

Collaboration of CLIL pedagogy in Asia

At the 2nd J-CLIL bilingual annual conference,
Waseda University, Japan
On 13th January, 2019

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Symposium contents

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|---|------------------|
| • Rational | Shigeru Sasajima |
| • Towards a bilingual Taiwan: Can CLIL help? | Wenhsien Yang |
| • EMI as sheltered instruction to provide sufficient scaffolding | Tetsuo Harada |
| • A brief history of CLIL in Japan – policy, practice and pedagogy | Keiko Tsuchiya |
| • Follow-up comments | Angel Lin |



The rationale for the symposium

- Due to the broad definition of CLIL, there are a variety of CLIL practices.
- We could reconsider language education in Asia through CLIL methodology.
- The English language substantially has been a lingua franca in Asia.
- CLIL pedagogy in Asia is now emerging and growing in diverse contexts.
- CLIL and EMI are apparently very similar, in Asia, for example.
- In this symposium, I hope we can discuss and share ideas regarding CLIL pedagogy.

Towards a bilingual Taiwan: Can CLIL help?	Wenhsien Yang
EMI as sheltered instruction to provide sufficient scaffolding	Tetsuo Harada
A brief history of CLIL in Japan – policy, practice and pedagogy	Keiko Tsuchiya
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Discussion



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Towards a bilingual Taiwan: Can CLIL help?

Yang, Wenh sien
楊文賢

- What makes CLIL quickly emerge and popular in Asia?
- Why does Taiwan need help from CLIL?
- What does Taiwan do to respond in policy, research and practices?



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Background



- New aims and goals of higher education in a globalised world.
- Enhancing their students' *employability* and *mobility* opportunities.
- Ensuring that graduates are equipped with both *professional knowledge* and *proficiency in another language*, usually English.
- From input-driven and theory-based teaching to more *learner-focused* and *outcome-based* teaching.

What is CLIL and why do we need it?



- *CLIL*, as a generic term,
- The CLIL approach is **dual-focused**, using **an additional language**, usually English, to teach **both content and language** (Marsh & Frigols Martín, 2012).
- CLIL uses language **as a tool** to teach learners the **subject knowledge** of a variety of disciplines.
- One of the commonly adopted approaches to **providing language skills and content knowledge**, widely adopted in Europe (Arno-Macia & Mancho-Bares, 2015),

What is CLIL and why do we need it?



- A way to ***create social inclusion*** across contexts (Bian, 2017). The CLIL approach is dual-focused, using an additional language, usually English, to teach both content and language (Marsh & Frigols Martín, 2012).
- CLIL ***replaces traditional English language courses*** in European universities (Arno-Macia & Mancho-Bares, 2015; Raisanen & Fortanet-Gomez, 2008).
- It is also becoming ***more popular*** in Asia (Nikula, Dalton-Puffer, & Llinares, 2013).

Positive effects of CLIL



- The positive effects of the CLIL approach in terms of ***L2 acquisition*** (Möller, 2016) and ***linguistic improvement*** have been extensively evidenced.
- ***Comprehension abilities*** or ***receptive skills*** are more likely to be significantly improved than productive skills (Aguilar & Rodriguez, 2012; Dalton-Puffer, 2007; Jiménez-Catalán & Ruiz de Zarobe, 2009).
- Comparisons of CLIL and non-CLIL learners' ***pronunciation, vocabulary, grammar, fluency, and content*** have indicated that CLIL learners usually outperform their non-CLIL counterparts (Ruiz & Zarobe, 2008).

Positive effects of CLIL



CLIL learners have also been shown to make positive improvements in:

- ***lexis*** (Heras & Lasagabaster, 2015; Lo & Murphy, 2010; Ruiz de Zarobe, 2010),
- ***morpho-syntax*** (Lorenzo, Casal, & Moore, 2010),
- ***speaking*** (Admiraal, Westhoff, & de Bot, 2007; Burger & Chretien, 2001; Ruiz de Zarobe, 2008, Younes, 2016; Yufrizal & Hasan, 2017) and
- ***writing*** (Lasagabaster, 2008; Pessoa, Miller, & Kaufer, 2014; Whittaker, Llinares, & McCabe, 2011).

