



日本CLIL教育学会

JJCLIL

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Special issue 2 Proceedings from the J-CLIL TE Seminar

at Radboud University,
Nijmegen, the Netherlands
9th to 13th September, 2019

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Special issue 2
Proceedings from the J-CLIL TE Seminar
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<https://www.j-clil.com/>
secretariat@te-clil.jp

Editorial & Layout Design
J-CLIL TE Seminar Proceedings Editorial Committee:
Reiko Fujita
Yoshimi Hiroyasu
Shigeru Sasajima

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Hashigaki: What have we learned in Nijmegen?

Shigeru SASAJIMA, J-CLIL President

The Japan CLIL Pedagogy Association (J-CLIL) is 3 years old as of April 2020. It is very active now with more than 350 members and a diversity of activities. The J-CLIL Teacher Education Seminar is one of the most important events in the J-CLIL activities. I would like to say it is great honor to publish the seminar proceedings like we did last year. The Seminar started in the August of 2018. For the first seminar, some 30 participants and 3 main guest speakers (Professor Do Coyle, Professor Emeritus Richard Johnstone and Dr Alan Dobson) gathered at the University of Stirling in Scotland, where I had studied my PhD, and then in the September of 2019, some 20 participants studied together at Radboud University in Nijmegen, the Netherlands. Thanks to Ms Michelle Mellion-Doorewaard's very kind and sincere support, the Seminar satisfied all the participants from Japan, having great support from Dutch CLIL or bilingual education practitioners as well. I would also like to say many thanks to all the guest speakers who showed nice CLIL knowledge and practices in the Netherlands and schoolteachers who welcomed our visit and let us observe their classrooms. Without their support, we would not have spent fruitful time in Nijmegen for 5 days. Many thanks indeed to all of them.

I am sure the 2nd seminar was greatly successful and these communication activities about CLIL and bilingual education among the participants will contribute to further developing CLIL pedagogy in Asia. In Japan as well as other Asian countries which could have different contexts from the Netherlands and other European countries, this special issue of the seminar proceedings is influential to all teachers who are interested in CLIL pedagogy, reporting the program content including the lectures, workshops, school visits, and class observations. It can also give us lots of suggestions for better CLIL approaches. I believe the Seminar was a good gathering for all the participants, the guest speakers, the school visit coordinators, and the teachers who kindly gave us the opportunities to observe their classrooms and the students who showed us their learning activities

and answered our questions. I would be grateful for all their positive commitments to the lively J-CLIL activities. I hope all the people concerned with the Seminar will seek for their own sustainable development regarding integrated learning in the long term.

In this foreword, I would like to use the Japanese word '*hashigaki*,' which literally means marginal words in English. I like this Japanese word for the greetings as the J-CLIL Teacher Education Seminar coordinator and the president of J-CLIL. 'Marginal' means minor, not important, or not central in English, but '*hashigaki*' can suit my modest attitudes, which most people living in western cultural contexts may not evaluate well. In *hashigaki*, I just make my personal reminders on the Seminar as a marginal of the proceedings and want you to read its main body which has the whole ideas of the Seminar. I believe this issue of the Seminar proceedings will help interact each other by respecting his or her intercultural perspectives among CLIL practitioners. *Hashigaki* is therefore my favorite Japanese word, so I will add some of my reflective remarks on the seminar atmosphere to this issue as *hashigaki*.





Nijmegen is a comfortable local city in the Netherlands, one hour apart from Amsterdam. The seminar venue is Huize Heyendaal at Radboud University. The above photos shows the participants on the first day of the seminar, taken outside the building facing the garden. Onno of Nuffic first spoke about the bilingual education in the Netherlands and the activities of Nuffic or the Dutch organization for internationalization in education. Then Hillary and Gonny, who are English instructors at Radboud University, gave us some suggestions of class observations starting from the next day. Finally,

Michelle and Kevin, who are coordinators of this seminar with me, talked about their practices. On the first day, I strongly felt CLIL or bilingual education (tto: tweetalig onderwijs) in the Netherlands is very natural and necessary for young people who need to survive in Europe and beyond Europe. Multilingual contexts are very familiar among young Dutch people. English is substantially their second language, and on the other hand, I am still afraid people may always consider their identities as Dutch. While listening to their talks, I wondered how young people should cope with the context of linguistic and cultural diversity.

On the next two days, we visited Kandinsky College (secondary school), De Lanteeke (primary school), and OBC (Over Betuwe College) Bemmelen (secondary school). Each school has its own school culture. I was very impressed with the school and classroom activities of both teachers and students. Almost all teachers used both two languages, Dutch and English, effectively and in very natural ways. What's most interesting and impressive is, it looks like all teachers and students don't care about languages but think about learning content. It seems that students will have to take a matriculation test in the Dutch language even when learning subjects in English, but many students apparently don't worry about it. It is very different from the Japanese context. We could not have these school visits last year,

so they were really very practical and helpful opportunities for most participants to see real teaching and learning situations and talk with teachers and students.



We greatly appreciated Joris, Rob, Jasmina, and other teachers and staff of Kandinsky College, who were all very active and generous to us. These positive attitudes and actions were also very impressive to me, which could have great impact on their students' knowledge, skills, attitudes and values in the future. Hedi,

a nice primary school teacher at De Lanteeke, also kindly showed us school activities, walking around many classrooms with us, and we could see how the teachers and students were doing even in a very short time in the morning. Of course, some primary students could not speak English so well, but even when teachers spoke English, I didn't have any strange feelings. If necessary, teachers used Dutch, which can show also very natural bilingual situations. I then assumed many children were learning through these class activities that bilingual contexts are basic in their life. In the afternoon, we visited OBC (Over Betuwe College) Bommel, where Natalie coordinated our visit with other teachers and students. When we visited classrooms, some nice students always supported us and added necessary information to the school activities. I felt their matureness, compared to Japanese students of the same age. Student escort systems at school are not very popular in Japan, but they are gradually familiar in many schools. The escort OBC students seemed to be very independent and proud of their roles. As they did, many students looked motivated to study in the classroom and did not worry about languages. I saw that translanguaging communication happened in many learning situations. It was really interesting to me. In other words, whether they use Dutch or English, although they do not understand everything perfectly, they probably know about what they learn and think about the meaning or content of learning. It is the very integrated learning of content and language, which is probably a very distinct context from Japan.



On the fourth day, which has the primary sessions in this seminar, Rick and Tessa talked, and Rosie and Hilary & Gonny had the workshops. Rick first talked about Dutch perspectives about CLIL research and practice. I believe he is the most appropriate person to understand CLIL in the Netherlands. While listening to him, I have made sure that language learning can be primary even in CLIL. Before Tessa's talk, we visited Olivier's class in a short time. His class was provided in English and he lectured to some 50 students about the history of urban & regional planning.



English medium Instruction is popular globally, but the learning content is diverse. Our visit was very short, and we couldn't see the whole ideas in his lecture, but I realized these styles of lectures are gradually essential in higher education in many contexts and listening to lectures and reading texts are still basic. Tessa talked about CLIL in teacher education, which is called 'The World Teachers Programme,' showing the practical data. The concept of the program she showed is helpful to me because it has lots of global views necessary for teachers in Japan as well. After lunch, we had Rosie give us a nice workshop with plenty of CLIL practice ideas. She is really a wonderful CLIL teacher educator who has had great impacts on us. I was very happy to have her at this seminar. I appreciated her wonderful workshop. Hilary and Gonny also gave us another nice practical workshop on





language teacher training courses at Radboud University. I am sure the Netherlands is a good place for teachers to develop their teacher professional knowledge and skills. Teachers of English should not just go to English-speaking countries, such as the US and the UK. The Netherlands should be an appropriate place to understand ELF or CLIL.



On the final day, we had two nice guest teachers from Finland, which would be the next venue for the J-CLIL summer seminar. Marika and Ken showed us what they are doing at their school in terms of CLIL and bilingual education activities. They are trying to develop their appropriate CLIL curriculum. I am very grateful for their coming to the seminar and communicating with us. In August 2020, J-CLIL will have another type of seminar with them in Seinäjoki. After that, all the participants gave their presentations about their practices and reflective feedback on the seminar. They are reported on this issue of the Seminar proceedings.

We had thus stayed in Nijmegen for a week in September 2019. The weather was not fine all day, but we met nice local people there and had nice food to eat and places to visit. It was really a wonderful time for me to coordinate the 2nd seminar at Radboud University in Nijmegen. Although I did not have enough time to sightsee many places there, I found out several interesting features in town from

CLIL viewpoints. First, almost all people were able to speak English, but I happened to meet some young people who did not understand English. I might have had some stereotypes that Dutch people are all bilingual speakers and English is a second language for them. Of course, it is wrong. The fact that most Dutch people speak English could probably be due to the achievement of bilingual education called tto. We should learn a lot more from Dutch bilingual education practices. Secondly, many people are very diligent and sincere, but they should like to take a very efficient, simple and compact way to do in their daily working life. For example, when I got on a train without checking the gate, the train conductor kindly checked the ticket on behalf of me. In addition, the transportation system is very simple and convenient, including bicycles. It seems that many people do not care about tiny things, so they like straight talk, open-mindedness, generosity and resilience. These of my assumptions may not be quite correct just based on my personal experiences. However, I always regard it as important that I see and experience myself and think them based on my own knowledge and thought process. Many Dutch people can make a decision-making themselves following the social and cultural rules, because they need to develop their knowledge, skills, attitudes and values to survive in the current society of cultural diversity and global economy.

Accordingly, I have learned a lot in Nijmegen: e.g. CLIL pedagogy, bilingual education, multilingual and multicultural situations, intercultural communicative competence (ICC), global competence, Dutch education systems, learning needs, and Dutch lifestyle. Compared to the 1st J-CLIL Teacher Education Seminar at the University of Stirling in Scotland, this seminar has taught me many aspects of integrated learning in addition to CLIL theory and practices. That was mainly because I did not know much about the Netherlands. In his talk, Rick mentioned about CLIL that ‘If learning is about travelling and discovering new territories, then language would be the means of transport we can use for this purpose,’ and he compared languages to bicycles, adding ‘Riding a bike is a skill that has to be developed, but once you can do it, you won’t unlearn it anymore.’ While traveling in the Netherlands, I saw a large number of bicycles. For Dutch people, languages may be just vehicles. We, CLIL practitioners in Japan, should think so and the

Japanese language is not the only vehicle but other languages are also necessary vehicles for enjoying traveling in our life.

Dankjewel Thank you *Arigato*



2. Schedule of J-CLIL Teacher Education Seminar 2019

**The 2nd J-CLIL Teacher Education Seminar
in 2019**
Learning from CLIL or TTO in The Netherlands

September 9 – September 13, 2019
Radboud University, Nijmegen, The Netherlands

Day 1 Monday, September 9

Word of Welcome Shigeru Sasajima
Toyo Eiwa University, J-CLIL president

Talk 1
(R)evolutions: 30 years of CLIL in the Netherlands
Onno van Wilgenburg, Nuffic

Talk 2
Going into battle

Hilary Phillips & Gonny van Hal
Radboud University

Talk 3
From Pagodas to the Polder: Connecting through CLIL at a Dutch University
Michelle J. Mellion-Doorewaard
Radboud University

Talk 4
Beyond CLIL: Pluriliteracies Teaching for Deeper Learning (provisional)
Kevin Schuck
Penta College CSG Jacob van Liesveldt



Day 2: Tuesday, September 10

School visit 1
Kandinsky College
(secondary)



Day 3: Wednesday, September 11

School visit 2
De Lanteerne
(primary)



School visit 3
OBC (Over Betuwe College) Bommel
(secondary)



Day 4: Thursday, September 12

Plenary talk

Looking back, looking forward: a Dutch perspective on CLIL research and practice
Rick de Graaff, University of Utrecht

Classroom observation

Introduction to the History of Urban & Regional Planning
Olivier Kramsch, University of Radboud

Talk 5

Content and language integrated teaching from the outset: the World Teachers Programme
Tessa Mearns, University of Leiden

Plenary workshop

Engaging activities for secondary CLIL
Rosie Tanner, Education consultancy

Workshop

Teaching the Teachers in the field
Hilary Phillips & Gonny van Hal, University of Radboud

Day 5: Friday, September 13

Talk 6

CLIL practice in city of Seinäjoki, Finland
Ojala Marika & Ken Wakaume
City of Seinäjoki, Finland

Participants' reflective presentation

3. Plenary Speakers' Presentation Slides

Looking back, looking forward: a Dutch perspective on CLIL research and practice.

Rick de GRAAFF, University of Utrecht

CLIL in the Netherlands started as a bottom-up initiative from schools that aimed at more challenging education. Its implementation and further development have been monitored and supported by research, grounded in an international CLIL framework. But how CLIL is bilingual education in the Netherlands actually? And how CLIL, if at all, does it have to be, in order to reach its language goals, subject goals and global citizenship goals? This talk will place past, actual and future bilingual education practice in the Netherlands in an intended and implemented CLIL perspective.



Looking back, looking forward: A Dutch perspective on CLIL research and practice

Rick de Graaff

Utrecht University, the Netherlands
Utrecht University of Applied Sciences

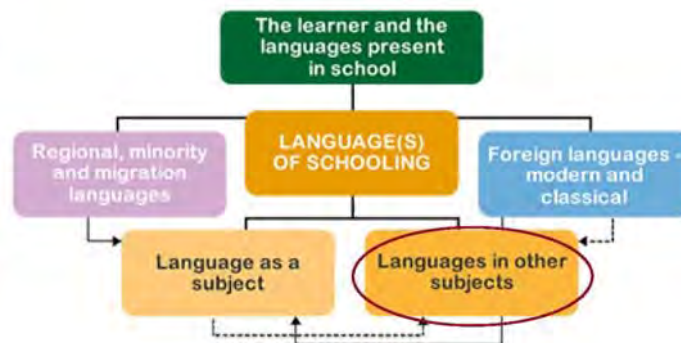
J-CLIL, Nijmegen, Sept 12, 2019



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Languages in Education



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Source: European Centre for Modern Languages
www.ecml.at

Content and Language Integrated Learning

"CLIL is a dual-focused educational approach in which an **additional** language is used for the learning and teaching of **both content and language**. That is, in the teaching and learning process, there is a focus not only on content and not only on language. Each is **interwoven**, even if the emphasis is greater on one or the other at a given time." (Coyle, Hood & Marsh, 2010)



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CLIL as an umbrella term

- Bilingual and immersion education
- Content and language classes
- Translanguaging or target language only
- Educational design:
 - Offering subject classes through a foreign language
- Pedagogical approach:
 - Focus on language in content teaching
 - Examples from this week?



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How CLIL is bilingual education?

CLIL = pedagogical approach

Bilingual education = curricular framework

TTO = CLIL + EIO in bilingual education

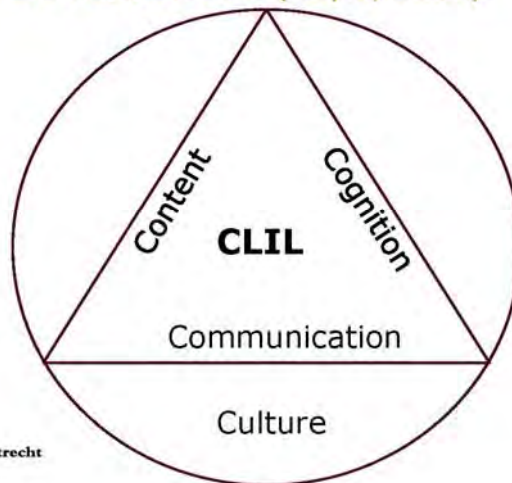
But:

- how CLIL is TTO?
- Can non-TTO also be CLIL?
- Can language lessons also be CLIL?



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4 C Framework (Coyle, 2007)



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What is most characteristic for this teaching setting?

1. Focus on content?
2. Focus on communication?
3. Focus on cognition?
4. Focus on culture?
5. Focus on ...?

*



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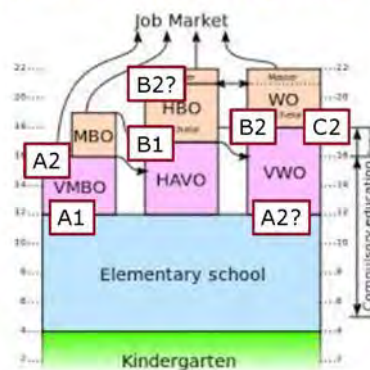
Foreign languages in secondary education in NL

- English (gr 5-12)
- German/French: (gr 7-9) (10-12 optional)
- Spanish, Chinese, ... (additional)
- Polish, Arabic, Turkish, ...?
- Proficiency aims:
 - English B1/B2
 - German/French/Spanish: A2/B1
 - Bilingual education / CLIL: B2 → C2



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Target levels for English



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Most Students in Europe Must Study Their First Foreign Language by Age 9 and a Second Foreign Language Later

Compulsory age for studying first foreign language, by country

- Require study of **two** foreign languages
- Require study of **one** foreign language



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Issues in CLIL research

- Umbrella term?
(Cenoz et al. 2014; Dalton-Puffer et al. 2014)
- Language in CLIL?
(de Graaff et al. 2007; Verspoor et al. 2015)
- Content learning evidence?
(Oattes 2018; Gablasova 2014; de Goede 2015)
- Teacher competence?
(Moate 2011; van Kampen 2016; Oattes 2017)
- Preselection?
(Bruton 2011; Lorenzo et al. 2011; Denman et al. 2013)
- Motivation?
(Mearns 2015, 2017; Elzenga 2015)
- Cognitive challenge?
(Dalton-Puffer 2015)



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The effects of English bilingual education in the Netherlands

Verspoor, M., de Bot, K., & Xu, X. (2015). The effects of English bilingual education in the Netherlands. *Journal of Immersion and Content-Based Language Education*, 3(1), 4-27.

Marjolijn Verspoor, Kees de Bot and Xiaoyan Xu

University of Groningen and Free State University / University of Groningen and Free State University / Hanze University

This paper reports on the effectiveness of bilingual education in the Netherlands. After a brief history of the rise of bilingual education in the Netherlands, the study traces the development of English proficiency of two cohorts at Dutch high schools during one year: a group of Year 1 students (average age 12) and a group of Year 3 students (average age 14) were tested three times during one academic year. The results suggest a dynamic interplay as proficiency increases between condition and other factors such as initial proficiency, scholastic aptitude, out of school contact, and motivation/attitude factors. In Year 1, scholastic aptitude and initial proficiency were strong predictors for all students. In Year 3, scholastic aptitude no longer played a role, but initial proficiency and motivation/attitude did. The students who received bilingual education outperformed the students from the other two groups (regulars and controls).

Year 1

I going to school with the bus. The school is very big. I am much new friends. The teachers are friendly. My English teachers is De Vries. My mentrix is miss Janssen. She gives history. I am very much homework. I train very much words. My friends lives in different places. My friends are 12 and 13 years old. My twinsister have too very much vriends. The lessons are not easy. I have not time for my hobbies. Three of my old friends have time to play. I not. Som of the homework is very easy. Som of my homework is not easy. I learn somtimes to nine o'clock. Sometimes tot seven o'clock. My father help my with my homework. Not of my old friends is on this school. They are in Amsterdam on school. There is not tto.

Verspoor e.a., 2010



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Year 3

The worst thing that has happened to me during the summer vacation, was me cutting my left buttock over a rock, in a river. At the start of the day we decided that we were going to go to the beach. So after having breakfast, and reading a little, we got in the car, and began driving to the nearest beach. It was quite a long drive, but the landscape was beautiful so none of us cared. After about four hours we arrived at the beach. It was a very pretty sight, it could have been a painting. The beach looked like an island, with the sea at one side, and a river surrounding it. The river was streaming very fast, and we discovered that when you lay in it on your back, the stream would guide you towards the sea, at quite a fast speed. And so, we got into the river and tried this. We started off slowly, but we went faster and faster. Just when I was starting to enjoy it, I scraped over a rock with my bottom. It hurt awfully, and when I got out of the water I saw that I'd gotten a deep cut.

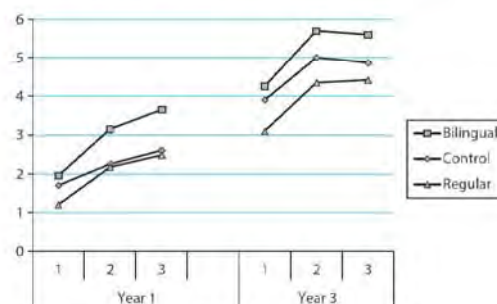
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Verspoor e.a., 2010



The effects of English bilingual education in the Netherlands

Marjolijn Verspoor, Kees de Bot and Xiaoyan Xu
University of Groningen and Free State University / University of Groningen
and Free State University / Hanze University



Writing scores for first and third year in three conditions



Motivation in/for CLIL?

Table 5. Main effects for Education Type, including effect size (η_p^2), from 2-way ANOVA.

Factor	<i>F</i> (<i>df</i> = 1)	<i>p</i>	η_p^2
Attitude to English	39.731	<.001**	.065
Attitude to Foreign Languages	24.495	<.001**	.041
Attitude to L2 English speakers	38.617	<.001**	.064
Instrumental motivation	49.821	<.001**	.081
Vision of Future Self	39.951	<.001**	.066
Family Attitude to English	.021	.884	.000
English Lessons	16.766	<.001**	.029
Extramural English	39.527	<.001**	.065

** = significant at $p < .001$.

No interaction effects for Year 1-3

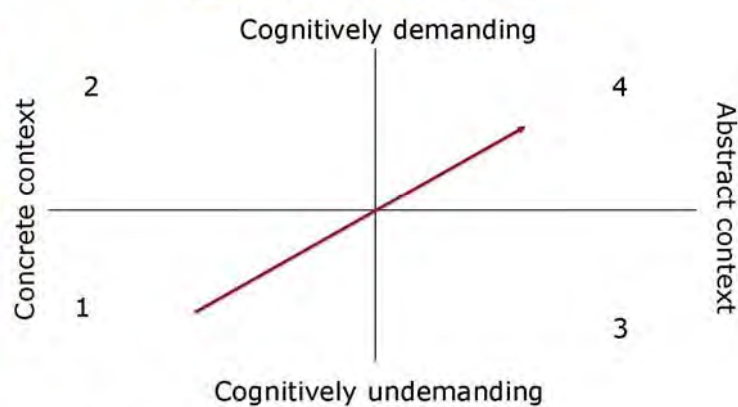
Tessa Mearns, Rick de Graaff & Do Coyle (2017): Motivation for or from bilingual education? A comparative study of learner views in the Netherlands. *International Journal of Bilingual Education and Bilingualism*.

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Task complexity in CLIL

(Cummins, 2008; Gibbons, 2009)

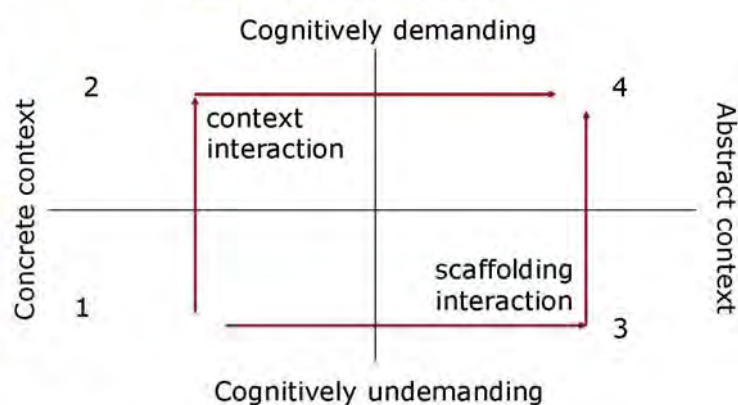


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Task complexity in CLIL

(Cummins, 2008; Gibbons, 2009)



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Perceptions of CLIL teachers

Van Kampen, Meirink, Admiraal & Berry (2017)

- Semi-structured interviews
- 9 CLIL 'specialists'; 7 CLIL teachers
- Compared on
 - Meta-goals
 - Teaching resources
 - Student output
 - Feedback and assessment



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Table 4. Meta-goals of CLIL teaching

Sub-theme	Description	Practitioners (n=7)	Specialists (n=9)
Foreign language	Meta-goal is to focus on foreign language teaching.	1	5
Student-centered	Meta-goal is to provide student-centered teaching.	3	7
Apprentice discourse	Meta-goal is to apprentice learners into subject-specific discourse.	0	7
Subject teacher	Meta-goal is to apprentice learners into general academic discourse.	0	3
	Meta-goal of subject teacher is to have both content and (related) language goals.	2	8
	Meta-goal of subject teacher is to have content goals only. The target language is the means through which the content is taught.	1	0
English teacher	Meta-goal of English teacher is to focus on the language needed in subject lessons.	0	6
	Meta-goal of English teacher is to focus on English for academic purposes.	0	3
Global understanding	Meta-goal is to develop students' global understanding.	2	4

Table 6. Practices to stimulate student output in CLIL teaching

Sub-theme	Description	Practitioners (n=7)	Specialists (n=9)
Activate	Stimulate student output by activating students' prior content and language knowledge.	1	2
Teacher-student interaction	Stimulate student output by teacher adjusting their language to the level of their students.	1	4
	Stimulate student output by teacher explaining things in a variety of ways.	2	3
	Stimulate student output by teacher maintaining sustained interaction with student(s).	1	4
Student interaction	Stimulate student output by teacher's classroom management ability in the target language.	1	3
	Stimulate student output by ensuring that students have various opportunities to interact.	3	6
	Stimulate student output through collaborative group work.	3	2

Sub-theme	Description	Practitioners (n=7)	Specialists (n=9)
Tasks	Stimulate student output through students communicating with students from schools abroad.	2	4
	Stimulate student output by tasks whereby students need to speak the target language.	4	5
	Stimulate student output by tasks whereby students need to write in the target language.	5	5
Scaffolding	Stimulate student output by creative tasks.	4	1
	Stimulate student output through providing students with both content and language scaffolds.	3	5
Classroom language	Stimulate student output through providing students with very specific tasks.	2	1
	Stimulate student output by allowing only the target language to be used in the classroom.	5	3
	Stimulate student output by making use of translanguaging.	0	1



Content teachers' perspectives on CLIL

Van Kampen, Admiraal & Berry (2016)

- survey among 218 CLIL teachers and 78 regular teachers (content and language)
- 28 questions
- focus on Literacies, Language, Scaffolding, Input



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Reported focus in CLIL

Van Kampen, Admiraal & Berry (2018)

	English	Mathematics and sciences	Social sciences
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)
CLIL teachers	<i>N</i> = 59	<i>N</i> = 62	<i>N</i> = 52
Literacies →	3.69 (0.8)	2.72 (0.81)	2.89 (0.8)
Language →	3.94 (0.54)	2.77 (0.56)	2.83 (0.57)
Scaffolding	3.59 (0.64)	3.82 (0.59)	3.74 (0.5)
Input	4.15 (0.6)	3.42 (0.71)	4.02 (0.51)
Regular teachers	<i>N</i> = 15	<i>N</i> = 15	<i>N</i> = 21
Literacies →	3.40 (0.77)	2.73 (0.68)	3.24 (0.88)
Language →	3.50 (0.87)	2.19 (0.58)	2.13 (0.92)
Scaffolding	3.29 (0.76)	3.14 (0.67)	3.53 (0.65)
Input	3.51 (0.75)	3.28 (0.83)	3.89 (0.76)



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The challenge of balancing content and language: Perceptions of Dutch bilingual education history teachers

Huib Oattes^{a, *}, Ron Oostdam^{a, b}, Rick de Graaff^c, Arie Wilschut^a

^a Amsterdam University of Applied Sciences Faculty of Education, Centre for Applied Research in Education (CARE), Wilhelminastraat 2-4, 1091 GM, Amsterdam, The Netherlands

^b University of Amsterdam, Research Institute of Child Development and Education, Nieuwe Achtergracht 127, 1018 WS, Amsterdam, The Netherlands

^c University of Utrecht, Faculty of Humanities, Languages, Literature and Communications, Trans 10, 3512 BC, Utrecht, The Netherlands



HIGHLIGHTS

- Bilingual education history teaching perceived as both challenging and rewarding.
- Translanguaging used spontaneously by Bilingual Education History Teachers despite English-only policy.
- The importance of interpersonal language in bilingual education seems underestimated.
- Reappraisal of the learning goals set for bilingual subject learning is advisable.

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Secondary education
Job satisfaction

ABSTRACT

The role of subject teachers in content and language integrated learning (CLIL) has received little attention, since most research focuses on language learning results of students. This exploratory study aims to gain insight into the perceptions of Dutch bilingual education history teachers by comparing teaching CLIL with regular history teaching. We used questionnaires and interviews to collect data. Results show that bilingual education history teachers perceived their dual task as language and subject teachers to be challenging. Teaching in English also enriched their teaching skills and eventually had a positive influence on their level of job satisfaction.

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CLIL in history teaching: perceptions

questionnaire among CLIL history teachers (N=86)

Items (scale: 1= strongly disagree, 5= strongly agree)	Grade 7	Grade 9
1. I set separate goals for language and subject content	3.28 (1.37)	1.76 (0.85)*
2. Due to students' limited language skills my subject content needs simplifying	2.84 (0.91)	2.27 (0.77)*
3. I make sure an equal amount of time is spent on language and subject content	3.93 (0.79)	3.40 (0.13)*
4. I need to adjust my language level to that of the students to teach subject content	3.22 (0.87)	3.15 (0.88)
5. Every lesson has a start-up activity to activate prior language and subject knowledge	3.69 (1.01)	3.52 (1.08)*
6. I often use group work assignments to stimulate language activity	4.27 (0.62)	4.28 (0.69)



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Content teacher perspective

"CLIL is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both **content and language**."

"CLIL is a dual-focused educational approach with an **additional focus** on language for the learning and teaching of **content** which may also support **language** learning."



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CLIL in history teaching: practices

Oattes, Wilschut, de Graaff, Fukkink & Oostdam

- focus on history content through language?
focus on language in history content?
- observation & analysis of 40 CLIL history lessons and 20 regular history lessons (gr. 7 and 9)
 - 8 teachers in parallel CLIL and regular lessons
 - 3 raters for content, 3 raters for language
- analysis
 - comparison between teacher-student interaction
 - comparison between teaching in L2 and L1
 - comparison on history content knowledge between CLIL and regular students



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History lesson language analysis

Focus on language-pedagogical core issues?

