

J-CLIL Teacher Education Seminar at the University of Stirling, Scotland UK, 2018

How Can CLIL be developed in Japan?



Dates: 20th (Monday) to 24th (Friday) August, 2018

Venue: University of Stirling, Scotland, UK

Featured speakers:

Do Coyle (University of Edinburgh, UK)

Alan Dobson (Independent Language Adviser, former HM Inspector, the UK)

Richard Johnstone (Emeritus, University of Stirling, UK)

**** The Seminar Schedule ****

**Pre-Day Sunday, 19 August Registration in the afternoon
(to meet at around 3 pm)**

Day 1 Monday, 20 August Opening 9:00 – 9:30

Greetings by the coordinator

Self-introduction

Why do we gather at the University of Stirling in Scotland ? It is simply because I as a coordinator hope all the participants will enjoy staying in Scotland and doing small CLIL research. On the final day, each of the participants will show the results, such as CLIL teaching ideas, materials and languages. Each has 10 minutes.

This J-CLIL TE Seminar is coordinated by Shigeru Sasajima, J-CLIL president, with assistance from Atsushi Kanayama, a masters student at the University of Stirling

Lecture 1 9:30 – 11:00 (followed by Q & A)

Do Coyle University of Edinburgh, UK



Future directions for CLIL classroom pedagogies: What matters and why?

This session will take a critical look at what international research tells us about CLIL. Whilst acknowledging that teaching and learning is having to adapt to global fundamental socio-economic and cultural change, CLIL has recently had to face up to the complexities and variables which suggest that there are gaps in current practices. Looking at underlying ecological principles which guide the design of classroom learning, ways in which CLIL can contribute to future thinking will be considered along with principles for tasks and activities which progress deeper learning. Striving for sustainability development goals and the four pillars of learning (UNESCO) to promote the growth of motivating and progressive learning spaces, the session is intended as a think-piece to trigger innovative curriculum planning and encourage teachers to explore alternative pedagogic approaches in their classrooms.

Professor Do Coyle

Chair in Languages Education and Classroom Pedagogy

Director of Research and Knowledge Exchange

Moray House School of Education University of Edinburgh Charteris Land Holyrood Road, Edinburgh EH8 8AQ

Tea break 11:00 – 11:30

Panel discussion 11:30 – 13:00

How Can CLIL be developed in Japan?



Do Coyle

Alan Dobson

Richard Johnstone

Shigeru Sasajima (moderator)

CLIL, which was developed in Europe in 1990s, is now popular in Japan. J-CLIL (Japan CLIL Pedagogy Association) has played a key role in pushing forward with CLIL implementation since it established in 2017. Here in this panel discussion, the panelists will talk about their views and experiences of CLIL in Europe and suggest to us how CLIL should be developed in Japan.

Shigeru Sasajima first talks about the current CLIL implementation in Japan.

Agenda 1: What has CLIL contributed to education in Europe?

Agenda 2: How can CLIL experiences in Europe help develop CLIL in Japan?

Lunch 13:00 –

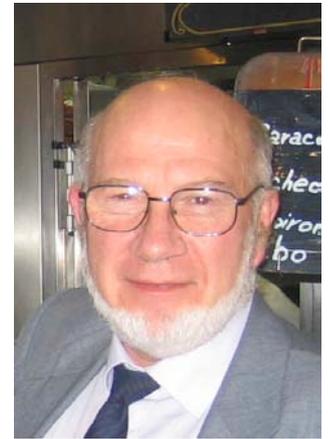
Fieldwork & research

Day 2 Tuesday, 21 August

Lecture 2 9:00 – 10:30 (followed by Q & A)

Alan Dobson

Independent Language Adviser, former HM Inspector, the UK



Implementing CLIL: Challenges and Opportunities

In this lecture, I will consider the rationale for CLIL and its relationship with bilingual education. After exploring some of the challenges facing CLIL (mainly) in the schools sector, I will set out some of the factors likely to promote successful CLIL, including aspects of good practice in teaching and learning.

