

Special Symposium supported by



**Current Practices and Future Perspectives
of Content and Language Integrated
Learning (CLIL) in Japan**

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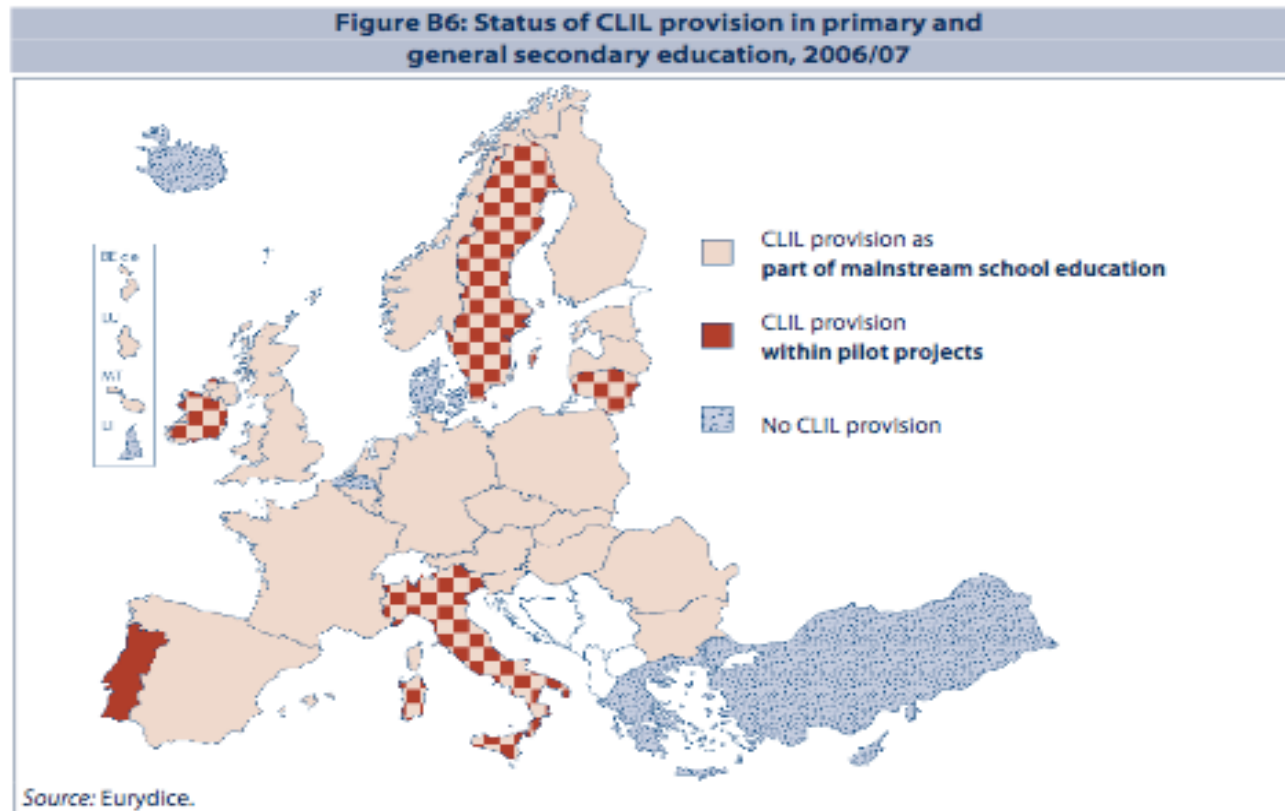
**JACET International Convention in Fukuoka, Japan
1st September, 2011**

What is CLIL?

- According to *TKT CLIL Glossary* (UCLES, 2009), CLIL is defined to be ‘an approach in which a foreign language is used as a tool in the learning of a nonlanguage subject in which both language and the subject have a joint role’ (Marsh in Coyle, 2006:1).
- CLIL is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood and Marsh, 2010: 1).