Do teachers facilitate:

- exposure to input
- meaning-focused processing
- form-focused processing
- opportunities for output & interaction
- use & development of communication strategies

(de Graaff et al., 2007; based on Long's 10 MPs)



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Language focus in CLIL history

• exposure to input	3.58
• meaning-focused processing	3.35
• form-focused processing	0.74
• output & interaction	2.67
• communication strategies	0.26

- [example 1](#): focus on meaning + output
- [example 2](#): input + focus on meaning + output
- [example 3](#): input + focus on form
- [example 4](#): focus on form + output



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History lesson *content* analysis

Focus on subject-pedagogical core issues:

Teacher pays attention to:

- explicit content learning goals
- development of core concepts
- opinions, perspectives, evaluations
- chronology and context
- human acting
- historical reasoning



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Teacher	Year	Lesson theme	Lesson goals (set by BHITs)	Activities
A	1	Middle Ages (1); Agriculture, Islam	Understanding medieval agricultural society & the rise of Islam	Teacher driven; narrative, Teacher/Student dialogue, individual written assignments
A	1	Middle Ages (2); Christianity	Understanding the spread of Christianity in Europe	Teacher driven; narrative, T/S dialogue, individual written assignments
B	1	Middle Ages; Daily life	Activating prior knowledge of Middle Ages	Teacher/student driven; written assignment in groups
C	1	Roman Empire; Roman culture	Understanding the lasting influence of Roman culture (repetition)	Teacher driven; verbal student output (games)

Oattes et al. (2018)

History knowledge test

History Knowledge Test = 40 identical MCQs (Part A and Part B)

Grade 7: Eras 1, 2 and 3 N= 500 (CLIL=176; non-CLIL=324)

Grade 9: Eras 1 through 9. N= 700

	Mainstream		Bilingual Education	
Grade 7	A - 20 Dutch	B - 20 Dutch	A - 20 English	B - 20 Dutch
Grade 9	A - 20 Dutch	B - 20 Dutch	A - 20 English	B - 20 Dutch



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Sample test items

Which groups of subjects did the Egyptian pharaoh use to govern his land?

- A. Farmers, soldiers, priests
- B. Priests, slaves, soldiers
- C. Soldiers, civil servants, priests

How did Greek philosophers try to explain the world around them? They explained that with help from their...?

- A. Religion
- B. Popular assembly
- C. Reason



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History knowledge test results

	Mainstream		Bilingual Education	
Grade 7	A 20 Dutch	B 20 Dutch	A 20 English	B 20 Dutch
	M 12.35 SD (2.40)	M 11.43 SD (3.18)	M 10.74 SD. (2.38)	M 11.09 SD (2.71)
Grade 9	A 20 Dutch	B 20 Dutch	A 20 English	B 20 Dutch
	M 11.35 SD (2.76)	M. 11.69 SD (2.88)	M 11.75 SD (2.51)	M. 12.44 SD (2.72)



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Further reading

De Graaff, R., & van Wilgenburg, O. (2015). The Netherlands: Quality control as a driving force in bilingual education. In P. Mehisto and F. Genesee (Eds.) *Building bilingual education systems: Forces, mechanisms and counterweights* (pp. 167-179). Cambridge: Cambridge University Press.

Oattes, H., Oostdam, R., De Graaff, R., & Wilschut, A. (2018). The challenge of balancing content and language: Perceptions of Dutch bilingual education history teachers. *Teaching and Teacher Education*, 70, 165-174.

Oattes, H., Oostdam, R., De Graaff, R., Fukkink, R., & Wilschut, A. (2018). Content and Language Integrated Learning in Dutch bilingual education: How Dutch history teachers focus on second language teaching, *Dutch Journal of Applied Linguistics*, 7(2), 156-176.



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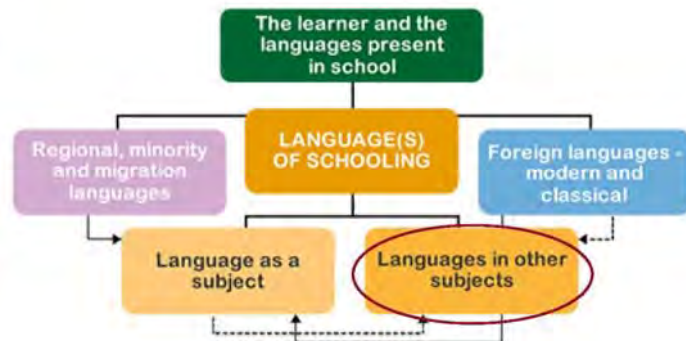
Discussion

- limited focus on language in CLIL content lessons
 - implicit input, meaning processing, interaction/output
- ample opportunities, but incidental language-oriented tasks
- effects of implicit input, meaning processing, scaffolding, interaction/output?
- relation content-language goals?
- relation to teacher language proficiency?
- relation to English language lessons?
- relation to out of school language contact?
- Netherlands < > Japan?



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Languages in Education



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Source: European Centre for Modern Languages
www.ecml.at

Language in education: a two-fold objective

- Language proficiency as a goal
 - → skill oriented
- Language proficiency as a means
 - to communication and information processing
 - to intercultural competence and cultural understanding
 - to language awareness and cognitive development



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of languages and bicycles

"If learning is about travelling and discovering new territories, then language would be the means of transport we can use for this purpose. Let's take a bicycle, for instance. We may be cycling through flat and windy subject landscapes, like the Dutch countryside, through the hills or mountains, or in the middle of busy downtown traffic. Weather may be sunny or rainy, it may be snowing or storming. Riding a bike is a skill that has to be developed, but once you can do it, you won't unlearn it anymore. Children learn to ride the bike with the support of their father or mother. Practice makes perfect. Cyclists can train in the gym as well. But for a successful trip or a joyful discovery one needs to be prepared for and used to the specific environmental conditions. Such a preparation is best realized through cycling in practice: learning by doing. It is both the countryside as a context for bike riding, as well as bike riding as a tool for travel and discovery. And most importantly, perhaps: it is about the joy of cycling, whenever you are able and willing to appreciate the countryside and the weather (whatever its conditions). You see more when you enjoy the ride. You enjoy more when you are well prepared."



De Groot (2016) in CLIL Magazine.



prof. dr. Rick de Graaff

professor of Foreign Language and Bilingual Education

Universiteit Utrecht | Faculty of Humanities

Departement of Languages, Literature and Communication

Trans 10 | NL - 3512 JK Utrecht | the Netherlands

(+31)**30 253 3083** | r.degraaff@uu.nl

<http://www.uu.nl/gw/medewerkers/RdeGraaff>




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Engaging activities for secondary CLIL

Rosie TANNER, Education consultancy

During this interactive workshop, I will demonstrate and carry out some engaging CLIL activities with the group, aimed at lower secondary students. There will be ample time at the end for questions as a result of your school visits.





CLIL Activities for secondary and
INSET applications

Rosie Tanner
EDUCATION CONSULTANT

JCLIL Radboud University,
Nijmegen, 2019

www.rosietanner.com info@rosietanner.com




CLIL Activities
A resource for subject and language teachers

CLIL Skills
A guide for subject teachers

European platform

Hands up if you...




1. Are a teacher
2. Are a trainer
3. Are a CLIL trainer or lecturer
4. Are keen on CLIL
5. Are a bit sceptical about CLIL
6. Work in with subject teachers (e.g. economics, history)
7. Have taught a CLIL lesson or given a CLIL lecture
8. Can say at least one word in Dutch

Workshop aims


At the end of this workshop, participants...

- ... will be able to evaluate some interactive CLIL activities for their own practice.
- ... understand some ways in which these CLIL activities can be used in training.
- ... have practised their English.
- ... increased their vocabulary (some).
- ... have fun.




What you asked for...

- Language scaffolding
- Pedagogical skills
- Differentiating
- Course and student assessment
- Teacher education/INSET/sample training activities



What you get!



- Introductions
- Four CLIL activities (including training applications)
- Question time
- Evaluation



CLIL activity 1:
Red and green cards (biology)

Hold your **green** card up if you agree, your **red** card if you disagree.

1. You keep the food in your mouth so it gets hotter or cooler before you swallow it.
 2. The bit between your mouth and your stomach is called your oesophagus.
 3. It takes about seven minutes for food to travel through the oesophagus and reach the stomach.
 4. Food needs gravity to get into your stomach.
 5. The acid in your stomach can dissolve metal.
-

How much do you want to know the answers now?

- CLIL TRAINING: I would...
1. ...demonstrate 10 sentences for one subject.
 2. ... show examples for different subjects.
 3. ... explain the CLIL elements.
 4. ...ask teachers to write their own sentences and give feedback on them.
 5. ... ask teachers to formulate CLIL aims.
 6. ... give input about formulating CLIL aims.
-

Art example: red and green cards

Van Gogh painted this when he was in hospital with a broken leg.

FALSE: in hospital with a mental illness

Economics example: red and green cards

The wealthiest 10% of people in Russia control 89% of the country's wealth.

TRUE

China is now the world's largest economy

FALSE: second, after the USA



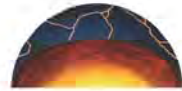
Geography examples: red and green cards

Continents shift at about the same rate as your fingernails grow.

TRUE

Earthquakes happen when tectonic plates pull apart.

FALSE: when they push together.



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History examples: red and green cards

The pharaohs had their brains removed through their nose.

TRUE

Mummification started in South America.

TRUE: the Chinchorro were the first to mummify their deceased loved ones 2,000 years before the Egyptians.



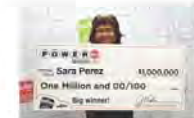
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Maths example: red and green cards

If there's a 1 in a million chance of winning the lottery and you buy a million (random) lottery tickets, you have a 63% chance of winning.

TRUE



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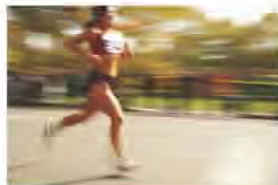
Physics examples: red and green cards

If you run really fast, you lose weight.

FALSE: you gain weight

The most abundant atom in the universe is the oxygen atom.

FALSE: Nearly 74% of the atoms in the galaxy are hydrogen atoms.



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Sports example: red and green cards

Sports injuries account for about five per cent of Accident & Emergency cases in the UK.

FALSE (2%)



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Activating in CLIL: why is this activity CLIL?

- Everyone engaged and thinking
- Motivates students to know something more
- Introducing some key vocabulary
- Activates prior knowledge and language



CLIL activity 2: Mini whiteboards



In pairs on your mini whiteboard, write down ONE content and ONE language aim of the red and green cards activity. *What did I (Rosie) want to achieve?*

Content aims

Participants/Students...
...want to know something more about digestion.
... learn a new CLIL activity.

Language aims

Participants/Students...
...understand statements about digestion in the present tense (listening aim).
...recognize some new words: *oesophagus*, *swallow*, *stomach* (vocabulary aim).



CLIL aims: content and language



Write your aims as 'can do' statements (*Students can...*).
What can students **do/understand** at the end of the lesson?

Content aims are related to content (a cell, an exercise, a period in history).

Examples:

Students can draw a cell.
Students understand the difference between the causes and effects of World War II.
Students can give three characteristics of Rembrandt's painting style.

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CLIL aims: language



Be as specific as possible!

- **Word level:** vocabulary
- **Sentence level:** how students will put sentences together.
- **Text level:** overall purpose of the task or the type of text (e.g. postcard, report) that the students are working with.
- Think about the **language skills:** *listening, watching, reading, speaking and writing.*

Examples (vague)

~~NOT: "Students read a text" or "Students watch a video clip" or "Students learn the subject vocabulary".~~

BUT:

"Students understand a video so they can label a diagram of the human body".

"Students can write a letter organized into three paragraphs."

"Students can describe a cell using this vocabulary: nucleus, cell wall, membrane, lysosome..."

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CLIL activity 3: postcards (Geography: weather and climate)

What do you think the difference is between weather and climate?

Write down any names of climates you know.

ROSIE

Weather and climate

What do you think affects temperature?

What do you think affects rainfall?

Postcards

Share your answers with your colleagues. Improve your answers.

Training activity 3: I would...

1. ... demonstrate the activity
2. ... show examples
3. ...do an application
4. ... get teachers to formulate aims
5. ... show model aims
6. ... ask teachers to try out the activity and report back

CLIL postcard: example (chemistry)

Why do you think radioactive materials are dangerous?

ROSIE
Radioactivity

Write down the names of any radioactive substances you know.

How do you think radioactivity can help humans?

What do you think about nuclear power?

CLIL activity 3: Postcards

Training application (15 minutes)

1. Work with a colleague (similar subjects together). First choose ONE very specific topic, e.g. *World War 1, three-dimensional shapes, plate tectonics, digestion, metaphors, energy.*
2. Next, write down four questions you could use for POSTCARDS related to your chosen topic to activate students' prior knowledge and language about it.
3. Try it out with two other colleagues.

Popsiclesticks app



1. What have you enjoyed so far?
2. What is something that you have learned?
3. What is your biggest challenge in your work at the moment?
4. What do you love about your work?
5. What do you think of Dutch food?

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Random name pickers

Apple

- Popsicle Sticks: Teacher Picks



Android

- Random picker
- Randomizer+ Random Pick Generator - Decision Maker



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Training activity 4 (CLIL ball): I would...

1. ... demonstrate the ball (examples for different subjects).
2. ... ask teachers to write down 30 questions for one specific topic.
3. ... ask teachers to write down CLIL aims and show model aims
4. ...give participants their own ball.
5. ... ask teachers to try it out and report back.



Applications: CLIL ball



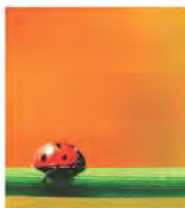
Work in subject pairs. Choose ONE topic from your course e.g. *World War 1, three-dimensional shapes, plate tectonics, basketball, energy.*

Write 5-10 questions on your topic that you could use for the CLIL ball

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Tips for INSET



1. Intake/needs analysis/observations
2. Tailor-make courses
3. Build up your own bank of subject-related activities
4. Be a CLIL expert yourself
5. "Less is more"
6. Engage, engage, engage
7. Emphasize and require transfer
8. Interaction and involvement
9. Include assessment
10. Combine training with observations/personal feedback

The question basket



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CLIL/EMI train-the-trainer (TTT) Summer School Utrecht University July 2020

Provisional
dates: 13-24
July 2020.



Thank you!
CLIL Activities for secondary

Rosie Tanner
EDUCATION CONSULTANT

JCLIL Radboud University,
Nijmegen, 2019

www.rosietanner.com info@rosietanner.com

Content and Language integrated teaching from the outset: the World Teachers Programme

Tessa MEARNS, University of Leiden

The majority of teachers in Dutch bilingual secondary education learn about CLIL ‘on the job’ once they are already teaching in a bilingual stream. In this way, CLIL becomes an add-on to their practice at a point when they have already developed their own habits and routines (van Kampen, Admiraal, & Berry, 2017). A small number of teacher education programmes, however, aim to prepare teachers for the challenges and opportunities posed by bilingual education during their



initial pre-service teacher education. Leiden University’s World Teachers Programme (WTP, www.worldteachers.nl) is one of these programmes. In this presentation, you will hear about the principles and beliefs that underpin the WTP and see some practical examples of how we work with students on the path to becoming World Teachers.

Content and language integrated teaching from the outset: the *World Teachers Programme*

Dr Tessa Mearns

2nd J-CLIL Teacher Education Seminar,
Nijmegen, 12 September 2019



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ICLON

**World
Teachers**

Roadmap

1. Question
2. (CLIL) Teacher education in the Netherlands
3. WTP and the WTP Competences
4. Sample activities
5. The future of WTP



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2

Question

- Which **competences** (knowledge, skills, attitudes, values) would you say are needed in order to be a good teacher in tto?

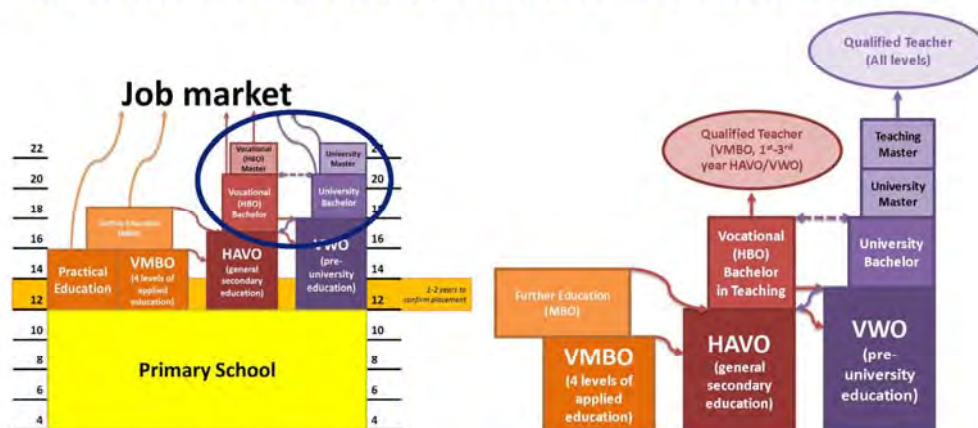
- www.menti.com



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Teacher education in the Netherlands



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Teacher education for tto

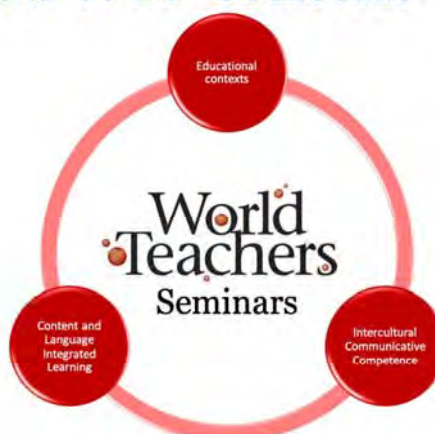
- Predominantly **in-service** (van Kampen, Admiraal & Berry, 2017)
- Programmes for **pre-service** teacher education for tto:
 - Amsterdam University of Applied Sciences: [English Honours Programme](#)
*For high-achieving students of the **Bachelor** in teaching English, specialising in teaching in tto or in schools with extra emphasis on English.*
 - Fontys University of Applied Sciences, Tilburg: [Bilingual Education/English Stream](#)
*Additional programme alongside the **Bachelor** in teaching, focusing on English proficiency and on teaching in tto.*
 - Utrecht University: [Utrecht Teacher Education Academy \(U-TFACH\)](#)
*Honours track of **Master** in Teaching, focusing on international education and tto.*
 - Leiden University: [World Teachers Programme \(WTP\)](#)
*Plus-programme in **Master** in Teaching, focusing on international education and tto.*

The World Teachers Programme

- Add-on to Teaching Master for several subjects
 - 'Regular' *eerstegraads* teaching qualification for school subject
 - Selective (application, interview, language level)
 - Extra time/work commitment
- Main teaching practice at WTP partner school in the Netherlands
 - At least 50% in tto and/or international classes
- International internship
- Participatory Action Research
- Additional content: WTP seminars



Specialised WTP content



World Teacher Competences



Sample activities

1. [Reflecting on ICC](#)
2. [Exploring the context](#)
3. [Learning from Success](#)
4. [Teach as you Preach](#)



Example 1: Reflecting on ICC

Topic: Introduction to ICC

Course: WTP Seminars

Semester: 1

Time: 25 min. (during session of 3h30)

Based on: *Tasks for Democracy* (Mompoin-Gaillard & Lázár, 2015)

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A to B

- Groups of 3/4: A, B, (2x) C
 - Follow written instructions
- Discussion: C is/are in the lead
- Questions:
 - How does this activity relate to ICC/the WTCs?
 - What kinds of LOs could you attach to this?
 - Uses for own classroom? Risks? Adaptations?



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World Teacher Competences

• Interact effectively in the language(s) of instruction
 • Are aware of the relationship between cultural variety and effective communication
 • Are sensitive to and use appropriate cultural and social norms within a multicultural environment
 • Understand and engage with the culture of the educational context

Communicate effectively across languages and cultures

• Recognize and welcome learners' linguistic and cultural backgrounds as opportunities for learning
 • Create a learning environment in which learners feel valued and included
 • Reflect on their own culture and that of others, and encourage learners to do the same
 • Select content and materials that reflect awareness of diversity and help position their subject in both local and global contexts

Embrace diversity

Support language development

Are ready to question and be questioned

• Are aware of cultural and linguistic features of their subject
 • Recognize language learning opportunities and encourage active language use
 • Scaffold the learning of and provide feedback on both content and language

• Are willing and able to suspend judgement
 • Are eager to learn, think critically and encourage the same in learners
 • Challenge assumptions and beliefs in a non-threatening way
 • Are aware of their own role in interactions with others

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Example 2: Exploring the context

Topic: What is tto?

Course: WTP Seminars

Semester: 1

Time: Full day

21

School visit: What is tto?

Today's Road Map

1. Opening by Headteacher
2. Learning objective & task for the day
3. Lesson observations
4. Short break
5. Teacher panel
6. Team-teaching / Pupil interviews
7. Reflection
8. Lunch
9. Guest lecture by Nuffic
10. Reflection & plenary



Learning objective

- Students can give answers to the following questions:
 - What is TTO?
 - What are some features of teaching and learning in TTO?
 - Which extra demands are placed on students and staff in the TTO environment?
 - How does practice relate to theory in terms of the relationship between TTO and CLIL?

Task:
In a group of 3-4, find answers to these questions.

Data sources:

- Reading
- Observed lessons
- Teachers
- Teaching/observing
- Pupil interviews
- Talks
- Discussion

Question of your own? Add it to the list!

The answers...or more questions?

Design	Account(s) to be	Summarised	Still to be discussed
Question			

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World Teacher Competences

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World Teachers

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- Challenge assumptions and beliefs in a non-threatening way
- Are aware of their own role in interactions with others

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Example 3: Learning from Success

Topic: Scaffolding input

Course: WTP Seminars

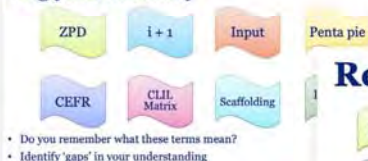
Semester: 1

Time: 25 minutes

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Reflecting on CLIL practice

Jog your memory



Reflecting on your input scaffold



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World Teacher Competences

- Interact effectively in the language(s) of instruction
- Are aware of the relationship between cultural variety and effective communication
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Embrace diversity

Support language development

- Are aware of cultural and linguistic features of their subject
- Recognize language learning opportunities and encourage active language use
- Scaffold the learning of and provide feedback on both content and language

Are ready to question and be questioned

- Are willing and able to suspend judgement
- Are eager to learn, think critically and encourage the same in learners
- Challenge assumptions and beliefs in a non-threatening way
- Are aware of their own role in interactions with others

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Example 4: Teach as you Preach

Topic: Learning Theories
Course: Learning & Instruction
Semester: 1
Time: 1h45

Learning Theories (2)

• Task

Find your group

- Read the text on your slip of paper. Think about which theory is closest to you.
- Indicate your preference.
- Find the classmates whose texts refer to the same theory.
- Check with each other that you are all in the correct group.

Tailor your text

- Split your group into two (2 or 3 people in each).
- Write a short paragraph summarizing the learning theory assigned to your group. It should include:
 - At least the name of the theorist or of your group's logo.
 - At least one example of how it works in the classroom.
 - The terms that you consider to be key vocabulary in describing the theory.
 - Your summary should be at about B2 level (and your text).

Get creative!

- Begin your original group.
- Follow the instructions short to create a poster explaining your assigned learning theory.
- Make sure everyone in the group has a job to do and contributes equally to the end product.
- Make it look as attractive as you like, but also keep it informative!

Poster task: Learning Theories

Task: Create a poster to inform others about your assigned learning theory (behaviourism, cognitivism, (socio-)constructivism)

Group:

- Work in your assigned group of 4-6 people.
- Assign clear roles before you start.
- Everyone must contribute equally.

Minimum content:

- A short paragraph summarizing the theory. You can use one of the texts produced already or combine both of them into one.
- Key terms or vocabulary.
- The names of some of the key theorists and/or publications behind the theory.
- Examples of the kinds of classroom or learning situations in which the theory might be useful.
- At least one example of when a member of your group seen or experienced learning in this way.
- At least one example of a lesson objective that reflects the assigned theory.
- At least one image to support the theoretical description.

Your poster should:

- Use formal language at around B2 level (B2 year level)
- Be presented clearly and attractively
- Be informative for classmates from other groups

Assessment:

- You will receive feedback on your poster from your classmates and the teacher educators.



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Learning Theories (3)

• Product

Learn from each other

- Use the posters to help you to fill in the first 4 rows of your table.
- Complete the bottom 2 rows on your own, using examples from your own experience and coming up with your own objectives.
- Swap tables and check each other's. Do you think you all understand?

Behaviourism	Cognitivism	(Socio)constructivism	How does learning occur?
			What factors influence learning?
			Major theorists and their contributions?
			What might this perspective be useful?
			What are some examples of tasks/activities in your subject?
			Write a lesson objective of your own based on this theory of learning.



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Learning Theories (4)

- Reflection



What do we think...

- ...of the posters?
 - Content
 - Language
- ...of the process?
 - Group work
 - Difficulty



Reflection on the task

- Did this task help your learning? How?
- Which theory did this task fit best?
- How did the task fit in with the theory of 'effective learning' (CSHC)?
 - Constructive
 - Situated
 - Self-regulated
 - Collaborative
- How CLIL was this task?



World Teacher Competences

- Interact effectively in the language(s) of instruction
- Are aware of the relationship between cultural variety and effective communication
- Are sensitive to and use appropriate cultural and social norms within a multicultural environment
- Understand and engage with the culture of the educational context

Communicate effectively across languages and cultures

- Recognize and welcome learners' linguistic and cultural backgrounds as opportunities for learning
- Create a learning environment in which learners feel valued and included
- Reflect on their own culture and that of others, and encourage learners to do the same
- Select content and materials that reflect awareness of diversity and help position their subject in both local and global contexts

Embrace diversity

World Teachers

Support language development

Are ready to question and be questioned

- Are aware of cultural and linguistic features of their subject
- Recognize language learning opportunities and encourage active language use
- Scaffold the learning of and provide feedback on both content and language

- Are willing and able to suspend judgement
- Are eager to learn, think critically and encourage the same in learners
- Challenge assumptions and beliefs in a non-threatening way
- Are aware of their own role in interactions with others

Roadmap

1. Question
2. (CLIL) Teacher education in the Netherlands
3. WTP and the WTP Competences
4. Sample activities
5. The future of WTP



The future of WTP



References

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- www.worldteachers.nl
- <https://www.uu.nl/masters/leraar-voorbereidend-hoger-onderwijs/extra-uitdaging>

Questions?

t.l.mearns@iclon.leidenuniv.nl



Universiteit
Leiden
ICLON

World
Teachers

CLIL in the Netherlands: 30 years of (R)evolution

Onno van WILGENBURG, Nuffic

CLIL was introduced in Dutch education in 1989. Since then, over 130 schools have set up a CLIL-department. CLIL in the Netherlands is closely linked to the concept of Global Citizenship, providing a strong profile for the schools. This introductory presentation will briefly outline the history of CLIL in the Netherlands in the context of the Dutch educational system. A key aspect of CLIL in the Netherlands is the quality assurance system, which is co-ordinated by Nuffic, the national organization for internationalization in education. The second part of the presentation will focus on the development of the quality system, which has recently undergone a fundamental transformation. The delegates are invited to reflect on the merits and the challenges this new system will have for the further development of Dutch CLIL.



nuffic
meet the world

CLIL in the Netherlands

30 years of (R)evolution

9 September 2019

Onno van Wilgenburg

Team Leader Secondary Languages

Welcome to the Netherlands !



The Netherlands

- 17,1 million inhabitants
- 41.413 km²
- 995.500 students in secondary education
- 33.000 in bilingual education



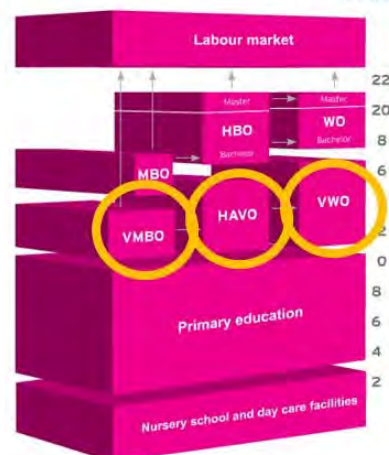
The Dutch education system

Everybody goes to primary school: 8 yrs

Selection at age 12: three main levels

It is possible to go up or down the levels, but not very common ("piling up")

Bilingual education mostly at secondary school level.



Building bilingual departments

Schools **add** a department

Extra **choice** for students (and parents, and teachers)

Becoming fully bilingual is **illegal**



Beginnings: 1989



The 1990s

Development started in **international education**

Slow but steady growth

Grassroots movement: schools organized themselves

Ministry of Education tasked Nuffic to co-ordinate

Schools started discussing the 'brand' bilingual education

Year 2000: 26 schools



Nuffic and CLIL

- Nuffic is the national organisation for internationalisation in education
- We **coordinate** the CLIL schools network
- We maintain the **quality** of *tto*



TTO?

- Twee (2/bi)
- Talig (lingual)
- Onderwijs (education)



Secondary Education



4, 5, 6 years

National Exams

Curriculum: National goals

Government says WHAT
Schools decide HOW



Nuffic
meet the world

How are schools financed?

Schools receive a lump sum from the government based on

- Number of students
- Type of education

Meant for:

- Salaries
- Teaching materials
- Maintenance of buildings

Local government pays for buildings



Nuffic
meet the world

Not just CLIL: three dimensions of tto

1. Language development (CLIL)
2. Global citizenship
3. Personal development



Language proficiency

- Students reach B2 at age 15 (year 3)
- Teachers use Content and Language Integrated Learning (CLIL)
 - Subject teacher = language teacher
 - Communicative approach
 - Feedback
 - Active learning



Global citizenship

- School develops vision on global citizenship
- The vision is translated into curriculum and activities
- Students co-operate internationally, through school partnerships



Personal development

- Bilingual education has *other effects*
 - Increasing self-confidence
 - Growing sense of responsibility
- School shows how students make progress
 - For instance via the IB learner profile



Standard

- 50% (30%) of English
- B2 in year 3
- International co-operation
- Dutch does not 'suffer'
- Native speakers



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Measurable

Demonstrable

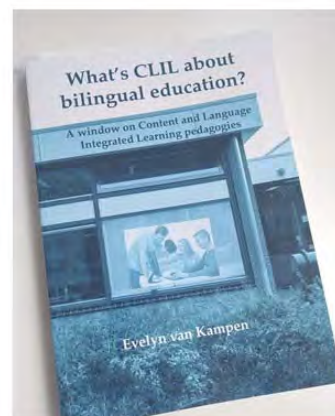
Noticeable





The future

**GLOBAL
PERSPECTIVES**



- <http://www.ikkiestto.nl/is-er-een-tto-school-bij-mij-in-de-buurt/>

Contact



ovanwilgenburg@nuffic.nl



@ovanwilgenburg

4. Guest Speakers' Presentation Slides

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

Michelle J. MELLION-DOOREWAARD, Radboud University

Each year thousands of Asian students flock to the Netherlands as more and more programs are being offered in English. Most of these students have not yet received English-Medium Instruction (EMI) since their learning was geared to passing English proficiency exams for entering study programs abroad. In the Netherlands, when Asian students first arrive, they often struggle with language and culture in student-centered classrooms due to their different learning backgrounds. CLIL (Content Language Integrated Learning) can be used as an approach to encourage students to learn both content and language through collaborative and communicative interaction in the classroom. In this way, for example, their English speaking and writing skills can improve. In Europe, CLIL has shown wide applicability across national contexts. In Japan, it is currently being implemented with enthusiasm. By using a framework based on the conceptual model EMEMUS (English-medium Education in Multilingual University Settings) that was developed by Dafouz and Smit (2016), I will refer to the various cultural-contextual factors that come into play in the Netherlands and Japan. This will be done using the EMEMUS model's six dimensions, which spell the acronym 'ROAD-MAPPING'. I will use this model to compare and reflect on the Japanese and Dutch academic contexts and teaching cultures. Moreover, I will explain how CLIL can provide an interactional setting to connect the two contexts and cultures.



