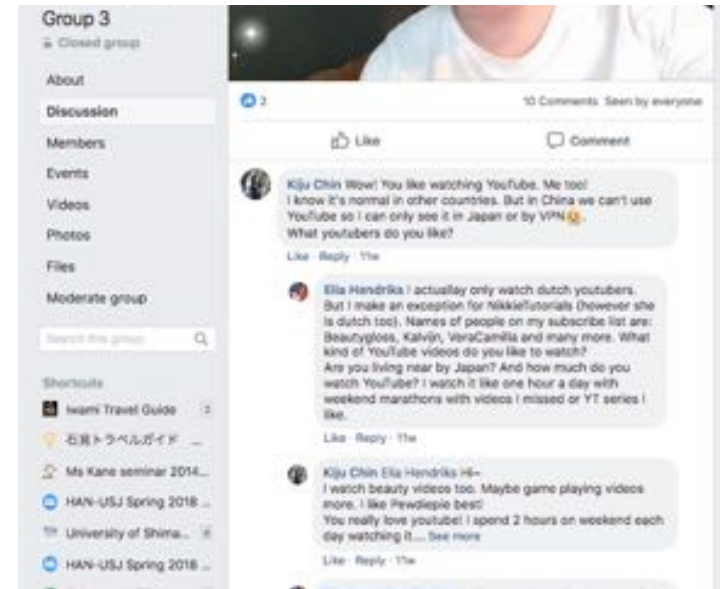


A scenic view of a lake at the University of Stirling. The lake is in the foreground, with a grassy bank on the left. In the middle ground, there are several trees and a large, multi-story building with a distinctive architectural style. In the background, a large hill or mountain rises under a blue sky with some clouds. The overall atmosphere is peaceful and natural.

*Reflections from the J-CLIL Seminar*

*University of Stirling, 2018*

*Eleanor Kane ( University of Shimane, Japan)*



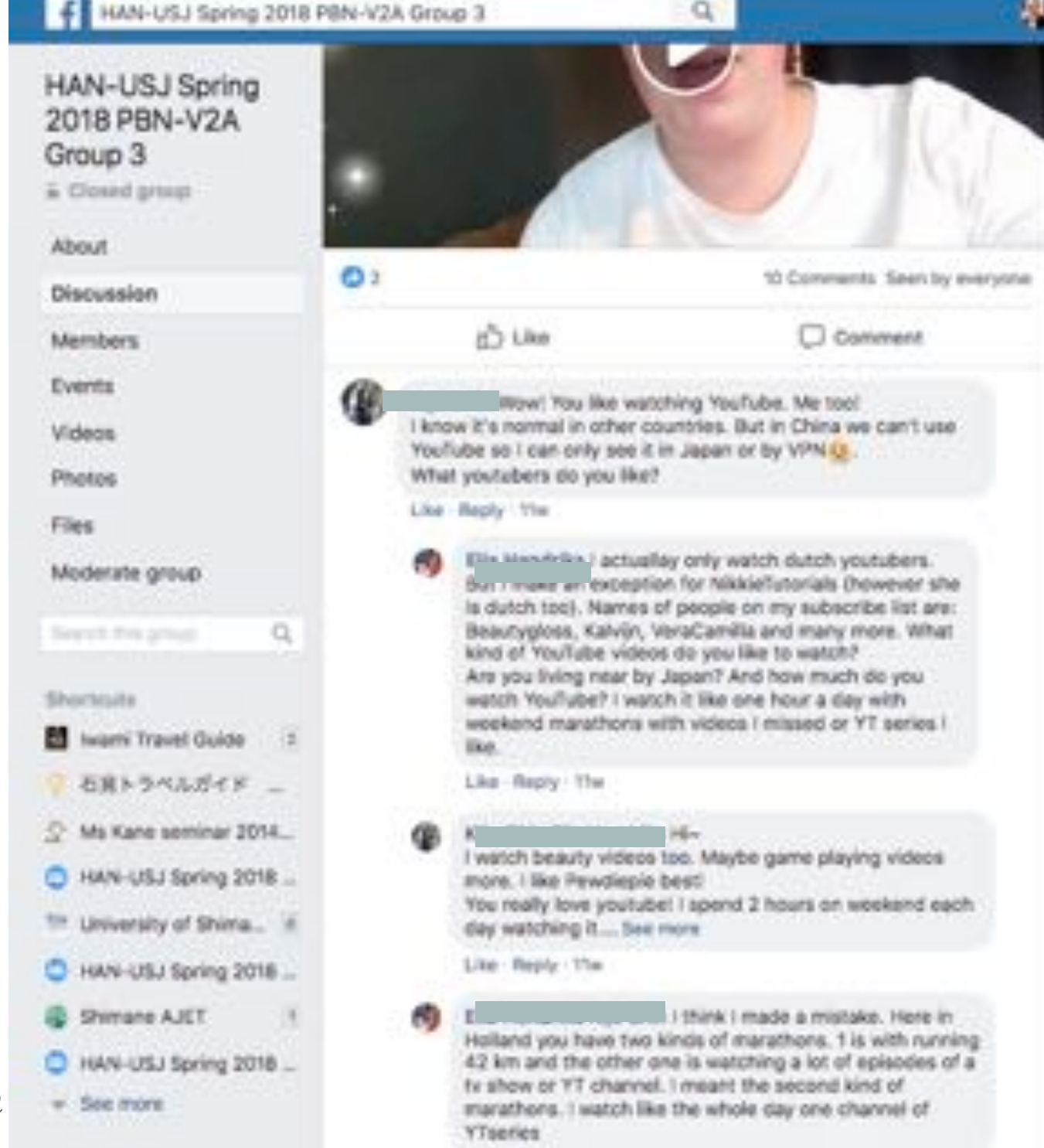
*Content-rich classes for intercultural education*

