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研究課題名(英文) Assessing the applicability of Content and Language Integrated Learning (CLIL) approaches for curriculum development in Japanese universities

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研究成果の概要(和文)：この研究では、日本の大学での英語教育に内容言語総合型学習(CLIL)アプローチの適用性を評価することを目的としている。日本と欧州(スペインとフィンランド)での現在の教育方法について文献展望を行い、大学レベルの教育アプローチの間の差別化が大きいことが明らかになった。CLILより、いくつかの場合、英語を通じた内容を教える授業は、EMI(英語を使った専門科目教育)やESP(特定の目的のための英語)として分類できる。単一のCLILのモデルを様々な状況で使用するのは難しいが、日本ではCLILの意識の高まりは、CLILは日本の大学で英語教育に大きな役割を持っていることを考えるきっかけになるであろう。

研究成果の概要(英文)：This research project aimed at assessing applicability of the Content and Language Integrated Learning (CLIL) approach to foreign language education (in principal English language education) at universities in Japan. Reviews of current practice in Japan and in Spain and Finland in Europe were undertaken, which revealed that there were substantial differences between educational modes at the university level. In many cases, content through English classes can be classified more as EMI (English Medium Instruction) or ESP (English for Specific Purposes). Although this makes designing a single model suitable for use in a variety of scenarios problematic, the growing awareness of CLIL means that there is optimism to think that CLIL has a role to play in English language education at universities in Japan.

研究分野：人文学

キーワード：Japan Univerisity English Language education CLIL Spain

## 1 . 研究開始当初の背景

The forces of globalization have, among other things, seen the rise to prominence of English as a *lingua franca* in a great many fields, including science, business, media and technology. This has made English language skills an important requirement for those who aspire to be global citizens in the 21<sup>st</sup> century. Unfortunately, in recent years two relevant trends in particular have become evident in Japan. The first is that despite great efforts to improve the quality of English language education in Japan, by international comparisons (e.g. TOEFL, IELTS, EF English Proficiency Index) Japan has been losing ground in English language skills to surrounding countries. The second is that fewer of Japan's youth are inclined to study or work abroad than in the past. This has been attributed, in part at least, to the low level of confidence young people have in their English language skills, and to the traditional teaching approaches still employed by many teaching practitioners in Japan.

Under these circumstances, it can be understood that a new approach to the teaching and learning of English in Japan would prove beneficial. One possible approach, which has emerged in Europe since the 1990s, is Content and Language Integrated Learning (CLIL). In a CLIL environment, learners are provided with opportunities to study and learn

content (typically school subjects like science or history, but equally this could be content of almost any type) through another language. It is generally conceived that equal focus and attention is given to both the content and the language. It is also not considered necessary for learners to have already mastered the linguistic skills required to understand the content perfectly, as they will be provided with those skills as they are needed.

At the beginning of the research project, though to a slightly lesser extent now, this concept was unknown to the majority of language teachers and researchers in Japan. And yet it is not an entirely new idea to Japan, or elsewhere in the world. Throughout history, and for varying reasons, many societies have conducted their education, in whole or part, in the languages of other nations or countries. Two examples from Japan itself include the higher learning in Japan which was done through Chinese for centuries prior to Japan's modernisation after 1868, and the more recent experience of early-Meiji Era higher-education, which for a period of about a decade was conducted in Western languages, especially English.

## 2 . 研究の目的

This research project aimed at assessing the applicability of CLIL approaches to foreign language

education (in principal English language education) at universities in Japan. It was hoped that if the approach appeared to be useful, that appropriate materials and models for its uptake could be disseminated.

To achieve this, reviews of the literature, and of English language educational practice in Japan and Europe were to be undertaken. To that end, the researchers attended a number of a number of conferences and symposia on CLIL and other aspects of English language education. Visits were made to institutions of higher education in Japan and in Europe (in particular in Spain, where the principal researcher spent a year on sabbatical) to discuss understanding and application of CLIL, and of the attitudes of various stakeholders to CLIL.

Following this, if practical, it was hoped that a model, or “template” for the development of practical CLIL programmes could be developed.

A key aim of the research plan was to create an internet website to disseminate information about CLIL for researchers and practitioners. It was hoped that practical information and teaching strategies would be included in this web site, giving researchers and teachers a valuable, and easily accessible, resource in developing their understanding and application of CLIL approaches.