From Pagodas to the Polder:

Connecting through CLIL at a Dutch University

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

9 September 2019

2nd J-CLIL Teacher Education Seminar
'Learning from CLIL or TTO in the Netherlands'

Radboud University 

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



(Photo: Cameron Hewitt)

Outline

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



Welcome to the City of Nijmegen



Waal Bridge



Some Facts

- Oldest city in the Netherlands
- First Dutch city to be captured by the Germans in 1940
- 165,000 inhabitants
- Radboud Univ. founded in 1923 & has 22,000 students

Michelle J. Mellion, MA

- English language consultant & lecturer at Radboud University
- Dual nationality – US & Dutch
- Teaching career spans more than 30 years
- Research on implementing English into curriculum at Dutch universities

Following the CLIL trail

- 2015 - 4th ICLHE at Univ. of Brussels, "Dragons Changing Color Under a Low Sky: English Language Learning Narratives of Chinese Students"
- 2018 - 1st J –CLIL Teacher Education Seminar, Univ. of Stirling, Scotland
- 2019 - 2nd J-CLIL Teacher Education Seminar, Radboud Univ. in Nijmegen
 - 6th ICLHE Conference Multilingualism & Multimodality in Higher Education, Univ. Jaume, Castellon, Spain in Oct.

Outline

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



EMEMUS (English Medium Education in Multi-lingual Settings)



Source: Dafouz & Smit, 2016

ROAD – MAPPING MODEL

Roles of English

- Serve as lingua franca when teaching subject-content
- Promote international research collaboration
- Disseminate scientific ideas in research publications
- Means of intl. communication across professions & trade
- Adhere to EU multi-lingual policy (EU)

ROAD – MAPPING MODEL

Academic Disciplines

- Intl. curriculum requires academic literacy
- Various multi-disciplinary intl. research projects involve collaboration
- Different disciplines use specific language & learning practices
- Assessment methods test proficiency in English

ROAD – MAPPING MODEL

Language Management

- Lack of explicit policies at both national and institutional level
- Association of Univ. in the Neth. (VSNU) calls for limiting English-taught courses
- Minister of Education has been forced to take action as Higher Education Law needs to be revised (1991)
- KNAW (Royal Netherlands Academy of Arts & Sciences) report in 2017
- Dutch Inspectorate of Education to conduct investigation in HE in 2019.
- Language policy described in Radboud International 2025

Radboud Intl. 2025 Strategic Goals



1. To make good decisions when it comes to matters involving education & language of instruction
2. To ensure that an international classroom is created
3. To create a diverse academic community & multi-lingual campus
4. To improve academic skills systematically

<https://www.ru.nl/radboudintolanguages/en/language-courses/language-policy/>

Language Policy at RU

Two new policies to be implemented

- Social Dutch for students who are enrolled in a Bachelor's or Master's degree programme free of charge – promotes acculturation so students can feel more connected to Dutch culture & society
- More attention paid to multi-linguality & improving the students academic skills as relationship between language proficiency and academic performance acknowledged

<https://www.ru.nl/radboudintolanguages/en/language-courses/dutch/social-dutch-ii/>

Agents in Europe

- **International level**
 - Council of Europe in Strasbourg
 - European Center for Modern Languages (ECML)
- **National Level**
 - Ministry of Education
 - Association of Universities in the Netherlands
 - Royal Netherlands Academy of Arts & Sciences
 - Nuffic (Dutch organization for internationalization in education)
- **Institutional Level**
 - Universities/Executive Board
 - Bi-lingual Secondary Schools (CLIL programs)
 - Student Unions
- **Individual Level**
 - Faculty management/administrators
 - Lecturers (mainly Dutch but more and more international)
 - Students (Dutch and international)

ROAD – MAPPING MODEL

Practices and Processes

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

ROAD – MAPPING MODEL

Internationalization and Glocalization

Glocalization = global + local (coined by Roland Robertson)

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

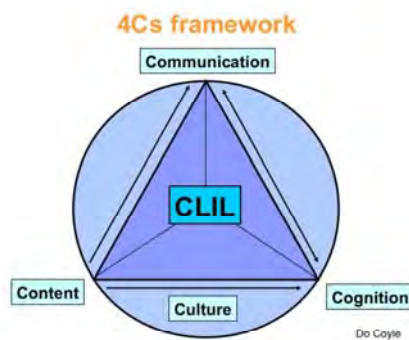
Source: *Towards a dynamic conceptual framework for English-medium education in multilingual university settings* (Dafouz & Smit, 2016).

Outline

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



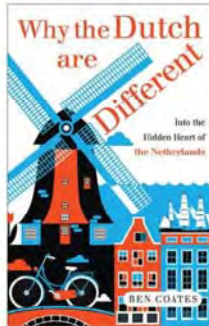
CLIL supporting EMI Curriculum at Radboud University



Source: (Coyle, D., Hood, P., Marsh, D. (2010).

CLIL: Content and Language Integrated Learning. Cambridge, UK: CUP

Do's and Taboos in the Netherlands



(Ben Coates, pub. Nicholas Brealey, 2017)



(Connect International)

From Pagodas to the Polder



(Do Ho Suh, Secret Garden, 2012)

CLIL in practice – Business English course

TIPS

- Create a safe environment with small groups
- Encourage peer review on writing and have them exchange tasks
- Give teacher feedback to students
- Provide learners with speaking and writing opportunities to try out subject-specific terminology
- Have them keep a portfolio of their writing tasks

Provide opportunity to study content through language

- Step 1 Select a topic or aspect of **culture** from the course book you are using
(*Expanding the Overseas Assignment*)
- Step 2 Find a natural link between the material in the course book & real life
(Discuss their experiences when first coming to another country)
- Step 3 Find authentic material that supports your choice & ideas.
(Case study –culture clash)
- Step 4 Design a meaningful task to be done w/authentic material found.
Write a report to your HRM manager about a training course that you attended and say whether you would recommend it to other colleagues.
- Step 5 Provide the necessary scaffolding during task by using pictures.
(For example, to teach vocabulary or stimulate discussion)

Do's and Taboos in Japan



Hand your business card with two hands



Take off your shoes before entering a home or temple

Outline

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



CLIL: Content and language integration

How can language and content be integrated best in Higher Education?

1. Emphasize **academic language** functions such as describing, explaining & predicting & knowledge relationships
2. Adopt a counterbalanced approach so that **content & language** objectives have complimentary status
3. Build on **students' knowledge** so that they can elaborate on their ideas more fully
4. Highlight conventional **text structures or genres** that are characteristic of particular disciplines

Source: Integrating Content and Language in Higher Education, Valcke/Wilkinson (eds.), 2017

Content and Language Integrated Learning in English as a Foreign Language: A European perspective

Study of 8 CLIL classes at secondary schools in
4 European countries



Jose Goris, PhD

- The Netherlands
- Germany
- Italy
- Hungary

Result found that learner's confidence had most influence on L2 proficiency & that CLIL affects L2 language learning outcomes.

Content and Language Integrated Learning in English as a Foreign Language: A European perspective

Study of 8 CLIL classes at secondary schools in
4 European countries



Jose Goris, PhD

- The Netherlands – content teachers have Dutch as 1st lang. but need to give proof of EFL proficiency B2 – ideally CAE/C1 level
- Germany – teachers have dual qualifications subject/language
- Italy - modules & not a continuous progress/shortage of teachers
- Hungary – 1st yr. students learn English as foreign lang. & in 2nd yr. CLIL introduced.

Arigatou gozaimasu



ありがとうございます。

The End

Radboud University



Beyond CLIL: Pluriliteracies Teaching for Deeper Learning

Kevin SCHUCK

Kevin will talk about his CLIL practices, which are related to the ECML project: Beyond CLIL: Pluriliteracies Teaching for Deeper Learning (Graz Group). Pluriliteracies Teaching for Learning (PTL) shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and



strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. PTL not only makes the links between content and language learning visible, but it also shows how teachers can create learning trajectories taking students' current abilities as a starting point, and tracing their progress along the learning pathway.

<https://pluriliteracies.ecml.at>

Teaching the Teachers in the field

Hillary PHILLIPS and Gonny van HAL, University of Radboud

A brief history of bilingual education developments in the Netherlands and how to support and facilitate teachers in the field. The workshop gives an insight into the Classroom English course developed by Radboud in'to Languages, which enhances subject teachers' English language skills and deals with other issues faced when teaching their subject in a foreign language. It touches on immersion and the importance of creating a natural English speaking environment within the bilingual classroom'.



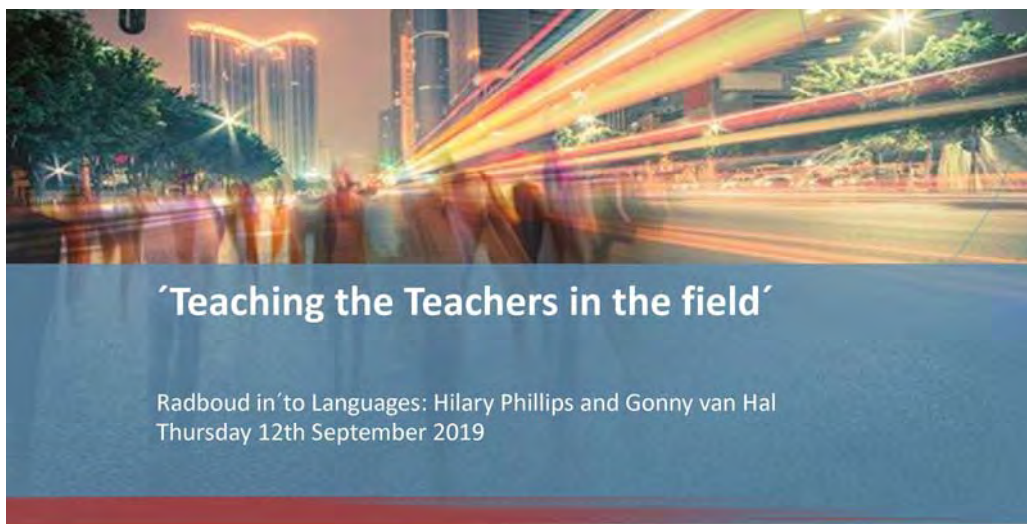


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12-09-2019

Teaching the Teachers in the Field

Radboud **in'to** Languages



'Teaching the Teachers in the field'

Radboud in'to Languages: Hilary Phillips and Gonny van Hal
Thursday 12th September 2019

2

12-09-2019

Teaching the Teachers in the Field

Radboud **in'to** Languages

A brief history of Bilingual Education in the Netherlands

- Bilingual education started in three schools in the Netherlands, 1991
- No teacher training programme available
- Course developed by Radboud in'to Languages for Arnhem Lorentz College's Bilingual stream
- Course tested in Arnhem + Wofert van Borselen, Rotterdam
- CLIL consultant appointed
- Currently ± 130 secondary schools affiliated to NUFFIC offer a bilingual stream or streams at different levels
- ± 19 bilingual primary schools (12 pilot schools in progress)

3

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Teaching the Teachers in the Field

Radboud **in'to** Languages

Background

- CLIL consultant involved in research programme into effects of bilingual education in the Netherlands
- Immersion / CLIL / English Medium of Instruction (EMI)
- Results of study incorporated into Classroom English course
- Training of In'to teachers team
- Courses run throughout Netherlands for over 25 years
- Follow-up programmes

4

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Teaching the Teachers in the Field

Radboud **in'to** Languages

Classroom English course features

- English only
- Highly interactive
- Practical + hands-on
- Tailor-made
- Small groups, individual attention
- Team building
- Guided self-study: differences in level accommodated

5

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Teaching the Teachers in the Field

Radboud **in'to** Languages

What is classroom English?

Put your finger up

Have you made your homework?

Look at the backside

Discuss: What is wrong with the above phrases?
 What should have been said?

'The minimalising of common mother tongue errors and striving to create a natural English speaking environment within the bilingual classroom'.

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Teaching the Teachers in the Field

Radboud **in'to** Languages

What are these in English?

授業をさぼる *Jugyō o saboru*

もじもじする *mojimoji suru*

筆箱 (ふでばこ) *fudebakodeba ko*

分度器 *bundōki*

宗教指導 *shūkyō shidō*

日記 *nikki*

コンセント *konsento*

7

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Teaching the Teachers in the Field

Radboud **in'to** Languages

What are these in English?

授業をさぼる *Jugyō o saboru*

to play truant (B:E:) / skip class (A.E.)

もじもじする *mojimoji suru*

to fidget

筆箱 (ふでばこ) *fudebakodeba ko*

a pencil case

分度器 *bundōki*

a protractor (maths)

宗教指導 *shūkyō shidō*

Religious Instruction/Education R.I. / R.E.

日記 *nikki*

diary

コンセント *konsento*

an (electrical) socket

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Teaching the Teachers in the Field

Radboud **in'to** Languages

Set up and components of the Radboud in'to languages Classroom English course

- Intensive week/weeks or 20 x 2 hours on a weekly basis
- Participants tested to ascertain starting level and needs
- Course materials :
 - relevant articles: Bilingual Education
 - interactive activities
 - classroom English vocabulary word bank
 - grammar file with practice and answer keys
 - technological tools in the bilingual classroom
- Course book: *Practical Classroom English*, published by Oxford University Press
- Self-study assignments, including preparation of mini-lessons

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Teaching the Teachers in the Field

Radboud **in'to** Languages

PCE course book

Classroom English phrase bank for:

- Starting the lesson
- Involving the learner
- Managing the classroom
- Working with books and materials
- Using Technology
- Developing skills

Worksheet 'Classroom English Phrases'

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Teaching the Teachers in the Field

Radboud **in'to** Languages

Natural English usage

- What is meant by natural English?
- How can you bring this into the bilingual classroom?

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Radboud **in'to** Languages

The use of 'have got'

When do we use 'have got'?

Possessions:

Have you got your book?

Who's got a spare copy?

Have you got any ideas?

Relationships:

Have you got any siblings?

He's got an extended family

Illnesses:

Marieke has got a cold

Mr de Vries has got the flu so he is off sick.

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Radboud **in'to** Languages

Now try it yourself

Make 5 questions using 'have got' to ask and answer

How do we response to 'have got' questions?

Have you got a lesson on Wednesday at 10?

Have you got your gym shoes with you?

Yes, I have.

No, I haven't.

Have you?

Have you?

In pairs now ask and answer the questions you have made.

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Teaching the Teachers in the Field

Radboud **in'to** Languages

Used to

Do you use it? How do we use it?

I used to live in Maebashi-shi, Gunma ken.

I used to teach English in a 'Juku' in Japan.

*Finished events in the past - now the situation is different/has changed.
To emphasise something is no longer true, it is no longer the case.*

Make ± 5 statements using 'used to' about yourself.

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Teaching the Teachers in the Field

Radboud **in'to** Languages

Modal verbs

must might ought to

may can should

have to could need to

Do you use all of these correctly and frequently enough?
Now try to grade them from strong to weak.

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Teaching the Teachers in the Field

Radboud **in to** Languages

must	
have to	dictator
need to	rules and regulations
ought to	it is necessary
should	moral obligation
can/could	advice
may/might	to be able to
	perhaps / maybe

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Teaching the Teachers in the Field

Radboud **in to** Languages

Social English phrases

.....if someone says "How do you do?"

.....if someone says "How are you?"

.....if someone sneezes?

.....if you make a socially unacceptable noise in public?

.....to someone about to sit for an exam?

.....to someone who has just told you that they have failed to do something?

.....if you want to know if it is all right to open the window/borrow a pencil/read the work piece out loud?

.....if you answer the phone and give your name

.....if you don't hear what someone says?

.....if you don't know the spelling of a word or name?

.....if you have to interrupt someone?

.....if you want to let someone through the door in front of you/or lead the way

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Teaching the Teachers in the Field

Radboud **in to** Languages

What should you say

.....if someone says "How do you do?"

.....if someone says "How are you?"

.....if someone sneezes?

.....if you make a socially unacceptable noise in public?

.....to someone about to sit for an exam?

.....to someone who has just told you that they have failed to do something?

How do you do.

I'm fine thank you, and you?

Bless you.

Excuse me/pardon me/sorry

Good luck

What a pity/never mind/
another time perhaps

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Teaching the Teachers in the Field

Radboud **in to** Languages

.....if you want to know if it is all right to open a window/borrow a pencil /read the work piece out loud?

Do you mind if I
I'd rather you didn't.

.....if you answer the phone and give your name?

(name/department)..speaking

.....if you don't hear what someone says?

Pardon/ sorry I didn't catch that.

.....if you don't know the spelling of a word or name?

How do you spell that please?

.....if you have to interrupt someone?

Excuse me/ Sorry to bother you...

.....if you want to let someone through the door in front of you

(Please) after you

..... If you want to lead the way

Please let me show you the way
/please follow me

19

12-09-2019

Teaching the Teachers in the Field

Radboud **in to** Languages

Attitude clauses

Obviously.....

Actually

As far as I know....

Hopefully

Understandably....

Admittedly....

Worryingly....

Surprisingly.....

Frankly...

Generally speaking

Strictly speaking

As a matter of fact ...

As it turns out.....

Indeed....

Annoyingly

As a rule

Strangely

To be honest

Judging by.....

Naturally

On the whole.....

All things considered....

Presumably

To tell you the truth

Now have a chat with your partner trying to start with a different adverbs every time..

20

12-09-2019

Teaching the Teachers in the Field

Radboud **in to** Languages

Mini-lessons

- Evaluation and feedback indicates that teachers benefit and learn most from the practical hands-on parts of the course
- Every session participants are asked to prepare a lesson 5 -10 minutes:
 - a specific different aim for each mini-lesson is set
 - eg: giving instructions, explaining a topic, using visuals, working with a text
- These mini-lessons are then carried out in small groups 3 -5
The peers play the part of the students
- At the end of the each mini-lesson feedback is given according to the lesson observation criteria (Monday workshop)

21

12-09-2019

Teaching the Teachers in the Field

Radboud **in'to** Languages

Certification

After the completion of our Classroom English course preparation for Cambridge courses and/or other internationally recognized exams are offered.

Current requirements for bilingual teachers In the Netherlands:

- Primary schools teachers are required to have a minimum B2 (B2-First) level.
- Secondary school bilingual stream are required to reach a minimum of C1 (C1-Advanced) level with a percentage of teachers working in the higher grades requiring C2 (C2-Proficiency) level.
- University EMI lecturers are asked to obtain the C2 (C2-Proficiency) level

22

12-09-2019

Teaching the Teachers in the Field

Radboud **in'to** Languages



'Teaching the Teachers in the field

Hilary Phillips and Gonny van Hal
Radboud in'to Languages

h.phillips@let.ru.nl g.vahal@let.ru.nl

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12-09-2019

Teaching the Teachers in the Field

Radboud **in'to** Languages

Bilingual Education in Seinäjoki, Finland

Marika OJALA & Ken WAKAUME, City of Seinäjoki, Finland

Marika and Ken, 2 teachers in Finland will introduce their CLIL practice at the local primary school (1st-6th grade) situated in Seinäjoki; one of the fastest growing cities in the central Finland. The CLIL programme extends to the neighbouring

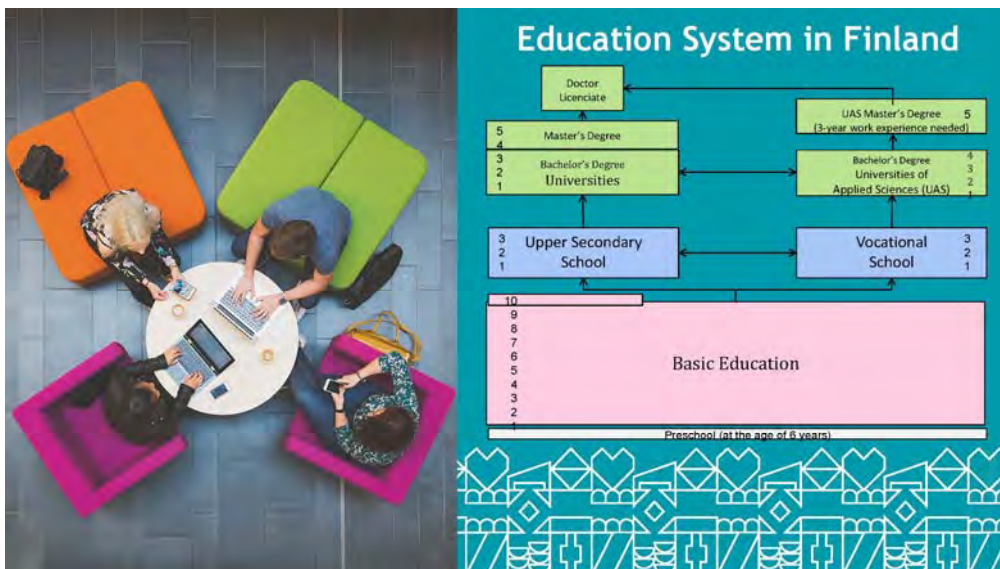


lower secondary school, and then continues to the English programme at the neighbouring upper secondary school. The language of instruction used in the CLIL programme is Finnish and English.



Bilingual Education in Seinäjoki, Finland

- Ken Wakaume
CIL teacher, Marttila School and Seinäjoki Junior High
- Marika Ojala
Deputy Head, Marttila School
Coordinator of International Affairs and Bilingual Education,
Basic Education in Seinäjoki



Bilingual Education in Seinäjoki



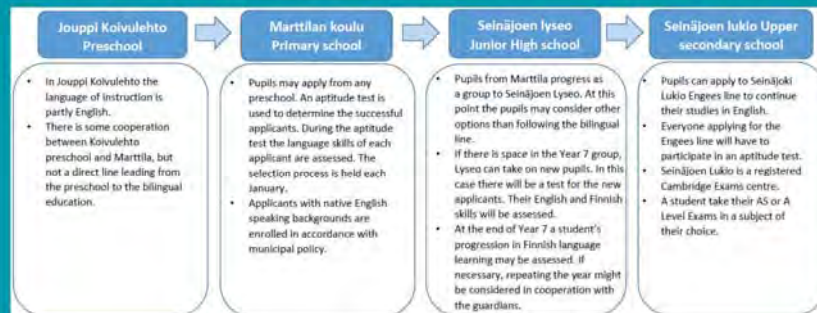
- Finnish national core curriculum
 - Regional curriculum
 - School curriculum
- Bilingual program**
- Skill levels**
- CEFR - Common European Framework of Reference for Languages

The Bilingual School Path in Seinäjoki

- Seinäjoki municipality offers a bilingual education pathway, which responds to the requirements of both Finnish and international pupils.
- Both English and Finnish are used as a language of instruction.
- This form of bilingual education consists of a complete school pathway from preschool through to the end of secondary education.
- This study opportunity exists for pupils interested in continuing their studies either in Finnish or in English.
- The pupils will be taught the key concepts in both Finnish and English to ensure success in their further studies in either language.



The Bilingual School Path in Seinäjoki



The Bilingual School Path in Seinäjoki

- The bilingual teaching is coordinated by the CLIL development group, which consists of the Basic Education Manager and representatives from preschool to upper secondary school.
- The schools work closely together to ensure successful cooperation between both teachers and pupils.
- There are two English speaking teachers who work as co-teachers with the class teacher and subject teacher in Marttilan koulu and Seinäjoen lyseo



Marttila School

- Primary School: Years 1-6
- 350 pupils
- Basic education
- Special needs education
- Bilingual classes



- School on the Move – program
- Sustainable development
- Alvar Aalto School
- International projects



- Preparatory teaching
- Staff of 60 members
- Student welfare group
- Student council and parents' association



Tolerance and good team spirit are important in Marttila: We have a diverse community and everyone is appreciated!

Marttila School - Bilingual Classes

- Teaching in English and in Finnish
- CLIL-methodology: Content and Language Integrated Learning
- Six classes: class/English teachers
- Team teaching
- Cultural traditions and annual events
- Cooperation



We learn - Lifelong learning of foreign languages

We feel - Interaction and appreciation for linguistic and cultural diversity

We act - Active and functional learning

We rejoice - A variety of methods and the joy of learning

Seinäjoki Junior High

Seinäjoki junior high (public school)

- Age range 13 to 16
- 7th, 8th, 9th and 10th graders.
- about 550 students
- music oriented line, bilingual line and lots of SEN –students
- team teaching

"The attitude is key to success!"





Seinäjoki Junior High

- Subject teaching/learning according to our Finnish national-, regional-, city- and school curriculum
- Project based learning in action
- Entrepreneurship education, bilingual learning
- Health education: Home-economics, sports as a whole school approach, free school lunches
- Music classes
- Building a culture of trust
- Student ownership, student body in action
- Sustainable development as a whole school approach
- Student support system



Seinäjoki Upper Secondary School

- Over 800 students, 60 teachers
- Age range from 16 to 19
- Prepares students for tertiary education (colleges, universities)
- Voluntary education
- Duration of studies is 3 years, possibility to extend it for 4 years
- Evening classes for adults
- National final exams
- International school with lots of cooperation with schools abroad



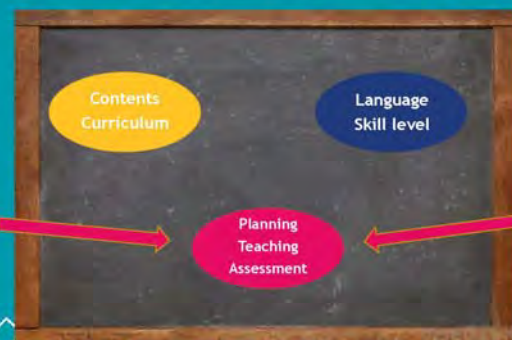
Seinäjoki Upper Secondary School

- Non-graded school meaning that students complete their studies at their own pace
- 75 credits to pass the school, out of which 45 credits compulsory and 30 credits optional
- Bilingual education programme, studies in drama, lots of specialization courses in mathematics, physics, visual arts, computer studies, physical education and many other subjects
- Coordinator school for national upper secondary school development network
- Cambridge centre: possibility to take Cambridge AS and A Level Exams in all subjects
- Focus on student voice and participation



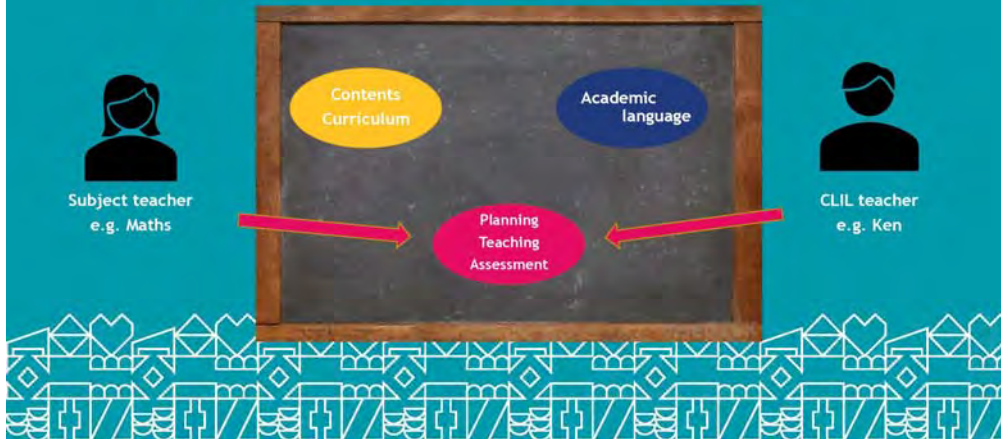


Classroom teacher
e.g. 5B



CLIL teachers
e.g. Ken

CLIL-lessons in our junior high school



How does a typical CLIL-lesson look like?



Events and cooperation

- Our Year -paper
- Calendar project / entrepreneurship
- Events
- Parents' association
- Class trips
- International projects
- Visitors
- Seminars
- International trainees



Thank you for your interest!

For more information:

Ken Wakaume ken.wakaume@seinajoki.fi
+358 40 0966016

Marika Ojala marika.ojala@seinajoki.fi
+358 50 5179867



Seinäjoki

0100000000



5. Schools

Kandinsky College Nijmegen

<https://kandinskycollege.nl/en/>



KANDINSKY
COLLEGE

**KANDINSKY
COLLEGE
NIJMEGEN**

OPENT
JE
WERELD

12 januari 2020

Kandinsky College Nijmegen

1

Kandinsky College Nijmegen



- 1350 pupils
- 160 teachers and staff
- Since 1978
- 5 teams
- School administration: Principal, vice-principal and 6 team leaders
- 1 board with 5 other schools in Nijmegen



12 januari 2020

Kandinsky College Nijmegen

2



- **Secondary school in the Netherlands**
 - When they start secondary school (*middelbare school*) at age 12, children enter one of three different streams for their secondary education. The different streams represent different educational paths, based on a student's academic level and interests.



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Kandinsky College Nijmegen

3



- **VMBO (preparatory secondary vocational education)**
 - 4yr. The VMBO is a four-year vocationally-orientated stream focussed on practical knowledge, which leads to vocational training (MBO).
- **HAVO (senior general secondary education)**
 - 5yr. The HAVO is a five-year middle stream that prepares students to study higher professional education at universities of applied sciences (hogescholen).
- **VWO (university preparatory education)**
 - 6yr. The VWO is a six-year education stream with a focus on theoretical knowledge, that prepares students to follow a bachelor's degree (WO) at a research university.

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Kandinsky College Nijmegen

4



Kandinsky College Opens your World

- **Positive Behaviour Support**
 - Respect, responsibility, safety
 - Behavioural expectations
 - Positive reinforcement
- **Bilingual education**
 - 60%-70%
 - All levels, central exams in Dutch
- **International orientation / world citizenship**
 - Develop a global perspective
 - Understanding of different cultures

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Kandinsky College Nijmegen

5



Kandinsky College Opens your World

- **Xplore jr. & Masterclasses sr.**
 - Flexible part curriculum
 - Ads to motivation
 - Wide range to deepen and broaden the students knowledge and skills: from American Literature to Boxing
- **New focus on Wellbeing**
 - Stress among pupils
 - Develop balance in life
- **Rewarded title Excellent School**

12 januari 2020

Kandinsky College Nijmegen

6



12 januari 2020

7



kandinskycollege_nijmegen



jeroenweijzig en 351 anderen vinden dit leuk

kandinskycollege_nijmegen Alle Kandinsky en Freiherr vom Stein Gymnasium uit Kleef hebben de streep gehaald bij de Nijmeegse vierdaagse. Wat een geweldige prestatie 🏆👏👏 Proficiat Fijanne, Tessa, Pien, Annabel en Max.

