



外国語教育研究センター

Center for Foreign Language Education and Research

RIKKYO UNIVERSITY FLER SYMPOSIUM

# CLIL IN PRACTICE

## Strategies, Challenges, and Innovations

実践におけるCLIL：  
戦略、課題、イノベーション



30 JANUARY 2026

TACHIKAWA MEMORIAL HALL 3F, IKEBUKURO CAMPUS

OPEN TO THE PUBLIC | 参加無料

KEYNOTE SPEECHES | 基調講演



### CLIL Professional Development: Principles, Practices, and Techniques CLILプロフェッショナル育成：理念・実践・技法

Prof. Makoto Ikeda, Sophia University

Teaching content in English does not necessarily make CLIL. In order for CLIL to bring out its supposed educational benefits, teachers need to be equipped with ample professional expertise in the integrated pedagogy of content, communication, cognition, and culture, which is unfortunately not always the case. Here comes the demand for rigorous, systematic, and effective teacher education opportunities. In this context, this talk addresses the professional development of CLIL practitioners, aiming at providing useful theories, actual examples, and practical skills for CLIL teacher education. If time allows, participants will experience a task based on the LOCIT (Lesson Observation Critical Incident Technique) model (Cinganotto, 2019; Coyle et al., 2017), where they watch edited 'learning moments' in CLIL lessons and discuss what new learning took place, what the evidence of that learning is, why it happened, and how it can be used in other lessons. Useful checklists for good CLIL teachers are also provided.



### Reframing CLIL in STEM: From Language-Driven to Content-Integrated Practice/STEMにおけるCLILの再定義：言語主導から内容統合の実践へ

Assoc. Prof. Barry Kavanagh, Tohoku University

While many CLIL courses in Japan are designed and taught by language specialists using a soft, language-driven approach, there remains a clear need for deeper collaboration between language and content specialists at the university level. The implementation of content-driven CLIL led by subject experts faces persistent challenges, including a lack of integrated materials, limited understanding of how CLIL differs from EMI, and uncertainty about how to effectively scaffold language support. This presentation introduces the development and implementation of a CLIL course for engineering students at a national university in Japan as part of a broader initiative to extend the English curriculum from English for General Academic Purposes (EGAP) to specialized, content-integrated education. The course was collaboratively designed by an English language instructor with support from engineering faculty, emphasizing joint curriculum planning, adaptation of authentic materials, and a careful balance between content and language objectives. By examining the perspectives of engineering faculty, including policymakers and instructors involved in the course, the study illustrates how collaboration fosters mutual professional development and enhances understanding of CLIL pedagogy within STEM contexts. It also highlights the challenges encountered and strategies employed to achieve success. The project demonstrates that interdisciplinary partnerships can create sustainable pathways for integrating content and language learning in Japanese higher education.

For more information, please contact: [fler@rikkyo.ac.jp](mailto:fler@rikkyo.ac.jp)





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### POSTER PRESENTATIONS | ポスター発表

**Activating Creative CLILing: Empowering Teachers to Innovate in Lesson Planning**

創造的CLILingの活性化：授業計画に革新をもたらす教師の力  
Heather Woodward, Rikkyo University

**CLIL: Considerations in Content and Language Integrated Learning**

CLIL：内容言語統合型学習の考察  
John Paul White, Rikkyo University

**Teaching History with AI: Designing a CLIL World History Course Using Generative AI**

AIを用いた歴史教育：生成AIを用いたCLIL世界史科目のデザイン  
Stephen Bryden, Rikkyo University

**From Global Awareness to Local Responsibility: Co-Creating CLIL Content through Digital OER in Japan**

グローバルな認識からローカルな責任へ：日本におけるデジタルOERを通じたCLILコンテンツの共創  
Jennifer Toews-Shimizu, Rikkyo University and  
Doug Strable, Independent Researcher

**Practical Professionalism: Enhancing Students' Business Marketing Skills via CLIL**

実践的プロフェッショナリズム：CLILによる学生のビジネス・マーケティングスキルの向上  
Rab Paterson, Rikkyo University

**Designing CLIL-Oriented Materials for ELE through Philosophical Dialogue**

哲学的対話を通じたELEのためのCLIL指向の教材デザイン  
Alejandro Villa Torrano, Rikkyo University

**CLIL Ecology: Two Projects**

CLILエコロジー：二つのプロジェクト  
Bradley James Barker, Rikkyo University

**Framing/Reframing Content in the CLIL Classroom: An Evolving Process**

CLIL教室におけるコンテンツのフレーミング／リフレーミング：進化するプロセス  
Naomi C.F. Yamada, Rikkyo University

**CLIL Methodology in Practice: Strategies, Challenges, and Innovations for Integrative Learning**

CLIL方法論の実践：統合的学習のための戦略、課題、革新  
Phuong Tran, Rikkyo University and Eman Alkhaja,  
Tokyo University of Foreign Studies

**Is this CLIL?: Let's go Back...to the Future**

これはCLIL？ 未来へ...戻ろう  
Diane Lamb-Obara, Rikkyo University

### SCHEDULE

Registration: 13:00 - 13:30

Keynote Presentation: 13:30 - 14:30

**Prof. Makoto Ikeda (Sophia University)**

Poster Presentations: 14:30 - 15:30

Keynote Presentation: 15:30 - 16:30

**Assoc. Prof. Barry Kavanagh (Tohoku University)**

Closing Remarks: 16:30 - 16:45

Organized by the FLER Researcher Development Committee 2025: Herb Fondevilla, Sam Morris, Chris Cooper, Phuong Tran, Eric Ku, Satchie Haga, Jennifer Toews Shimizu, Marta Pijanowska, Kevin Tang, Naomi C.F. Yamada, Michelle Lees, and Rab Paterson. Supervised by Masakazu Mishima and Ikuko Ueno. With help from Saeko Machi, Yuko Horiguchi, and Naoko Hosoda. Special thanks to Emi Tanaka and the FLER staff.



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JANUARY

**23**

2026