Positive effects of CLIL



CLIL has also been shown to provide non-linguistic benefits such as:

- showing ***increased self-confidence*** in their ability to use the target language and express an interest in pursuing its study (Dupuy, 2000),
- fostering ***learners' self-esteem, self-concept, and motivation*** of using the target language (Heras & Lasagabaster, 2015; Pavesi et al., 2001; Roiha & Mantyla, 2019), but it also facilitates ***the development of a 'can do' attitude*** towards language learning (Marsh 2000) and ***lower levels of anxiety*** (Maillat, 2010; Nikula, 2007).

Positive effects of CLIL



- CLIL also helps learners to improve their ***social and cultural skills in the target language*** (Atabekova, Gorbatenko, Belousov, Grebnev, & Sheremetieva, 2016), and has a significant effect on ***the acquisition of the key competence of learning to learn*** (de Diezmas, 2016).
- In addition, CLIL learners perform better in not only the ***target language*** but also ***the content knowledge*** (Younes, 2016).
- CLIL is considered ***as a change agent*** which can improve learners' ***communication skills***, and can help them operate effectively in situations which require ***intercultural interaction***, thus preparing them for the competitive global labour market.

Blueprint for a bilingual nation: Taiwan



- In order to cope with the trend of globalization, internationalisation and to boost people's English proficiency for enhancing international competitiveness, **Taiwan wishes to become a bilingual nation by 2030.**

**All the official information and diagrams about the bilingual policy are released by [NDC](#), Taiwan (2019).*

Rationale of promoting a bilingual nation



1 Strengthening people's English proficiency from the demand side

2 Reducing urban-rural divide with digital technology

3 Bilingual policy and native language policy run in parallel

4 Forging competitive advantage for young talents



Changing English education



Now

**strengthening English education
cultivating people's soft power of English proficiency**

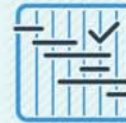
Listening



Speaking



Reading



Writing



Before

**building an infrastructure for
bilingual environment**

Action Plan for
Creating an
English-friendly
Living Environment
(2002-2007)

Plan for Creating
an International
Living
Environment
(2008-2009)

Plan for Enhancing
National English
Proficiency
(2010-2012)

Targets to achieve



Strategies of making it real



Bilingual Nation

**Elevating people's
English proficiency**

Common strategies

Jointly promoted by all
ministries/commissions

Individual strategies

Aimed at specific customers in
their respective competency

**Demand-driven supply
Minimum cost with maximum benefit**

Common strategies



1. Promoting all bilingual **websites of central government agencies**

- Agencies that have no bilingual official websites should make their owns as soon as possible

2. Bilingualizing documents **relevant to foreigners**

- **Bilingualizing forms & online application systems** and **licenses/credentials** relevant to foreigners



3. Bilingualizing **front-line services** at public service venues

- Strengthening front-line **over-the-counter English services** (including police & fire departments)
- Strengthening English service quantity & quality of **public service hotlines**



4. Implementing bilingual government information

- Bilingualizing information of important government affairs (e.g. **press release, statistics reports**)
- Bilingual **public hearings** on matters relevant to foreigners' activities in Taiwan



Common strategies



5. Bilingualizing **laws & regulations** relevant to foreigners

- Bilingual **laws/regulations** and **administration rules** relevant to foreigners
- Bilingual **notice of draft laws/regulations** relevant to foreigners



6. Promoting bilingual services at cultural & educational facilities & venues

- Strengthening bilingual services at **cultural & educational facilities & venues** by making reference to the practices of **National Palace Museum**

7. Cultivating English proficiency of **government officials**

- Integrating & providing **digital English learning resources**
- **Colleagues receiving training overseas** should make English presentations upon returning for sharing their experiences and results



8. Bilingualizing the **examination** and **certification** of **National Skill Test**

Individual strategies



1

Implementing in full scale the bilingualization of Taiwan's **educational system**, cultivating bilingual talents and international perspective