[Alle 2 reacties bekijken](#)

19 juli

12 januari 2020



12 januari 2020

Kandinsky College Nijmegen

8

9

De Lanteerne Elementary School in Nijmegen

<https://www.delanteerne.nl>

Welcome to De Lanteerne!

Jenaplan elementary school in Nijmegen



Hedi

Teacher

& coordinator of the bilingual department

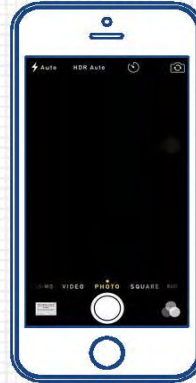
hedi.kwakkel@delanteerne.nl

Privacy & Pictures



This presentation will be shared with you without its photos and videos.

Please do not take pictures of children or staff.



3

Today's aims

KNOWLEDGE

You will know the key concepts of Jenaplan education, both didactical and pedagogical.
You will learn about the heart of education at De Lanterne, and what role the Worldscape plays in it.
You will understand our ways of CLIL and the role of natural and social science in our curriculum.

EXPERIENCE

You will experience Jenaplan education in a Dutch primary school setting.
You will meet different groups and the teachers.
You will experience that most children are skilled communicators in English.

4

Today's schedule

9.00 - 10.00	Presentation Jenaplan & CLIL
10.00 - 10.30	Coffee break
10.30 - 11.15	Visiting classrooms / Visiting the Worldscape
11.15 - 12.00	Visiting the Worldscape / Visiting classrooms

5

Jenaplan education

Let's start with the bigger picture



*"You become an individual only
in relation to others"*



Peter Petersen 1884-1952

7



Peter Petersen

- X Born in Germany in 1884
- X Founder of Jenaplan education
- X Reform pedagogue
- X University school in Jena
- X Died in 1952



8



Play

[illegible]

Celebration



- X** Each human being is unique. Therefore, each child and each adult has an irreplaceable value.
- X** Each human being has the right to develop his/her own identity, regardless of ethnic origin, nationality, social environment, religion, philosophy or ability.
- X** Every person is always seen in his/her entirety. He/she is encountered and treated this way whenever possible.
- X** People should work towards a society that respects the irreplaceable value and the dignity of every individual human being.
- X** People should work towards a society that offers the opportunity and incentives for developing the identity of each individual person.

Essential skills

- X Planning
- X Cooperating
- X Creating
- X Justifying
- X Undertaking
- X Communicating
- X Presenting
- X Respecting
- X Caring
- X Reflecting

15

Jenaplan education

at De Lanteeke

650

children

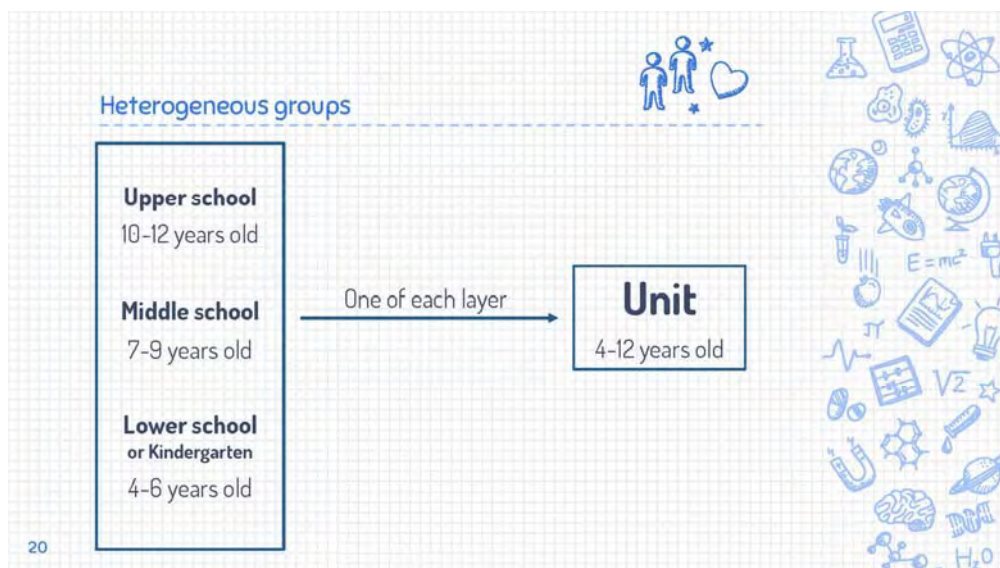
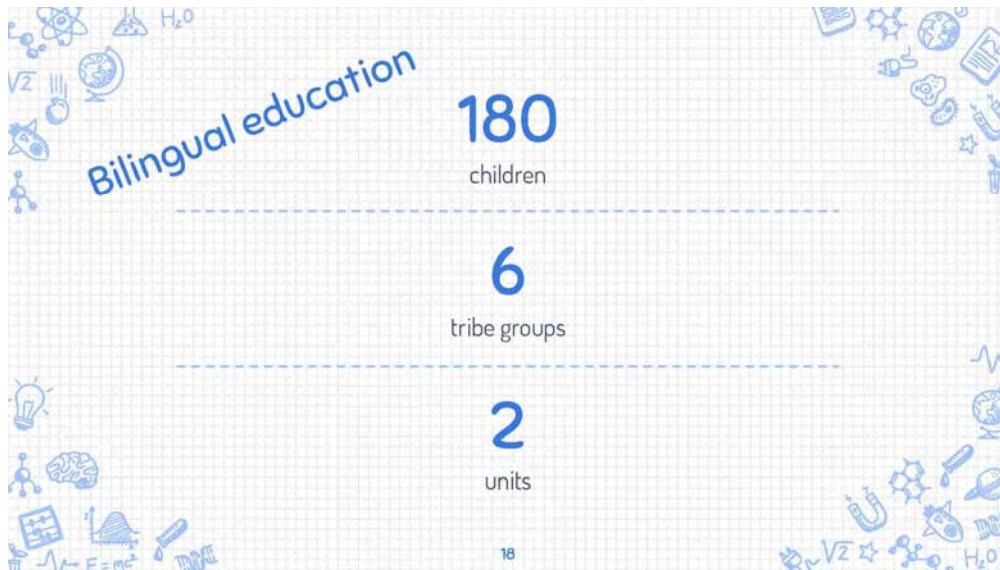
24

tribe groups

8

units

17



Tribe group goals



- X Children are in heterogeneous table groups
- X Children are addressed as a group member, not as part of a year group or level group
- X There are clear group rules
- X There is safe and pleasant atmosphere
- X A lot of attention is paid to helping others and asking others for help
- X Children are given a lot of time to experience and practice things themselves

21



Basic activities



Talk



- X Circle conversations
- X Presentations
- X Cooperative games and activities

Play



- X Dance and PE
- X Games and competitions
- X Recess

Work



- X Work hours
- X Practice makes perfect
- X Week tasks

Celebrate



- X Holidays
- X Birthdays
- X Successful experiences

22



Rhythmic schedule



- X The 4 basic activities alternate in a natural way
- X Large time slots that reoccur every day
- X Similar activities around the same time throughout the school

23



Rythmic schedule

	Maandag	Dinsdag	Woensdag	Thursday	Friday
08.30 uur	Weekopening	Blokperiode (stamen)	Projectkring	Class meeting	Workscapce opening
09.00 uur	Blokperiode (stamen)		Blokperiode (stamen)	Work hour (met)	Workscapce time
09.30 uur		Music class A-week	Topografie B-week		
10.00 uur	Presentatie* & fruit	Presentatie* & fruit	Presentatie* & fruit	Show and tell* & fruit	Workscapce evaluation & fruit
10.15 uur	naar buiten lingertusschen	naar buiten* lingertusschen (partiel)	naar buiten lingertusschen	Break lingertusschen	Break* lingertusschen (partiel)
10.30 uur	Blokperiode (spelling/grammatica)	Blokperiode (spelling/taal)	Gym	Work hour (Engels)	Reading
11.00 uur					Work hour (met)
11.30 uur			Blokperiode (spelling/taal) tot 12.15	Dance class B-week	Writing A-week
12.00 uur	12.15 Project* & lunch	12.15 Project* & lunch		Break* lingertusschen	break lingertusschen
12.30 uur	naar buiten* lingertusschen	naar buiten lingertusschen		Project* & lunch 12.45 reading	Project* & lunch 12.45 spelling
13.00 uur	Blokperiode	Buitenzijn		Work hour (science)	Work hour (science)
13.30 uur		Blokperiode			
14.00 uur	Evaluatiekring	Evaluatiekring		Reflection circle	13.45 End of the week ceremony

24

Tribe group teachers

- X Have a love for the uniqueness of every child
- X Have energy and passion for their profession
- X Are a leader and coach
- X Are aware of the community around them
- X Are able to adapt to individual and group needs
- X Are willing to develop their own materials
- X Are aware of ethics and morality
- X Have a growth mindset yourself and teach your students how to get one
- X ...

25

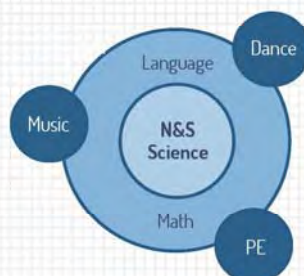
Natural & Social Science

The heart of our education

26

Exploring the world

- X Science
- X Geography
- X History
- X Technology
- X Engineering
- X Arts & Crafts



27

CLIL TIMES

by PINÉIRO



28

4 Cs

Content

- X Matter of subject
- X Project-related
- X Goal-focused



Cognition

- X Learning process
- X Thinking process
- X Level of prior knowledge



Communication

- X Listening
- X Speaking
- X Reading
- X Writing



Culture

- X Cultural awareness
- X Global citizenship
- X Community



29

Space – Solar system “Orbitting the sun”

Content goals

- X Children learn about our solar system
- X Children learn about different planets and their characteristics

Cognition goals

- X Children learn to use more complex vocabulary like ‘orbit’ and ‘solar system’
- X Children participate in the process of making a complex connected system visible

Communication goals

- X Children listen critically to find out when to act or respond
- X Children ‘read’ what’s on their flashcard

Culture

- X Children learn how to work together
- X Children become aware of how they are part of a bigger system

30

Weather – Weather forecast presentations

Content goals

- X Children learn about different weather conditions
- X Children learn about climate
- X Children learn about different moments during the day and how weather can change

Cognition goals

- X Children use predictive language
- X Children use language to point out different days or times during the day

Communication goals

- X Children talk about the weather
- X Children listen to each other’s presentations

Culture goals

- X Children become aware of their environment and climate
- X Children work together on a presentation

31

Space – Reading comprehension scavenger hunt

Content goals

- X Children learn about our solar system
- X Children learn about different characteristics of each of the planets in our solar system

Cognition goals

- X Children use reading comprehension to find information about planets
- X Children discuss types of questions and answers needed (meta linguistics)
- X Children use reading strategies to quickly find answers

Communication goals

- X Children read information
- X Children talk about the information they found
- X Children write down the answers

Culture goal

- X Children learn to work together
- X Children take notice of our place in a bigger system (the universe)

32

Zoo – Audiobook “Who Am I”

Content goals

- X Children know the names and characteristics of different jungle-animals
- X Children learn how to match sounds to words in a story

Cognition goals

- X Children are new using descriptive language
- X Children are participating in the process of making an audio book (IT)

Communication goals

- X Children are listening to each other
- X Children are reading (or repeating) the sentences of the story out loud

Culture goals

- X Children are aware of heritage and where you come from
- X Children are aware that community is important
- X Children use musical instruments to add sound to the story

33

1



2



Story writing

34

3



4



Story writing

35

Middle Ages – Story writing

Content goals

- X Children learn about castles in the Middle Ages
- X Children learn about life in the Middle Ages

Cognition goals

- X Children learn to write a story from single words to sentences
- X Children think about the content of their story

Communication goals

- X Children talk about castles and make a word web together
- X Children write a story about castles
- X Children read each other's stories

Culture goals

- X Children learn about history
- X Children imagine what life in the Middle Ages would be like

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CLIL Conclusion

- X **Scaffolding** > give the children language support
- X CLIL = a combination of language goals and content goals
- X Remember the 4 Cs: content, communication, cognition and culture
- X Make sure your lessons are meaningful and then add your lesson objectives.



37

The Worldscape

Takes learning to a next level

38

Roles

Teacher

- X Takes children seriously
- X Sees (and shows) perspective
- X Provides a learning environment
- X Helps children to ask inquisitive questions
- X Doesn't answer them
- X Teaches children the way parents teach them to walk

Student

- X Develops 21st-century skills
- X Works cooperatively
- X Becomes a global citizen

39

"A child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision, that true instinct for what is beautiful and awe-inspiring, is dimmed and even lost before we reach adulthood."

Rachel Carson 1907-1964



40

A brief history

2010

School budget cuts

2012

Realization
Learnscape

2016

First plans
Worldscape

2018

Realization
Worldscape

41

Organization

90 children
4-12 years old

Working
together

One big space
both inside and out!

42

Theory



Howard Gardner
Multiple intelligences

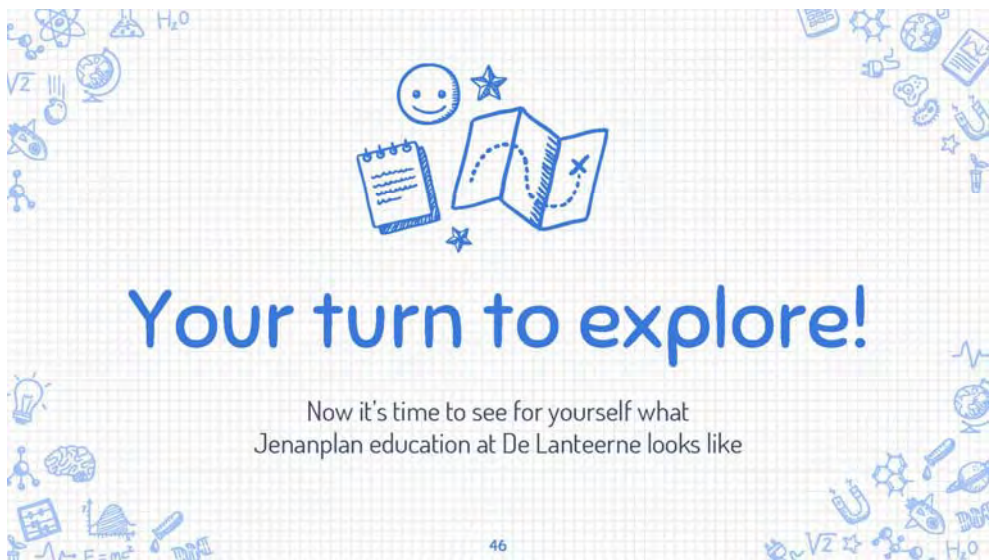
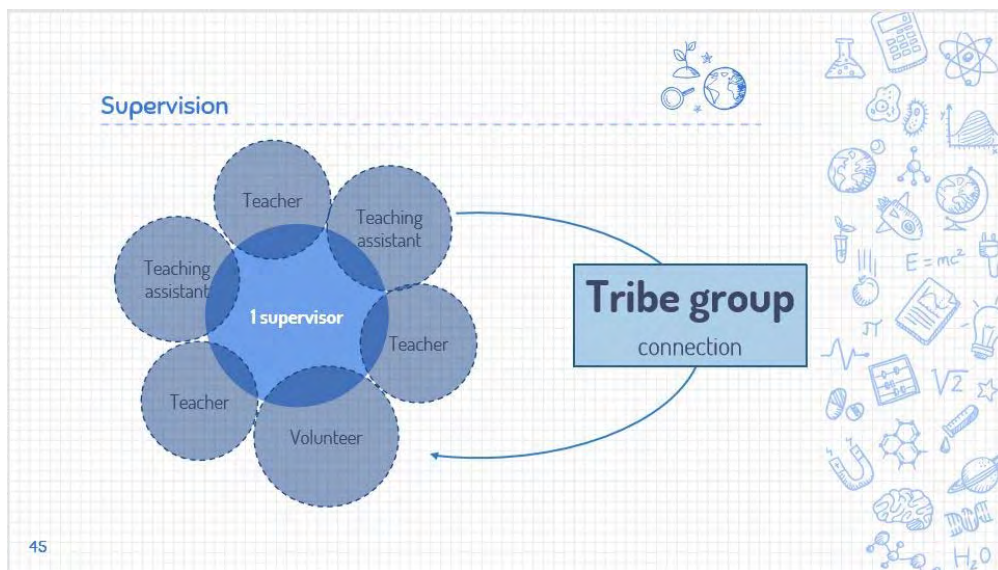







43

Structure



44



- How to gain the most of your time here**
-  Ask massive amounts of questions
 -  Take notes of what you see
 -  Be receptive and responsive
 -  Observe
 -  Track your progress
- 47

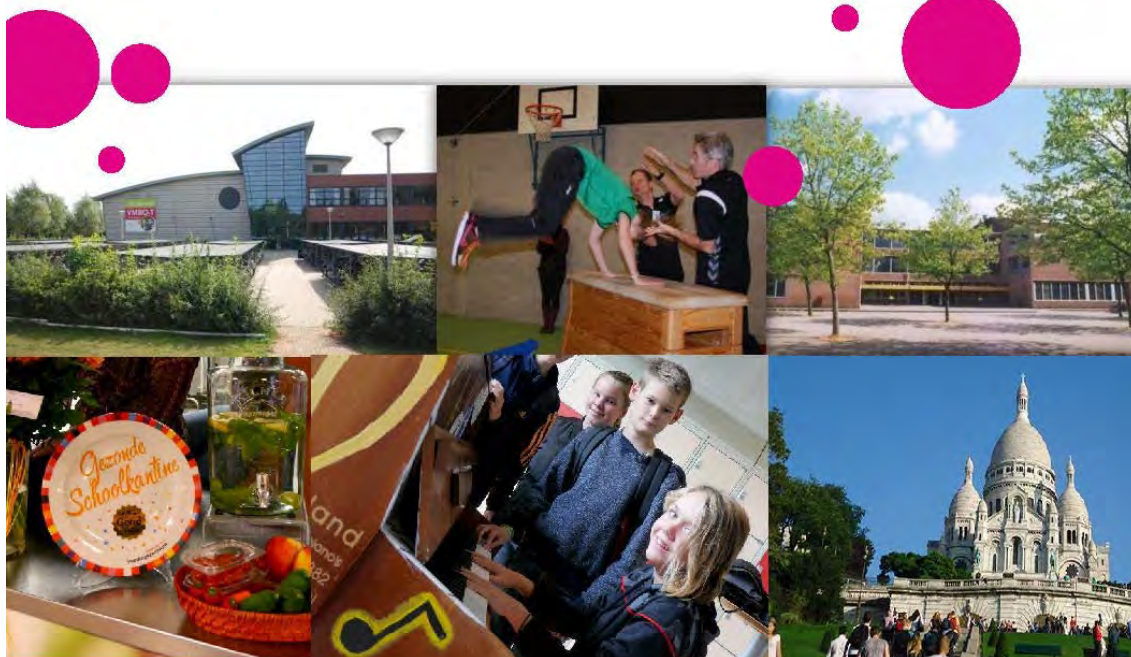


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Over Betuwe College Bemmelen

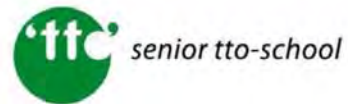
<https://www.obc-bemmel.nl>

Programme J-CLIL/ OBC Bemmelen



Period:	Lesson, class, teacher / max. number of guests Accompanying student:	Room:
6 (13.15 – 14.05)	Physics, BTH3A, Mr. J. van de Worp / <i>Linda Bouwens</i> 4	2.04
	Physical Education, BTH4A, Mrs. E. Pelt / <i>Merel van Hilten</i> 4	0.54, zaal D, or outside on the field
	Physical Education, BTHB, Mrs. S. Entingh / <i>Rianne Eggenhuis</i> 4	0.51, zaal A, or outside on the field
	Geography, BTV1A, Mr. J. Stoop / <i>Noor Mulder</i> 4	1.28
	Discussion with TTO students (part of TV2A) & Information about our school / <i>Ilya Gaysarov & student</i> 7	0.15
7 (14.20 – 15.10)	Science, BTV2B, Mrs. L. Gertsen-Rijbroek <i>Merel van Hilten</i> 4	2.33
	Physics, BTH3B, Mr. J. van de Worp <i>Linda Bouwens</i> 4	2.30
	Global Perspectives, BTH4A, Mr. T. Timmermans <i>Ilya Gaysarov & student</i> 4	1.31
	Geography, BTH1A, Mr. J. Stoop <i>Rianne Eggenhuis</i> 4	1.25
	English, BTH4B, Mrs. M. Ton <i>Noor Mulder</i> 4	1.03
8 (15.10 – 16.00)	English, BTH5A, Mrs. M. Ton / <i>Linda Bouwens</i> 4	1.03
	Geography, BTV3B, Mr. J. Stoop / Discussion with TTO students <i>Ilya Gaysarov</i> 4	1.25/ 1.26 (if necessary)
	Art, BTH4A, Mrs. E. Steenberg <i>Merel, Rianne, Noor</i> 4	0.26
	Information about TTO at OBC, / Mrs. N. van Bezu & TTO students <i>Merel, Rianne, Noor</i> 6	0.15

nuffic



TTO OBC



- **TTO year 1-6 pre-university education**
- **TTO year 1-5 Higher General Secondary Education**
- **Trained staff; Cambridge Proficiency and CLIL training**



Background



- TTO school since 2001, World Language
- Preparation for College and University HBO
- International career options



Content and language integrated learning



- Over 60% of the lessons are taught in English
- Interactive lessons
- PIF lists
- English; Cambridge checkpoints (B2) at the end of year 3 and *International Baccalaureate* in the Upper Forms



Internationalisation



- **Aim: opening up to other cultures**
- **X-plore, year 1**
- **Exchanges in year 3**
- **Work experiences in the upper forms**
- **Cambridge Global Perspectives, 21st century skills**

Personal development



- **Bilingual Assessment**
- **Mentor=coach**
- **Reflective activities**
- **Formative assessment (GP)**

Student population

- Villages between Arnhem – Nijmegen
- Mainly Dutch



Some specific TTO roles

- TTO Teammanager
- TTO Teamcoordinator
- Student coordinator
- IB coordinator
- Work Experience Coordinator
- Bilingual assessment coordinator
- Educational assistants
- GP coordinator



CLIL Subjects

Health and Social Education
Social Studies
Mathematics
Science
Physical Education

History
Geography
Economics
Music
Arts

Physics
French
German
Biology
Global Perspectives



Questions & Answers



6. Participants' Articles and Presentation Slides

ESP or CLIL for Hospitality and Tourism Courses

Reiko FUJITA, Tokai University

An increasing number of universities have been trying to offer content courses taught in English in recent years. One of the reasons for this trend is that many universities are trying to attract international students to countermeasure the shrinking student enrollment. Universities are also responding to the social demand to cultivate human resources with high English proficiency to compete in the globalized world. Therefore, the need for teaching courses in English will most likely continue to increase, and both English teachers and content teachers should be knowledgeable of appropriate educational methodologies to deal with this increasing demand.

There are different types of instruction in English that place emphasis on the content of study such as English Mediated Instruction (EMI), Content Based Instruction (CBI), English for Specific Purposes (ESP), and Content and Language Integrated Learning (CLIL). Both content and language teachers need to consider and select the most suitable methodology to use when asked to teach content-focused courses in English. Then, how can we select the best methodology and how do we know if the selection was appropriate? The purpose of my attending at this CLIL seminar was to find answers to this question.

For the past seven years, I have been teaching “English courses with focus on tourism” and “English-taught content courses on tourism”. I had been using the ESP approach until CLIL concept was introduced and spread in Japan. I experimented with CLIL approach after its introduction, but for some time, the distinction between ESP and CLIL was not very clear to me. Only recently, after reading some of the relevant literature and acquiring CLIL-like teaching experiences, things became clearer, yet not completely. Therefore, through this seminar, I had hoped to reconfirm the differences of ESP and CLIL and to determine whether my employment of CLIL strategy had been appropriate.

First, let me try to clarify the differences between ESP and CLIL at this point. The major difference between the two is that ESP focuses more on language. The key concept for ESP is a discourse community (Bhatia, Anthony, & Noguchi; 2011). ESP looks at language that is used in certain discourse communities and elicits its features. As Yang (2016) describes, it focuses on language learning to master content knowledge. In other

words, ESP prepares students to learn content in English (see Fig. 1). For identifying the characteristics of a specific language, genre analysis and needs analysis are indispensable to ESP (Bhatia, 2008; Dudley-Evans, 2002; Swales, 1990).

Another key point that differentiates ESP from CLIL is that CLIL emphasizes the four aims of education: Communication, Cognition, Culture, and Content (4Cs). Among the 4Cs, what mainly separates CLIL from ESP is its emphasis on Cognition skill. CLIL utilizes Bloom's taxonomy that classifies learning objectives into

six levels (Coyle et al., 2010). Bloom's taxonomy is often expressed in hierarchical order and indicates that higher-level learning goals are especially important. CLIL teachers are encouraged to use activities for students to engage in higher cognitive skills.

For my "English for Tourism" course which is categorized as an ESP language course, I first conducted genre analysis on the language (Fujita & Tsushima, 2010; Fujita, 2014) and needs analysis of industry professionals (Fujita, 2011). Genre and needs are essential elements in designing a course in terms of language instruction. They also help instructors and students to understand the characteristics of the discourse community.

In designing my English-taught content course called "Special Issues in Tourism", the principle of CLIL helped me significantly. In my effort to integrate CLIL elements in the lessons, the Bloom's hierarchical thinking order was actually transferred into the teaching order (see Table 1). In the lesson, I needed to pay attention to the

Fig.1. ESP as a bridge to a discourse community

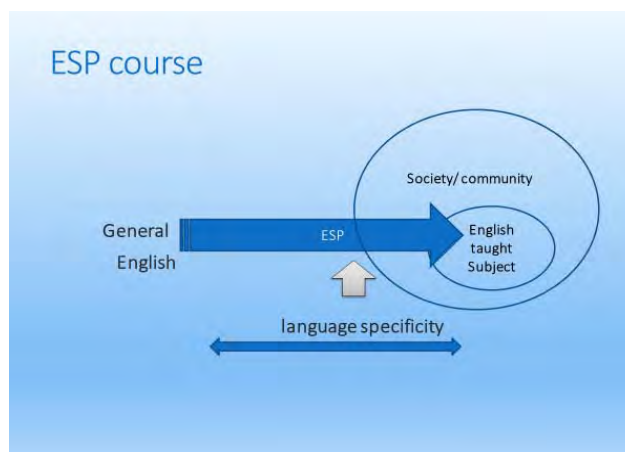
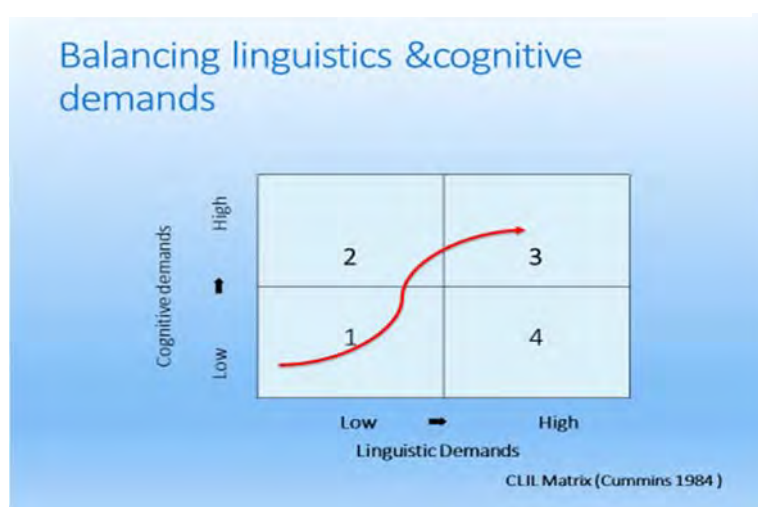


Table 1. Lesson design in "Special Issues in Tourism"

	Cognitive skill	Type	Activity	Example contents
1	Understanding	LOTS	Reading comprehension	Article on world airlines
2	Apply	LOTS	Search new information	Find high ranking airlines and the reason
3	Analyze	HOTS	Compare two entities	Compare service of airline A and B
4	Evaluate	HOTS	Discuss and decide which is better	Find value of service for customers
5	Create	HOTS	Make a group presentation	Present new service ideas

balance of linguistic and cognitive skills. For students who did not have high English proficiency, it was difficult to keep up with the activities for higher-level cognitive skills. The CLIL matrix indicated here (Fig.2) was helpful in designing each lesson. The first few lessons started from Slot 1 (lower left) by introducing activities with low linguistic and low cognitive demands. Then, as the course develops, I gradually increased the level of demands while using different types of scaffolding. In this way, the CLIL approach offers teachers a valuable teaching framework.

Fig.2. Balancing linguistics & cognitive demands



Finally, after attending the seminar, I reconfirmed that CLIL is a beneficial approach offering students chance to learn deeply. On the other hand, ESP clarifies the language needs of the community where communication takes place. Therefore, ESP approach is helpful in complementing the language elements in CLIL. As mentioned at the beginning, it is likely that needs for teaching different types of content courses in English to various levels of students in Japan will considerably increase in the years to come. In order to properly respond to the needs of variety of students, adding ESP elements in the language part in CLIL lessons may be a useful methodology to deal with such needs in the Japanese context.

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Reflective Thinking after the J-CLIL Seminar in Nijmegen

Sayuri HASEGAWA, Meiji Gakuin University

The opportunity to participate in the 2nd J-CLIL Teacher Education Seminar in Nijmegen in the Netherlands came at a perfect time. I began teaching a compulsory English communication course using the CLIL framework to 3rd year students majoring in education and child development in the faculty of psychology from fall, 2018. By the time I had heard about the seminar, I had assessed and revised the initial curriculum for a new set of students starting spring term, 2019, but areas of concern remained. These concerns became concrete by the time I attended the seminar in September. It was an opportunity to learn directly from experts leading the field of CLIL as well as to understand CLIL in practice through the invaluable occasion of observing Dutch schools.

In developing the CLIL course, one of my guiding principles was to keep in mind the ultimate goal of CLIL as described by Ikeda (2016): to nurture 21st century global citizens who could be described as a person who can contribute to society in a particular area (content), can communicate effectively with others through a common language (communication), has the ability to think logically and flexibly (cognition), and can take collaborative action with diverse others on a problem (culture) (p.14). On imagining the future of my students, some of whom will be teachers of elementary schools, I wanted to choose contents which by learning through CLIL would contribute to equipping them with what is necessary for them to tackle the 21st century field of education.

