

Tsukuba Global Science Week 2022

Future CLIL in University: Possibilities for Foreign Language Education

September 26th, Monday, 2022 13:00-17:00 (JST) online

Program

13:00-13:05 Opening address

13:05-13:35 Hard CLIL or soft CLIL: Language support in CLIL
(Hirosada Iwasaki, University of Tsukuba)

13:35-14:05 Examples of CLIL research and classroom teaching
(Saki Suemori, University of Tsukuba)

14:05-14:10 Break

14:10-14:50 日本語教育における CLIL の試み: 中上級日本語学習者の事例
A trial of CLIL in Japanese language education: A case study of
upper-intermediate Japanese learners (presentation in Japanese)
(Akiko Kobayashi, the University of Shimane)

14:50-15:30 Making the journey from EGAP to CLIL
within the new Tohoku University English Curriculum
(Barry Kavanagh, Tohoku University)

15:30-15:35 Break

15:35-16:35 Why are university teachers interested in CLIL?
(Shigeru Sasajima, CLIL Institute for Teacher Education)

16:35-16:55 Discussion in breakout room

16:55-17:00 Closing address

Registration will open in late August on web page.

<https://tgs.w.tsukuba.ac.jp/sessions/52>

Abstract

Hard CLIL or soft CLIL: Language support in CLIL

(Hirosada Iwasaki, University of Tsukuba)

This presentation addresses the issues of language support in CLIL class. Even in research universities where more academic CLIL classes are expected to increase, Japanese learners' relative lack of productive skills as well as non-language teachers' unfamiliarity with how to cope with such situations is a big problem to tackle. This leads to the necessity of "language support" at least in the initial stages for both teachers and students. Therefore, this presentation shows that even when dealing with authentic academic materials, CLIL teachers need to be aware of the necessity of giving language support such as (a) input enhancement on collocations, (b) paraphrasing or rephrasing low-frequency words, (c) boosting productive skills by way of keyword retelling or summarization, and (d) participating in FD workshops on how to give language support in CLIL class.

Examples of CLIL research and classroom teaching

(Saki Suemori, University of Tsukuba)

One of the benefits of adopting CLIL is that students can study content and language at the same time. Because of this, CLIL has been adopted in university in Japan especially in English classes these days. Although adopting CLIL is beneficial for students, teachers might face with some difficulties. Teachers need to spend vast amount of time to prepare, and it can be burden for them (e.g., Talbot et al., 2021). This presentation will introduce the examples of CLIL classes in the university and show what kinds of difficulties teachers might have to conduct CLIL classes. The presentation will also explain what can be done to promote CLIL in the university context.

日本語教育における CLIL の試み：中上級日本語学習者の事例

(Akiko Kobayashi, the University of Shimane)

近年、日本語教育の分野においても CLIL のアプローチに基づいた授業実践が見られるようになってきました。本発表では、まず日本語教育の分野におけるこれまでの研究や授業実践の例をご紹介します。次に発表者らの研究グループが開発した CLIL のテキストとそのテキストを用いた大学での日本語コースについてご説明します。そして、中上級レベルの日本語学習者を対象とした授業において、「内容」理解や「言語（日本語）」学習の面でどのような変化が見られたのか、教師はどのようなサポートをする必要があるのかなどについて、これまでの調査をもとにお話ししたいと思います。

Making the journey from EGAP to CLIL within the new Tohoku University English Curriculum

(Barry Kavanagh, Tohoku University)

In 2020 Tohoku university started the implementation of a new English language curriculum based on the principles of English for General Academic Purposes (EGAP) for 1st and 2nd year general education students. Students taking the EGAP courses are taught a series of core skills that are designed around academic content. After the second year, however, there is no official formal English curriculum currently offered to students.

The majority of Tohoku university students are from the Science and Engineering departments. Many of these students also go on to postgraduate study where the need to use academic English becomes more necessary in the students' university career.

To address this gap in English language education the university has decided to create a second phase of the English language curriculum based on subject or specialized English language education.

The aim is to integrate English and subject education utilizing a CLIL approach and this 'specialized English' will be offered in negotiation with each faculty. It is hoped that by separating these two phases of English language education from EGAP to CLIL and differentiating the goals and content of each, will enhance the educational effectiveness and deepen the organic linkage between them. This paper discusses the journey from EGAP to CLIL and the progress made in creating a pilot CLIL engineering course for 3rd year students in the 2023 academic year.

Why are university teachers interested in CLIL?

(Shigeru Sasajima, CLIL Institute for Teacher Education)

In 2022, CLIL may have become a standard educational approach in Japan, where a growing number of university teachers are interested in it, but it seems to include a variety of features due to different educational contexts. In addition, English Medium Instruction (EMI) and CLIL can actually be interchangeable in many academic fields. As CLIL is diverse and flexible, it will have the potential to adapt to a new environment. Why has CLIL pedagogy been developed in university education? I will talk about the brief history of CLIL, the current aspects of CLIL, and the future style of integrated learning, based on the facts of the J-CLIL Survey of CLIL in Japan. I would like to have a good discussion about the meaning and future of CLIL for university students.