2

Promoting the establishment of all English **television channels** and encouraging Taiwan Broadcasting System produce English programs

3

Increasing English programs of **broadcasting radio stations** (e.g. National Education Radio, Police Broadcasting Service)

4

Cultivating friendly bilingual **tourism** environment

5

Bilingualizing government **procurement documents**

6

Encouraging bilingualization of **PPIP cases**

7

Providing English digest of **indictments** for significant cases relevant to foreigners or foreign businesses; suggesting the Judicial Yuan to provide English digest for **significant judgements**

8

Creating bilingual friendly **investment** environment in **science & industrial parks**

9

Strengthening English proficiency of **hospitals** and **social welfare** groups

10

Elevating English proficiency of practitioners of financial institutions, cultivating friendly bilingual **financial service** environment

11

Encouraging **enterprises** to enhance English capabilities

12

Elevating English proficiency of **labor** force

13

Elevating bilingual production and marketing capabilities of **agricultural & fishery** sectors

14

Promoting bilingual **youth and cultural exchange activities**

15

Coordinating cross-military bilingual education policies, elevating English proficiency of the nation's military force

16

Raising the ratio of English subject in recruitment examination of **foreign-affairs related personnel** (e.g. consular, commerce)

Part of the future changes in educational system



- Extending bilingual education to preschool caretaking activities in kindergarten curriculum.
- All bilingualisation of experimental high schools of science parks.
- Designing centralised CLIL textbooks
- Implementing the TEIE (Teaching English in English) policy in primary and secondary education.
- **Promoting CLIL (Content and Language Integrated Learning)** in designated primary and secondary learning domains or subjects, and promoting ESP (English for Specific Purposes) teaching and learning for vocational schools.

CLIL practices in Taiwan:

At an infancy stage



- CLIL is used to teach foreigners **Mandarin Chinese**.
- CLIL is used to teach kids of the **new immigrants** their mother tongues and to **preserve cultures**.
- CLIL is used on **STEAM** courses as **experiments** in some schools of **Tainan city**, **New Taipei city**, and **Taoyuan city** and gains positive results.
- CLIL **workshops** are offered to potential practitioners.
- A **platform** is set to exchange and share experiences, ideas, and resources for CLIL practitioners.
- The first CLIL **resource book** is published.
- **Outbound** and **inbound** CLIL teacher training courses are encouraged by universities.

CLIL research in Taiwan: *Limited but emerging*



- **Journal papers:** Experimental, empirical or comparative studies on CLIL programme efficacy, effectiveness, learners' outcomes in content and language, learners' and practitioners' perceptions and attitudes, language learning strategies, teaching performance, material design, or intercultural intelligence at elementary and tertiary levels
- **National research projects:** From 2009 to 2019, 10 projects specified on CLIL were sponsored by MOST, coming to a total of NTD 6.2 million (JPY 21.5 million)
- **Academic conferences:** From EMI-focused to CLIL-centred in top universities such as NTNU, NCKU, or NKUHT, etc.

Some doubts & concerns



- Increasing learning burdens for students!?
- Insufficient qualified CLIL/EMI teachers!?
- English-only official documents!?
- Low English proficiency of civil servants!?
- Downplaying local cultures or L1!?
- Urban-rural division or gap!?

Taking stock & moving forward



- Using **AI, AR** or any **technology** to bridge the gap
- Full implementation of CLIL approach in designated subjects at **elementary and secondary** levels
- Designing **contextualised** CLIL materials and then conducting CLIL approach in **polytechnic** universities
- Promoting **bilingual youth** and **cultural exchange** activities and using English in **designing subject tests**
- Securing **budgets** to ensure future implementations
- Transforming the **mindset, teaching belief** and **roles** of both content and language teachers



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**Can CLIL help Taiwan become a bilingual
nation in 2030?**

Yes, it can but more efforts are needed.

