EXPLORING CONTENT AND LANGUAGE INTEGRATED LEARNING IN JAPAN

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This dissertation explores an implementation of a content and language integrated learning (CLIL) approach in secondary and university English classes in Japan. The two studies conducted for this dissertation focus on teachers’ perspectives of implementing CLIL in secondary school English classes, and content learning integration in university English classes. The first study reveals obstacles and supports that are necessary for CLIL implementation. Secondary school teachers need support from the school and government, and hands-on resources for employing CLIL. Japanese English classroom environments and cultural aspects can present challenges for active practices of CLIL. The second study identifies how content learning plays a role in terms of students’ engagement, affective reaction, meaningful interaction, and adjustment of targeted language level in CLIL implemented English classes. The study also indicates that appropriate content for content learning in Japanese university classes of English should be relevant and familiar to students. Furthermore, students preferred learning a variety of new and novel content. They also indicated specific content which leads to improvements in meta-cognition for effective learning/studying in college, including studying English.

This dissertation contributes to introducing content and language integrated learning in Japanese English education and highlights challenges that practitioners may face for implementing CLIL. In addition, it also gives insight to the importance of content selection for a successful CLIL classroom in a Japanese context.