CLIL の統合の意味

The meaning of integration in CLIL　　2026.11

CLIL 教員研修研究所　笹島茂

CLIL の統合の意味は？

たぶん，CLIL は、「内容言語統合（型）学習」と言われて久しいので，「統合した(integrated)」にこだわる必要もないのかもしれません。私はプロセスを重視したいので，いつも「内容と言語を統合した学習」と言っています。どうでもいいですよね。

内容と言語を統合して学ぶ？

どのように統合して学ぶのでしょうか？

どなたか明確に答えることができるでしょうか？

―定義は明確ではなく,使われているようです。

It (Integrated learning) highlights the need for teachers **to not only focus on content and language, but also on the dynamic aspects of integrated learning** without which neither language progression nor knowledge construction can happen effectively (Coyle, 2015).

> **Pluriliteracies Teaching for Learning (PTL)** shows teachers and materials developers ways of **fostering deep learning** by paying attention to **the development of students' subject specific literacies** as well as **their conceptual understanding and automatization of subject-specific procedures, skills and strategies.** By

communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. – https://pluriliteracies.ecml.at/en/

Integrated Learning: Characteristics, Benefits, Challenges

– https://www.21kschool.com/in/blog/integrated-learning/

Integrated learning focuses on **the multidisciplinary skills** that prepare students for future goals. Integrated learning is a methodical approach that connects multiple subjects to create **a holistic approach** to the learning process.

What is integrated learning?

– https://www.youtube.com/watch?v=Rz4sR-4XvFc



Using Integrated Learning In The Classroom

– https://teachingideas4u.com/blog/2024/03/using-integrated-learning-in-the-classroom

Integrated learning, also known as integrated studies, combines **the study of different subjects.** Teaching this

way makes learning more like **the real world** - when was the last time you needed to accomplish tasks that were separated into math, english, science, and social studies? As teachers know, one of the first things many students ask is, “Why do I need to know this? When will I ever use it?” **Integrated learning shows students why**. Research has also shown that **integrated learning has the following benefits for students:**

- Increases motivation.
- Improves retention and understanding of concepts.
- Improves critical thinking and creativity.
- Increases ability to synthesize and apply information and skills across disciplines.

・・・・・

Integrative learning

- https://www.geneseo.edu/cil/what-integrative-learning/

Integrative learning describes **the method and practice of cross-disciplinary thinking and connection-making** that is the hallmark of **a public liberal arts education.** It is also one of the most vital 21st century skills graduates will need to navigate the ever-evolving workforce and, perhaps most critically, to address **the magnitude and complexity of today’s global challenges.**

日本ではどのような学習が推進されているか？

教科等横断型学習（文部科学省）

- STEM (Science、Technology、Engineering、and Mathematics)
- STEAM (Science、Technology、Engineering、Art, and Mathematics)

総合的な学習（探究）の時間

カリキュラム・マネジメント

- https://benesse.jp/educational_terms/24.html

『社会に開かれた教育課程』の理念の実現に向けて、学校教育に関わる様々な取り組みを、教育課程を中心に据えながら、組織的かつ計画的に実施し、教育活動の質の向上につなげていくこと

カリキュラム・マネジメントの３つの側面

1. 教科を横断し広い視点を持つ　学校の教育目標を踏まえ、教科を横断して目標達成に必要な学習を組み合わせるなどの工夫をする
2. PDCA サイクルを回す　教育内容の質の向上のために定期的に調査等を行いながら、教育課程を編成し、実施し、評価して改善するという一連の PDCA サイクルを確立する
3. ヒト・モノ・カネ・時間・情報などを効果的に組み合わせる　教育内容と、教育活動に必要な人的・物的資源を、地域等の外部の資源も含め活用し効果的に組み合わせる

これらの「統合」と CLIL はどのようにかかわるか？

- **CLIL の「統合」の特徴**

  language awareness ＋ languaging + translanguaging

- **CLIL の「統合」の可能性**

  - relationships between different subjects
  - creative thinking skills
  - collaborative learning
  - active learning and engagement
  - individualized learning
  - growth mindset
  - AI literacy
  - dynamic learning
  - etc.