### 3 . 研究の方法

Throughout the first year of the research project, from April, 2013 to March, 2014, the researchers undertook a review of the literature on CLIL and related approaches to English language education. Interviews with other researchers, teachers and business representatives were conducted. Visits to a number of institutions of higher education (including Osaka University, Konan University and Kwansei Gakuin University) were undertaken, and conferences and symposia on CLIL and other aspects of English language education were attended. CLIL and other approaches to learning English were also discussed with various stakeholders, including business professionals, many of whom were unaware of these possibilities.

The information gathered led to a greater understanding of the variety of possible CLIL approaches, and to the variety of approaches to English language teaching and learning being used in actual practice.

From April, 2014 to March, 2015, the principal researcher was on sabbatical in Spain, specifically the Basque Autonomous Community in north-western Spain. Information pertinent to CLIL and other approaches to English language education in universities and schools continued to be gathered. The co-investigator spent a short period in

Finland in 2014, observing university classes taught in English and undertaking interviews with teaching faculty.

Visits to schools and universities in Spain were undertaken in order to continue to develop an understanding of the application of CLIL and other forms of English language education in actual classrooms. What began to become apparent was that in some cases, different researchers viewed classroom practice in different ways. Some called it CLIL, while others claimed that what was happening in classrooms could not be called CLIL, *per se*, but should be considered as EMI (English Medium Instruction) or ESP (English for Specific Purposes). This lack of clarity is also evident in the literature, with a degree of confusion expressed over certain aspects of CLIL, and calls for greater theoretical grounding.

From April, 2015 to March, 2016, efforts were made to utilise CLIL approaches in the researchers' classes. The results of some of these efforts have been reported on in papers and at conferences, both during the course of the research period and after.

Much of the information gathered has been used to develop a web site ([www.clilinjapan.com](http://www.clilinjapan.com)) for use by researchers and teachers in Japan.

#### 4 . 研究成果

The results of this research indicate that there is still much to do if CLIL is to become a major part of the English language landscape in Japan, especially in universities. Successful CLIL programmes are often typified by collaboration between several members of teaching staff. Those with content knowledge do not always have the foreign language skills needed to successfully transmit information. Even those that do have the foreign language skills often lack the necessary pedagogical skills to teach the foreign language. Consequently, training in the skills required to teach a subject through a foreign language is essential. The experiences of schools in the Basque Autonomous Community who engaged in training and materials development for teachers is instructive on this point. It is considered that without this support, CLIL programmes would probably not have been able to be developed as successfully as they have been.

Further, a collaboration between a skilled foreign language teacher and a skilled content teacher, who also has foreign language skills appears most likely to result in the best outcomes. Even in these cases, the mode of teaching and learning appears to be very dependent upon the practitioners involved. However, these collaborations are still relatively rare at the university level, even in Europe. Many content classes conducted in English

are taught by professors who have good quality English, but have little knowledge of foreign language pedagogical methodology, which is why many English language programmes may be better defined as EMI or ESP. In cases where a language teacher attempts to utilise CLIL, without the input of a content teacher, unless that teacher has a high degree of knowledge of the content subject, classes could possibly be better described as “Content Enhanced English Language Education”. Still other educators are teaching interpretation and translation courses in native and non-native speaking teams, wherein the subject is the interaction of languages and cultural systems.

Traditionally, university professors in Japan enjoy a high degree of autonomy, and engendering collaboration between different professors with different skill-sets and different goals will remain a challenge. This will require a great deal of time, effort and training. For the foreseeable future, then, it is likely that CLIL uptake in universities in Japan will remain dependent on the efforts of individual teachers, who seek out opportunities for collaboration, and/or institutions.

On the other hand, the research also indicates that CLIL can be of great benefit to learners and schools alike. Almost all research in the area indicates that there is no loss of first language (mother tongue) skills in those who learn through CLIL. Nor is

there loss in content knowledge or ability to deal with tests in either language. Benefits include greater proficiency in the second language than those in traditional language classes, as well as much evidence pointing to enhanced cognitive processes.

The benefits of this research project continue to unfold, beyond the term limits of the project itself. For example, a small-scale exchange between students in Japan and students in Spain has been initiated in 2016. The students from the institutions of both researchers are also currently engaged in a CLIL based collaborative learning experiment. Research collaboration between professors in Europe and Japan are also expected to flow as a direct result of this project. The first will take place in June and July of 2016, with an expectation that more collaboration between students and researchers will follow in the future.

#### 5 . 主な発表論文等 (研究代表者、研究分担者及び連携研究者には下線)

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〔その他〕  
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Content and Language Integrated Learning in Japan - 内容言語総合型学習  
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## 6 . 研究組織

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