Thank you

Yang, Wenhsien

國立高雄餐旅大學
NKUHT, TAIWAN



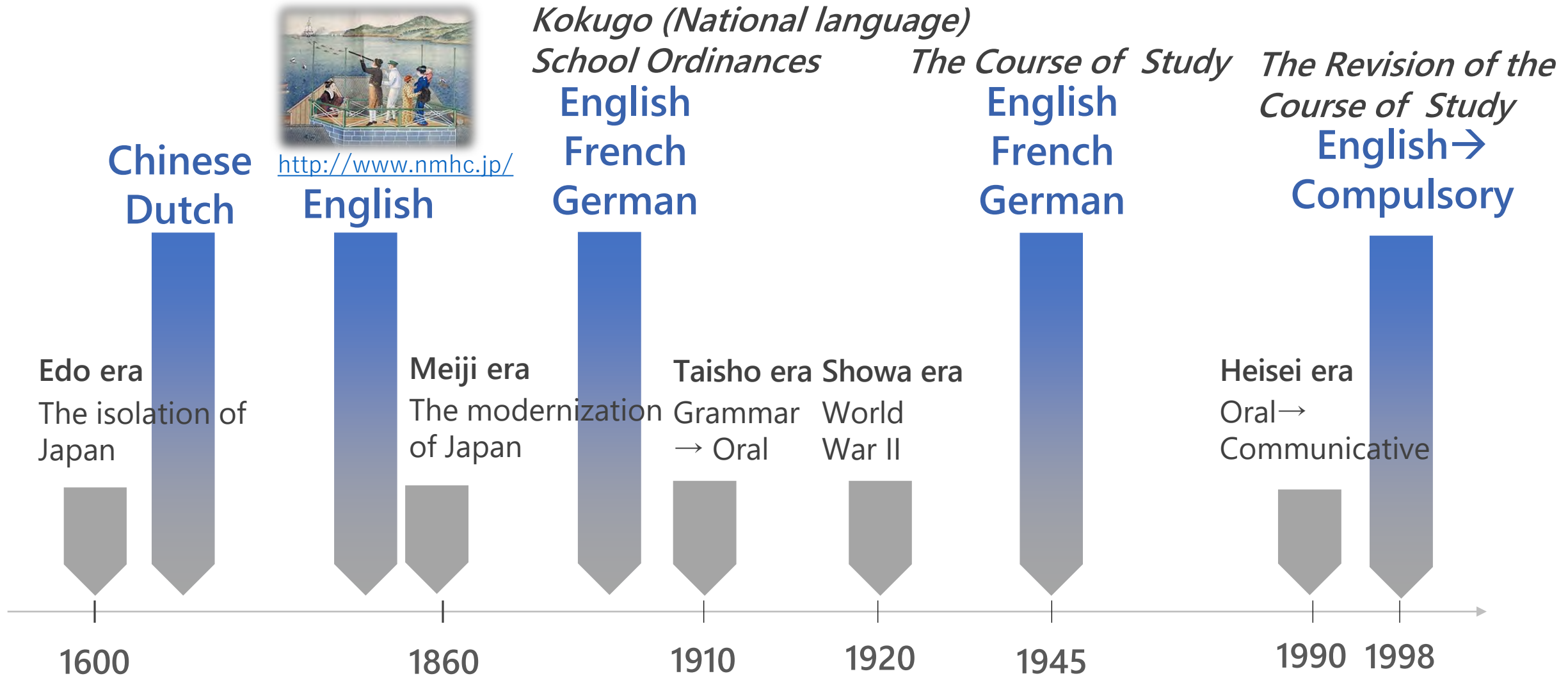


A Brief History of CLIL in Japan – Policy, Practice and Pedagogy

Keiko Tsuchiya
Yokohama City University

The 2nd J-CLIL Annual Bilingual Conference
13th July 2019 Waseda University

Language Education in Modern Japan



(Aoki, 1947; Fujita-Round & Maher, 2008; Heinrich, 2012; Ogawa, 2017; Saitoh, 2007; Tanabe, 1987)

Japanese with English abilities

- Tertiary Education
Top Global University Project
- Secondary Education
English through English Policy
- Primary Education
Foreign Language Activities
English as a subject

経済・社会等のグローバル化が進展する中、子どもたちが21世紀を生き抜くためには、国際的共通語となっている「英語」のコミュニケーション能力を身に付けることが必要であり、このことは、子どもたちの将来のためにも、我が国の一層の発展のためにも非常に重要となっています。

With the progress of **globalization in the economy and in society**, it is essential that our children acquire **communication skills in English, which has become a common international language**, in order for living in the 21st century. This has become an extremely important issue both in terms of the future of our children and the further development of Japan as a nation.