One content I chose was to have students study iEARN (International Education and Resource Network), a non-profit online global educational platform that promotes collaborative learning amongst students who participate from different parts of the world on specific projects that are aligned with the UN Sustainable Development Goals (SDGs). Participation in iEARN projects facilitates students to “learn with the world, not just about it” (iEARN, 2019). With a range of projects requiring varying degrees of involvement that are guided by teachers and their local needs, iEARN promotes an awareness for other cultures, enables communication in various forms (e.g. using words, visual expressions, live exchanges), offers opportunities for deeper learning of global issues, and study outcomes are often calls to action or are actions themselves. It can be argued that iEARN embodies the elements of the 4C’s. Participation in iEARN projects would also be in line

with MEXT's new course of study (MEXT, 2017), and as projects are developed for K-12 students, knowing about iEARN and being familiar with its structure as well as its projects would be useful for future elementary school teachers concerned with nurturing children's global competence. "Byram and Feng (2004:152) note that advances in communication technologies have begun to address any perceived deficiencies in classroom-based culture learning by enabling intercultural interaction in real time on a broad scale" (Belz, 2007, p.158). iEARN could supplement such deficiencies.

As students were introduced to the concept of iEARN and to the online platform itself, they were subsequently divided into groups to select and study a project which they later presented to each other to explain the project, its connection to the SDGs, and how it contributed to nurturing global competence. For the fall term, when they study one specific iEARN project on hunger, students' task will require higher order thinking in order to present ideas on how they would create an actionable plan for their 'future' Japanese students. At the end of the spring term, however, I was concerned that students had not understood the content to the extent that I had expected, and I concluded that more language scaffolding would be needed with ways to do so effectively for the 40 mixed ability students. I was interested in learning how to fill the gap between low language level and high cognitive level university students to create an engaging and effective CLIL English language course.

Upon arriving in Nijmegen, I learned that CLIL was an integral part of a structured bilingual educational plan. NUFFIC, a non-profit organization that works with the Dutch ministries to promote internationalization of education, works to maintain the quality of bilingual education or TTO in the Netherlands. Bilingual education is a choice within a school, where currently 3.7% or approximately 37,000 students are involved. TTO has three dimensions: language development, global citizenship, and personal development. CLIL is used for the dimension of language development. The elementary school which we visited was a Jenaplan school, and CLIL was implemented to organize the study within the Jenaplan philosophy. Where CLIL is implemented may differ, but as one of the lecturers, Kevin Schuck, pointed out, participants from Japan have the opportunity to develop CLIL for our local needs and perhaps to another level because of the availability of past research and experts in the field thus far. The role of J-CLIL will be pivotal in the development of CLIL in Japan.

In terms of my interest regarding filling the gap between language and cognitive levels, I realize it is not a simple one dimensional solution. Multiple factors are interconnected involving both planning and implementation of each of the 4C's. However, here I will focus on one fundamental point of CLIL that was highlighted by one of the presentation slides. It was the analogy of a see-saw to express the importance of language in CLIL, where if language and content were each to be on their respective ends of the see-saw, language would be the heavier (Schuck, 2019). It is an image, but my understanding prior to the Nijmegen seminar would have produced an equally balanced see-saw picture. Here, I reminded myself of Ikeda's (2016) conceptual diagram, 4C's of CLIL and the Role of Language, which positions Communication at the center, emphasizing the role of language as being central to the success of CLIL education, as the integrator of all CLIL elements (p.3). On the spectrum of soft-hard CLIL, whether a course is more language-oriented or course-oriented, language is equally significant. Language support needs to be woven into every task for understanding content, for collaboration, and for cognitive engagement. Language is the medium of doing and learning, and without it there is no learning, let alone deep learning. As a language teacher, it would seem obvious to have language first and foremost in one's mind, yet the nature of my awareness in this aspect has shifted.

Ikeda (2016) presents five dimensions that constitute language awareness for CLIL instructors: counter-balanced approach, content-obligatory language, vertical/horizontal discourse or CALP and BICS, dialogic talk, and translanguaging (p.5). These would be guides to review. I am especially keen on understanding translanguaging which although was not a concept discussed specifically during the Nijmegen seminar, I began to mull over the notion of 'English only' during one of the lectures as I pondered about ways to bridge the gap between levels of language proficiency and cognition. In real life, we would be using all language resources to achieve the task at hand, and in fact I allow my students to speak Japanese while co-constructing knowledge and preparing their English presentations. I also point out the translation function offered on the iEARN website for over 100 languages from Afrikaans to Zulu, as this is today's reality. However, there is no theory or guiding principle in place at this point in my class. Another question with translanguaging is how L1 should be used by the teacher and how that needs to be perceived by the students. Currently, I only use English in class and the importance of

language scaffolding has become central as discussed above, but I have never considered systematic use of L1. I am eager to know what insights are offered from current studies on translanguaging to maximize the benefits of a CLIL course.

As fall term begins, I am making what adjustments I am able at this point to place language at the core and to weave it into the other elements of CLIL. At the seminar, Rosie Tanner demonstrated that by carefully using selected familiar language to introduce content-obligatory language, content can be introduced through cognitively engaging activities (Tanner, 2019). The book she gave us, *CLIL Skills* (Dale, Van Der Es, & Tanner, 2011), is filled with classroom activity ideas based on theory, and these will be additional guides to put CLIL into practice. For next year's syllabus I will be stepping back to reassess the multiple interconnected factors involved in both planning and implementing a CLIL course, with a stronger awareness for the centrality of the role of language. During this process, translanguaging will be an area to study and explore.

Upon reflecting on my learnings from the Nijmegen seminar, I have focused on key aspects here. New questions have come up as a result of deepening my understanding for CLIL while some previous 'knowledge' is making more sense as a result of the lectures, classroom observations, and fellow-participant presentations. As challenging as it is, I am intrigued by CLIL. I have been given many clues and a wealth of ideas to work on my CLIL course, and I would like to take this opportunity to express my gratitude to all at the Nijmegen seminar and to J-CLIL.

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CLIL in Introductory Level Foreign Language Courses: Is It Even Possible?

Yoshimi HIROYASU, Sophia University

1. Introduction

Even though CLIL is one of the well-known approaches to teach the English language in Japan, it seems that very few people consider applying it to the classes of second foreign languages, i.e. languages such as French, German, Spanish, Chinese, Korean studies in a university for the first time. In fact, the situation of teaching of English and that of other languages are very different. Is it even possible to apply CLIL approach in introductory level foreign language courses? In this paper, I would like to show a small lesson model of a Spanish CLIL class for beginners to consider its possibility.

2. Issues of second foreign language courses

After World War II, in 1947, the universities under the new school education system started. At that time, the languages taught as second foreign languages were mainly French and German. A few decades later, the number of Spanish and Chinese classes increased very rapidly. Although the Amendment of the Standards for the Establishment of Universities issued by the Ministry of Education Culture, Sports, Science and Technology¹ established that the education of second foreign languages would no longer be compulsory, most of the universities in Japan decided to keep offering foreign language courses in addition to English courses.

The objective of foreign language education has also experienced drastic changes over time. After World War II, the goal of foreign language teaching was to make students capable of obtaining information related to their majors. Therefore, reading and translating books or articles was a necessary skill. It was also a part of “*ippan kyoooyoo* (general education)”, and it was far from being a practical tool. The opportunities to talk with the speakers of those languages were scarce. Nowadays, however, the situation is completely different. Every year a large number of tourists from all over the world visit Japan. There is an abundance in information provided in different languages, and

¹ 文部科学省大学設置基準等の大綱化(1991)

everybody has access to this information using translating tools on the internet. Moreover, it is easy to travel abroad. Now, the goal of learning languages is to be able to use the language to communicate with people.

However, despite the changes in the objectives, the methodology has been changing very slowly. Some instructors still believe that the grammar-translation method is the best, and others keep thinking that it is impossible to teach how to communicate in other languages. Many people agree on the importance of teaching the culture of the countries where the languages are spoken; others believe that one has to choose either culture or language because of lack of time.

3. Why CLIL in second foreign language classes?

The effectiveness of CLIL approach is proved in many countries, especially in Europe. However, it seems to be quite easy to enumerate reasons why CLIL cannot be used in the second foreign language. First of all, as it is a language the students learn for the first time, the class should start with basic pronunciation rules and alphabet. The students' previous knowledge of that language is null or very limited. The lack of teaching time is one of the big problems, too. If the requirement is to obtain 8 credits of a foreign language, students take 2 classes a week for 2 years. In many universities or departments, the requirement is 4 credits. As it is only a small part of the credits they have to take to graduate from university, normally the students' motivation is not very high. It is also tough to choose a "content" that most of the participants in the class can be interested in; there are students of economics, psychology, journalism, literature, etc. Besides, the most difficult thing may be to teach university level contents together with introductory level language. In Europe, many schools are offering CLIL courses in English, but normally the introductory level language is learned in a kindergarten or an elementary school. Trying to teach high level of content in a second foreign language CLIL course seems to be a big challenge.



Then why CLIL? CLIL is a "dual-focus educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2013), and it is an approach for "using languages to learn and learning to use language" (Marsh, n.d.). In a typical pair teaching language course, a Japanese instructor is in charge of the grammar explanation and practice, and a native instructor is in charge of practicing

what they have learned. In this type of courses, there is no opportunity to “use” the language as a “tool to do something”. CLIL offers the opportunity to “use” the language and learn it at the same time. The problem of the lack of time can be solved by learning two things at the same time. Moreover, the contents can motivate the students. In CLIL there are many factors that an ordinary language course cannot offer.

4. Spanish CLIL class attempt

Here is an attempt to design a Spanish CLIL class. In the introductory classes held before this, the basic rules of pronunciation are expected to be learned. This is the very first class that introduces grammar.

- Content: Catholic Monarchs of Spain
- Grammar: Verb *ser* (Conjugation, *ser* + noun)
- Vocabulary: Relatives and family members
- Communication: Talking about one’s own family
- Number and length of classes: 2 classes of 90 minutes each

1.		<p>Title page Teach the meaning of “España” (Spain) using a map.</p> <p>Coat of Arms of the Catholic Monarchs.</p>
2.		<p>Content 1 Slide to show the meaning of the basic vocabulary of this class.</p>

3.

Artículos

el rey los reyes (el rey + el rey / el rey + la reina)
la reina las reinas (la reina + la reina)

	Singular	Plural
Masculino	el	los
Femenino	la	las

Language 1

Slide to show the forms of definite article (equivalent to the) and simple formation of plural of nouns.

4.

Antes
~1474

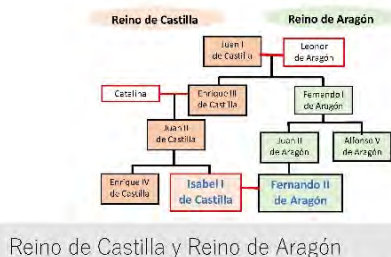


Content 2

Map of Spain before 1474.

The students can easily guess the meaning of the word *reino* by analogy of *rey* and *reina*.

5.



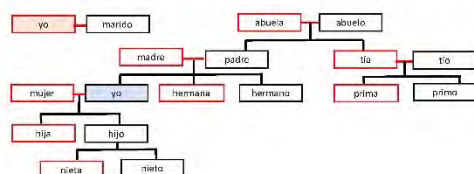
Content 3

Family tree of Isabel and Fernando.

Instead of using a fictitious family, authentic information can be used in a CLIL class.

6.

Vocabulario



Language 2

Presentation of basic vocabulary of family and relatives. Most of the Spanish textbooks for beginners teach these words to be able to talk about one's own family members.

7.



Language 3

Vocabulary practice combined with simple grammar practice: the use of *es* (is) form of the verb *be*.

Isabel de Castilla is Juan de Castilla's daughter.

Fernando de Aragón is Juan de Aragón's son.

8.

- Isabel es la hermana del rey Enrique IV de Castilla.
- Isabel es la princesa de Castilla y León.
- Fernando es el hijo del rey Juan II de Aragón.
- Fernando es el Rey de Sicilia y el príncipe de Aragón.



19 de octubre de
1469



Content 4

With the help of pictures and applying the simple grammar and vocabulary learned with slides 6 and 7, this slide explains that Isabel and Fernando got married and they became prince and princess of both the kingdoms.

9.



Content 5

The video is taken from a TV series based on history. It shows the wedding scene of Isabel and Fernando.

10.

Isabel es la **mujer** de Fernando.

Fernando es el **marido** de Isabel.

Content 6

Isabel is Fernando's wife.

Fernando is Isabel's husband.

11.

sí



no

- ¿Isabel es la mujer de Fernando?

- Sí, es la mujer de Fernando.

- ¿Isabel es la hija de Fernando?

- No, no es la hija de Fernando.
Es la mujer de Fernando.

Language 4

Explanation of simple yes/no question.

Is Isabel Fernando's wife?

Yes, she is Fernando's wife.

Is Isabel Fernando's daughter?

No, she is not Fernando's daughter.

12.



- | | |
|---|---|
| • ¿ Isabel I de Castilla es la hija de Juan II de Castilla? | Sí, es la hija de Juan II de Castilla. |
| • ¿ Isabel I de Castilla es la nieta de Enrique III de Castilla? | Sí, es la nieta de Enrique III de Castilla. |
| • ¿ Enrique III de Castilla es el hermano de Juan I de Castilla? | No, no es el hermano de Juan I de Castilla. Es el padre de Juan I de Castilla |
| • ¿ Enrique III de Castilla es el padre de Fernando I de Aragón? | No, no es el padre de Fernando I de Aragón. Es el hermano de Fernando I de Aragón. |

Sí, es la hija de Juan II de Castilla.

Sí, es la nieta de Enrique III de Castilla.

No, no es el hermano de Juan I de Castilla.
Es el padre de Juan I de Castilla

No, no es el padre de Fernando I de Aragón. Es el hermano de Fernando I de Aragón.

Language 5-1

In groups or in pairs, students practice Language 4 verbally. Some examples are shown in the slide, but they can make their own questions and answers.

18.



Content 9-2
The answer of slide 17.

19.

¿Isabel y Fernando?

Conquistadores

- (1) Cristóbal Colón (Descubrimiento de América)
- (2) Hernán Cortes (Conquista del Imperio Azteca, México)
- (3) Francisco Pizarro (Conquista del imperio Inca, Perú)

- (1)
Colón, Cortés y Pizarro son conquistadores.
Colón es conquistador de la época de Isabel y Fernando.
Descubrimiento de América (1492)

Content 10
Conquistador is one of the words which students can be familiar with from their high school history class. It is not difficult to assume that *Cristobal Colón* is *Christopher Columbus*.

20.

¿Isabel y Fernando?

Religión



- (1) los protestantes (Martín Lutero) **NO**
- (2) los judíos **NO**
- (3) los turcos **NO**

Content 11-1
The words here are more complicated.
They can be used to teach vocabulary
guessing strategies.

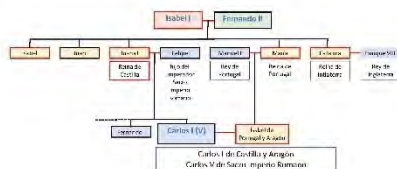
21.

(2) Expulsión de los judíos(1492)



Content 11-2
The answer of slide 20.

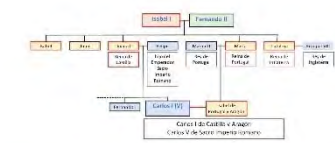
22.



Los hijos de Isabel y Fernando

Content 12
The family tree of Isabel and
Fernando's descendants.

23.



- ¿(Tú) eres Fernando?
- Si, (yo) soy Fernando.
- ¿(Tú) eres Fernando?
- No, (yo) no soy Fernando.
(Yo) soy Felipe.

Grammar 6

Each student becomes one of the members and plays some games using sentences such as:

Are you Fernando?

No, I am not Fernando.

24.



Content 13

The map shows how Carlos, grandson of Fernando and Isabel, formed his Empire.

5. Observation

Mehisto et. al. (2009) points out 6 core features of CLIL methodology: 1) Multiple focus, 2) Safe and enriching learning environment, 3) Authenticity, 4) Active Learning, 5) Scaffolding, and 6) Co-operation. The Spanish CLIL class presented in section 4 is a multi-focus class that teaches introductory level Spanish and history. It is easier to obtain safe and enriching learning environment when all the students' level is equal, that is, in this case, almost zero. Original (authentic) texts are too difficult to read in class, but pictures, graphics, maps, and videos can be used as information sources. Instead of using a fictitious family tree, as we normally do to practice vocabulary of family members, in this class, we use real names. Group activities are commonly practiced in any type of language classes to exchange simple information, to practice grammar, to help to understand or memorize some elements, etc. In CLIL class, it can also be put to practice to exchange ideas on the content they have learned. As for scaffolding, the instructor should carefully offer the basics of the language. It is necessary to know not only the words that the learners know, but also the words whose meaning they can guess assuming from the English or from the context in which they are used.

6. Conclusion

Throughout the years, the methodology of foreign language education has undergone numerous changes. A few decades ago, even teachers believed that it was impossible to lead our students to be efficient language users, but nowadays we know that our students want to learn the language to be able to communicate with people. It is absolutely necessary to offer opportunities to “use” the language during the class. CLIL is an approach to learn the language by using it, and I am sure that it is the future of our introductory level foreign language education.

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Pictures:

Slides 2, 6 and 21:

<http://www.rtve.es/television/isabel-la-catolica/capitulos-completos/>

Slide14: Isabella I of Castile https://en.wikipedia.org/wiki/Isabella_I_of_Castile

Slide15: Fernando el Católico

[https://commons.wikimedia.org/wiki/File:Fernando_el Católico \(Ayuntamiento de Sevilla\).jpg](https://commons.wikimedia.org/wiki/File:Fernando_el_Cat%C3%B3lico_(Ayuntamiento_de_Sevilla).jpg)

Slide 24: La España del Siglo XVI. Reinado de Carlos I y Felipe II

<https://www.davidstreams.com/mis-apuntes/la-espana-del-siglo-xvi/>

Learning and Expanding What Nijmegen Tells Us About CLIL

Hirosada IWASAKI, University of Tsukuba

Introduction: CLIL in Japan and EU

The need for CLIL varies in Japan. Such situations may come from (a) the need to recruit more international students for such projects as G30 Project or Top Global University Project in Japan, (b) the need to improve Japanese students' high-profile proficiency test scores such as TOEFL, TOEIC or GTEC which could contribute to obtaining better jobs or entering graduate courses, (c) the need to offer mixed classes for Japanese and overseas students to improve English and Japanese proficiency levels and/or to decrease the number of language classes, and (d) the need to bridge the (sometimes wide) gulf between academic studies and global business.

This trend has been observed by looking into the increasing number of CLIL/EMI (English-medium instruction) undergraduate courses in Japan's universities. There were 176 courses in 2005, and it increased to 305 in 2015.

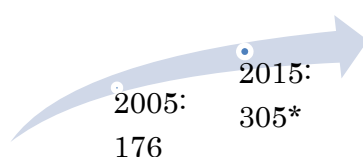


Figure 1. The increase of CLIL/EMI undergraduate courses in Japan;

*about 40% of Japan's 785 universities (Bradford, 2019).

However, the above increase is no match for the huge increase of CLIL/EMI courses in EU: 55 in 2009 but 2900 in 2017.

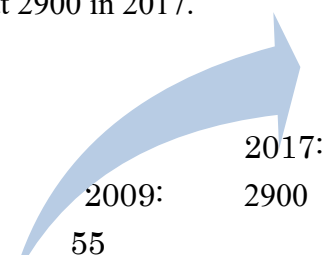


Figure 2. The increase of CLIL/EMI undergraduate courses in EU (Bradford, 2019).

The modest increase of CLIL courses in Japan when compared with EU may be attributed to Japanese academia in which it is still claimed that by adopting CLIL courses, teachers would end up teaching considerably less and students learning considerably less; also, it may be attributed to the present situation in which each

university is still lacking in teachers who are eligible for CLIL courses in special fields of study (Iwasaki, 2019).

Class observation in Nijmegen

Various insight has been gained through visiting bilingual primary school, secondary school, and tertiary school or university in Nijmegen, the Netherlands. For example, De Lanteerne Primary School shows that interactive CLIL classes have been implemented since early stages. Teachers talked reasonably slowly with specific objects, toys, and books. Pupils reacted to the teacher, often helping each other with given instruction. Some pupils actually talked with the visitors in English about what they were doing without hesitation.

One of the secondary schools we visited was Kandinsky College and their environments gave us informative insight. The school offers a choice between bilingual and Dutch language education, and also a choice of higher general continued education (*hoger algemeen voortgezet onderwijs*, HAVO) or pre-vocational secondary education (*voorbereidend middelbaar beroepsonderwijs*, VMBO). When bilingual education is chosen, which is the case with 60 to 70% of the students, students learn most of their various subjects in English in the first two years. Their website claims that “Those who opt for bilingual education not only attain a high level of English, but are also able to reach far beyond the boundaries of their own country” (<https://kandinskycollege.nl/english/>).

In fact, it was students’ fluency as well as teachers’ fluency which impressed us visitors. In chemistry class, for example, teachers used some graphic aid (computer animation) and minimum explanation for technical terms in Dutch; students had a pair or group work for discussing particular topics, often with high-proficiency students helping less proficient students. In English classes, students had a group work with their smartphone for the internet search, which led to peer reviews with each other’s work on human rights, with emphasis on critical thinking. There were no paper English dictionaries around, and students, when necessary, used their smartphone dictionary apps to clarify meanings of English words. As for bilingual teachers (except native speakers of English), they go through a “maintenance” period for their English every three years, attending English training courses. Their bilingual secondary education classes seem to have attained the English levels which most of Japan’s universities aim at, or, probably, dream of having. This seems to have led to the situation in which universities such as Radboud University we visited attract many students from EU countries for their bilingual CLIL education.

“Tailoring” CLIL in Japan

There is a lot to learn from CLIL-minded countries with successful results such as the Netherlands. It should be noted, however, that there are quite a few differences concerning CLIL in the Netherlands and Japan. For example, the language distance between English and their L1 is quite different, and the students’ fluency in both countries needs to be taken into consideration accordingly. The geographical environment and degrees of need for English are other factors to be considered.

However, these differences do not mean lessening the need of CLIL in Japan; instead, they mean that putting CLIL into practice in Japan should involve “tailoring” CLIL in various aspects. Therefore, I would like to point out the following four aspects.

First, not only in language courses but also in any other CLIL courses, consciousness raising as a way of motivating students is necessary. This means that to overcome the barrier of manipulating English from the start of each class, teachers may begin with peer discussion of given challenging but intriguing questions. For example, instead of directly beginning the lecture on deadly viruses and preventive methods, the class may begin with the following pictures with the question: “How do you think dogs would contribute to terminating malaria?”.

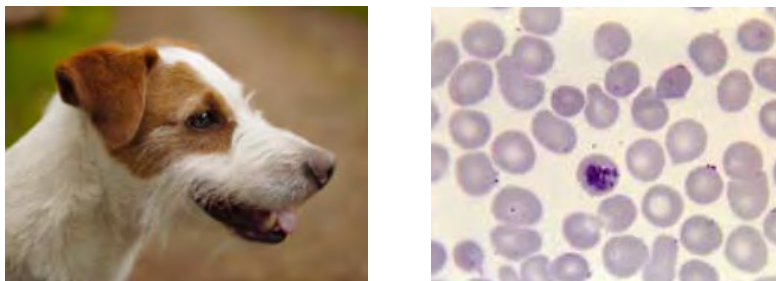


Figure 3. Pictures of a dog and malaria as a starter.

It does not matter whether students come up with the right answer or not; it is intended to raise consciousness and motivation and to involve students in the topic. In passing, the above pictures come from the research in which dogs are trained to find the water pool in which immobile mosquito larvae carrying malaria reside, and people go there and kill them with insecticide before they fly away (see https://www.ted.com/talks/bart_knols_3_new_ways_to_kill_mosquitoes).

Second, paraphrasing or rephrasing of low-frequency words and phrases are necessary for Japanese learners of English. The following are some of such examples of paraphrasing.

(1) Such bird nests are inaccessible. → Such bird nests are difficult to reach.

(2) The vexillology association showed the result. → The association which studies flags showed the result.

What counts is messages and not the exact wording in the source materials; therefore, low-frequency words should be avoided or defined until students feel comfortable with them. This paraphrasing is not necessarily easy for Japanese students as well as teachers, and therefore, monolingual dictionaries can be used. The following is the first definition of *inaccessible* and after this definition is understood, giving a paraphrase as in (1) should not be difficult.

(3) An **inaccessible** place is very difficult or impossible to reach. (*COBUILD advanced learner's dictionary*, 5th Ed.)

The third is another factor for language support, and this is to prepare a collocation-based glossary. Many low-frequency words may be paraphrased as shown above in the second point, but still many technical terms need to be used. In such a case, preparing a glossary for technical terms may come handy, but it should be collocation-based. Collocation is a habitual and semantic combination of words, which are quite vital when words are put into practical use, especially for productive tasks. The following is a contrast between the traditional and collocation-based glossaries.

(4) Traditional bilingual glossary (with L1 equivalents)

correlation 相関

(5) Collocation-based glossary (with verb and adjective collocates)

have [show] a high [moderate, low] correlation 高い [中程度の、低い] 相関を示す

The word *correlation* can be difficult to use if learners have no knowledge about what verbs or adjectives go with them, especially when they discuss experimental results with this word productively.

The fourth point for successful CLIL practice is institutional support. This involves (a) offering FD workshop on CLIL to teachers concerned, (b) sharing source materials (especially English videos) among CLIL-minded teachers, (c) offering bridge courses in the curriculum between the language courses and specific study fields, and (d) hiring more proficient teachers who can teach CLIL courses.

Conclusion

The CLIL seminar in the Netherland has provided us with great opportunities to observe successful CLIL classes in different environments and gain more insight into CLIL. At the same time, in order to make CLIL successful in Japan, it is necessary to

adjust CLIL into our own environments. Along this line, four points have been pointed out, and more empirical research is in order to verify these points mentioned in this paper.

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**Developing Competences for Democratic Culture:
A Curriculum Design in CLIL Course**

Hongtao JING, Soka University

The 2nd J-CLIL Teacher Education Seminar in 2019

**Developing Competences for Democratic Culture:
A Curriculum Design in CLIL Course**

JING Hongtao
Soka University
2019-9-13

0

Self-introduction

- Came to Japan in 2004, Trilingual
- Research: Intercultural communicative competence, teacher cognition, global awareness, global citizenship/intercultural citizenship education, CLIL
- CLIL teaching experiences:
 - Cross-Cultural Distance Communication (4 years)
 - Language and Intercultural Communication course (2 years)
 - English for Career Development Program (ECD, Marketing, 2 years)

1

Outline

Introduction

Theoretical framework

Research method

The intercultural communication course

2

Introduction: funding source for study

- ◆ Grants-in-Aid for Scientific Research Program
- ◆ “Developing Intercultural Communicative Competence through CLIL in Japan and China” (2019/4 - 2022/3)

3

Introduction

- ◆ **Research Problems:** English Medium Program: 11 courses, ECD can not meet students’ needs for study abroad, no need for English credits.
- ◆ **Cultnet Project:** the Reference Framework of Competences for Democratic Culture (RFCDC), language teachers working with teachers of other subjects (Mike Byram, Martyn Barrett)
- ◆ **Research Purpose:** The purpose of the action study is to explore effective pedagogy to develop **Competences for Democratic Culture (CDC)** in **content and language integrated learning (CLIL)** classroom for university English learners in a Japanese university.

4

Literature review: CLIL

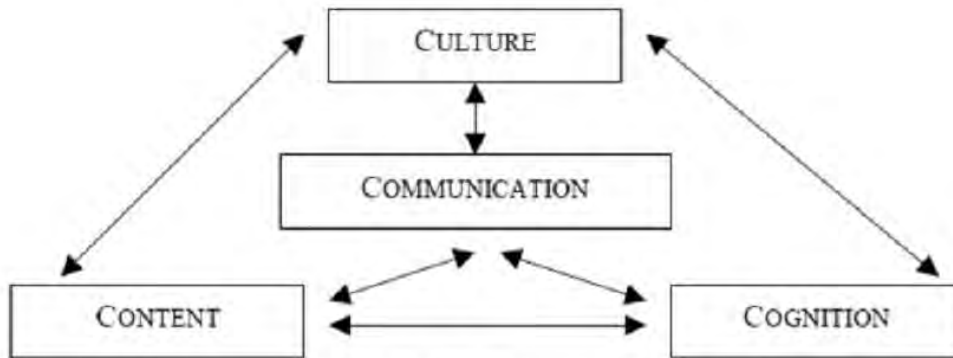


Figure 1. The 4Cs of CLIL (Meyer, 2010)

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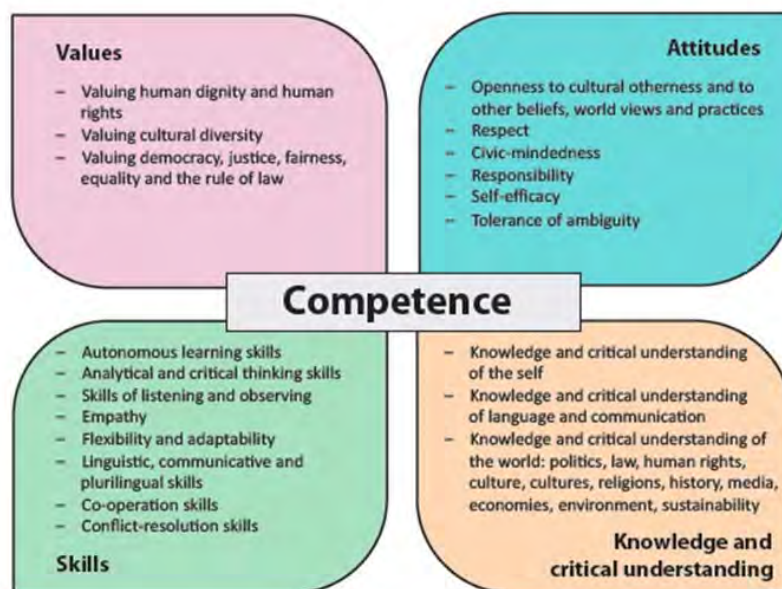


Figure 2. Model of Competences for Democratic Culture (COE, 2018)

6

Methods and approaches

The Reference Framework of Competences for Democratic Culture (RFCDC) <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture>

Content-based methods and approaches

– Using the existing curriculum – within subject areas (RFCDC, 2018 Vol 3, p.29)

Language and literature

Language and literature teachers may opt to select texts that deal with societal issues such as discrimination, race, gender and violence, looking at the ways writers and poets approach social and political issues and thus set in motion social and moral inquiry.

Written assignments and debates can also focus on social issues. (RFCDC, 2018, Vol 3, p.39)

7

CLIL research review

- ◆ Strong Eurocentric orientation (Dalton-Puffer and Nikula 2014; cf. Banegas 2011, amongst others).
- ◆ CLIL is generally implemented in secondary school contexts (Cenoz 2015), with little focus on the higher education sector (Aguilar and Rodríguez 2012; Aguilar and Muñoz 2014).
- ◆ However, little attention has been paid to how ICC theory can be realized in the CLIL curriculum. There are very few empirical studies testing these ideas in the field of CLIL, except those that have been reported by Byram, Golubeva, Han and Wagner (2017), Yulita, L. (2018).
- ◆ Therefore, this study addresses this gap through the examination of intercultural competences during CLIL classroom in Japanese university.

