Overview of
perceived CLIL benefits and difficulties

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Outline of this presentation

1. Stages in innovation

2. Survey of CLIL implementation in Japan

3. Perceived benefits and difficulties

1. Stages in innovation

1st stage   A very small percentage of innovators decide to introduce the new idea.

2nd stage   The early adopters, who have noted that the innovation produces no harmful effects, take on the innovation.

3rd stage: The majority adopt quickly, influenced mainly by the innovators.

4th stage: The laggards or late adopters finally give in.

White, R. (1988). *The ELT curriculum: Design, innovation and management*. Oxford: Blackwell, pp. 139-140.
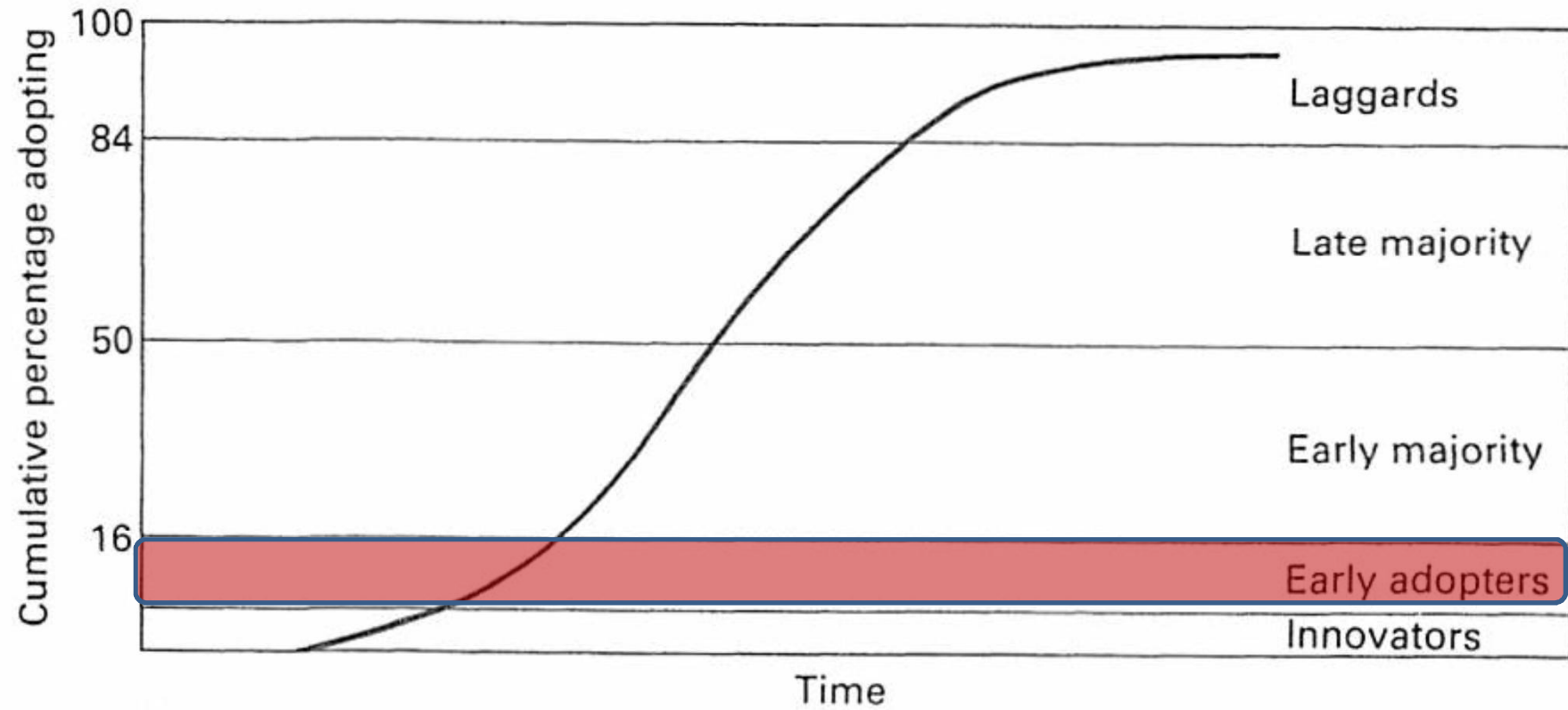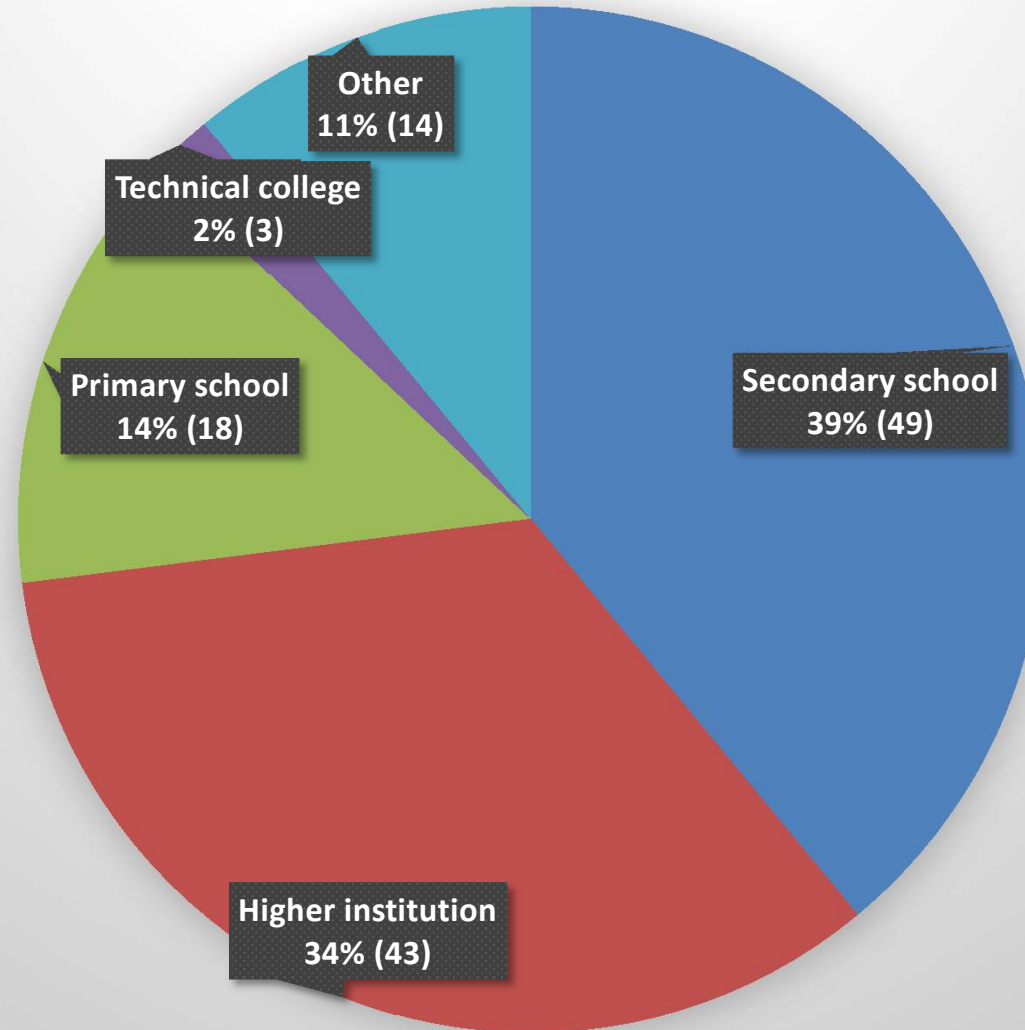
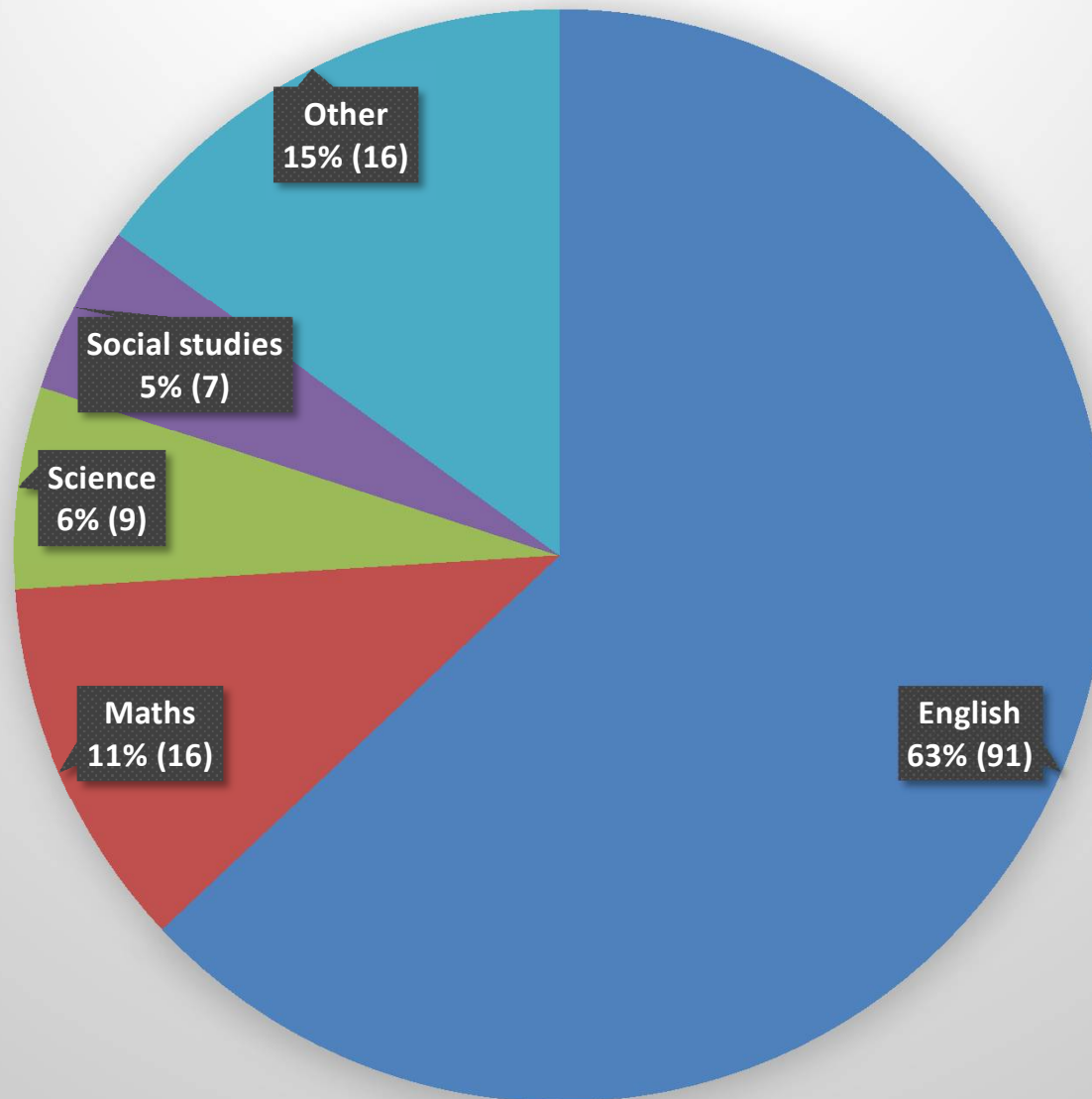Figure 9.2 The innovation adoption curve

