both important for learners. These results are similar to the teachers who teach CLIL in English. They suggest that CLIL can have the same potential for almost all language teachers who are interested in it, so all language teachers as well as subject teachers need to share ideas in global contexts.

## Items for the surveys

### 1. General survey on CLIL pedagogy (Japanese and English versions)

- **Demographic Data**

gender, age, type of school or organization, teacher language/cultural background, self-assessment of English ability, special activities conducted in the institution, type of organization or school, type of employment, teaching experience, teaching field, major(expert) field, current professional and research interest

- **Knowledge of CLIL**

CLIL-related terms, interest in CLIL/CBU/CBLT/bilingual education/IB (International Baccalaureate) programs/ language immersion programs/EMI (English Medium Instruction)/ ESP (English for Specific Purposes) and EAP (English for Academic Purposes) CBI or CBLT, knowledge of CLIL principles, CBI and CBLT, CLIL and bilingual education, CLIL and IB, CLIL and immersion, CLIL and EMI, CLIL and ESP/EAP, CLIL pedagogy,

- **CLIL practice**

- **Colleagues' Interest in CLIL**

- **Participation in CLIL conferences, seminars, or lectures**

- **Reading books and articles related to CLIL pedagogy**

- **Teaching Materials for CLIL**

- **Opinions of CLIL**

the effect of CLIL in the school curriculum, CLIL taught by subject /English (language) teachers, implementation of CLIL in classroom activities, CLIL implemented partially in each subject, CLIL as one subject, a collaboration of English and subject teachers, language use, students' English ability, CLIL for preparation of university entrance exam, application of CLIL in grammar and translation, the initiative for CLIL classes, implementing CLIL ideas in classroom activities

## 2. Survey on CLIL pedagogy in university education

- **Demographic Data**

gender, age, teaching experience, type of school or organization, classes in charge (language/subject classes), language background, experience studying abroad, self-assessment of English ability, implementation of CLIL, teaching/research experience of CLIL, introduction to CLIL

- **CLIL practice**

teachers (language/subject classes) implementing CLIL, CLIL practiced in 15-class courses, CLIL practiced in a 90-minute class, goals for CLIL classes

- **Language usage in CLIL classes**

- **Content taught in CLIL classes**

- **Teaching Materials for CLIL**

- **Creativity applied to CLIL classes**

developing thinking skills, developing communication skills, developing writing skills, developing reading skills, developing study skills, developing cooperation skills, developing intercultural awareness

- **Assessment in CLIL classes**

- **Participation in CLIL conferences, seminars, or lectures**

- **Hosting CLIL seminars, lectures, and workshops.**

- **Knowledge of CLIL**

- **Colleagues' Interest in CLIL**

- **Reading books and articles related to CLIL pedagogy**

- **Materials for CLIL classes**

materials currently used in CLIL classes, appropriate materials for CLIL classes

- **Opinions of CLIL**

interest in CLIL, the effect of CLIL practice, CLIL in the school curriculum, teachers in CLIL classes, cooperation among teachers for CLIL classes

- **Motivation to practice CLIL,**

- **Issues in CLIL practice**

### **3. Survey on CLIL pedagogy in secondary education**

- **Demographic Data**

gender, age, teaching experience, type of school or organization, self-assessment of English ability, special activities conducted in the institution, type of employment, teaching experience, teaching field, major(expert) field, current professional and research of interest,

- **CLIL practice**

classes implemented in CLIL, goals for CLIL classes, amount of CLIL practiced in the classes, language usage, class content and activities (grammar, group work, pair work, translation into Japanese, discussion, presentation, reflection)

- **Teaching Materials for CLIL**

- **Assessment in CLIL classes**

- **Creativity applied to CLIL classes**

developing thinking skills, developing communication skills, developing writing skills, developing reading skills, developing study skills, developing cooperation skills, developing intercultural awareness

- **Opinions of CLIL**

purpose of CLIL, the effect of CLIL practice (for students, teachers), experiencing the CLIL practice, knowledge of CLIL, studying CLIL more deeply, preparation for CLIL classes, assessment, cooperation among teachers for CLIL classes, CLIL for preparation of university entrance exam, use of ICT, team teaching with ALTs, effect in junior high/high schools, teachers(English, subject) for CLIL classes in junior high/high schools, cooperation among teachers for CLIL classes in junior high/high schools, implementing CLIL, issues for CLIL classes

### **4. Survey on CLIL pedagogy in primary education**

- **Demographic Data**

gender, age, teaching experience, type of school or organization, self-assessment of English ability, special activities conducted in the institution, type of institution, type of employment, teaching experience, assigned subject, major(expert) field, current professional and research of interest,

- **CLIL practice**

classes implemented in CLIL, goals for CLIL classes, amount of CLIL practiced in the classes, language usage, class content, and activities (grammar, group work, pair work, reading, discussion, presentation, reflection)

- **Teaching Materials for CLIL**

- **Assessment in CLIL classes**

- **Creativity applied to CLIL classes**

developing thinking skills, developing communication skills, developing writing skills, developing study skills, developing cooperation skills, developing intercultural awareness

- **Opinions of CLIL**

purpose of CLIL, the effect of CLIL practice (for students, teachers), experiencing the CLIL practice, knowledge of CLIL, studying the CLIL practice more deeply, preparation for CLIL classes, assessment, cooperation among other subjects/English/homeroom teachers for CLIL classes, CLIL for preparation of university entrance exam, use of ICT, team teaching with ALTs, the effect of CLIL in primary schools, English/homeroom teachers for CLIL classes in primary schools, implementing CLIL, positive effects for CLIL implementation, issues for CLIL classes

## **5. Survey on CLIL pedagogy in non-English languages**

- **Demographic Data**

gender, age, type of school or organization, self-assessment of English ability, special activities conducted in the institution, type of employment, teaching experience, teaching field, major(expert) field, current professional and research interest

- **CLIL practice**

implementation of CLIL, goals for CLIL classes, amount of CLIL practiced in the classes, language usage, class content, and activities (grammar, group work, pair work, reading, discussion, presentation, reflection)

- **Teaching Materials for CLIL**

- **Assessment in CLIL classes**

- **Creativity applied to CLIL classes**

developing thinking skills, developing communication skills, developing writing skills, developing study skills, developing cooperation skills, developing intercultural awareness

- **Opinions of CLIL**

purpose of CLIL, the effect of CLIL practice (for students, teachers), experiencing the CLIL practice, knowledge of CLIL, studying the CLIL practice more deeply, preparation for CLIL classes, assessment, cooperation among other teachers for CLIL classes, team teaching with teachers of other fields, usefulness of CLIL for preparation of entrance exams, use of ICT, team teaching with ALTs, the effect of CLIL in kindergartens and English language schools, English teachers for CLIL classes in kindergartens and English language schools, subject teachers implementing CLIL, English teachers cooperating with teachers of other fields for CLIL classes, positive effects for CLIL implementation, issues for CLIL classes