(MEXT, 2002a, 2002b)

Cross-curricular lessons



言語活動で扱う題材は，生徒の興味・関心に合ったものとし，**国語科や理科，音楽科など，他の教科等で学習したことを活用**したり，学校行事で扱う内容と関連付けたりするなどの工夫をすること。

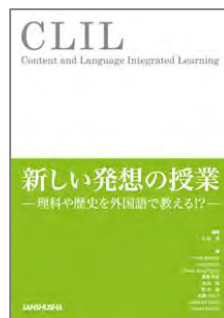
Materials should align with students' interest, **activating the knowledge they learned in other content subjects, such as Japanese, Sciences and Music**, and relating to the themes of school events.

(MEXT, 2017, p.150, my translation)

CLIL in Japan: Books



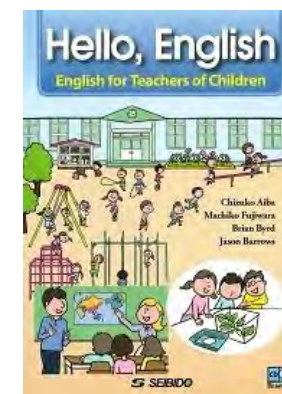
2011



2012



2013-2016



2015



2016



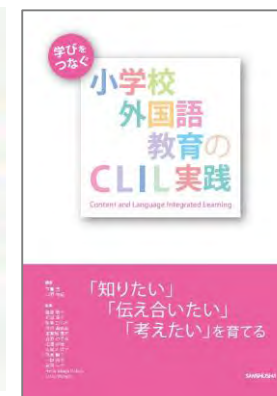