White 1988: 139

2. Survey of CLIL implementation

- Methodology   Questionnaire (four closed questions about respondents and five open-ended questions about CLIL)

- Respondents   Participants in four J-CLIL (Japan CLIL Pedagogy Association) seminars, two CLIL workshops, etc.

- Period   3 February 2018 – 22 June 2018

- Number   127

Respondents' affiliations (N=127)
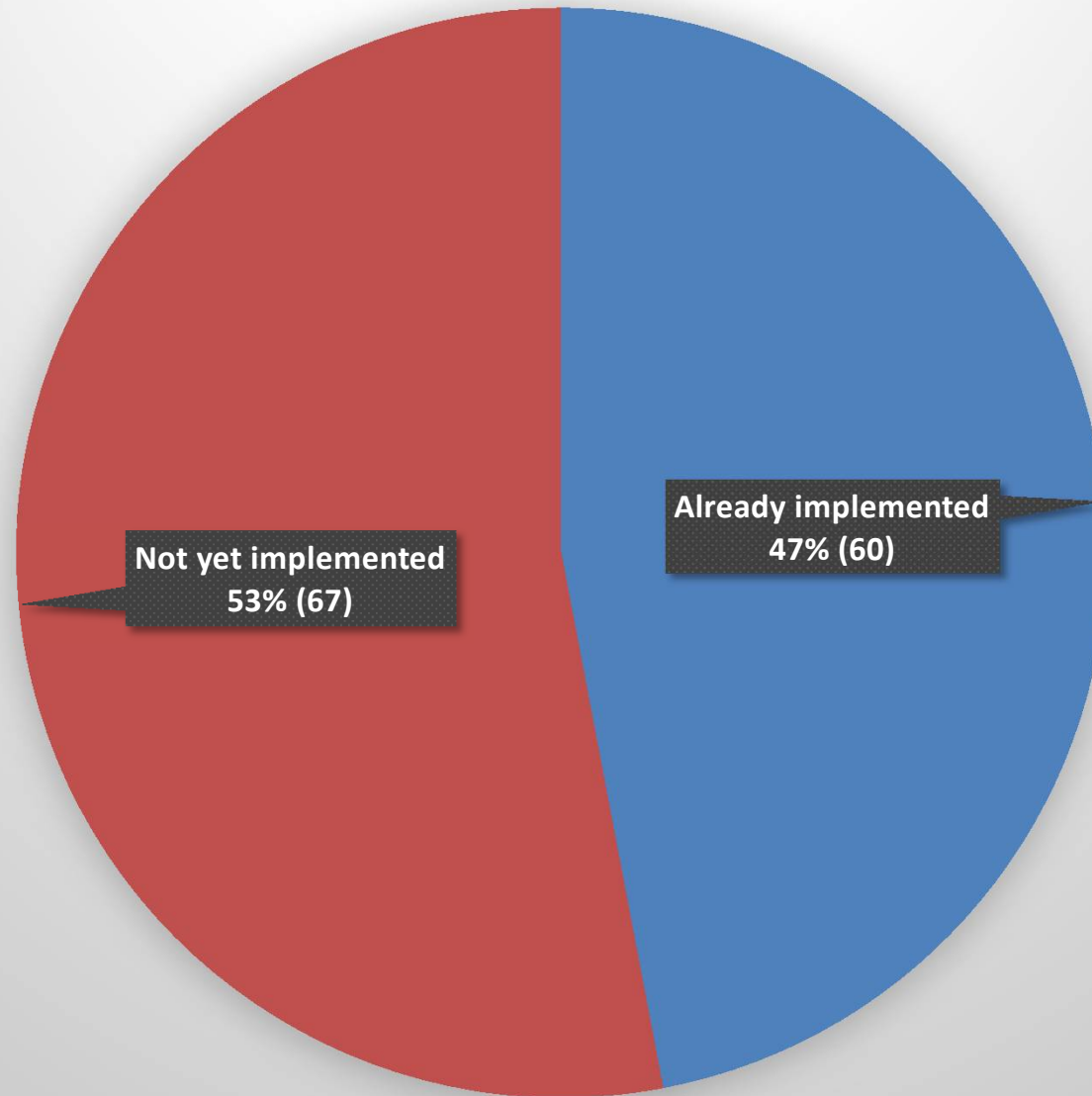
Other 11% (14)

Technical college 2% (3)

Primary school 14% (18)

Secondary school 39% (49)

Higher institution 34% (43)

CLIL subjects (N=144)

Other 15% (16)

Social studies 5% (7)

Science 6% (9)

Maths 11% (16)

English 63% (91)

Current involvement in CLIL (N=127)

Not yet implemented
53% (67)

Already implemented
47% (60)

Main drivers of CLIL implementation or interest (N=121)

Other
6% (6)

Practitioners' affiliations
14% (18)

Practitioners
46% (55)

Practitioners and their affiliations
34% (42)

3. Perceived benefits and difficulties

Questions about expectations and benefits:

Q1. What aspects of CLIL are attractive or innovative for you?