CLIL in Europe

- **CLIL is included in normal provision in most education systems.**



CLIL

Comparison of foreign language teaching and CLIL

Table 1: Primary foreign language teaching and subject teaching in FL compared

Key Features	Foreign language teaching		Subject teaching in FL (CLIL)
	Conventional FL teaching	Content-based language teaching	
Priority in planning	Language	Language	Subject
Taught by:	Language or class teacher	Language or class teacher	Class teacher
Assessed as:	Language	Language	Subject
Viewed as:	Language teaching	Language teaching	Subject teaching
Materials	Language	Language/subject	Subject
Syllabus	Language syllabus: general purposes	Language syllabus: CALP	Content syllabus and CALP
Methodology	FLT methodology	Language-supportive teaching	Language-supportive subject-teaching desirable

From: Clegg, J (2003) *Teaching subjects through a foreign language in the primary school*. BC Germany

Background of CLIL

- **CLIL is a teaching methodology.**
- **CLIL has principles.**
- **CLIL is based on the CEFR (plurilingualism, CRL, ELP, etc.) .**
- **There are terminological issues (CBI, bilingualism, language immersion, LSP, etc.).**
- **CLIL should be different in Japan from in Europe.**

- **Sasajima talks about CLIL-type programmes and discusses how CLIL can possibly help change teaching and learning.**
- **Reilly looks briefly at several of the major challenges teachers need to confront as they set out on the road of bilingual/CLIL teaching in Spain.**
- **Hemmi outlines the process in which the game of baseball was taught in English in a non-immersion context at Morimura Gakuen.**
- **Ikeda presents the two CLIL programmes he has implemented with his colleagues.**

Each talk has a different background and is very helpful to grasp the aspects of CLIL and develop CLIL theory and practice in a different context.



CLIL

2011年10月上旬刊行予定

Content and Language Integrated Learning 新しい発想の授業

— 理科や歴史を外国語で教える!?! —

笹島茂 編著

ピーター・メヒスト / デビッド・マーシュ / マリア・ヘスス・フリゴルス / 斎藤早苗 / 鈴木誠 / 池田真 / 佐藤ひな子 / シャンタル・ヘンミ / ソピア・ヤシン 共著

多言語文化社会に必要とされる自律的な学習者を育成する新しい発想の教育法の紹介

CLIL (Content and Language Integrated Learning; 教科科目などの内容と言語(ことば)を統合した学習)は、言語に焦点を当てていない教科科目を教える際に、媒体として外国語(英語など)が使われる授業の指導法のことです。本書は、CLIL指導にかかわる様々な指導法や指導技術を、外国語を教える教師と教科科目内容を教える教師の双方に説明するガイドブックです。それだけではなく、外国語指導に新しい視点を求める教育関係者にとっても「目から鱗が落ちる」ような、ヨーロッパを中心に徐々に広がっているCLILのコンセプト、様々な実践を具体的に分かりやすく形を変えて広がる様々な英語によるCLIL指導の実践例を提示し、日本での実践例をのアイデアや必要な技術について解説しています。CLILは、初等教育から高等教育まで主眼を対象とした外国語と科目内容を認知学習の視点から指導します。CLIL指導を推進の監修も受けながら編集した本書を読めばCLIL教師としての実践が可能になります。教育で悩んでいる人、日本語ではない言語で何かを学びたい、教えたい人に新しい発想を。

／第2章 ヨーロッパでのCLILの実践／第3章 アジアでのCLIL／第4章 日本での進のために／第6章 CLILが開く生徒の学習／おわりに／資料:CLIL授業案1, CLILサイト例, キーワード

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CLIL

Content and Language Integrated Learning

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SANSHUSHA



CLIL-type programmes for medical students in Japan

Shigeru Sasajima



The English curriculum for 1st-year medical students

**To cultivate students' basic
English proficiency:**

Reading skills

Listening skills

Writing skills

**Oral communication skills
(interaction and presentation)**

+ CLIL

CLIL type English courses for medical students

Table 1. The 1st-year English 3 semester curriculum (124 students)

Courses Each Semester	Number of Classes	Number of Students Per Class	Number of Instructors	
			Native English Speakers (NES)	Non-native English Speakers (NNES)
Reading	4	30	0	2
Writing	10	12	5	1
Communication (Interaction)	8	15	4	1
Communication (Presentation)	4	30	1	1
CLIL	10	25	5	1

