

日本 CLIL 教育学会第 7 回大会 11 月 9 日 (土)

The 7th J-CLIL Annual Bilingual Conference in Osaka

あべのハルカス 23 階・25 階 (対面) & Zoom (オンライン)

Saturday, 9th November 2024, ABENO HARUKAS & Zoom

2024 年 11 月 9 日 (土) 9:20 受付 | 大阪市阿倍野区阿倍野筋 1 丁目 1-43

By 日本 CLIL 教育学会関西支部 (J-CLIL KANSAI)



【参加申込方法 To register】

1) 参加申込 Conference registration: 9/15 (Sun) ~ 10/31 (Thu) (Japan Time)

2) 応募方法: 以下のフォームから。Register via the following link:

<https://peatix.com/event/4062913/view?k=20b1c2b2d94679a51886ede144f19344c4fec28a>

3) 参加費 Registration fee: J-CLIL 会員 J-CLIL Member 無料 (Free)

非会員 Non-members ¥1,000

・懇親会 (会員・非会員とも) Conference party (for both members and non-members) ¥5,000 (50 名
(party capacity 50 attendees))

★一度お支払いいただいた参加費等は払い戻しいたしません。Paid registrations fees are not refundable.

★詳細 For details: <https://www.j-clil.com/7thabc> (日本語) <https://www.j-clil.com/7thabc-e> (English)

★問い合わせ先 Contact : 事務局 中田 2024jclil_conf+unsubscribe@googlegroups.com

日本 CLIL 教育学会 第7回大会 プログラム

The 7th J-CLIL Annual Bilingual Conference in Osaka

2024年11月9日(土) 於 あべのハルカス & Zoom 9:20受付開始

Saturday, 9th November 2024, ABENO HARUKAS & Zoom, Registration opens at 9:20

テーマ: 「CLIL:深い学びのしかけがめざすもの」

Theme: CLIL: A Device for Deep Learning and Beyond

Guests: Dr Xavier Gisbert da Cruz

(President of Asociación Enseñanza Bilingüe (EB), Spain)

Dr Virginia Vinuesa Benítez

(Rey Juan Carlos University of Madrid / Asociación Enseñanza Bilingüe (EB), Spain)

プログラム

9:35- 9:40	開会挨拶	池田 真(日本 CLIL 教育学会 会長)
9:40-11:00	基調講演 1(招待講演)	Teresa Ting (University of Calabria)
11:00-12:00	昼食	
12:00-13:00	セッション 1	
13:15-14:15	セッション 2	
14:30-15:30	基調講演 2(会員講演)	Barry Kavanagh (日本 CLIL 教育学会 副会長)
15:30-15:35	閉会挨拶	柏木 賀津子(日本 CLIL 教育学会 副会長)

Program

9:35- 9:40	Opening Remarks	Makoto Ikeda (J-CLIL President)
9:40-11:00	Plenary Talk 1 (Invited Talk)	Teresa Ting (University of Calabria)
11:00-12:00	Lunch	
12:00-13:00	Sessions 1	
(12:40-13:00)	(Guest Presentation)	(Virginia Vinuesa Benítez (EB, Spain))
1		(Xavier Gisbert da Cruz (EB, Spain))
13:15-14:15	Sessions 2	Barry Kavanagh (J-CLIL Vice President)
14:30-15:30	Plenary Talk 2 (Member's Talk)	
15:30-15:35	Closing Remarks	Kazuko Kashiwagi (J-CLIL Vice President)

Plenary Talk I [English]

Dr Y.L. Teresa Ting (University of Calabria, Italy)

Department of Chemistry & Chemical Technologies

Title: An Interactive Plenary on CLIL: Why do CLIL (Education), How to do CLIL (Cognitive Neuroscience) and What Next for CLIL (Disciplinary Literacy)



The objective of compulsory schooling is the democratization of knowledge. As such, regardless of the profession or trade school-leavers embark on, they should be “subject-literate enough” regarding each school-discipline so to become citizens who can evaluate the verity of claims and, when unsure, acknowledge the limits of their own understandings and thus investigate further before making decisions. This objective of “multi-disciplinary-literacy” must be central to any proposition for education, including CLIL. However, CLIL faces additional challenges. To start, as students “mature” from primary into secondary education and beyond, discipline-specific notions must, of course, also “mature epistemologically”. That is why post-primary-level school subjects become increasingly more abstract, complex and challenging to comprehend, even when presented through our mother tongue. Indeed, upper-level CLIL implicates “the learning of complex unfamiliar Content through an oftentimes not-so-familiar foreign language (FL)”. We must therefore ensure that the presence of a FL in CLIL, rather than becoming an added burden, becomes strategized to facilitate content-comprehension. After all, we need a cardiologist who knows content well, regardless of her (English) foreign language skills. That said, in many non-Anglophone contexts, although school-leavers have studied English as a FL for many years, they nonetheless lack the academic and discipline-specific English they need to easily navigate an international job arena. This “interactive plenary” will illustrate how, CLIL materials for secondary-level STEM education which have been “designed with the brain in mind”, easily “strategize CLIL” to not only facilitate the learning of complex concepts but also the mastery of the complex, academic and discipline-specific English discourse that is associated with these concepts.