Q2. What worked or went well in your CLIL experience?
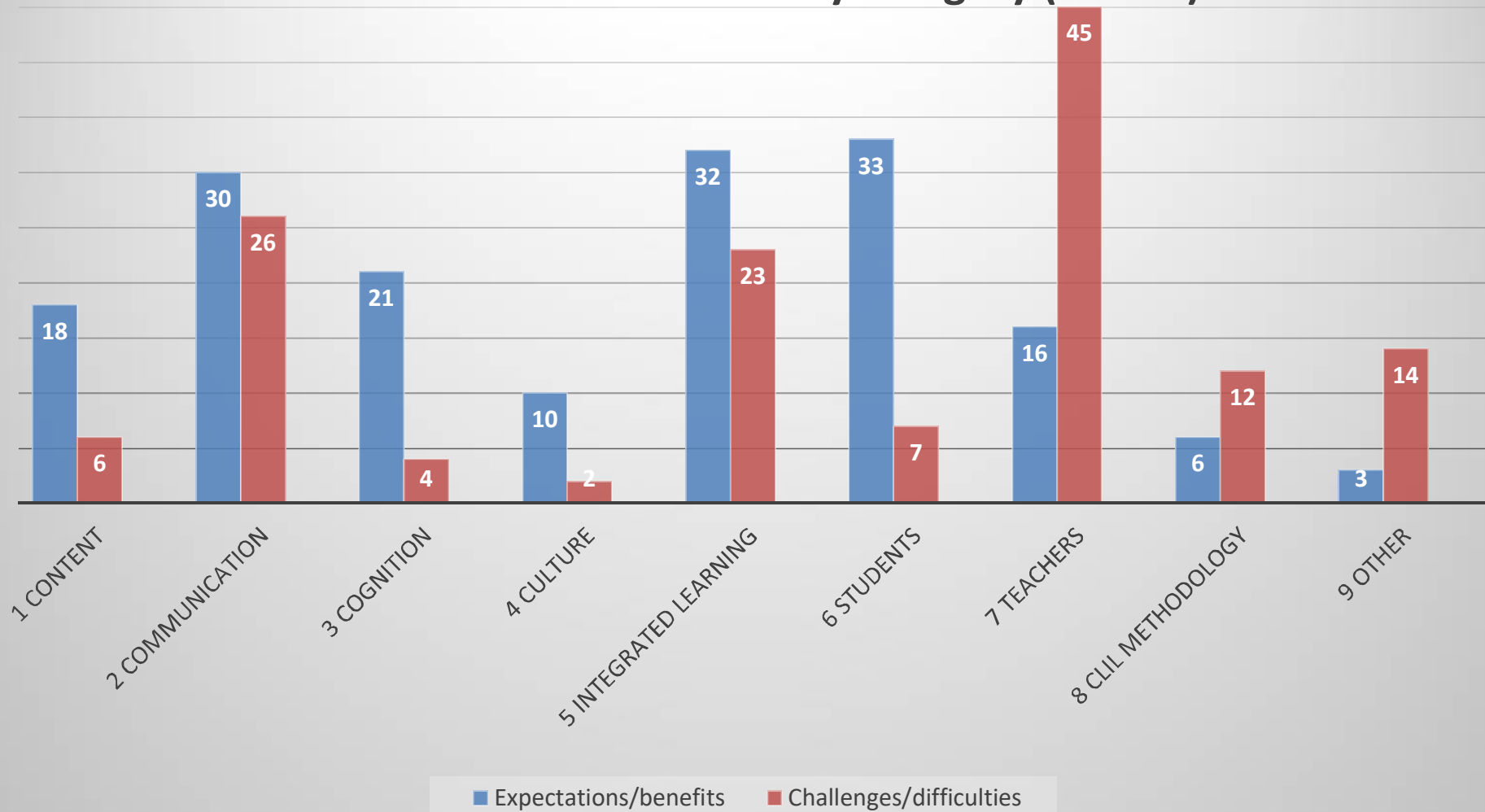
→ 158 responses from 60 CLIL practitioners

Questions about challenges and difficulties:

Q3. What did not work or go well in your CLIL experience?

Q4. What are the challenges or obstacles in implementing CLIL?
→ 129 responses from 60 CLIL practitioners

Distribution of comments by category (N=287)

Summary of each category

1 Content

Students enjoy learning content in English.

2 Communication

Students use English for real purposes,

but their English is not good enough to learn content.

3 Cognition

Students think deeply about content.

4 Culture

Students work collaboratively and have interest in other cultures.

5 Integrated learning

Students can simultaneously develop their content knowledge, language proficiency and thinking skills.

However, lesson time is too short and assessment is very difficult if we try to cover multiple components.

6 Students

Students are highly motivated and autonomous.

7 Teachers

Teachers enjoy teaching CLIL lessons and develop professionally. On the other hand, they need to spend a lot of time on materials development and lesson preparation.

8 CLIL methodology

The 4C's framework is really useful and works, but content teachers do not have knowledge and interest in CLIL.

9 Other

Institutional support is necessary for CLIL implementation.

Conclusions

● CLIL in Japan is beginning to take off and an increasing number of teachers are interested in it.

● 'Soft CLIL' (i.e. language-led) is more popular than 'hard CLIL' (i.e. subject-led) in Japan.

● CLIL practitioners in Japan appreciate each component of the 4C's as well as the integration of them in their lessons, both of which motivate their students.

● Issues such as students' language level, assessment methods, teachers' workload and institutional support should be addressed for further diffusion of CLIL in Japan.

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