

CLIL and current developments on language education in Japan

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Japanese as the national language in Japan

- In Japan, we call the Japanese language 国語 (*kokugo*) (the national language), though it is not statutory.
- *Kokugo* is usually taught as the national language and English as a foreign language in primary and secondary education.



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English as a global language



- Primary and secondary schools teach English as a foreign language to students.
- Global education in Japan unfortunately lacks diverse perspectives, equitable methodologies, and inclusive practices, particularly within the realm of language education.

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DEI (diversity, equity, and inclusion)

- DEI is defined as ‘the idea that **all people should have equal rights and treatment** and **be welcomed** and **included** so that they do not experience any disadvantage because of belonging to a particular group, and that **each person should be given the same opportunities** as others according to their needs.’

– <https://dictionary.cambridge.org>

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Globalisation and global education

- The redefinition of globalisation is essential in Japan.
- Global education should incorporate more diverse viewpoints and a heightened commitment to fairness and justice, as well as inclusive attitudes and resilience.
- When addressing global education in Japan, it becomes imperative to factor in DEI principles, as well as CLIL.

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DEI into CLIL pedagogy

- **Diversity:** CLIL classrooms reflect a variety of learning environments
- **Equity:** each student has appropriate CLIL learning, opportunities, resources, and support
- **Inclusion:** each student feels a sense of belonging in CLIL learning activities

Sasajima, S., & Kavanagh, B. (2024).

[Diversity, equity, and inclusion \(DEI\) of CLIL pedagogy and globalisation in Japan](https://doi.org/10.1075/aila.24003.sas)

AILA Review.

<https://doi.org/10.1075/aila.24003.sas>

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‘Learner-centredness’ on some websites e.g.

- A learner-centred approach is a style of teaching that puts a **student’s needs, goals, and objectives** front and centre.
- A learner-centred approach focuses on making **the student the focal point of the learning process.**
 - <https://www.go1.com/blog/why-is-a-learner-centred-approach-important/>
- A learner-centred approach emphasises **the experience** of the learner or student.
- A learner-centred environment **should not be overly prescriptive.**
 - <https://www.skillshub.com/blog/learner-centred-approach-why-important/>

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Principles of learner-centred education (LCE) for teachers

- Lessons should be **engaging to students, motivating them to learn.**
- Atmosphere and conduct reflect **mutual respect between teachers and learners.**
- **Authentic dialogue** is used, including open questions.
- Curriculum is relevant to **learners’ lives** and **perceived future needs, in a language accessible to them** (home language preferred).
- Curriculum is based on skills and attitudes **but does not ignore content.**
- Assessment follows these principles by testing a **wide range of thinking skills.**

– Schweisfurth, M. (2019). *UNICEF Think Piece Series: Improving Classroom Practice*. Nairobi: UNICEF Eastern and Southern Africa Regional Office.

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Characteristics of learner-centredness

- Active participation
- Adapting to needs
- Autonomy
- Relevant skills
- Power sharing
- Formative assessment

Bremner, N. (2021). Learner-centredness. *ELT Journal*, Volume 75, Issue 2. 213–215

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Questions on learner-centredness in CLIL pedagogy

- Do you consider learner-centred approaches in your CLIL classroom?
- How do you take a balance between learner-centredness and teacher-centredness?
- What do you think about your students' individual learning or autonomous learning?

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My answers on learner-centredness in CLIL pedagogy

In the past 20 years or so, I have seen many CLIL classrooms in some countries, and I have taught CLIL in Japan for 15 years or more.

- Many CLIL classrooms I have observed are based on teacher-centred approaches in principle.
- The balance between teacher-centred and learner-centred approaches depends on learner interest and readiness.
- Learner autonomy is key to CLIL pedagogy as well as language education.

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DEI, learner-centredness, and CLIL

- CLIL has many faces.
- However, there is a lack of diversity or dynamics in some CLIL classrooms.
- DEI is a keyword for CLIL in Japan after the COVID-19 pandemic and enduring conflicts, in which we could understand ICT contexts and human relationships but realize that the world has been more complex than before.

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CLIL teacher role in learner-centredness e.g.

- To facilitate the learning process
- To share decision making about learning with students
- To create a comfortable learning environment
- To help students engage in self-assessment
- To do less learning tasks
- To help students discover
- To do more design works
- To do more to get students learning with each other
- To do more feedback

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Assessment for integrated learning (AFIL)

- Formative assessment – assessment activities that show teachers where pupils are in their learning and help teachers decide what to teach next. -- <https://www.nfer.ac.uk>
- Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. -- <https://www.nfer.ac.uk>
- AFIL aims to assess integrated learning for both learners and teachers on a DEI basis.

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My initial assumption: CLIL can/should motivate learners and teachers

- It is my initial intuition when I first met CLIL in 2000s.
- CLIL is a simple but diverse and complex educational concept.
- I could not define CLIL clearly, but it's interesting to me.
- I believe CLIL pedagogy can motivate all learners.
- It is very hard to find stable or standard methods for good CLIL.
- CLIL is dependent on each context.

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Back to development of CLIL and language education

- Active participation in diverse CLIL classrooms
- Adapting to learner needs in CLIL pedagogy
- Learner-centredness or autonomy in CLIL
- Relevant integrated knowledge and skills for CLIL activities
- Formative assessment in AFIL

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J-CLIL & NPO CLIL-ite

- I started J-CLIL with some colleagues in 2017, aiming to implement CLIL.
- I started NPO CLIL-ite in 2021, aiming to promote CLIL teacher education.
- CLIL-ite is committed to CLIL teacher education and CLIL development.
- CLIL-ite is now creating CLIL community for learning together.
- CLIL-ite is now supporting teachers and helping learners through CLIL.

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The CLIL communication project for students

- Japanese students visit Melbourne and do the following activities: e.g.
 - to see a multicultural university campus life
 - to observe how students are learning
 - to discuss some SDGs topics in English and Japanese
 - to know how to study at university in Australia
 - to experience life in Australia (e.g. homestay or visiting a family)
 - to communicate students who are learning Japanese

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CLIL Institute for Teacher Education: CLIL-ite

CTEP CLIL TEACHER EDUCATION PROGRAM
CLIL 教員研修プログラム
特定非営利活動法人(NPO法人) CLIL教員研修研究所

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NEWS (15/01/2025)

- **CLILワークショップ**
高校生・大学生・留学生対象
Think SDGs through CLIL:
How to create a barrier free culture
2025年 3月27日(木) 2時~5時
東京: 文京学院大学 本郷キャンパス
無料 要予約 [Google Form](#)
詳細は、[こちら](#)
- **第8回CLIL オンラインセミナー**
The 8th CLIL ONLINE SEMINAR
終了しました。発表ビデオは下記にあります。
次回2025年8月

<https://www.clil-ite.com>

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Thank you 笹島茂 Shigeru Sasajima
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