

Day 1

Do - **S1** *CLIL has to use LEARNING THEORY (the how) rather than LANGUAGE THEORY (the what) as theoretical support base. S2 CLIL is NOT a methodology but a support tool*

Alan - **S3** *We need to give an educational reason not a political reason to teach CLIL*

Sasa - **S4** *MEXT has shown some interest in CLIL*

Richard - **S5** *CLIL has contributed great confusion*

Day 2 - Alan

- S6** The case for CLIL is often backed (unfortunately) by evidence from Bilingual Education (BE)*
- S7** Child-centred education has probably gone too far. A 'well-done' transmission model lesson (i.e. teacher fronted didactic) is every bit as effective as an intergroup (child-centred) lesson.*
- S8** Look to the child, what they can do and are doing in the lesson, in order to evaluate a lesson's effectiveness*

Day 2 - Michelle & Suzanne

Michelle S9 *In the Netherlands, 74% of Master courses and 23% of Bachelor courses are in English*

Suzanne S10 *I estimate that if I speak in French about my subject, 40% is not attended to (listened to), but if I speak in English the students must focus their attention to the language.*

S11 *Students should not be assessed twice in the content. (She told me she expands on content that was not deeply studied)*

Day 3 - Kevin

S12 *English is not taught systematically in primary school in the Netherlands. It is not assessed or evaluated.*

S13 *English is taught 2 hours per week from middle school but each school is free to interpret the policy: how and what they teach.*

S14 *Students create content based on a theme, they peer-review, and produce an artifact. i.e. video etc. Role of teacher is mentor, guide, facilitator*

Day 4 -Richard

S15 *Be careful in research to make sure that a positive outcome has been the result of CLIL and not some other factor or factors (i.e. echoes Alan's statement).*

*"The CLIL brigade has not demonstrated that the positive outcomes can be attributed to CLIL" (2011. Bruton, A. Are the differences between CLIL and non-CLIL groups in Andalusia due to CLIL? A reply to Lorenzo, Casal and Moore (2010) *Applied Linguistics*, Volume 32, Issue 2, 1 May 2011, Pages 236-241)*

S16 *There are demonstrated cognitive advantages for early childhood immersion.*

S17 *CLIL teachers need a high level of L2 proficiency*

S18 *Parental support and involvement is necessary*

Day 4 - Bethan & Ann

S19 *The move from a knowledge-centred curriculum to a learner-centred curriculum has led to positive but also negative changes*

S20 *The '1 + 2' policy was implemented because they thought they needed a more robust model even though the MLPS programme was most successful to date*

S21 *Japanese is taught in schools in 8 of the 32 local authorities in Scotland.*

S22 *Japanese ed. starts with the students' interests.*

Day 5

**MOST
PROBABLE**

From 2020, P5
& P6 must do 2
periods (hours)
per week of
'English as a
subject'

OPTION 1

Period 1
structured according to a
phrasal & grammatical
chronology



Period 2
structured according to a
phrasal & grammatical
chronology

Day 5

**POSSIBLE
but not
probable**

From 2020, P5
& P6 must do 2
periods (hours)
per week of
'English as a
subject'

OPTION 2

Period 1
structured according to a
phrasal & grammatical
chronology



Period 2
Integrated Studies (総合)
thematic modules that support
already learnt knowledge in L1
i.e. CLIL

A RANKING OF THINKING SKILLS?

CREATIVE THINKING
創造的思考

CRITICAL THINKING
批判的思考

ANALYTICAL THINKING
分析的思考

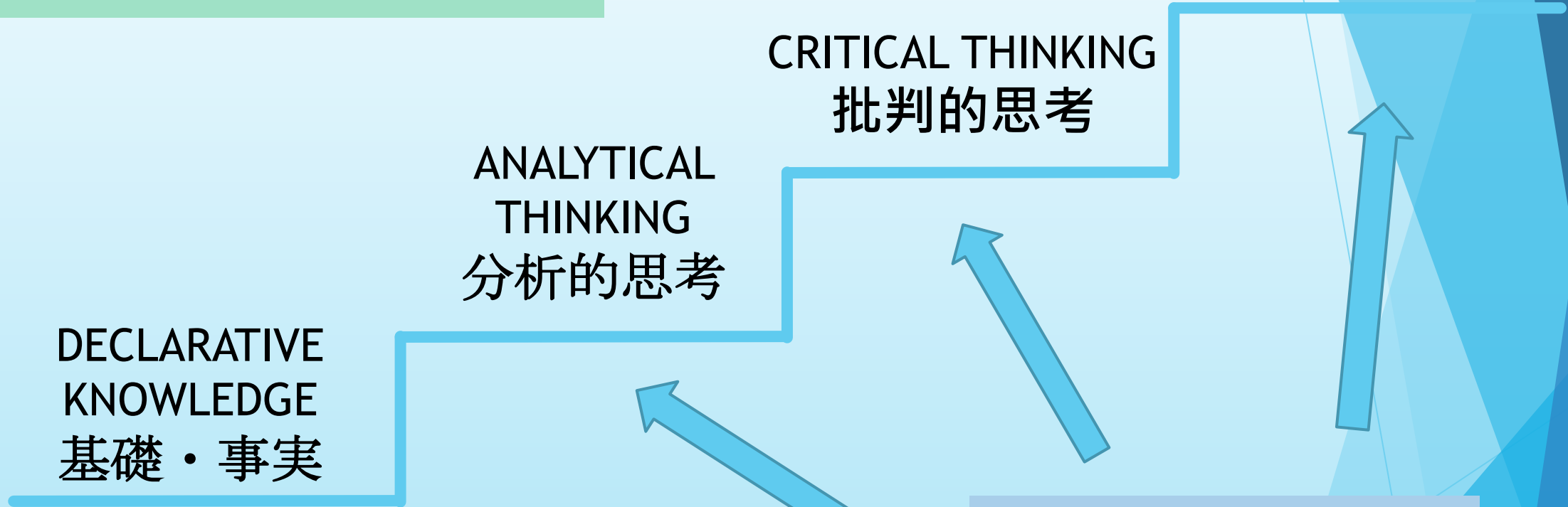
DECLARATIVE KNOWLEDGE
基礎・事実

FOUNDATION/LOWER ORDER (LOTS)

- 1 REMEMBER 記憶する
- 2 UNDERSTAND 理解する
- 3 APPLY 応用する

HIGHER ORDER (HOTS)

- 4 ANALYZE 分析する
- 5 EVALUATE 評価する
- 6 CREATE 創造する



Day 5

**MOST
PREFERABLE**

From 2020, P5
& P6 must do 2
periods (hours)
per week of
'English as a
subject'

OPTION 3

Period 1
structured according to a
phrasal & grammatical
chronology



Period 2
structured according to text types
arranged by genre and theme i.e.
reading & constructing genres
(elements of CLIL)

- ▶ THANKS EVERYONE FOR A WONDERFUL SEMINAR.
- ▶ AN ESPECIALLY BIG THANK YOU TO SASAJIMA-SENSEI.
お疲れ様でした！！
- ▶ IT WAS GREAT TO MEET YOU ALL.
LETS KEEP IN TOUCH, Tony
- ▶ ryan@aeuacc.aichi-edu.ac.jp