2017



2018



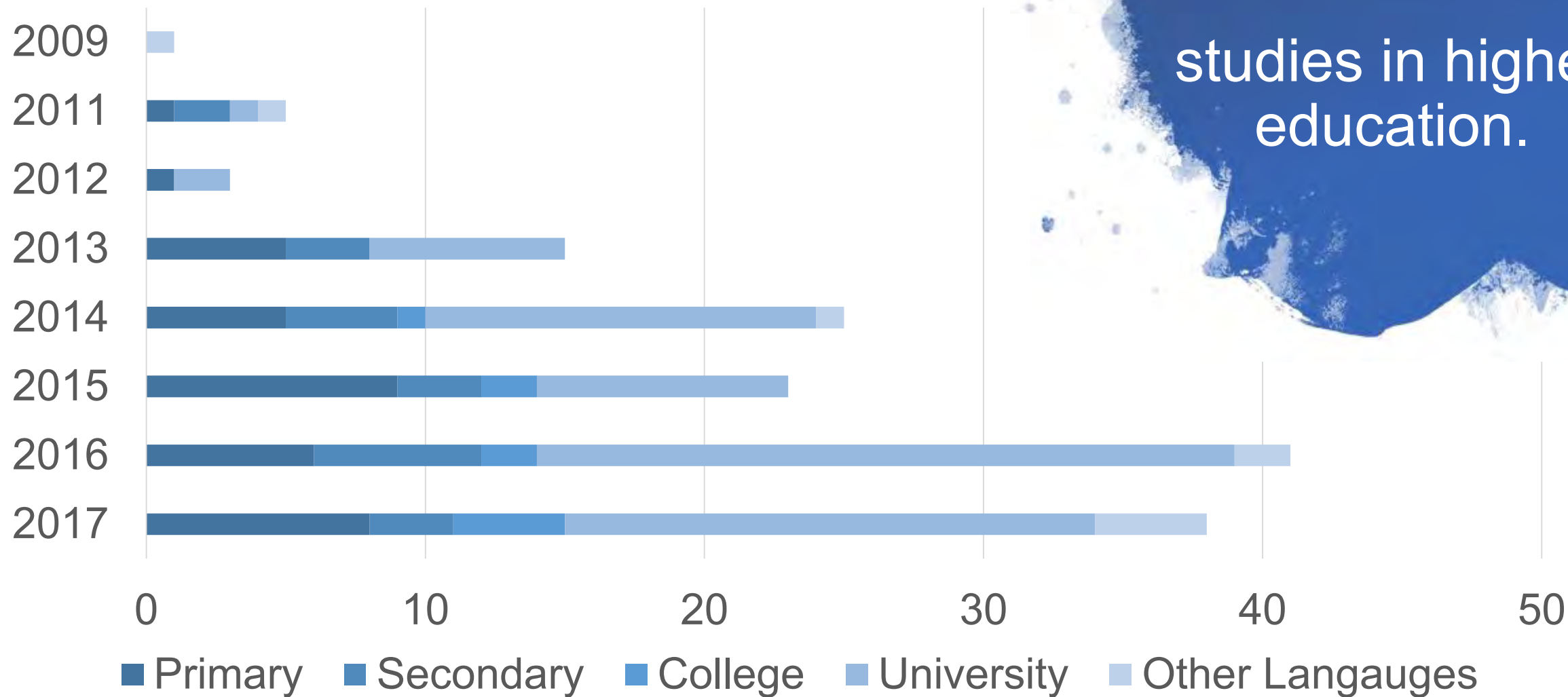
2019



<https://www.j-clil.com/books>



CLIL in Japan: CiNii Articles

Out of 151 articles,
95 articles are
studies in higher
education.



(Tsuchiya & Pérez Murillo, forthcoming)

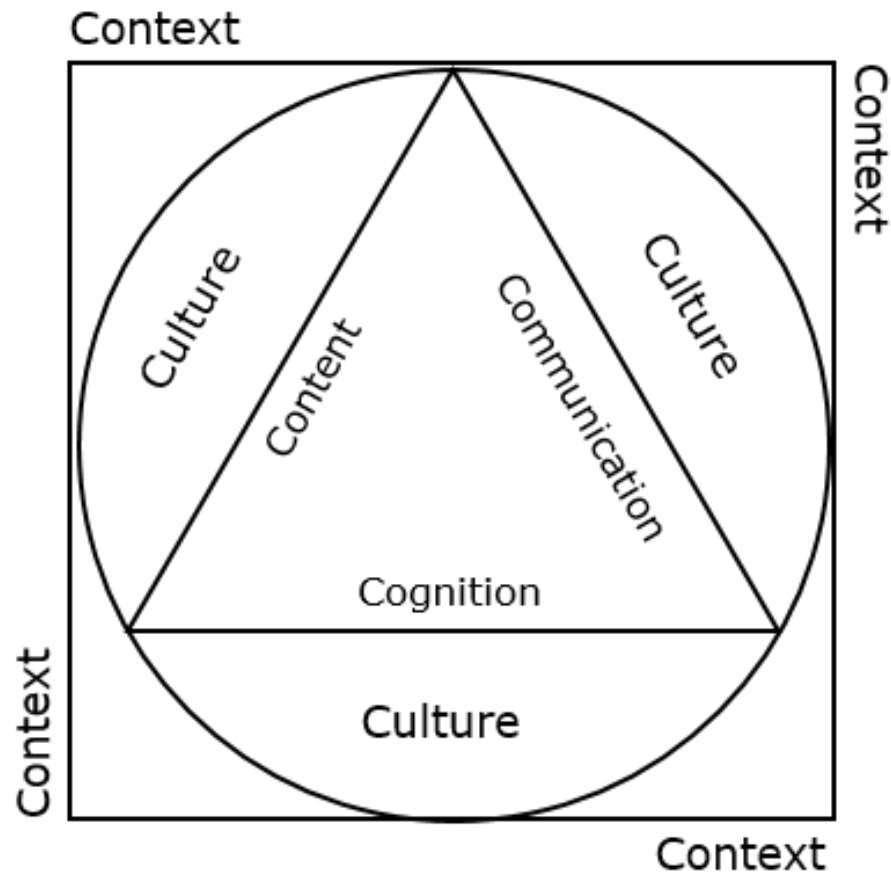
CLIL in Japan and Spain

	Macro/Meso Level Introduction of CLIL	Micro Level Diffusion of CLIL	Nano Level Language Choices
	Reactive Bottom-Up	Tertiary Primary Secondary ↓	Individual Multilingualism
	Proactive Top-down	Primary Secondary Tertiary ↓	Societal and Individual Multilingualism