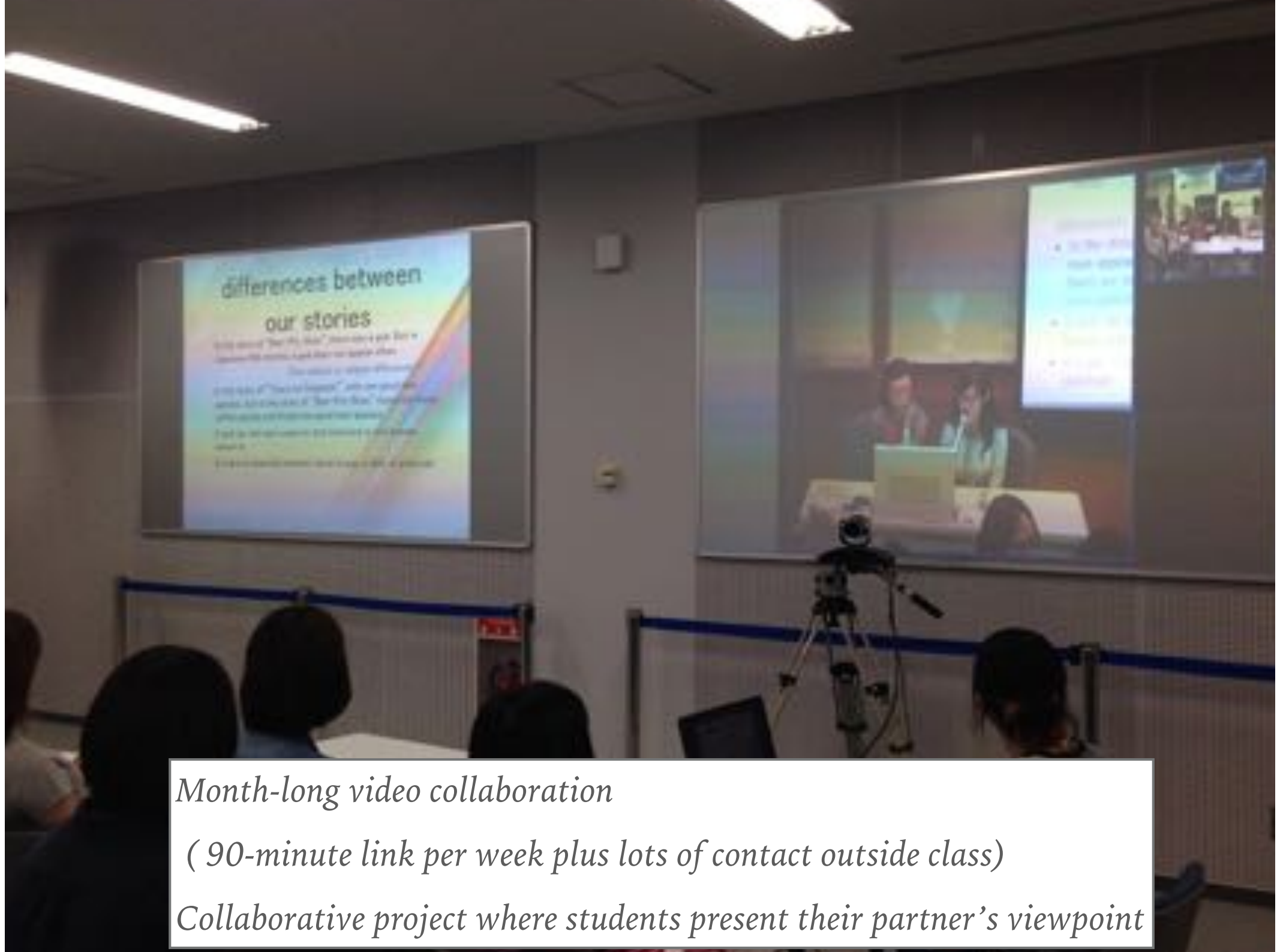


*Month-long links  
using  
social media  
on five set topics,  
ending in a  
collaborative  
project created by  
two students*

*Mainly  
asynchronous*

*Students can  
practice what  
they've learned in  
class*





*Month-long video collaboration*

*( 90-minute link per week plus lots of contact outside class)*

*Collaborative project where students present their partner's viewpoint*



*Synchronous links with Theatre Studies Majors in East Carolina University*





*Synchronous link where students explain a Japanese story to Theatre majors*



# PLUS POINTS OF THESE PROJECTS

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- Linguistically focused good practice ( Dr Dobson)
- Attention to accuracy
- Usually get feedback from partner when meaning is affected
- Opportunities to use new language, and explain new knowledge ( Japanese religious practices)
- Extended Utterances
- Range of genres ( informal chat with partner, more formal for joint presentations, written English for reflective report)
- Chances for student to use language outside the classroom ( particularly important in Japan)
- (For me) I work with content specialists during the synchronous links



# MAJOR ISSUES IN MY OWN CLASSROOMS

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- Time : 90-minute lessons per week
- Content: many students can't answer questions from overseas students, not because they don't understand the question but because they don't know about their own country in depth
- Language: sometimes students can answer but not in a way which is appropriate for the subject
- Feedback: difficult during a live link