Dr Alan Dobson: Formerly a teacher of languages, Alan Dobson was for many years one of Her Majesty's Inspectors of Schools (HMI). Between 1991 and 2002 he was the senior HMI for modern foreign languages for England. He also has wide international experience, e.g. as the UK representative on the European Union (EU) Expert Group on Languages (2002-2008), and with the Council of Europe (COE) as Co-Chair of the Modern Languages Project Group (1998-2000) and as Chair of the Governing Board of the European Centre for Modern Languages (ECML) in Graz (Austria) (2008-2011).

In recent years, Alan has been extensively involved in the evaluation of language education projects, including the evaluation of the Bilingual Education Project (BEP) run jointly by the British Council and the Spanish Ministry of Education in over a hundred primary and secondary schools. He has been regularly invited to Latin America as a consultant, advising on various aspects of bilingual education and CLIL.

Tea break 10:30 – 11:00

Guest presentation 1 11:00 – 11:50



Michelle Mellion-Doorewaard

Radboud University, the Netherlands

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

In this presentation, I will demonstrate how I have applied CLIL practices in my teaching. Unfortunately, the “integration of language competences into students’ academic and professional education is not openly addressed” at universities (Breeze, 2014). If you are teaching subject-specific matter in English or supervising a student’s thesis at a university, it is often assumed that the students’ level of English proficiency is adequate. However, this is often not the case, for example, as the writing, listening and speaking skills of Chinese and Japanese students might not yet be at C1 level. Linguistic support is not always provided in the curriculum and students are left to fend for themselves. A content lecturer might alter his /her material to provide more linguistic support but another alternative would be to offer tailor-made courses or workshops “in which students’ language and content knowledge are fostered in harmony” (Wilkinson, 2003). What I have done at our university is to create a space for students to develop their language skills, in a BEC Higher professional skills course and in fluency workshops where academic speaking skills are practiced by PhD candidates. During this talk, I will demonstrate how the CLIL model (Smit & Dafouz, 2012) reflects a way of integrating these skills into the international curriculum of a university where they are sometimes sorely needed.

Ms Michelle Mellion, originally from the US, has taught English for more than thirty years. She has worked as an English language consultant, translator and lecturer at the Radboud University in the Netherlands. As a free-lancer, she works for Cambridge ESOL and trains Dutch secondary school teachers involved in bilingual education for the Cambridge Proficiency Exam (CPE). Now, after more than a decade, she takes pause and reflects on how CLIL methodology has been implemented in Europe, and how it can be applied elsewhere in international higher education.

Guest presentation 2 12:00 – 12:50



Suzanne Dijon

Biology and Geology teacher, France

CLIL Biology in France

In the presentation, I will talk about CLIL biology in France. When I trained to become a teacher, my memoire was about the comparison of English and French in the teaching of science. I have taught Biology and Geology in upper secondary schools for about 16 years, mainly in French but also in English in the so-called “European sections”, the French main “CLIL” structures. This implied many projects and contacts abroad. I designed and carried out a short training program for science teachers who wished to get a certificate to teach with CLIL. I recently moved from Paris’s region to Tours with my family. I like gardening, walks in natural sites and playing board games, among other things!

Ms Suzanne Dijon is a former student of the Ecole Normale Supérieure de Lyon. She has a master degree in Molecular Biology of the cell, with a specialty in Parasitology.

Fieldwork & research

Dinner 18:30 – 20:30

Day 3 Wednesday, 22 August

Japanese student presentations 9:30 – 10:30



Keiko Tsuchiya

Yokohama City University, Japan

Ayano Endo

Arisa Kawauchi

Momoka Kawamata

Nao Uema

Rintaro Yoshida

Ryoga Yoda

Yuya Wada

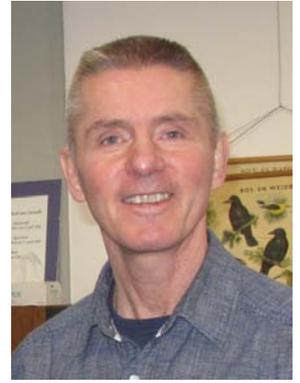
Yokohama City University students

Tea break 10:30 – 11:00

CLIL workshop 11:00 – 13:00

Kevin Shuck

Penta College CSG Jacob van Liesveldt, the Netherlands



Beyond CLIL 3D planning for teaching and learning

Workshop will activate participants to consciously consider all levels of planning in preparation for their lesson plans, curriculum and classroom practice to support deeper learning. Introduction to the Pluriliteracies model from its roots in CLIL and how it guides and facilitates the progression into deeper learning in a CLIL based instruction environment.