CLIL 指導シラバス作成プロセス（例）：

- 「内容と言語を統合する」には，多様で柔軟な思考が欠かせません
- 内容は多様に考えます
- 言語は英語を中心とするが，日本語や他の言語も視野に入れます
- 内容が変わると言語（英語）も変わります
- 指導にあたっては，内容（文脈）を柱とします
- 内容の背景と目標を設定します　⇨ 教材の選定
- 語彙や文法の特徴をある程度特定し，指導します
- 活動の手順を想定します
- 活動中に必要な scaffolding を準備します
- 多様な学びを尊重します
- 学んだことを整理します
- 学んだことをふりかえります
- 学んだことをまとめます
- 学んだことを発展します

例）**CLIL SDG 3 Ensure healthy lives and promote well-being for all at all ages**

- What are the 17 SDGs?

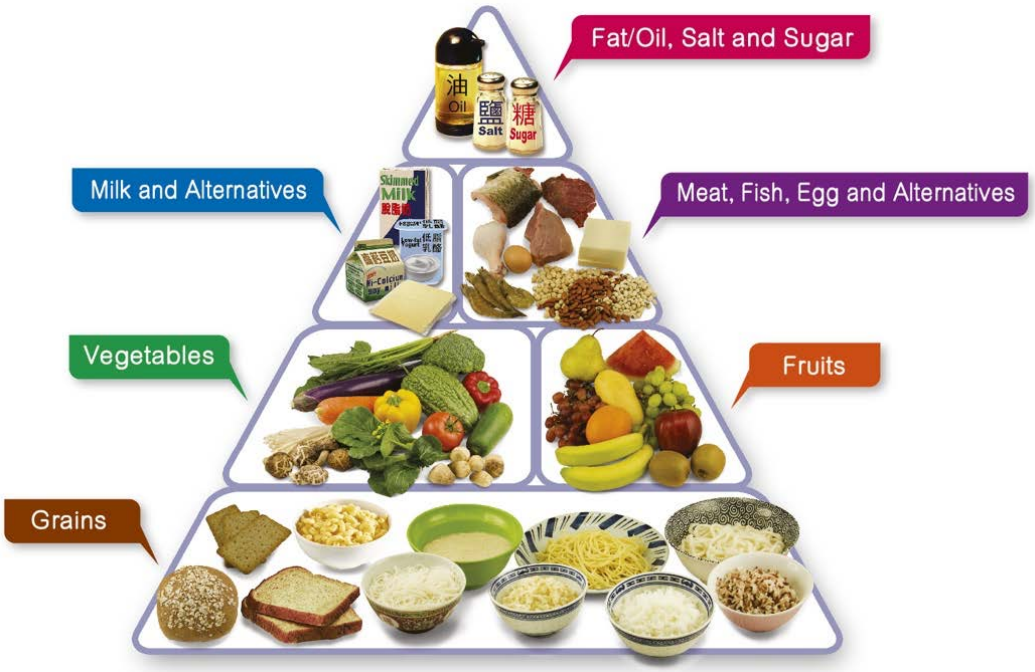
- What does SDG 3 aim to achieve?

- To connect students with real-world health issues while promoting personal wellbeing
  To create their healthy lifestyle and wellbeing
  学習目標：自分の生活が健康とウェルビーイングかどうかふりかえり、周りの人（家族や友だち）についての健康とウェルビーイングも考える

! Activities（groups） Let’s think about breakfast, lunch, and dinner. What foods do you eat?

! Is your diet balanced? Let’s check it based on the Food Pyramid.

The Food Pyramid - A Guide to a Balanced Diet
https://www.chp.gov.hk/en/static/90017.html



! Phrases & grammar

Grains（穀類）: 3 - 4 servings（人前）
Vegetables（野菜）: at least（少なくとも）2 servings
Fruits: at least 2 servings
Meat（肉類）, fish, egg and alternatives（他）: 3 - 5 servings
Milk and alternatives: 2 servings
Fat/oil（油脂）, salt and sugar: eat the least
Fluid（液体）: 6 - 8 glasses
You don’t eat enough food.
You will develop malnutrition（栄養不良）.
You eat too much food.
You will have obesity（肥満）.

You have to eat the right amount of food to stay healthy.
（適切な量）

- To make a poster or presentation slides on your diet.
- To give a presentation on your diet.
- To compare your diet with others.
- To reflect on your diet.
- To create your ideal diet for breakfast, lunch, and dinner.
- Does your diet create your healthy lifestyle and wellbeing?