# WHAT I'M TAKING AWAY FROM THE SEMINAR (1)

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- “Slow Education for Deeper Learning”
- I need to learn more about this
- Work more with my content specialist partners overseas to find what language my students need to work with their partners
- Allow time for students to master content and technology. That means reorganizing some of my courses

# WHAT I'M TAKING AWAY FROM THE SEMINAR (2)

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- Sustainability
- Encourage my colleagues to use CLIL
- Teacher training with the technology and the core goals
- Creation of new curriculum my university from 2021 with CLIL firmly embedded : planning a progression from easier projects to more challenging ones from first year to fourth year



# WHAT I'M TAKING AWAY FROM THE SEMINAR (3)

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## ➤ Pluriliteracies:

“Deep learning - by which we understand the successful internalization of conceptual knowledge and the automatization of subject specific procedures/skills and strategies – only occurs if learners are taught how to express their knowledge appropriately.” (<https://pluriliteracies.ecml.at/>)

- Work with my content specialist colleagues to better understand subject literacy in English in their field
- To demonstrate understanding, digital expression is not just a fun add-on but indispensable
- My students need more guidance and I need to update my skills too e.g use more virtual reality.
- Secure funding for technology and training

## WHAT I'M TAKING AWAY FROM THE SEMINAR (4)

➤ And a whole host of ideas from listening to the presenters and also from talking with other participants

➤ Thank you to everyone!