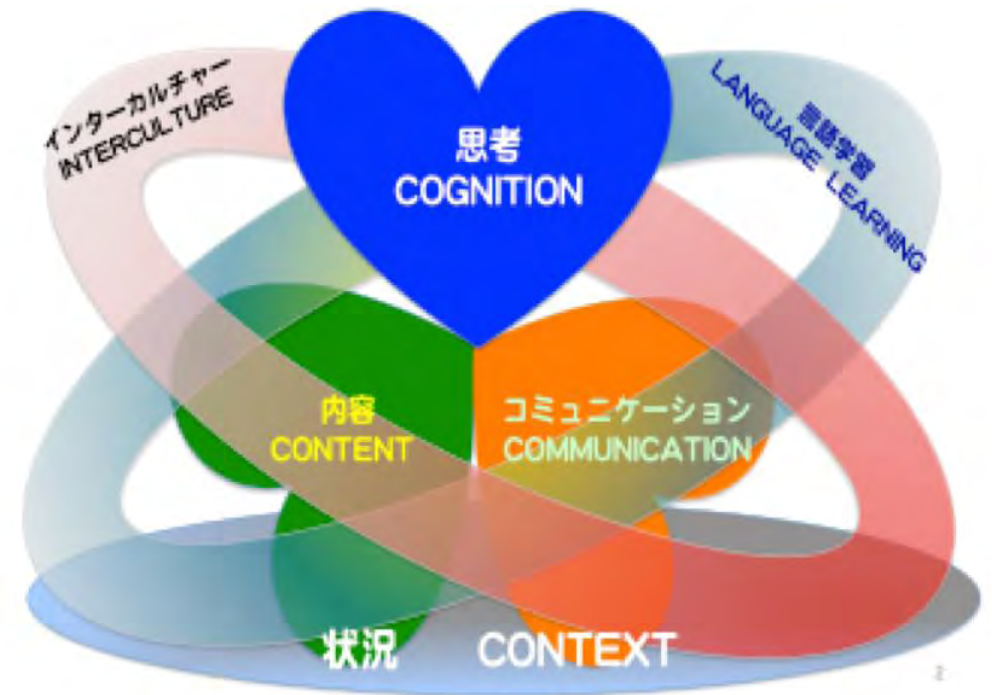
(Spolsky, 2004; Tsuchiya & Pérez Murillo, forthcoming)

CLIL in Japan

The Contextualised CLIL Framework



(Coyle et al., 2010, p.41)



(Sasajima, forthcoming)

CLIL in Japan

General Purpose Competences

- Knowledge use skills
- Critical thinking skills
- Task-setting skills
- Problem-solution skills
- Decision making skills
- Meta-learning skills

Cognitive Skills

- Communication skills
- Collaboration skills
- Global citizen skills

Social Skills

- Personal responsibilities
- Social responsibilities
- International responsibilities

Ethical Skills

CLIL: Challenges and Solutions

■ Challenges

- ☐ Teachers' expertise and workload
- ☐ Concerns about mother tongue use
- ☐ Less content knowledge
- ☐ Concerns about language skills
- ☐ Various English-speaking teachers

■ Solutions

- ☐ Teacher collaboration
- ☐ Translanguaging
- ☐ Task Design
(LOTS to HOTS)
- ☐ Extra time for language learning
- ☐ English as a Lingua Franca (ELF)



Two Paradigm Shifts through CLIL

1. Reconceptualising the learning aims of language education from acquiring language abilities to **developing generic competences using language for learning.**
2. Altering **learners' learning experience and their perceptions of language learning** through (trans)linguaging in CLIL practices.

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Thank you!

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