CLIL-type programmes for medical students in Japan

Medical students are required to improve their English reading skills, increase their English medical vocabulary and develop practical English communication skills (Sasajima, 2004)



ESP, EMP



CLIL-type programme for 1st-year students

The trial-and-error stage for the teachers

2009 Experimental CLIL-type programme

- **English teachers (3 NS + 1 NNS)**
- **Each teacher can select the subject content**

2010 CLIL syllabuses

- **English teachers (5 NS + 1 NNS)**
- **Each teacher can select the subject content**

2011 CLIL syllabuses

- **English teachers (5 NS + 1 NNS)**
- **Each teacher can select the subject content**

CLIL type course 1

Topics: science topics in secondary education: e.g.

- Health and Disease – Serious Diseases
- Antibiotics
- No Geeks Allowed!- Science for Everyone
- The Greenhouse Effect
- The Human Body
- Bioethics
- Nerve Cells/Small Intestine/Muscular System
- How Earthquakes Happen

Objectives:

- to understand technical information given orally
- to guess the meaning of words from context and by elimination
- to read and discuss short texts
- to interpret a diagram and speak about it
- to focus on the core language skills

CLIL type course 2

Topics: GCSE (General Certificate of Secondary Education) in Biology in the UK: e.g.

- **The Circulatory System**
- **Blood Vessels**
- **The Eye**
- **The Heart & Pumping Cycle**
- **Blood, Lungs & Breathing**

Objectives:

- **to have a lot of new and very useful information and a folder of good reference material about the human body in English that you can keep and use in the future, together with confidence in speaking about and experience in communicating with other people about those subjects and topics**

CLIL type course 3

Topics: GCSE (General Certificate of Secondary Education) in Sciences in the UK: e.g.

- **Life Processes and Cells**
- **Health and Drugs**
- **Inheritance and Variation**
- **Mutations and Natural Selection**
- **The Digestive System**
- **Smoking**
- **Environmental and Inherited Variation**
- **Food Chains and Food Webs**

Objectives:

- **to study, remember and utilize new English vocabulary in the above topics**
- **to have confidence and new enthusiasm for English**

CLIL type course 4

Topics: different kinds of complementary / alternative medicine as well as related aspects of anatomy: e.g.

- **Yoga**
- **Iris Somatology & Diagnosis**
- **Acupuncture**
- **Herbalism**
- **Aroma Therapy**
- **Homeopathy**
- **Tactile Therapies**

Objectives:

- **to answer the question, “What is complementary / alternative medicine?”**
- **to talk about different complementary therapies**
- **to describe some anatomical regions in the body**
- **to be more comfortable interacting in English**

CLIL type course 5

Topics: food and nutrition as it relates to the human body: e.g.

- **The Obesity Epidemic**
- **Teeth**
- **Diseases Related to Diet**
- **The Digestive System**
- **Guidelines to Nutrition**
- **The Japanese Diet vs. the Western Diet**
- **Water**
- **Review and Test**

Objectives:

- **to develop an understanding of the ways food can help the body**
- **to develop an understanding of the issues associated with poor eating habits**
- **to develop English communication skills**
- **to build a larger vocabulary related to medical terminology and nutrition**

CLIL type course questionnaire results

How did you like your CLIL classes?

80 % of students think CLIL was good.

95/123

What did you like about your CLIL lessons?