Participants will explore and put into practice 3D planning in their own subject specific areas to stimulate deeper learning. The use of progressive learning spaces and alternative pedagogic approaches will be explored including blended learning and digital portfolios.

Currently the Bilingual Education and Internationalization Coordinator at Penta College CSG Jacob van Liesveldt in the Netherlands. Has been a Workshop Leader for the International Baccalaureate Language A Language and Literature and Language B courses since 2003. Currently a member of the Graz group Pluriliteracies project including training and consultancy for the European Centre for Modern Languages. A CLIL teacher trainer and lecturer for Nuffic since 2005 and an independent education consultant.

Fieldwork & research

Day 4 Thursday, 23 August

Lecture 3 9:00 – 10:30 (followed by Q & A)



Richard Johnstone

University of Stirling, the UK

Bilingual Education and CLIL in a diverse, changing and problematical world: Identifying and meeting the challenges

In my talk, I propose to attempt three things: First, to highlight some of the key themes that have emerged from the talks and discussions at the Seminar thus far. Second, drawing on recent research and policy publications, to identify a range of key factors in society and also in educational institutions that appear associated with the success or otherwise of Bilingual Education and CLIL. Third, to discuss how key factors of this sort might be addressed in such a way as to lead to positive rather than negative outcomes.

I am an Emeritus Professor of the University of Stirling where I was Head of the (then) Institute of Education and Director of the government-funded Scottish Centre for information on Language Teaching & Research. Two areas of specialism are ‘modern languages for young learners’ and ‘immersion & bilingual education, and CLIL’ for which I have directed a range of independent research projects for the Scottish Government and also for national Ministries in other countries. From 1991 to 2009 I wrote for CUP the annual review of published international research on languages learning, teaching and policy. Recently, I co-edited a book on Bilingual Education & CLIL published by the Ministry of Education (Spain). It has been my great pleasure to visit Asia many times to give talks at international conferences in China, South Korea, Vietnam, Indonesia, Taiwan, India and Japan.

Tea break 10:30 – 11:00

Communication with local language teachers 11:00 – 13:00



Ann Robertson

1+2 Languages Development Officer, East Lothian Council

Ichi + ni = Japanese: Developing Japanese in Scottish schools

Bethan Owen

Development Officer 3-18 Modern Languages, City of Edinburgh Council

Chair, Languages Network Group Scotland

Learning and Teaching Languages in Scotland: An Evolving Landscape

Yoko Matsumoto Stuart University of Edinburgh

and some colleagues

Lunch 13:00 -

Fieldwork & research

Day 5 Friday, 24 August

Participant presentations 9:00 – 13:00

Anita Koike	Chad Godfrey	Eleanor Kane,
Hiroko Nakatani	Hitomi Sakamoto	Hirosada Iwasakai
Mai Kuramoto	Michele Joel	Miho Hyakutake,
Anthony Ryan	Ikuko Ueno	Kimiko Koseki
Takako Arakawa	Toshihiro Yamanishi	Ya-fen Lillian Fan
Yasuko Hamada	Yoshihiro Nigo	Yuma Ito
Yukiko Abe	Atsushi Kanayama	

Each has 10 minutes to talk about some CLIL ideas while studying at the J-CLIL TE Seminar in Stirling. We would like to share ideas about CLIL and Scotland. Based on the brief talk, each participant writes a reflective essay on CLIL, including CLIL ideas, materials, and practices. J-CLIL will publish the seminar report.

Closing 13:00 –

Post-Day Saturday, 25 August Check out