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Methodology

Research Questions:

1. How can CDC framework be introduced into CLIL course in a Japanese university?
2. What competences for democratic culture did the students develop in CLIL activities?

Participants: 21 students

Data collection: pre and post-survey, interview, TOEIC, presentation

Data analysis: open, thematic coding (Creswell, 2013), survey

9

Data analysis plan

- ◆ CLIL model (Ikeda, 2016)
- ◆ CDC survey
- ◆ TOEIC (NetAcademy NEXT)

Timeline

- ◆ 2019/9-2020/1: Data collection
- ◆ 2020/2-2020/7: Data analysis
- ◆ 2020/8~Presentation in J-CLIL

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表3 CLIL 授業の設計図

Content (内容)	Communication (言語)	Cognition (思考)	Culture (協学)
Declarative knowledge (宣言的知識)	Language knowledge (言語知識)	Lower-order thinking skills (低次思考力)	Cooperative learning (協同学習)
Procedural knowledge (手続的知識)	Language skills (言語技能)	Higher-order thinking skills (高次思考力)	Global awareness (国際意識)

Ikeda, M., Watanabe, Y., & Izumi, S. (2016).

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Can-do statements for Competences for Democratic Culture

Reference: The Reference Framework of Competences for Democratic Culture
(<https://www.coe.int/en/web/education/competences-for-democratic-culture>)

Intermediate level

To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
Values (6)				
I can defend the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment				
I can argue that all public institutions should respect, protect and implement human rights				
Attitudes (13)				
I can express curiosity about other beliefs and interpretations and other cultural orientations and affiliations				
I can express an appreciation of the opportunity to have experiences of other cultures				
Skills (16)				
I can learn about new topics with minimal supervision				
I can assess the quality of my own work				
Knowledge and critical understanding (11)				
I can reflect critically on my own values and beliefs				
I can reflect critically on myself from a number of different perspectives				

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Intercultural Communication Course

- This class is designed for students who are interested in studying abroad and working in global workplace in the future. This course welcomes international students.
- This course will introduce intercultural communication. It examines intercultural communication theory, research, and practice to better understand the complexities of intercultural communication in diverse international and global settings.
- This course aims to help students develop intercultural communicative competence and to be intercultural/global citizens.
- Classes will combine lecture, readings, videos, group discussion, writing, and presentation. Weekly homework for this course includes reading, NetAcademy NEXT, EnglishCentral.

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Course Description

Theoretical framework:

CLIL
CDC

Learning activities:

- In-class discussions
- Student presentation
- Final presentation
- English Forum

Assessment:

Assessment	Percentage	Evaluation Criteria (Explanation)
Final Exam	20%	10% Final Presentation 10% Test (TOEIC)
Continuous Assessment	45%	15% Homework 10% Presentation 15% Participation 5% AIE writing
Self-Access	35%	10% English Forum (5 times) 15% NetAcademy NEXT 10% e-learning: English Central

Textbook:

Kim, Y. Y. (2017). The international encyclopedia of intercultural communication.

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Course Description

Course period:

2019/9-2020/1(Fall semester)

1.5 hours x 2 times/week, 15 weeks: 30 lessons

2 classes

Students: 21

Japanese students:17

International students: 4

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Schedule (Topics)

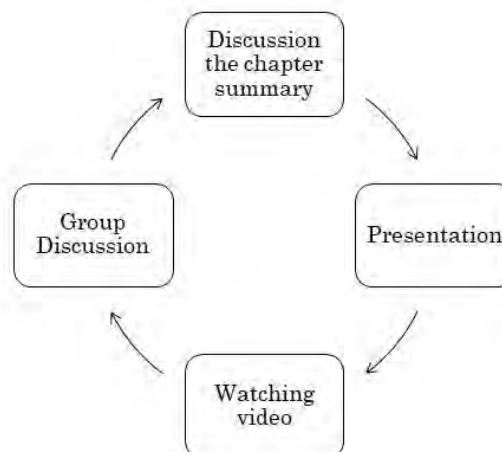
- | | |
|---|--|
| 1. Definitions of Culture | 7. English as an International Language |
| 2. Intercultural Awareness | 8. Training for Study Abroad Programs |
| 3. Competences for Democratic Culture | 9. Intercultural Communication Study in China |
| 4. Intercultural Communication Competence | 10. Nonnative-Speaking Teachers of English as a Foreign Language |
| 5. Intercultural Citizenship | 11. Second Language Teacher Education |
| 6. Global Citizenship | |

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Classroom activities

Pre-homework

- ◆ Read one topic (5-10 pages)
- ◆ Make PPT in pair or group (10 pages contents)
- ◆ Do worksheet



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Result : 4c

Content	Theory of intercultural communication
Communication	Academic skills, chapter summary, presentation, group discussion
Cognition	Developed critical thinking through reflection of intercultural experiences during study abroad, and intercultural activities at Intercultural Communication
Culture/ Community	Intercultural community in class, English Forum, cooperative learning

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Implication from Radboud University

English-taught Bachelor's programme in International Business Communication

- ◆ Language and Communication
- ◆ Intercultural Communication
- ◆ International Markets

Radboud in'to Languages

- ◆ Communication Programmes: Intercultural Communication/ Intercultural Competence

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Thank You!

JING Hongtao
tonyhongtaojing@gmail.com

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Some J-CLIL reflections: Implementing CLIL to a linguistics course

Noriko NAGAI, Ibaraki University

1. Prologue

CLIL is a very attractive and promising educational approach for learners to acquire 21st century competences which enable them to utilize various types of newly acquired knowledge to tackle complex issues collaboratively with people from different disciplinary and cultural backgrounds using a medium language. Designing CLIL courses requires serious consideration and planning to help learners acquire such competences. In particular, we need to consider how to integrate content and language in a target lesson. Through J-CLIL workshop held in Nijmegen in the Netherlands, I reflected on linguistic and English courses I teach, wondering how to implement CLIL to them. This paper first overviews a unit of a linguistic course designed using CLIL approach and presents some reflections made throughout the workshop.

2. Overview of a CLIL lesson on Japanese and English passives

The unit of a linguistic course presented here is about crosslinguistic similarities and differences between Japanese and English passives. The aim of the unit is to help learners become more aware of the fact that their feelings and thoughts are mediated by their mother tongue, Japanese and the mediated expressions may not be directly transferrable to English. It also attempts to help learners acquire basic linguistic knowledge about passives and analytical skills to make a clear distinction between linguistic properties common to both languages and peculiar to one of them. The unit consists of three parts. Part I aims at thorough understanding of English passives through reading activities. Part II attempts to help learners become more aware of crosslinguistic similarities and differences through observing and analyzing passive data in both languages. Part III intends to help learners express their feelings and complaints in more appropriate ways in English.

To design and plan the unit, Bloom's taxonomy (Anderson et al., 2014) and the illustrative descriptors in the CEFR Companion Volume with new descriptors (Council of Europe, 2018) were consulted. Types of knowledge and cognitive skills necessary for each part are identified by using the taxonomy so that appropriate tasks and scaffolding

which facilitate the acquisition of them are developed and created. The knowledge and cognitive skills aimed at each part is presented in Table 1.

Table 1 Knowledge and cognitive skills planned to be acquired (the taxonomy table adapted from Anderson et al., 2014, p. 28)

The knowledge dimension	The cognitive process dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual	Part I	Part I				
B. Conceptual	Part I	Part I	Part III	Part II		
C. Procedural				Part II	Part II	
D. Meta-cognitive						Part III

To make a clear distinction between factual and conceptual knowledge is important in teaching. For instance, knowing parts of speech such as nouns, verbs, and adjectives is factual knowledge but using them as a tool to analyze sentences requires their conceptual knowledge: what part of speech constitutes what part in a sentence. When introducing parts of speech in Part I, this distinction needs to be taken into consideration and different types of tasks should be developed to help learners attain and acquire these two different types of knowledge about parts of speech.

CEFR illustrative descriptors are utilized for various purposes: to set up concrete learning outcomes of each part in the unit, to design tasks and scaffoldings, to prepare teaching materials, and to assess learning. The descriptors referred to and adapted are listed in Table 2:

Table 2. CEFR/CV illustrative descriptors adapted in each unit

Unit	Illustrative descriptors
Unit 1	Reading for information and argument (COE , 2018, p.63)
	Processing text in writing (COE, 2018, p.112)
	Streaming a text (COE, 2018, p. 129)

Unit 2	Explaining data in writing (COE, 2018, p.10)
	Collaborating to construct meaning (COE, 2018, p.119)
	Linking to previous knowledge (COE, 2018, p. 28)
	Explaining data in speech (COE, 2018, p.109)
	Writing reports and essays (COE ,2018, p.77)

To select a reading material on English passive appropriate to the proficiency level of the learners, the reading for information and argument descriptors are referred to. The section of voice in Quirk et al. (1978) was selected because it describes and explains the English passive construction concisely in simple terms without reference to a particular linguistic theoretical framework. A few lines from the text are excerpted below:

Voice is a grammatical category which makes it possible to view the action of a sentence in two ways, without change in the facts reported:

- (a) The butler murdered the detective
- (b) The detective was murdered by the butler

Sentence (a) is in the active voice, and sentence (b) in the passive voice.

(Quirk et al., 1978, p.801)

Vocabulary list and study questions are provided with the reading material. Learners are expected to learn the vocabulary and work on the study questions before the lesson. In the classroom, they will discuss them. The final task in Part I is a short presentation in Japanese¹, explaining the English passive to someone who is unfamiliar with the construction and write a reflection note on this task, reflecting on their presentations and comments they received from the audiences.

The purpose of Part II is to raise learners' awareness about crosslinguistic similarities and differences. Learners are asked to analyze Japanese passive sentences while comparing their syntactic and morphological features with those of English passives learned in Part 1 and to discuss them in groups. To participate in the discussion

¹ This task can be done in English as well. However, it is also important for learners to be able explain what they learned in English to those who do not understand English.

in the classroom, learners are expected to analyze data individually first based on key points for analysis prior to the lesson. The following Japanese active sentences with transitive verbs and corresponding passive sentences are given²:

- (1) a. John-ga Bill-o but-ta
NOM ACC hit-PAST
 “John hit Bill.”
- b. Bill-ga John-ni but-are-ta
NOM by hit-PASS-PAST
 “Bill was hit by John.”
- c. Mary-ga Bill-o John-ni but-are-ta
NOM ACC by hit-PASS-PAST
 “Mary was adversely affected by John’s hitting Bill.”
- (2) a. John-ga konpyuta -o kowashi-ta
NOM computer- ACC break-PAST
 “John broke a computer.”
- b. konpyuta-ga John-ni kowas-are-ta
computer-NOM by break-PASS-PAST
 “The computer was broken by John.”
- c. Mary-ga John-ni konpyuta-o kowas-are-ta
NOM by computer- ACC break-PASS-PAST
 “Mary had her computer broken by John.”

To facilitate the analysis the following key points are provided:

Key points for analysis

- Compare and contrast sentences in (1) and (2) and discuss similarities and differences concerning the following aspects: verb forms, grammatical roles (subject and object), and agentive phrases.

² Unlike English, Japanese has two types of passives: direct and indirect passives. The direct passive is similar to the English passive, raising the object of an active verb to the subject of the passive sentence. The indirect passive is unique to Japanese, in that the object of an active verb remains as object and even intransitive verbs are passivized. The Japanese data presented in (1) through (4) are made to reflect these facts.

- Based on the reading in Part I, classify sentences in (1) and (2) into the active and passive voice.
- Compare (b) and (c) sentences in example (1) and (2) discuss similarities and differences, concerning the following aspects: verb forms, grammatical roles (subject and object), agentive phrases and semantic differences.
- Discuss how many types of Japanese passives there are and describe properties of each type and semantic differences.

Then, passive sentences with intransitive verbs, (3) and (4) are provided and asked to compare them with the passive sentences in (1) and (2) following key points for the analysis:

- (3) Mary-ga pet-ni shin-are-ta
 NOM pet-by die-PASS-PAST
 “Mary was adversely affected by her pet’s death.”
- (4) Mary-ga aka-chan-ni nak-are-ta
 NOM baby-by cry-PASS-PAST
 “Mary was adversely affected by the baby’s crying.”

Key points for discussion

- Are verbs in (3) and (4) transitive or intransitive verbs?
- What are similarities and differences between examples in (3) and (4) on one hand and passive examples in (1 b & c) and (2 b & c) on the other? When discussing them, make sure to refer to verb forms, grammatical role alternations and semantic similarities and differences.
- Classify Japanese passives and state how many types of passives there are in Japanese. Describe features of each type. Finally state similarities and differences between Japanese and English passives.

After the discussion, learners are expected to write a short paper in English on crosslinguistic similarities and differences between English and Japanese passives³.

³ The instruction on how to write a comparison and contrast paragraph is given prior to this task.

Finally in Part III, learners first work on the following grammatical judgement task to assess their knowledge about English passives⁴ and then are asked to express some complaints they have in their daily life in English.

- (5) a. The speech was delivered to the audience.
b. John was criticized the lack of his contribution to the group work.
c. Bill's wallet was stolen by someone.
d. Mary was cried by a baby.
e. The thief was arrested by a police last night.
f. Bill was died by his pet.
g. Mary was stepped on her foot in a train.

3. Some reflections

The workshops by Rossie Turner and Hilary Phillips and Gonnny van Hal as well as class observations at Kandinsky College and Over Betuwe College Bemmelen made me ponder the following questions concerning my teaching:

- (6) Are there enough devices to draw learners' attention to the unit?

The current lesson plan does not have enough tasks to draw learners' attention to linguistics itself. It is necessary to create tasks which make them more interested in linguistic analysis and feel its importance. The question is what kinds of tasks.

- (7) Are there enough devices to help them engage in learning?

Tasks are based on how to enable them to analyze words, phrases, and sentences. I need to think of different types of devices to help them engaged in tasks. It is necessary to create tasks which make learners wonder why they are expressing something the way they are in English, which turns out inappropriate.

- (8) Am I forcing learners to analyze data from my own perspective?

⁴ Examples (b), (d), (f), and (g) are ungrammatical sentences.

In the past, some students classified Japanese passives into two types based on the type of verbs, transitive vs. intransitive verbs. We did not discuss why this classification was not as good as the one I suggested; the distinction based on whether or not the object stays in position or not. Using the former classification, a category with transitive verbs must further be subcategorized into two, resulting in three categories all together, while the latter only demands two categories. It is important to discuss the way learners make classification and why. The discussion will lead to a deeper cognitive learning, not just getting factual knowledge about Japanese passives.

Through class observations in Kandinsky College and OBC Bemmél, I wondered what factors need to be taken into consideration when creating appropriate scaffoldings. They should include at least learners' proficiency levels of a target language, knowledge about the subject, general cognitive abilities, and

(9) What else?

The talk by Kevin Schuck provided me with a great opportunity to ponder the role of language as a cognitive tool. The pluriliteracies approach he introduced drew my attention and I looked into their project. Meyer (2015), Meyer et al. (2015), and materials and information about the pluriliteracies approach in the ECML site made me to consider

(10) How to help learners use English as a cognitive tool which enables them to understand various linguistic phenomena more deeply?

At the same time, I start to wonder if CLIL is limited to teaching disciplinary contents in a language other than the native language. Even when we teach them in the native language, it plays a crucial role to mediate learners' thinking. Language is the key factor for deeper learning. Hence, CLIL is a general approach to teaching content in any languages including a mother tongue.

4. Epilogue

The issues raised above will constitute my future research. In particular, the role of language as a cognitive role needs to be clarified and articulated more transparently. Also what competences are included in literacy specific to a discipline, for instance what linguistics literacy constitutes? Literacy includes knowledge about the subject as well as competencies to be transferred to solve issues encountered. The J-CLIL workshop provided me with a great opportunity to raise these research questions. The answers to them await rigorous research in the future.

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CLIL of Physical Education and English in Japan

Yoshihiro NIGO, Japan Coast Guard Academy

CLIL of Physical Education and English in Japan

J-CLIL Teacher Education Seminar

Radboud University, 13 September 2019

Japan Coast Guard Academy

(海上保安大学校)

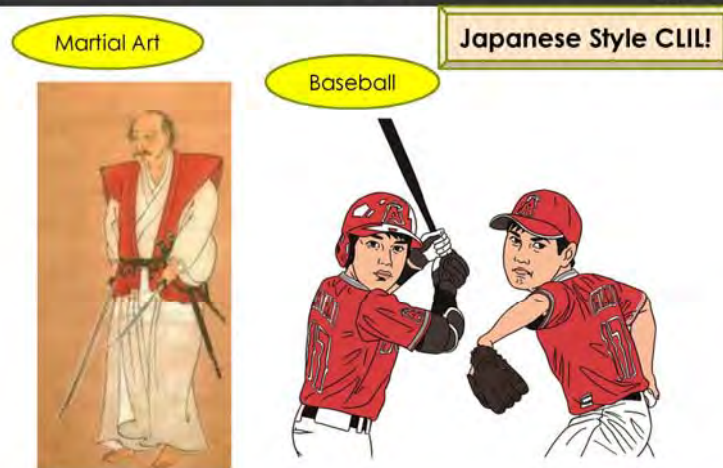
Yoshihiro Nigo

(二五 義博)

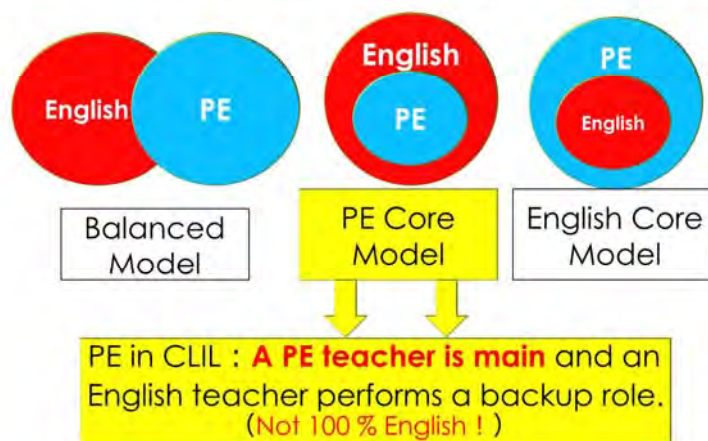
Contents

1. Introduction
 2. The Study
 3. PE CLIL Practice
 4. Questionnaire Results
 5. Conclusion
- References

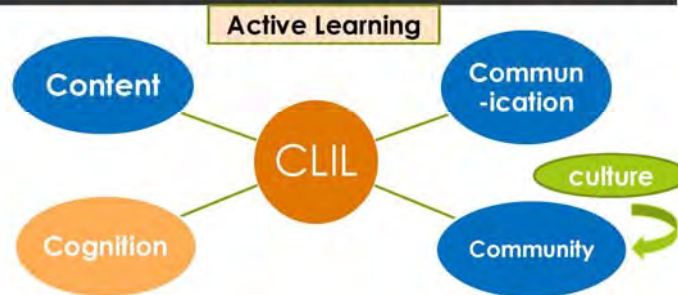
CLIL: “Two-sword Fencing”



Three Types of PE CLIL



Features of CLIL: The Existence of 4“C”s



* Rich and meaningful Content & Communication

* Importance of learner-centered communication

* Tasks combined with Cognition and cooperative learning

The aims of the Study

- ◆ This study aims to verify how Physical Education (PE) CLIL is effective for raising learners' motivation, English communication skills, thought and cooperative learning at a high school level.



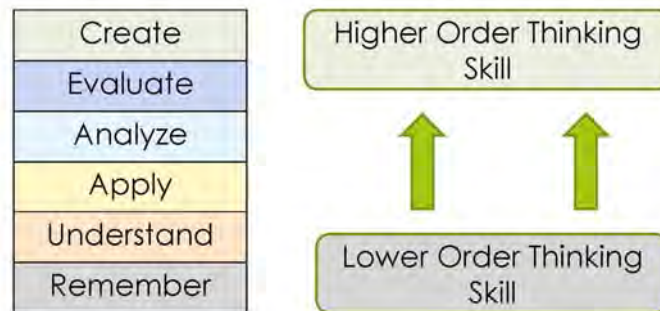
- ◆ Some CLIL activities related to six levels of thinking skills (Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating) as seen in Bloom's taxonomy are fully examined.

The Outlines of Study

- ◆ 122 first-year students (in 3 classes) at National College of Technology (age: 15-16) participated in this research.
- ◆ This PE CLIL class was practiced in the form of "team-teaching" (content and language teachers).
- ◆ This practice was conducted in three 90-minute Volleyball classes.
- ◆ The questionnaire of multiple-choice and free description types was given to the participants after the CLIL class.

Cognition in CLIL

- **The Classification of thinking** in CLIL was devised by Bloom and revised by Anderson. (Watanabe, Ikeda, Izumi, 2011, pp.7-8)



The flow of classes



First Practical Training

In the gym

Course Content and Teaching Materials

Content	Materials	Language
Introduction (5 minutes)	English Scenario for Teachers	English
Group Work (20 minutes)	English Scenario for Students	English
1) Warm-up		
2) Stretch		
3) Drill ①		
4) Drill ②		
Tactical Time-out (10 minutes)		Japanese or English
Main Game (50 minutes)	Point for English	Japanese or English
Reflection (5 minutes)		English

Introduction (5 minutes) / English Scenario for Teachers

1. Class, gather up here.
2. Line up in four rows.
3. Stand straight. (Class Representative : Class Rep)
4. Bow. (Class Rep)
5. We're ready, the teacher. (Class Rep)
6. Sit down
7. Anyone absent?
8. Anyone observing?
9. Did anyone forget the gym uniform?
10. Anyone sick?
11. Anyone injured?
12. Ok, everyone.
13. We will play volleyball today.
14. This is what we are going to do today.
15. First, let's do a warm up in each group.
16. After doing warm-ups, let's do two kinds of drills.
17. Lastly, we will do games.
18. Any questions?
19. Now, let's start with a warm up.
20. Each Reps gather up here.
21. Please read this to your team.
22. Make sure that you demonstrate each action.

Group Work (20 minutes)

① Warm-up and Stretch



② Drill 1



③ Drill 2



Group leader's explanation in English



English Scenario for Warming up

Menu	Scenario for a group leader
Circle and pass (1) Direct pass 	1. Now, let's start with a warm up. 2. The warm up is the circle and pass. 3. First, let's do a Direct pass. 4. Then, start!
(2) Toss & Pass 	1. I will change conditions. 2. Next, Toss & Pass. 3. Then, start!
(3) Underhand & Overhand Pass 	1. I will change conditions. 2. Lastly, Underhand & Overhand Pass. 3. Then, start!

Tactical Time-out (10 minutes)



Roles	Number
1. Starting Member	6
2. Substitute Member	3
3. Analyst	1

Main Game (50 minutes)



Rule	
Team	4
Type of Match	League Match
Game	1 Set
Point	25 points/Game

Introduction of Point for English (PFE)

1. Today's English Expression

Japanese	English	Japanese	English
1. 私が取るよ!	I got it!	8. よくやった!	Good job / Good work!
2. 取れるよ!	You got it!	9. 惜しい!	Almost! / Close!
3. 際どいプレーを見送った時	Good eye!	10. 惜しかったね!	Nice try!
4. ナイスレセプション!	Nice reception!	11. 私のミスです!	My fault!
5. ナイススト!	Nice set!	12. 次に上手くやろう!	Next time!
6. レフト! ライト!	Outside!	13. 気にしないでね!	Don't worry about it!
7. 思い切り打て!	Nobody! No one!	14. 気楽に行こう!	Take it easy!

2. Evaluation

2 points	Can use more than 10 English expressions
1 point	Can use 5 to 10 English expressions.
0 points	Can use less than 5 English expressions

Authentic Situations

Point for English System

Team 1		
No	Name	Pts
1	A	1 pts
2	B	2 pts
3	C	2 pts
4	D	0 pts
5	E	1 pts
6	F	2 pts
7	G	0 pts
8	H	1 pts
9	I	1 pts
10	J	2 pts

Average **1.6** pts

Assessment

TEAM	Game Point	Group Work point	Point for English	Points
1	3	2	1.6	6.6
2	2	2	1.0	5.0
3	1	2	2.0	5.0
4	6	0	0.5	6.5



	2点	1点	0点
Game Point	Win	Draw	Loss
Group Work Point	Excellent	Fair	Poor
Point for English	Often used	Sometimes used	Seldom used

Second Classroom Learning

In the classroom

Course Content and Teaching Materials

Content	Materials	Language
Introduction (10 minutes)		English or Japanese
Group Work (80 minutes)	Worksheets for volleyball	English or Japanese

Group Work (80 minutes)

- 4 groups (10 students in one group)
- Worksheets for each student
- 2 iPads for each group



Worksheets for volleyball

Task	Learning Activities
1. Remember	Confirmation of volleyball rules and terms
2. Understand	Explanation of volleyball rules and terms
3. Apply	Making and Practicing a Quiz
4. Analyze	What can you find through watching videos ?
5. Evaluate	Extraction of strong points and weak points
6. Create	Create a Drill

*ブルームの教育目標分類の改訂版を参考に作成

T1: Confirmation of volleyball rules and term (Remember)

- 1) How many total players are all on the court at a time ?
a) 12 b) 6 c) 5 d) 4
- 2) In what position is the server located ?
a) Front Left b) Front Right c) Back Left d) Back Right
- 3) In what manner does a team rotate ?
a) Counter-clockwise b) Diagonally c) Clockwise d) Vertically
- 4) What is it called when you step on or over the line while serving ?
a) Foot fault b) Side out c) Net violation d) Let
- 5) What type of pass is it when players extend their arms above their head ?
a) Set(toss) b) Dig c) Serve

【Answer column】

1) a	2) d	3)	4)	5)
------	------	----	----	----

T2: Explanation of volleyball rules and terms (Understand)

- 1) What is the minimum number of hits before the ball needs to go over the net ?
- 2) A ball that is served to the other team while no one touches it is called a(an) _____.
- 3) When overhand serving the ball, what part of the hand do you hit the ball with ?
- 4) Who gets priority over the second contact of the ball ?
- 5) What are the 3 hits(a three-way attack) in a cycle ? Describe 3 hits in a cycle.

【Answer column】

1)	2)	3)	4)
5) Receive	Toss	Attack	

T3: Create a Quiz (Apply)

Please create one quiz on volleyball. You can write it in English or Japanese.

Quiz Title	
Choices	
Correct Answer	

Example:

Quiz Title	How many points do we need win one set ?
Choices	a) 15 b) 25 c) 30 d) 35
Correct Answer	b) 25

Worksheets for volleyball

Task	Learning Activities
1. Remember	Confirmation of volleyball rules and terms
2. Understand	Explanation of volleyball rules and terms
3. Apply	Making and Practicing a Quiz
4. Analyze	What can you find through watching videos ?
5. Evaluate	Extraction of strong points and weak points
6. Create	Create a Drill

*ブルームの教育目標分類の改訂版を参考に作成

T5:Extraction of strong points and weak points (Evaluate)

What are strong points and weak points in your team ?
Write your team's answer using team's statistics.

Strong points	1.
	2.
	3.
Weak points	1.
	2.
	3.

T5:Extraction of strong points and weak points (評価)

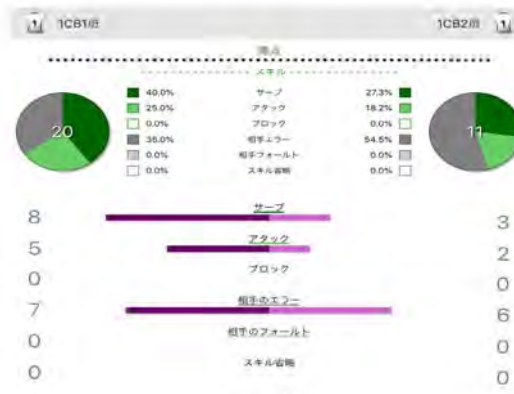
Some analysts take a video of the game



Students use the analysis application of Volleyball games , the analysis application of video, and collect data.



T5:Extraction of strong points and weak points (Evaluate)



T5:Extraction of strong points and weak points (Evaluate)



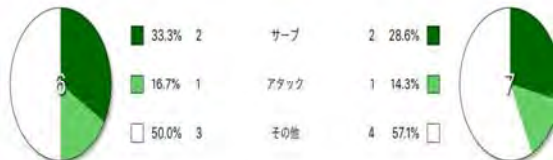
T5:Extraction of strong points and weak points (Evaluate)

1 1CB1班

1CB2班 1

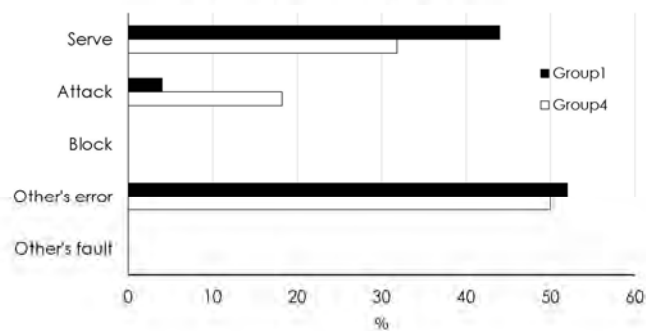
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スキル



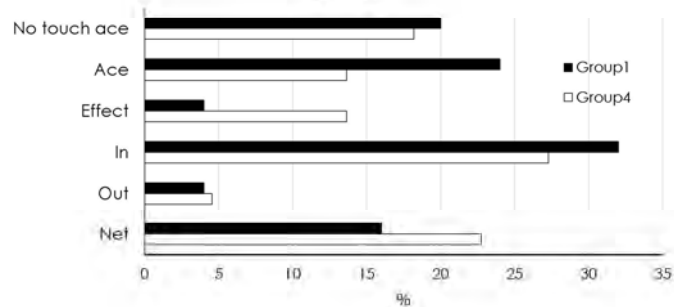
T5:Extraction of strong points and weak points (Evaluate)

Breakdown of the score

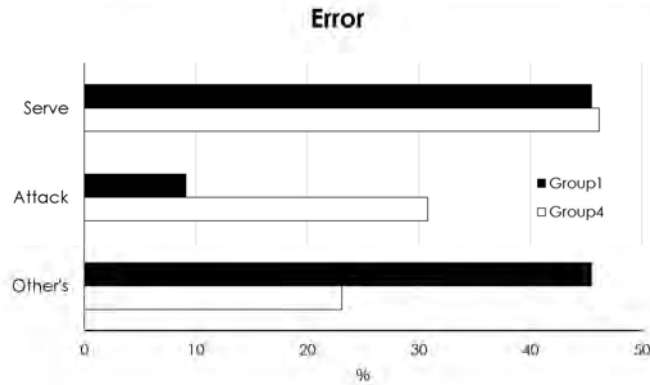


T5:Extraction of strong points and weak points (Evaluate)

Serve



**T5: Extraction of strong points and weak points
(Evaluate)**



[Task5 : Extraction of strong points and weak points]

What are strong points and weak points in your team? Write your team's answers using team's statistics.