1.Learning about medical or science topics

75/123

2.Practicing English

32/123

3.Presenting ideas to classmates

27/123

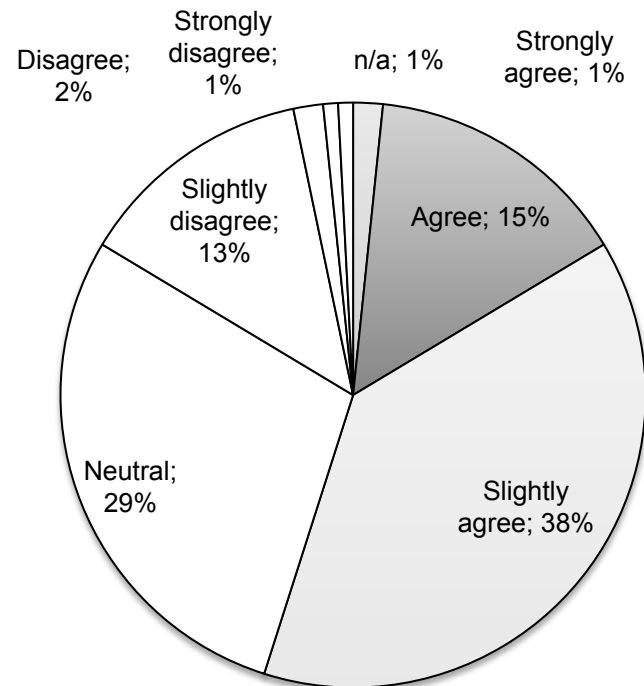
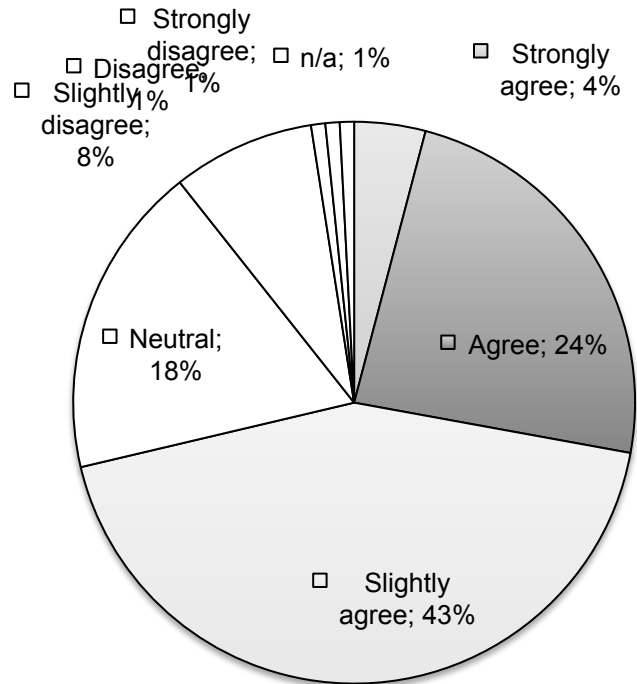
4.Thinking about challenging problems

22/123

CLIL type course questionnaire results

• Do you feel that your science or medical knowledge has improved in your CLIL classes?

• Do you feel that your English skills improved in your CLIL classes?



CLIL type course questionnaire results

What would you improve about CLIL classes?

Some biological knowledge

English ability

Every kind of knowledge about medical topics

Speaking / speaking English (11)

Medical knowledge / terms / topics / medicine (16)

Expressing my feeling

More discussion time

Knowledge (2)

Listening skills (3)

Science knowledge

Pronunciation

Not just medical knowledge (broader knowledge)

Presentation

Needing a little Japanese

Thinking about nutrition, health, body and so on

More classes per week

More information

Group work (6)

etc.

CLIL type course: teachers' perceptions

Students participated in CLIL. I really enjoyed teaching CLIL. CLIL is my favourite course.

CLIL had good interaction and enthusiasm. Students had a more active response to learning.

When starting CLIL, I felt nervous but gradually shifted my mindset to focusing on teaching content from teaching language.

I worked more as a facilitator. I didn't offer any long lectures. I tried to encourage students' teamwork.

Motivated students helped lead some of the tasks. CLIL changed students' learning style.

Students had the opportunity to do their own individual work. Activities are varied in CLIL class.

I wish I would get lots of new ideas in teaching CLIL. I should be more conscious of assessment.

It was hard to prepare the materials. Students often spoke Japanese with each other.

CLIL for health sciences vs. EMP

CLIL

- secondary school subjects (human biology, math, health, nutrition, etc.)
- study skills
- English knowledge and skills
- community of practice
- cognition

• EMP

- medical sciences
- medical knowledge
- clinical skills
- research paper
- presentation
- genre analysis
- professional discourse
- community

YOU CAN DOWNLOAD THE SLIDES AT:

CLILJAPAN JACET

<http://cliljapan.blogspot.com/>

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