Strong points	1. serve
	2. no error (serve receive)
	3. Toss
Weak points	1. attack error
	2. No touch ace (Serve)
	3. other's error

**T4: What can you find through watching videos ?
(Analyze)**

1) What are the technical problems in your team ? Please circle the most appropriate team's answer.

a) Serve **b) Serve receive** c) Toss d) Attack e) Block

2) Please watch the volleyball technical videos and list important points.

T4: What can you find through watching videos ?
(Analyze)



T4: What can you find through watching videos ?
(Analyze)

[Task4 : What can you find through watching videos?]

1) What are the technical problems in your team? Please circle the most appropriate team's answer.

- a) Serve ☒ b) Serve receive c) Set(toss) d) Attack e) Block

2) Please watch the volleyball technical videos* and list important points.

- Must Be Stopped On Defence
- Go From Low to High Position.
- When Digging Have Arms Parallel to the Floor.
- Keep Your Knees Off the Floor while playing the Ball.


T6: Create a Drill (Create)

Please create a drill on volleyball training. You can write it in English or Japanese.

Drill Category	a) Warm up b) Drill1 c) Drill2
Type of Drill	a) Serve b) Serve receive d) Toss e) Attack f) Others ()
Time	
Objective	
Drill Description	
Draw a Diagram and Explain it	

An example of the Drill students made

Create a Drill:

Drill Category	a) Warm up b) Drill 1 c) Drill 2
Type of Drill	a) Serve b) <u>Serve receive</u> c) Set(toss) d) Attack e) Block d) Others()
Time	5 minutes
Objective	To improve receiving skill
Drill Description	This is an individual volleyball receiving drill that focuses on receiving ball control.
Draw a Diagram and Explain it	Each player works on receiving 

Third Practical Training

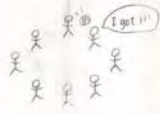
In the gym

Course Content and Teaching Materials

Content	Materials	Language
Introduction (5 minutes)	English Scenario for Teachers	English
Group Work (20 minutes) 1) Drill ① 2) Drill ②	Worksheets for volleyball made in Task6	English
Tactical Time-out (10 minutes)	Work sheets for volleyball	Japanese or English
Main Game (50 minutes)	Point for English	Japanese or English
Reflection (5 minutes)		English

An example of the Drill students made

Create a Drill:

Drill Category	<input checked="" type="checkbox"/> a) Warm up b) Drill 1 c) Drill 2
Type of Drill	a) Serve <input checked="" type="checkbox"/> b) Serve receive c) Set(toss) d) Attack e) Block d) Others()
Time	5 minutes
Objective	To improve receiving skills
Drill Description	This is a team volleyball setting drill that focuses on setting underhand passes and overhead passes
Draw a Diagram and Explain it	

Tactical Time-out (10 minutes)



1. Confirming roles

Starting member (6)
Substitute member (4)

2. Thinking about strategies to win

Fill in Worksheets for volleyball

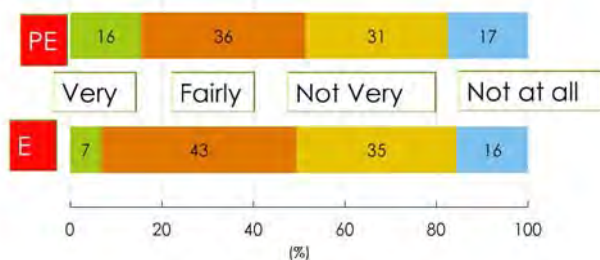
Worksheets for Volleyball

No	Questions
Q1.1	What are strong points in your team? <input checked="" type="radio"/> a) Serve b) Serve receive c) Set(toss) d) Attack e) Block d) Others()
Q1.2	How does your team use strong points in the game? 例) The strongest person serves first.
Q2.1	What are weak points in your team? a) Serve b) Serve receive c) Set(toss) d) Attack e) Block d) Others()
Q2.2	How does your team overcome weak points in the game?

① Questionnaire Results of the first and third classes (N=122) (%)

Question	①	②	③	④
1. Were you interested in PE class in English?	30	59	10	0
2. Could you use English?	21	57	23	0
3. Did you have a chance to think about tasks?	31	56	12	1
4. Could you cooperate with your team mates?	46	50	4	0
5. Do you think that PE class in English has a learning effect for English?	26	57	17	1
6. What skills could you acquire in PE class in English?				
Listening 18 Reading 7 Writing 3 Speaking 44 Grammar 2 Words and idioms 19 Pronunciation 6 Others 1				
① Very ② Fairly ③ Not Very ④ Not at all				

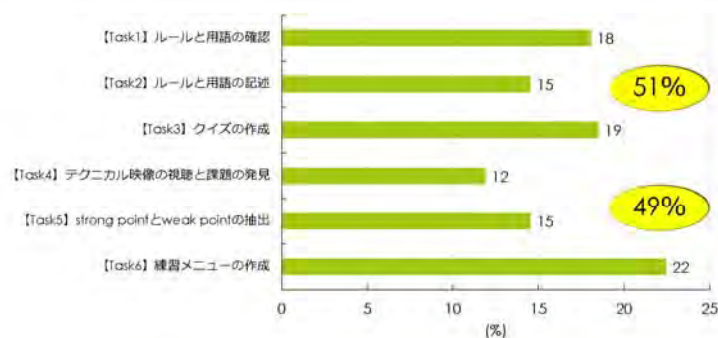
Result 2 : Are you good at PE and English ?



③ Questionnaire Results of the second classes (N=122) (%)

Question	①	②	③	④
1. Were you interested in PE class in English?	29	55	17	0
2. Could you use English?	22	52	26	0
3. Did you have a chance to think about tasks?	29	58	13	0
4. Could you cooperate with your team mates?	40	50	10	0
5. Do you think that PE class in English has a learning effect for English?	26	56	17	1
6. What skills could you acquire in PE class in English?				
Listening 16 Reading 14 Writing 15 Speaking 25 Grammar 7 Words and idioms 18 Pronunciation 4 Others 0				
① Very ② Fairly ③ Not Very ④ Not at all				

Result ④ : In which task did you have a chance to think about ? (N=122) (%)



Comments from Students

- I could improve communication skills naturally.
- I used not only my body but also my brain.
- I could enjoy studying English while moving my body.
- By using English and my brain, I could exercise more effectively in cooperation with my team mates.
- It is easy to memorize words and idioms with PE.
- Not in the classroom, I can learn English in a practical situation.
- My motivation for English becomes higher with this PE class.
- I used English unconsciously while playing the Volleyball.
- It was very difficult to do two things at the same time.

<Conclusion>

- ◆ With the help of **visual information** such as drawing pictures and watching videos and also with **cooperative learning**, learners can deeply understand both **content** and **language** at the same time.
- ◆ For language skills, CLIL classes are especially effective in **listening , speaking and vocabulary**.
- ◆ CLIL can **motivate** learners and stimulate their **intellectual curiosity** in English study while including a lot of **thinking activities** and **authentic materials** relating to subject content . Especially with **higher order thinking** activities , they can improve their performance for the next game.

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Study of success and failure of “international schools” in Japan

George OKUHARA-CASWELL, International Learning Institute

My presentation is to show two of the pioneers in *bilingual* or *trilingual* or *immersion* education in Japan. A number of international schools have already been established and their success and failures in educating L1 and L2 and their effects and influence upon the Japanese educational system vary. I would like to introduce two of the schools and to point out the factors contributing to their success. I will also touch lightly on the factors behind the failures.

Today, *international schools* have been established rapidly and widely in Japan with the rise of globalization and the resultant needs affecting Japanese society as companies move outward globally and with the increase in the number of people from overseas living and working in Japan. Partially for this reason, and for other reasons as argued in Europe by the CLIL group and as presented by Dr. David Marsh, learning English or L2 for eight years has not always produced effective and substantial use of the language.

However, there were already attempts made by a relatively small group of educators and educational institutions in Japan, but those attempts were rarely acknowledged until CLIL came to be recognized as an effective method for preparing students for the *four skill university entrance examinations* scheduled to start in 2020. I will introduce two schools: Gyosei International School in Chiba and Nishimachi International in Tokyo, and I will point out few of the reasons some international schools succeed and others fail.

I always believed that Social Science subjects were keys to master the second language. In Kandinsky College, Holland, there is a course called “Global Perspectives”. It is not a course in which you will be told what to do or think, but rather a course in which you will be encouraged to question. Global perspective means to be aware of issues and to think about them. The course helps students to understand the role to being independent and of cultivating critical thinking in global communities, to perform research and to present the findings from different perspectives.

What I saw in Kandinsky College was an impressive and well- programmed course. I knew there were courses similar to these CLIL courses that existed in Japan. I

decided to compare them with those I observed in Holland. Two schools known for their pioneering work in bilingual education are Nishimachi International School (Kindergarten to Grade 9) and Gyosei International School (Kindergarten to Grade 12).

At Nishimachi children learn to become responsible for their own knowledge from kindergarten on up. They have opportunities to look at studies from a variety of points of view so they can make decisions based on educated, independent choices rather than relying on personal feelings. They learn to back opinion up with facts. They learn to manage time. At the same time the children must learn the educational basics. Reading and writing English are essential tools for their other core subjects: math, science, and social studies. "Children have to be able to write English fluently, clearly, correctly, if they are pursue a high school or university education in an English speaking country, so we really have to push the mechanics," says one teacher (Reflections at Fifty Nishimachi International School) The same applies for Japanese language education. Another teacher commented about Nishimachi International School's educational goal. "As the students mature, their thoughts grow, and they must develop more mature sentence structures. Grammar and expression must go hand in hand." (Nishimachi Reflections at Fifty, 25)

One student in Nishimachi articulated what is perhaps the most profound lesson the children may learn at Nishimachi International School, "We learn to respect rice more. It takes a lot of work to grow rice." (Nishimachi Reflections at Fifty, 27)

The children of Nishimachi understand they are different when they leave the school environment. However, they acknowledge that being bilingual allows them to be more flexible and open-minded. "I can make myself fit in," says one student. They discovered they can make more than one type of friend because they are accustomed to approaching people with other points of view. Another student sums up: "If I only had one language, I'd only be able to look at things from one perspective instead of two". Here I can see a great insight of the founder of Nishimachi International School as the "first Japanese/English" bilingual school to implement not only a quality English education but also a solid grounding in the Japanese language.

Gyosei International School is another type of international education with a long history and experience in bilingual and international education in Japan dating back to 1888 when French and American Catholic missionaries that had started a bilingual school namely the Gyosei or Ecole de L'Etoile du Matin. I will concentrate on Gyosei

International School that has emerged as an “international” school for mainly Japanese students.

What I compare the Japan in the 1980’s with the Japan of today, I see many commonalities with the importance placed on Japanese globalization and the special attention paid to English or “international” education. Many schools have emerged to respond to this globalization need with the slogan of “cultivating international minds for the 21st century”, but there is no other school, except for Gyosei, that succeeded in making the slogan into reality.

However, in 1999, Gyosei experienced failure when it tried to open an international school in London. In an interview with Father Dominic Tagawa, the founder and principal of Gyosei International School, he commented about Gyosei's failure. “Japan’s rapid growth in economy in recent years had brought about the internationalization of businesses, and as a result more and more Japanese were working overseas. They were faced with the severe problem of their children’s education. Gyosei International School in Japan accepted returnees from outside Japan since it was opened in 1979. However, we felt it was very important to found a school outside Japan which would provide a Japanese education system and give returnees easy access to higher education in Japan, so we opened Gyosei International School UK in Milton Keynes in 1987, supported by the two governments and a number of concerned Japanese firms.” (Gyosei Kokusai Gakuen 20 year history)

However, the Gyosei International School UK soon closed. Part of the blame falls on the failure of many Japanese companies to do business in the global community in overseas posts. They closed their operations and returned home to Japan. However, Gyosei International was one of the few international schools with schools overseas which recovered from its overseas disaster and transformed its Japanese based school into a CLIL type of bilingual school as many of the teaching staff had bilingual education backgrounds. Father Tagawa himself received a trilingual education in Japanese, French and English. Together with his teaching staff, they created a course called Anglo-American. Later the course underwent different name changes. It became known as an international course.

The Anglo-American Course of high school started in 1988 for those students who wished to enter British or American universities. A great deal of emphasis is given to the

teaching of English language by British teachers, both in language lessons and in other subjects, such as arts, home-economics, etc. A communicative approach to English language teaching is used with the four skills of reading, writing, listening, and speaking all given equal importance. Students are encouraged to have a thoughtful and critical attitude towards study as well as a desire to share and enjoy the cultures of others.

I am now in the process of studying Gyosei International School International Course and of seeing how it fits within the CLIL context. At Radboud University, I saw how Dutch were advanced in CLIL and as they seemed to be in other European nations. They had apparently succeeded in learning L2 language, namely English, fluently and were able to work actively in two languages according to Dr. David Marsh, professor at Cambridge University who has done extensive research in the CLIL process.

At Nishimachi International School, a champion of bi-lingual education known as the Nishimachi International School Language Policy across the Curriculum (LPAC). The curriculum promotes a shared mission to implement English and Japanese programs at the school. Comprehensive and school-wide, it includes the twin goals of mastering a high-quality academic curriculum and acquiring proficiency in another language for all students. The two languages are taught both as subjects and through subject matter content. In line with progressive educational thinking, the curriculum is theme-based and integrated, with long-term projects involving language arts, science, social studies, math, art, music, and other subject areas as the norm. Art work, research projects, technology displays, models, and student writing reflect the information gained, skills acquired, and excitement that learning in this environment allows.

A CLIL study in Europe as observed in the Netherlands: In the past few decades more and more schools in almost all European countries have adopted innovative educational approaches which are meant to prepare young people better for the increasingly internationalized world of the 21st century. One innovation in particular — Content and Language Integrated Learning (CLIL)—has met with enthusiasm of teachers, parents and students are alike and proved its success. The CLIL approach has become a driving force in various types of mainstream education, mostly secondary but also primary and vocational schools. Its dual focus aims to develop proficiency in a curriculum subject together with the language through which is taught—nowadays almost

invariably English as a Foreign Language (EFL), which is the target language—a foreign language for the learners under discussion. Achieving this twofold goal requires an integrated approach to instruction and learning practice. In CLIL education the subject teacher needs to adapt didactics in order to make both content and L2 comprehensible, so that learning takes place in an interconnected way.

From the notes I took at the Radboud University, I learned: Onno Van Vilgenburg of NUFFIC, mentioned that students have a choice to have bilingual education. Bilingual education started in 1989 with TTO as a brand name. Most schools adopted the Cambridge Examination and sent teachers to England and CLIL was a very important teaching tool in the international project and also for a personal development.

English is taught in 50% to 70% of subjects in the Netherlands and students reached the level of B2 after a set number of years. Every school had at least one native speaker instructor with qualifications recognized in many countries. The payment of teachers increases at the higher grade levels. Many teachers objected to the different pay scales.

From the study done by the ministry of education in the Netherlands, they came to the conclusion that only CLIL proved to be the successful method; most educational change in past failed but the choice of bilingual education was the only one that succeeded. A choice of bilingual school students is one where they wanted follow and where they had an educational plan.

Bilingual education is conducted throughout the Netherlands with the exception of Dutch language compulsory examination at the very end of secondary school system. The overall impression was there was a lesson structure, use of English verbal strategies, non-verbal strategies with interactive lessons, pronunciation and fluency with correct and clear articulation and pronunciation and no mother-tongue used in classrooms with clear comprehensible speech at a suitable pace and correct use of grammar, particularly tenses and correct word order and varied sentence construction.

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Reflections and thoughts generated by the 2019 J-CLIL Teacher Education Seminar

Radboud University, Nijmegen, The Netherlands

Takaharu SAITO, Ryutsu Keizai University

Unlike the passionate participants of this CLIL seminar, I was an accidental teacher, coming to this profession in an unexpected manner. After completing a first BA in economics, I began working at a shipping company in Tokyo as a cargo operator. Since I was assigned to work for the department of cargo vessels in Europe, I had to use English by telex (no internet service 30 years ago) in order to communicate with foreign branches, though I was not proficient at the language. After a year or so, the shipping company fell into financial difficulties and I quit the job without hesitation because, through this working experience, I became interested in studying English, and decided to transfer to another college to study it. After completing a second BA, in English and American literature, with a teacher's certificate, I passed an employment examination for high school English teachers in Shizuoka Prefecture, and this was the start of my life in the teaching profession.

I experienced many struggles, twists and turns in the profession, but have now settled down, teaching English as one of the general subjects at a small college in the Kanto Region. For several years I have been mainly helping repeaters who failed the course in English the previous year. Unfortunately, I have not yet utilized a CLIL framework in teaching the repeaters; and I must admit that this is due, in part, to my reluctance to prepare CLIL materials for lessons, to meet the specific needs of such repeaters. However, I am a member of J-CLIL because I truly understand the importance of integrating communication, content, culture (community), and cognition in language teaching, in order to develop learner competencies. English language teaching in Japan, in particular, appears insensitive to the cognitive domain of learning, focusing too much on automatic learning of grammar, formulaic phrases, and skills. I am sure that CLIL is one of the best ways to develop learners' cognitive resources, which enable them to think and learn by themselves.

Though a total beginner in CLIL, I participated in the 2019 J-CLIL Teacher Education Seminar in the Netherlands because I wanted to improve my teaching and needed a change of pace from my hectic days at the college. During the seminar, I had

an opportunity to hear a number of presentations about CLIL made by invited speakers. However, I was not able to understand them well due to my lack of CLIL understanding. On the other hand, school visits gave me a wonderful opportunity to consider the educational and linguistic differences between the Netherlands and Japan. At Kandinsky College (secondary school), I observed a lower level English class for students (13 to 14 years old) who had chosen to take a vocational course. An enthusiastic female teacher was in charge of the class. The lesson plan was to complete a material package through reading a 300 page novel for young students. The teacher gave each student a package to complete and a paperback to read. After explaining the 4 week project for completing the package, the teacher asked her students to read 70 pages by next week. First, I was surprised at such a large amount of reading for lower level students. In addition I saw a few mischievous boys being scolded by the teacher, who sometimes yelled, "I will send you out!" In a short while, the teacher came to me, saying "They can read 70 pages in 30 minutes." To confirm this, I asked a few students about the reading assignment and their response was "Easy!"

At another secondary school, I observed PE and geography classes where English was used for the medium of instruction. I recognized that English was spoken quite naturally, without confusion or hesitation, between the teachers and students. At De Lanteerne (primary school), I was impressed by education free from pressure, creating a comfortable atmosphere with skillful attention to the individual students. Through these observations, first, I became aware of the importance of stress-free school systems without the strict school regulations typical of Japan. Second, I reconfirmed the linguistic similarity between Dutch and English within the umbrella of Indo-European languages, in contrast to the significant linguistic differences between English and Japanese. It is much easier for the Dutch people to use English, partially due to this linguistic similarity. The natural use of English in the Netherlands also appears to be connected with the geographical proximity of England and the Netherlands, with only a one-hour flight separating them, in contrast to the massively tiring 12-hour flight between England and Japan.

Through this seminar, I have come to understand that CLIL in the Netherlands context cannot be directly applied to the Japanese context, though I can explore plurilingual and pluricultural advancement in the Netherlands context. Thus, the

answer appears to lie in learning from CLIL practitioners in the Japanese context. Luckily, as a J-CLIL member, I am in continual contact with such practitioners. Recently, for example, I was able to visit two Japanese senior high schools to observe CLIL classes, and learned a lot from the enthusiastic CLIL teachers. The students developed higher order thinking skills through dialogic discussions with their teachers about content; and the CLIL teachers made good use of scaffolding to enable students to perform tasks which were beyond their native capacity. They also made good use of translanguageing (the effective use of the first language) to facilitate student group activities for understanding difficult concepts. As a result of this observation, I decided to employ a CLIL framework to improve my teaching.

In terms of my research, I am very interested in language teacher identity (LTI), which appears to be gaining increasing attention from researchers in language teacher education and development, given the appearance of a comprehensive compilation of work on LTI (Barkhuizen, 2017) and at least two top-tier journals featuring special issues on LTI (*TESOL Quarterly*, 2016; *Modern Language Journal*, 2017). In this respect, I hope to explore the identity constructions of CLIL practitioners, in order to understand the lived experience of their teaching practice.

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Reflecting on the possibility on adapting and adopting CLIL for learners of languages other than English in Japan

Maria Gabriela SCHMIDT, Nihon University

Acknowledgement

Attending the J-CLIL Seminar in Nijmegen (Netherlands) at Radboud University from September 9th to 13th, 2019 was a very special, impressing experience. Especially hearing first-hand about the concept, the implementation and the development of CLIL in the Netherlands in primary, secondary and tertiary education including the opportunity to witness the classroom practice leaves really a deep impression. I want to express my gratitude to all who have been involved for making this possible and to the whole group of participants for the supportive and kind atmosphere.

Reflecting and applying this experience to my specific teaching context, teaching German as a second foreign language mostly to absolute beginners at tertiary level in Japan and looking for a way to apply the CLIL concept to my context, leaves me with quite a few questions. One of these questions was chosen as title of this reflection paper: ‘Is it possible to adapt / adopt CLIL for adult language beginners’, meaning young Japanese university students in Japan.

1. Approaching the CLIL approach

Coyle, Hood and Marsh (2010) write in their book on *Content and Language Integrated Learning*: “Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both content *and* language.” They stress that CLIL is not a new form of language education or subject education. It is an “innovative fusion of both” that is basically “content-driven” making it fundamentally different from “the experience learning a language”.

1.1 An additional language

For this report I would like to focus on the first key word introduced as “an additional language”, it is explained as a language that “is often a learner’s ‘foreign language’, but it may also be a second language or some form of heritage or community language.” and they prefer to use the more inclusive term “‘CLIL vehicular language’ to refer to the language(s) used in CLIL settings”. In order to apply this to the context not teaching

English in English (see for English Caraker 2018 as an example) but another foreign language, in my case German, there are actually three different settings, I have encountered when teaching German:

1.1.1 The first setting may be called the ordinary case that learners speak Japanese as their first language, and they have studied English as their first foreign language. In that case German would be at least L3 not taking into account heritage or community languages. The additional language used for instruction could be either English (L2) or the target language German (L3). In this case English or German could become a CLIL vehicular language for instruction.

1.1.2 The second setting would be a class with international students in Japan, as for example in international schools or international branches at various universities. Their mother tongue may be English (e. g. America, Singapore) or another language with English ability as a native speaker (Malaysia, Norway), or other combinations. Japanese would be a foreign language, being a L2 or L3, not taking into consideration heritage or community languages. Studying German would be at least L3 or L4 or even L4+. Which language could be a CLIL vehicular language for instruction, German, Japanese, even English, or what language?

1.1.3 Or another case, varying the case before, as encountered in an international school in Tokyo. Their mother tongue is Italian, Greek, Arabic or other, the language of instruction is French, and their friends talk Japanese. Wouldn't French be the CLIL vehicular language for those students? Isn't this a total CLIL approach? English is L4 and German would be L5.

1.2 Conclusion on the language part in CLIL

For the CLIL approach, it may be helpful to reduce the languages involved in the learning and teaching process to the term "CLIL vehicular language". CLIL is often used in secondary education to teach a subject as history, geography or mathematics. At that stage pupils normally study one or two foreign languages, depending on the country. CLIL is mainly used in relation to teaching English (see examples Goris (2019), Caraker (2018), Lindemann/Hufeisen (2015)). For other languages there are known only a few examples and case studies. But in many countries around the world there is a variety of

multilingual environments that result in a plurilingual ability of the students and make it not easy to decide on the language of instruction or the CLIL vehicular language.

2. German as CLIL vehicular language

Case studies for German as the CLIL vehicular language are quite rare.

2.1 German as CLIL vehicular language in Europe

In the Netherlands where we had the opportunity to witness the TTO approach (tweetalig onderwijs = bilingual instruction) for English, only one school had chosen to use German because the city is close to the border and they hoped to help young people to get better job offers. It is called “TTO Duits” (see Hämmerling (no year)). The special edition to this topic by Lindemann & Hufeisen (2015) revealed that CLIL is mostly related to English language education with only a handful examples with German in the Netherlands, Hungary, Italy or some other countries.

In Italy CLIL is a major top down decision by the Italian Ministry of Education. As for the Italian example, this has drawn a lot of interest and research from Japanese scholars. In March 2017 the main speaker of the JACET language education expo was a scholar from Italy, Prof. Carmel Mary Coonan, she explained and illustrated the situation on CLIL in Italy. Another group of researchers for the German language, Atsushi Ogawa, Kazumi Sakai and Mariko Osawa presented a detailed case study on their research in northern Italy in the German speaking South Tyrol area. German is used as CLIL vehicular language but along with Italian. Instruction are all bilingual, with a teacher for German and one for Italian. (Japan Society for German Philology, Spring conference (Gakushuin University) on 30th May 2019).

2.2 German as CLIL vehicular language in Japan

There is one case study for German as CLIL vehicular language presented at the German as a foreign language seminar of the Japan Society of German Philology in March 2006 in Hayama by Kerstin Beisswenger, at that time professor at Dokkyo University. This presentation was published in 2007.

Beisswenger argues that teaching topic specific content seminars related to their majors - normally for students in their 3rd and 4th year - are sometimes taught by native speaker professors. As instruction medium for these content seminars the native speaker teachers use sometimes English or German, some would use a mix of Japanese, German and

English. She points out that this area of instruction at tertiary level at Japanese universities is not well researched because the focus of the research is mainly on the pedagogies of foreign language education, linguistic skills, communicative abilities etc. She underlines that this is clear content/subject instruction in a foreign language (if German or if English) and at the same time language instruction, intertwined and integrated: “Fachunterricht in einer Fremdsprache ist auch immer zugleich Sprachunterricht.” (Beisswenger 2007: 133).

3. Research question on CLIL for other languages in Japan

To summarize the reflections, some suggestions for further research questions are made. The CLIL-Seminar in Nijmegen brought back to my mind the conversation on this topic more than 12 years before. The second keyword in the book of Coyle, Hood and Marsh is ‘contents’ and they stress it: CLIL-classes are ‘content-driven’.

- (a) The example of Beisswenger showed that there is an area for languages other than English in Japan related to content-oriented teaching which fit the CLIL paradigm. This area should be thoroughly researched and evaluated.
- (b) Another research question could be on the contents used for instruction of languages other than English for adult beginners in Japan, especially university students who have often to study a second foreign language as German, Spanish, Chinese etc.
- (c) One question left on the contents for CLIL classes. If I teach German language classes and use English as a vehicular language for instruction, is this EMI or is this CLIL? Is a language and the related knowledge, e. g. German, not contents as well? Wouldn’t this be a CLIL class? As old Latin language or others?

Coyle, Hood and Marsh are writing that CLIL is fundamentally different from “the experience learning a language”? But what is the experience of learning a language? Studying German culture or Japanese culture using German or English as a CLIL vehicular language would be a fitting content, when it is not related to language acquisition? Reading a poem or poetry? Knowledge about the country, the history? Is grammar experiencing to learn a language or acquiring knowledge? Grammar is no experience.

Limitations - In this reflection paper I didn’t include the discussion on the four Cs. They should be included in any instruction either language, either contents, either

language and contents or contents and language. Coyle, Hood and Marsh write that CLIL is “a more holistic educational experience for the learner”. This should be true for all teaching. The action-oriented approach (handlungsorientiertes Lernen), good teaching, good language teaching should always be holistic, involving students, seeing the learner at the center. This is the credo of the CEFR and CEFR/CV.

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The challenges of CLIL implementation in Japanese secondary schools: Exploring translanguaging as the communicative classroom norm

Kana SEKI, Waseda University

About ten years ago, in 2010, I started my professional career as an English teacher at a secondary school in Tokyo. It was just after the New Course of Study – Foreign Language & English (2008) declared that teaching in English should be standardized in English classes at upper secondary schools in Japan. This new policy emphasized that all students need to acquire basic communication abilities to cope with the advance of globalization. In the past, English language teaching at Japanese secondary schools had often been criticized for focusing too much on the acquisition of correct linguistic forms and lack of improving students' communicative competence. Facing this big national curricular reform, I was strongly convinced that CLIL had a potential to change the conventional methods of English language teaching in Japanese secondary school contexts. Since then, I have been learning about CLIL and trying to adapt its pedagogical approach in my English lessons. It has been challenging and quite exciting. CLIL has opened up many educational doors for me. However, it has also presented some pedagogical issues. One of the biggest issues I faced during my CLIL implementation was the selection of materials. At my secondary school, all teachers are required to use the government-authorized textbooks, which have been edited based on the grammatical syllabus. Therefore, it has not always been easy to use it as a CLIL material. Another issue that made me confused was the L1/ L2 balance in the classroom. The basic rationale of L2 use in CLIL classrooms is, simply put, “Learn as you use, use as you learn” (Mehisto et al., 2008, p.11), and CLIL encourages utilization of various types of students' cognitive skills. However, in my class, I have often faced difficulties in conducting lessons only in English for low-proficiency students. It seems to me that such cognitively demanding tasks put students under more pressure and eventually they demotivate to participate in class activities. How can we adapt government authorized school textbooks as CLIL materials? How can I utilize L1 and L2 optimally in the CLIL classroom? These are the main questions that I needed to think about during my seminar in Nijmegen, the Netherlands.

School visit and classroom observation

During the September J-CLIL Seminar in Nijmegen, I had a chance to visit one primary school and two secondary schools. While visiting these schools, I tried to investigate what kinds of materials were used in the CLIL classes and how teachers and students used their L1 and L2 in their classrooms by observing their interactions. Fortunately, I had some opportunities to interview CLIL teachers and students at each of the schools. Each was a wonderful opportunity to know their impression and attitudes towards the bilingual education program.

Primary school

De Lanteeke is a catholic public primary school in Nijmegen. This is one of the Jenaplan schools, which operate under the teaching concept conceived and founded by the German pedagogue Peter Peterson. The basic forms of education according to the Jenaplan approach are “work, celebration, play, and talk.” At this primary school, children aged four to twelve are learning together. There are bilingual and mainstream Dutch departments coexisting in one school building. The school facility is fascinating. There were different types of spaces, such as skills lab, home economics room, and worldspace, other than the normal classrooms. These rooms were used to augment students’ learning. What I found very interesting during the class observation was the interaction between bilingual teachers and students in the world orientation class. In this class, students of various age groups gathered in a circle and were learning about the universe. Firstly, students watched a video in English and later the teacher asked them about the contents of the video to check their comprehension. When teacher tried to communicate with students, she only spoke English, whereas, when students responded to the teacher, they mainly used Dutch. In another class for upper level students, I observed an activity for a birthday celebration. In this class, students were also sitting in a circle and discussing their birthday celebration plan. Interestingly, all the students spoke only in English when they communicated with their peers and the teacher. However, the teacher responded only in Dutch when he communicated with students in the class. By observing classes at De Lanteeke, I noticed that not only English but also their L1, Dutch, was used effectively in bilingual classrooms. Depending on the students’ age group, each of the bilingual teachers uses different strategies for interaction in their classroom. Their plurilinguistic

perspectives and attitudes towards fostering both L1 and L2 gave me an insightful message. I was also deeply impressed at the teachers' respect towards each student, treating each individual as a unique and independent person.

Secondary school

Secondary schools in the Dutch education system are quite different from those of Japan. During our stay in Nijmegen, I visited two secondary schools: Kandinsky College and OBC Bommel. At each school, there were different types of educational courses, such as vocational course and academic courses, in bilingual and Dutch streams. Students are able to decide their courses depending on their future needs. One of the impressive comments that I heard from the teacher at Kandinsky College was that teachers wish their students to be "risk-takers." It seemed that the school provided students with many international programs in order to develop their global awareness as world citizens. At Kandinsky College, I observed an English class, "Country and Culture," for the 2nd grade students in a vocational course. In this class, students were assigned to read one or two chapters of a book every week. Based on the reading assignment, students do their reading tasks and check their comprehension in the class. Students were reading a very interesting novel, *Gangsta Granny* written by David Williams. After the class observation, I had a chance to talk with the teacher. She informed me that she always cooperates with other CLIL teachers to create their own class materials. During the school visit, I also went to the teachers' room where teachers discuss their lessons and exchange their ideas. I found the cooperation between teachers organizing the program and class is essential for providing a good educational program to students.

Conclusion

My classroom observation of bilingual program in Nijmegen, the Netherlands provided me with a lot of insightful hints for when I implement CLIL in my own classrooms in a Japanese secondary school. The teachers' view towards plurilingualism underscored for me the importance of enhancing not only students' L2 but also L1 in the CLIL classrooms. Translanguaging in instruction is not random or haphazard but strategic, ensuring that bilingual children are educated deeply by leveraging their full language repertoire and their bilingual ways of knowing (García & Kleyn, 2016). In the future, I

intend to observe my classroom and analyze how translanguaging can be used as a literary device effectively in my CLIL lessons. Throughout the J-CLIL seminar, I learned the importance of finding an approach to CLIL appropriate to Japan. It is a big challenge for teachers to create our own materials for class. However, by cooperating with other subject teachers, I intend to develop better course materials. In addition, I learned some techniques and ICT skills to create my own materials. Beyond using the assigned textbook, I would like use these tools effectively to provide good lessons. The J-CLIL seminar held at the Radboud University has offered me a wonderful opportunity to join the professional network as a CLIL practitioner. I would like to express my gratitude to Professor Sasajima, the presenters, and all my fellow participants.

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Reflections on the J-CLIL Seminar: Education System in the Netherlands for Individually Optimized Learning

Mayumi TAKIZAWA, Toyo Gakuen University

Introduction

I have utilized a CLIL approach mainly for English activity classes in elementary schools through my research and practices since 2011, in which I first encountered CLIL and got very inspired by the harmonized framework of 4Cs at a public seminar held by Prof. Makoto Ikeda of Sophia University. In my reflecting on the J-CLIL seminar this time, I have realized that I was more impressed with the whole education system in the Netherlands itself rather than only Dutch CLIL practices. And at the same time, the word ‘individually optimized learning’, which Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan started to promote for society 5.0 (2018), has come to mind as my most important keyword. In my opinion, especially in the context of Gardner's Multiple Intelligences (MI) Theory (1983), CLIL can provide more motivation, conceptual development, communication skills, and teaching efficiencies in a suitable way of encouraging to use each student's strength at a cognitive development stage of each intelligence (Nigo, 2016). Also, because important vocabulary and expressions used in a subject content are integrated into foreign language learning, the individual's awareness and understanding of the content and language can be more deepened (Bali et al., 2015).

However, in an ordinary class or school with a wide range of pupils or students in Japan, CLIL may not always be able to work effectively and efficiently on the individual's MI and academic ability. On the other hand, in the education system in the Netherlands, even though CLIL is positioned as one of elements in bilingual education, the uniqueness of the whole education system itself more appropriately affects the individual's MI and academic ability, and in another sense from MEXT in Japan, ‘individually optimized learning’ seems to become more possible. Furthermore, after introducing an actual case of local education that Japanese young brothers have experienced as newcomers to the Netherlands, I would like to give a thought on future education in Japan

The education system in the Netherlands

Here I would like to introduce the education system in the Netherlands by referring to an explanation in a video clip provided by Nuffic. It is an independent, non-profit Dutch organization for internationalization in education and the J-CLIL seminar invited a guest speaker from it. At the age of four, children go to primary school for eight years. When a pupil finishes primary school, he or she can continue to one of three different types of secondary education depending on the pupil's level; preparatory secondary vocational education (VMBO), senior general secondary education (HAVO), or pre-university education (VWO). First of all, VMBO is vocationally oriented and takes four years. From there on, a student can go on to second vocational education (MBO). This prepares students for work or a work-related study program at four levels.

The second line of education a pupil can follow is called HAVO. This is a five-year-long education that prepares him or her for studying in higher professional education (HBO). Here comes the part that makes it different from other countries' education systems between preparatory second vocational education and university preparatory education. The program is taught at universities of Applied Sciences. This means, in addition to theoretical knowledge, the students will get practical hands-on experiences through internship's group work and so on. A completed first year of higher professional education also grants access to the first year of a bachelor's program at a research university (WO). After a student has received a bachelor's degree, he or she can continue studying and obtain a master's degree together.

As the third type of secondary education, a pupil can also go to VWO. This is a six-year-long education track designed to prepare students for WO where they can obtain a Bachelor of Arts, Science, or Laws. After that, a student can continue studying to get a master's degree and do a Ph.D. These eight qualification levels make up the Dutch qualification's framework (See Figure 1). The binary educational system makes it possible

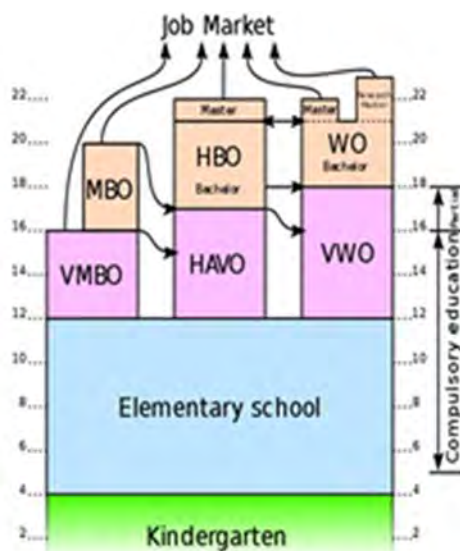


Figure 1. Education in the Netherlands

for students to find a higher program (or sometimes a lower program for making a more appropriate career choice among the eight qualification levels) that best suits their skills and ability in the flexible way of changing the individual's course.

An actual case of Japanese young brothers as newcomers to the Netherlands

Before I attended the J-CLIL seminar in Nijmegen, I visited my friend and her two sons in The Hague. The mother, who had once been a returnee student in Japan, hoped to have her children educated abroad and moved there with them from Tokyo, Japan in the spring of 2017. I have known her sons since they were small and had this opportunity to get to know more about their actual experiences as newcomers in the local education, where they had started their new school life respectively at the age of 12 and 10. At first, they attended an international link class (ISK) for children who have only recently been in the Netherlands and who speak little or no Dutch. They mainly received Dutch lessons in the class for about two years and then, proceeded to an international regular class. Now, the older son is in a HAVO/VWO class called a bridge class (*brugklas*) in secondary education and the younger son is in his last year in primary education and has started to receive a preliminary advice from his teacher to proceed to secondary education (VMBO/HAVO/VWO).

Through these experiences, each of them seemed to have his own view on the local education compared with regular education in Japan. The older son, who used to struggle in acquiring two languages (Dutch and English), has become the best commander of Dutch in his family and is able to code-switch pretty well depending on who to talk with. And especially, he has become very aware of cultural diversity through learning in his international class where 24 students are from more than 13 countries to the generous country for immigrants. On the other hand, the younger son seemed more sensitive to the local primary education system itself. He said to me, "In Japan, everyone has to go to the upper grades together, but here, even at the same age, it is not unusual to repeat or skip a grade even in primary schools. I like being able to study at my own pace better." This word impressed me the most as a real voice of a Japanese pupil who has experienced the totally different educational contexts in Japan and the Netherlands and led me to give a thought on 'individually optimized learning' as my most important keyword.

Conclusion

As stated above, reflecting on the education system in the Netherlands including Dutch CLIL practices in bilingual education and the Japanese young brothers' educational experiences was very insightful to me, especially to think about near-future education in Japan featuring 'individually optimized learning' for society 5.0 promoted by MEXT as well as more potential of CLIL in the MI theory context. Even though we cannot avoid the rapid progress of AI technology and Japan's super-aging society, it can be said that pupils and students should benefit from their own country's education for the individual's growth and happiness. As the last inspiring quote, I would like to introduce a Finnish teacher, Marika Ojala's work in my activity in the seminar, 'What is CLIL for you?' (See Figure 2) with her permission and hope to attend the J-CLIL seminar which will be held in her country Finland this summer. — “by nurturing, learning and using CLIL, the students can grow and blossom” (Ojala, 2019).

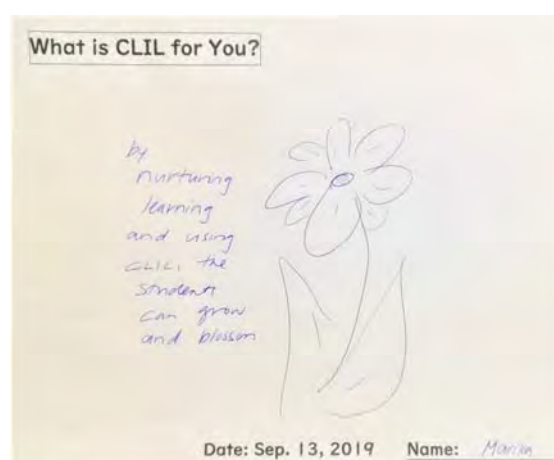


Figure 2. What is CLIL for You?
(Ojala 2019)

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Diversity and Individual Choices in Pedagogic Practices in Nijmegen: Fostering Agencies of Pupils and Teachers

Keiko TSUCHIYA, Yokohama City University

This reflective report of the J-CLIL summer seminar in Nijmegen first reviews the diverse and flexible school systems in the Netherlands briefly, and then highlights practices to enhance agencies of pupils and teachers, which were observed in the classrooms in Nijmegen.

Diversity and Flexibility in the School System in the Netherlands

As we learned from the informative lecture by Mr Onno van Wilgenburg from Nuffic (the Dutch organisation for internationalisation in education), children in the Netherlands have more alternatives than Japanese children when they choose their primary and secondary education. The education system has been established based on the principle of “the freedom of education” legislated in the Dutch constitution since the early 1900s (Nusche, Braun, Halász, & Santiago, 2014, p. 21). It is reported, in 2011 for instance, 24% of pupils were enrolled in Protestant schools, 34% in Roman Catholic schools, 31% in public schools and 11% in other private schools (e.g., special schools, such as Montessori and Jenaplan schools) (ibid.). After the primary education (8 years, from 5 to 12 years old), they have another opportunity to choose their secondary education from three strands:

VMBO (Voorbereidend Middelbaar Beroepsonderwijs): pre-vocational education
(4 years)

HAVO (Hoger Algemeen Voortgezet Onderwijs) : general secondary education
(5 years)

VWO (Voorbereidend Wetenschappelijk Onderwijs): pre-university education (6 years)
(Adapted from: Nuffic, 2011, p. 7)

In 2017, the percentage of the pupils who completed VWO was 18.8%, that of HAVO 25.6% and about 55 % of the pupils obtained VMBO certificates (Netherlands Inspectorate of Education, 2018, p. 17). Mr van Wilgenburg added an explanation that the system is flexible, and pupils can change the strands if they wish in the middle of the course.

In all the levels, bilingual education, which is called TTO (tweetalig onderwijs), has been introduced. One in five secondary schools offer bilingual education in Dutch and English in most cases (Nuffic, 2013, p. 2), implementing the multilingual policy of the EU and reflecting the multilingual/cultural society of the Netherlands, where 21% of the total 16.8 million inhabitants are non-native residents (Nusche et al., 2014, p. 18). In the lecture, Mr van Wilgenburg summarised three main features of TTO: CLIL, global citizenship and personal development. For the quality assurance of the bilingual education, the standard policy documents provide detailed guidelines on: language proficiency in both languages (e.g., pupils should obtain B2 in CEFR by the end of Year 3 [15 years old] in VWO), quality and quantity of language input (e.g., the amount of subjects taught in English and those instructed by “native-speaker” teachers) and teacher education (e.g., in-service teacher education and cross-curricular cooperation are encouraged) (Nuffic, 2012). To foster global citizenship, pupils are involved in the “European and International Orientation (EIO)” programme, such as school exchanges or international email project (Nuffic, 2013, p. 10). The third factor, personal development, is closely related to Mr Kevin Shuck’s lecture, the approach of “pluriliteracies”. The model includes aspects of students’ commitment and teachers’ monitoring learners’ personal growth in addition to communicating and conceptualising for learning (Coyle, 2018). The actual practices in the bilingual schools in Nijmegen we observed in summer were briefly described in the following section.

Individual Choices in Pedagogic Practices in Nijmegen



Figure 1: A learning space in Kandinsky College

A noticeable feature in the classroom practices in the bilingual school in Nijmegen is that pupils are often engaged in activities where they need to select and initiate actions by their own. In Kandinsky College (secondary school), for example, I observed a music class with about 20 pupils in Year 1 (13 years old). At the

beginning of the class, the teacher first reviewed how to read music notes and explained the concept of motif in music, using ICT (an interactive whiteboard and online learning applications). The pupils were then asked to choose an instrument they were going to play. In the music room, there were variety of music instruments: a drum set, a grand piano, several electric keyboards, guitars and



Figure 2: The project room in De Lanteerne

xylophones. So, the pupils stood up, walked around the classroom and chose instruments to play. The teacher distributed several different music scores, depending on the instruments they chose and gave some time for them to practice individually. The teacher knew who could play which instruments, and gave instructions individually to the pupils who tried new instruments during the time. When they were ready, the teacher asked everyone to play together in an ensemble. Thus, pupils' individual choices for learning is embedded in the classroom practices (also see the learning space at Kandinsky College in Figure 1). In a music classroom practices in a Japanese school, in contrast, it is common that pupils play the same music instrument together (e.g., recorder), and opportunities to choose an instrument and a music score to play may not be given.

A similar practice was observed in a science class in De Lanteerne (primary school). It is one of the Jenaplan schools, where pupils learn through social activities, such as play, work and celebrations, with classmates in different grades (Boes, 1998). The class we observed was a “work” lesson for the pupils in Grades 1 to 3 (5 to 7 years old), and the theme of the lesson was the space (see Figure 2). The teacher first gave a short introduction of the theme, explaining there is no air and pressure in the space by showing several



Figure 3: Shelves for tools and materials

videos about the space and astronauts, e.g., how astronauts drink or sleep in the space. After the introduction, the pupils were asked to work on project tasks they chose individually, or in groups or pairs. The pupils stood up and went to the shelves where materials and tools were stored (see Figure 3). The pupils chose the materials and started working on their own projects: some pupils were drawing stars in the sky with crayons, another group of pupils were making a model of the solar system with sticks and styrofoam, and the others were playing space games on tablets, for instance. We could not observe the class till the end, but the teacher told us that some pupils were going to present their project works in class afterward.

As seen in the education system and the classroom practices above, pupils and teachers in the Netherlands have more freedom to make decisions for their learning and teaching: the education system enables teachers to implement diverse and flexible pedagogies, and the classroom practices provide opportunities for pupils to choose environments and activities for their own learning. Thus, the system and practices could foster students' and teachers' agencies, which is not an individual's intention but their capability to act and make an influence on the world (Giddens, 1984, p. 9). Although the educational situation in Japan is different from the Dutch schools, those systems and practices could be useful references to implement deeper learning in school education in our context.

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A Reflection of a J-CLIL Seminar in Nijmegen 2019 from Viewpoints of Autonomy and Collaborative Learning

Hiroshi Tsuda, Meiji University, Tokyo

As a novice in the field of CLIL, I joined the J-CLIL Teacher Education seminar for the first time this year. We attended several lectures and had discussion with other participants at Radboud University and also visited elementary and secondary schools in Nijmegen, the Netherlands. Although the schedule was very tight, I had a lot of wonderful experiences there. I was able to build good relations with the professors and teachers I met during this seminar. Moreover, I learned a lot not only from the teachers in the seminar but also from the Dutch students at the schools we visited. I would like to express my heartfelt gratitude to you all.

Now let me tell you my impression of this seminar, reflecting on the schools we visited in Nijmegen. First, I was impressed by the students' positive learning attitude in class. When we visited De Lanteerne primary school, teachers were talking about space in English in a combined class of several grades and then students watched a YouTube video about space in English and seemed to be very curious about the topic. They answered the teacher's questions and expressed their ideas in Dutch and the teacher paraphrased these ideas in English. In other words, while students were learning English with an ample input of the target language by teachers, the activity allowed them to deepen their thoughts in their mother tongue and also reinforced their thoughts with output in their mother tongue. It seems to be a very effective way to teach children a second language using the mother tongue successfully. In Japan, though the Ministry of Education (MEXT) suggests that teachers should teach English in English even at the junior high or elementary school levels, I wonder if this might not always be an effective way for students to learn a new foreign language. I believe we Japanese teachers should learn the Dutch way of teaching the second or foreign language and become more tolerant in using our mother tongue to activate learning and to deepen students' thoughts.

There are 4Cs in CLIL: community, cognition, communication and content. The most important point for students among the 4Cs of CLIL, I believe, is "cognition," in order to foster higher-order thinking (HOT) skills (Dörnyei, 1997), because it is now crucial for Japanese students to develop critical thinking skills to be able to get along with

others in a “globalizing world.” However, it seems to be very difficult to enable students to deepen their thoughts, HOT in particular, by the traditional way of teaching. At De Lanteerne primary school, after a teacher finished talking, students started to learn in groups with some students who had similar interests. Teachers were moving around the room but they never instructed students to do something. They sometimes just gave students advice. In short, students were learning very positively: they were allowed to choose what to learn based on their own interests, how to learn the topic they chose and who to learn with, etc. In other words, Dutch students have a lot of opportunity to learn autonomously without teachers’ instruction. Such a way of teaching must be very effective in letting students deepen their HOT or developing critical thinking or “cognition”.

The main themes of my research are learner autonomy (LA) and collaborative learning (CL), and it is true that principles of CL and CLIL are closely related to each other. I always believed that, according to Piaget’s genetic epistemology or developmental theory of knowledge (Kanbara & Taketsuna, 2019), elementary school students have just begun to learn together with others. However, to my surprise, students of different ages at De Lanteerne primary school were working collaboratively to learn from each other. On top of this, they seemed to be highly motivated, concentrating on their own job in each group and sometimes discussing how to proceed in their learning to achieve the goals they had set by themselves. Such a learning attitude is well supported by Vygotsky’s Zone of Proximal Development (ZPD) Theory (1962). As the theory says, the students in Nijmegen were helping each other to enjoy learning, and in such a learning environment both younger (novice) learners and older learners can learn at the same time from each other.

Next, I’d like to reflect on the foreign language learning in Japanese school settings from a CLIL perspective. My English listening classes at a university are designed with a collaborative approach aiming at fostering autonomous learners. During classes students often have time to discuss the listening notes they take to reinforce what they learned while listening. They also exchange their ideas within each group to deepen their thoughts by getting various viewpoints. All the classes are conducted in English, therefore some students would need help from other more proficient classmates. However, by the end of the semester, the atmosphere in the class would become friendly enough to make

students relaxed and willing to talk with each other. The last activity of each unit is “group summary writing.” Students work together to write a summary of about 100-200 words in groups of four. They have only twenty minutes to finish writing. They exchange their summaries with all other groups, then have three minutes to read other group’s summary and to write a brief comment or to give advice. After repeating this process several times, they would receive their own summary. Then they revise them in five minutes, reflecting on comments from other groups. Finally, one of the group members reads and shares their group summary to the class. It takes about 50 minutes to finish all the processes in this activity but based on results of the activity, it seems to be well worth the time that it takes. At the end of the semester, many students write on the reflection sheet that “writing group summaries of the lecture is a very good way to confirm our understanding of the unit lecture.” They also say that it may be too difficult for them to write a summary individually but collaboratively they can learn how to write a good summary from each other. In fact, it is often observed that students gradually improve both their reading skills and paraphrasing skills by working together and by seeing the better quality of the summary, and at last it takes less than 40 minutes for them to finish the whole activity. It is also evident that student athletes, who entered the university on a sports referral, are not good at English in April but would develop their English skills by working together. Initially, they cannot join the group discussion at all, but in the middle of the semester they express their ideas in Japanese during group discussion and then they learn how to say it in English from friends. In the end, some of them are able to write a group summary getting some help from other group members, or are able to read their group summary in front of the class. In this way, at the end of the semester, they get greater self-confidence in English and can enjoy English classes with classmates. Such learning attitude can be analyzed from a CLIL perspective as follows: they learn by authentic material (content); they develop their English reading, listening, writing, and speaking skills as well (communication); they work together by sharing their ideas (culture) and deepen their critical thinking (cognition). Ultimately, my English classes are designed in the CL style, but it is evident that the basic principle of CL is closely related to the CLIL approach, especially a hard-CLIL. Moreover, a CL style teaching with the CLIL approach seems to be effective to let students learn autonomously.

At present, there is another project that I have just started using a wider range of

collaborative learning, which involves collaboration between university students and elementary school students in English learning. Ten volunteer university students and I were invited to an elementary school in Tokyo. We visited the school several times in November and talked about our personal and actual experiences in English, such as learning abroad, traveling abroad, or experience as a host family of a foreign student. The university students provided many photos or some drawings while talking. The elementary school teacher sometimes helped his students explain unknown words or difficult content in simple English or with gestures so that they could enjoy English lessons without any worries. In the last fifteen to twenty minutes we enjoyed interviewing young learners in small groups. Some of them asked questions, not in English but in Japanese, their mother tongue, just like the Dutch students at De Lanteerne primary school did, so we tried to answer them in very simple English to make them feel confident by “communicating in English.” This kind of volunteer work at an elementary school was the first for both my university students and me, but we had a great time with the children using English. Through this volunteer work, we had a chance to have a peek into English education at an elementary school in Japan and got a positive impression. I believe that the CLIL approach in CL style learning could be an effective way to keep young English language learners in Japan active in the classroom. To develop a fun way of learning English with elementary schools is one of the dreams I want to pursue before retiring from my job and my experiences at Nijmegen have surely given me a valuable insight to make my dream come true.

I would like to thank all of you again.

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How can CLIL be adopted in English classes in Japanese public high schools effectively?

Naomi YONEKAWA, Tokorozawa Shogyo High School

Introduction

Before retiring in 2018, I had 36 years' experience teaching English for public high schools in Saitama Prefecture, Japan. Although I finished studying TESOL graduate course at Temple University Japan in 2012 while I was working full-time, I felt that my study was not sufficient and wanted to restudy TESOL in the *real world*, where people used and spoke English in their daily life. I became an MA TESOL student at the University of Leeds, UK, starting September of 2018. Having recently finished my study, just before graduation in December, I am now back living in Japan and work at a public high school as a substitute full-time teacher until March 2020.

While I was in the UK, I had a chance to attend the 2nd J-CLIL Teacher Education Seminar held in Nijmegen, Netherlands. It gave me a good chance to observe some schools adopting CLIL, to know about what CLIL was, and to reflect my own approach to teaching English in high school. When self-evaluating my previous approach, I was able to realise that although I had adopted methods, such as using images and pair/group work, my actual awareness of CLIL approach may have been lacking, due to me not fully understanding its aims.

In this paper, I would like to think about some issues that might occur in adopting CLIL in the current Japanese high school system, and I would like to think about how I can make my English teaching more effective by making use of some approaches of CLIL.

Issues in adopting CLIL in Japanese high school setting

CLIL (Content and Language Integrated Learning) can be traced back to the 1990s in Europe and its characteristic is that 'content and a foreign language are learnt together, in an integrated way' (Marsh et al., 2001, cited in Goris, 2019). Core features of CLIL include authenticity, students communicating more than teacher, scaffolding and building on students' existing knowledge, cognitive engagement, critical thinking skills, cooperative learning, comprehensible input, oral and written output, and the four C's (Content, Communication, Cognition, Culture) + Community (in case of 5C's) (Bostwick, 2019).

When we consider how CLIL approaches can be adapted into Japanese high schools, the first issue would be that we need to take the language distance between Japanese and English into account. Goris (2019) has noted that CLIL will be adapted more easily to

English education in the countries that are English-oriented, compared to the countries where English is largely absent in society. According to Goris (2019), CLIL first started ‘as a highly selective programme in schools preparing the best and most motivated students for university’ (p. 12) and it spread gradually to secondary, primary and vocational schools. This means that learners having higher-level cognition and motivation toward language learning might easily adapt to a CLIL approach, and it seems true of Japanese high school students. Furthermore, in the Netherlands, the process of CLIL integration seems to have happened relatively easily because Dutch learners felt familiar with English language. Therefore, it seems that the CLIL curriculum was easier to be adopted in all kinds of schools in the Netherlands, compared to Japanese schools’ setting where English is absent in society.

In addition, Japanese language (L1) and English language (L2) are vastly different in many areas including: pronunciation, intonation, stress, grammar and vocabulary. Some Japanese people may worry about losing their own culture and language by immersion programs, however, most CLIL teachers are bilinguals and L1 is used in addition to the target language in the CLIL approach. For example, ‘German CLIL teachers usually have a dual qualification, for their subject as well as the language’ (Goris, 2019, p. 14). Cañado (2018)’s analysis of her research has ascertained that ‘CLIL programs are not detrimentally impacting L1 or content learning’ (p. 27).

The second issue seems to be related to teacher education. First of all, it would be important for English teachers to know what CLIL is and why CLIL might be effective for learners, however, there are still many teachers regardless of subject that have little idea about CLIL in Japanese high school.

Since CLIL involves content and language teaching together in an integrated way, English teachers, while cooperating together with each other, need to cooperate with teachers of other subjects for teaching the content deeply in order to activate learners’ cognition. In Japanese high schools, we have to use the textbooks authorized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In teaching the subjects of English Communication I, II and III, English teachers have to handle various kinds of contents and different themes such as the environmental issues, the history of the Buddhist statue (Ashura), life in the Edo period in Japan, the natural circulation of water and the irrigation systems, biomimicry (related to Biology), the *wonder* of the paintings of Magritte (related to Art) and others. Sometimes the content itself seems to be very difficult to teach, especially in high-level high schools. English teachers usually need to prepare for teaching the content by reading books or asking for some information from teachers of other subjects such as history, biology, art, earth science or geography because

English teachers' knowledge about the content is not enough although they have knowledge about language teaching. However, it is very difficult to bring in other subject teachers to English classrooms in the present curriculum system. How staff may teach each lesson of the textbook usually depends on individual teachers. Some English teachers may conduct the traditional way of teaching vocabulary and grammar before translating the English sentences or passages into Japanese, and this way is still in popular. From the viewpoint of the above-mentioned core features of CLIL, the traditional way of teaching English seems to lack in or pay little attention to students communicating more than teacher, fostering critical thinking skills, cooperative learning, and oral and written output.

Conclusion

CLIL covers a wide area of learners' learning and is extensive in its effects. It is not only teaching both content and language together but also aims to strengthen learners' cognition, critical thinking, communicative ability in the target language. Learners will be able to get enough comprehensible input and will be encouraged toward oral and written output with appropriate scaffolding by teachers if the CLIL approach is adopted effectively into high school English classes.

Some English teachers in Japanese high schools teach the textbook content all in English while using some pictures or power-point slides, however, they tend to explain the content all by themselves, which means teacher talking much more than students. While getting enough comprehensible input, learners need to be pushed toward output. In addition, pair or group works will be necessary to encourage and promote students' communication. Sometimes L1 would be necessary to explain grammar or compensate for the lack of learners' understanding of the content, depending on the learners' levels.

It would be desirable that more and more Japanese high school students become motivated and have good attitude toward learning foreign language(s) for their future studies or lives in the global world, however, in the present situation, not so many students are motivated toward learning English with an exception of some special private bilingual schools. It would be worth exploring the potential for new CLIL applications to English education in Japanese high schools as a method of motivating learners for learning foreign languages. I believe that CLIL has a potential for students to become good citizens in an ever-increasing global society. I now plan to incorporate many of the CLIL approaches into my possible future teaching methods, to increase the effectiveness for my students.

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7. Photo Series of J-CLIL Teacher Education Seminar 2019

Day 1

Lectures

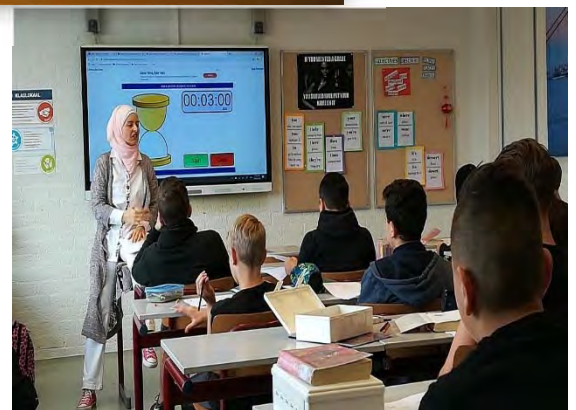


Day 2 and Day 3

School Visits







Day 4

Lectures and Workshops





Day 5

Participants' Reflective Presentation



Gathering Time



8. Editors' Notes

The Proceedings from the Japan CLIL Pedagogy Association (J-CLIL) Teacher Education Seminar 2019 is the product of several distinguished guest speakers and its participants of the Seminar in Nijmegen, the Netherlands. We hope these proceedings will be a valuable memory keepsake for everyone involved.

After the J-CLIL seminar in September, our editorial team started the process to record the events of the week. We deeply thank to all the contributors of the proceedings for responding to our multiple requests in a timely manner. Although we enjoyed the process, we had our own heavy work-related duties during the semester and we were not able to do the editing work as fast and efficiently as we had wished. However, good teamwork truly helped us to complete this year's edition without any delay.

We sincerely hope the Proceedings from the Japan CLIL Pedagogy Association (J-CLIL) Teacher Education Seminar 2019 will serve to promote the development of CLIL in the field of education.

Finally, we wish to express a special thanks to Ms Michelle J. Mellion-Doorewaard for her sincere support regarding the seminar venue at Radboud University. She has always helped the J-CLIL activities as a honorable member. Without her, the seminar would not have been held in the Netherlands. Many thanks indeed.

Reiko Fujita, Yoshimi Hiroyasu, and Shigeru Sasajima
Editorial Team, J-CLIL Teacher Education Seminar 2019 Proceedings