Biography

Teresa Ting is a tenure-track Senior Researcher in English Applied Linguistics at the University of Calabria, Italy. She holds Degrees in both Biology and Psychology (Muskingum, Ohio, USA) and a PhD in Neurobiology (Kent State, Ohio, USA), studying learning and memory in rodent

models and teaching Functional Human Neuroanatomy to medical students. Upon moving to Italy and given the opportunity to teach English, she completed an MA-TEFL (East Anglia, UK). Teresa's approach to CLIL is thus grounded in a "Cognitive Neuroscience approach to STEM Education". CLIL materials she developed received the 2013 British Council ELTons Award for Innovative Writing. She has developed secondary-level CLIL materials for the CUP Talent Series, held leadership roles in CLIL and Education Research projects (ECML, Erasmus, COST, etc.), and published in various journals (IJBEB, ELTJ, etc.).

Plenary Talk 2 [English]

Dr Barry Kavanagh (University of Tohoku)

Title: Bridging Content and Language: A Case Study of Team-Taught CLIL in Engineering



This presentation will provide an overview of a team-taught CLIL course for engineering students by an English language teacher and a content specialist who teaches their content through EMI. It will explore how the teachers conceptualized the integration of content and language in CLIL, and how their understanding was reflected in their pedagogical practices. At the end of the course, both teachers completed surveys that focused on their beliefs, the balance of content and language, feedback to students, and the use of authentic materials such as short videos, original AI-created material, and infographics. The findings showed that differences in pedagogical practices and opinions of the two teachers were consistent with their beliefs and teaching experience. The content teacher discussed learning new techniques for creating language-driven activities and scaffolding strategies, something they had never previously incorporated into their teaching. The implications of the course demonstrate that collaboration between content and language teachers can yield positive results and help EMI teachers wishing to give more English language support in their courses and to develop and teach future CLIL courses independently.

Biography

Barry Kavanagh is an associate professor at Tohoku University, Japan where he also obtained his Ph.D. His research interests include CLIL, bilingualism and computer-mediated communication, and has published widely in these areas. He is the Vice President of the Japan Pedagogy Association (J-CLIL) and chair of the J-CLIL Tohoku chapter.

Guest Presentation [English]

Dr Virginia Vinuesa Benítez (Rey Juan Carlos University of Madrid)

Dr Xavier Gisbert da Cruz (President of Asociación Enseñanza Bilingüe (EB), Spain)

Title: Transforming Foreign Language Education through CLIL Methodology: Enhancing Proficiency, Cognitive Development, and Intercultural Understanding

This presentation offers an in-depth exploration of the transformative power of Content and Language Integrated Learning (CLIL) methodology in the realm of language education, with a particular focus on its advantages in enhancing language proficiency, cognitive development, and intercultural understanding. CLIL, a technique that combines subject matter with language instruction, provides a dynamic approach that enhances linguistic skills, deepens subject-specific knowledge, and fosters a global perspective. This presentation will delve into the key differences between English as a Foreign Language (EFL) and CLIL, and attendees will leave with valuable insights and practical strategies for seamlessly integrating CLIL into their instructional practices. The goal of this presentation is to provide educators with the necessary tools and knowledge to revolutionize language education, creating more engaging and effective learning environments that cater to the demands of a globalized world.

Biography

Virginia Vinuesa Benítez holds a degree in English Philology from the University of Granada and a PhD from Rey Juan Carlos University. With more than 25 years of experience in the field of education, she has developed her professional career at all educational levels, from Early Childhood Education to University Education, both in Spain and in the United Kingdom. She currently lectures at the Rey Juan Carlos University of Madrid in language didactics in Pre-primary and Primary degrees, as well as in the Master's degree in Secondary Education and the Master's degree in Bilingual Teaching in Primary Education.

She has actively participated in training CLIL teachers working in bilingual schools in the Region of Madrid. She has given talks in Spain and the United States, and her research area focuses on the field of bilingual education and CLIL methodology.

She coordinates the Master's program in Bilingual Education at Rey Juan Carlos University, she is Vice President of the Spanish Bilingual Teaching Association and co-editor of the American NABE Journal of Research and Practice.

	Room F (25F) / Zoom 1	Room A (25F) / Zoom 2	Room B (25F) / Zoom 3	Seminar Room (23F) / Zoom 4	Shitennoji Satellite Campus (23F) / Zoom 5 Online presentations only	Zoom 6 Online presentations only
9:20	Venue Open					
9:35 9:40	Opening Remarks [Bilingual] Makoto Ikeda (J-CLIL President)					
9:40 11:00	Plenary Talk 1 (Invited Talk) [English] Teresa Ting (University of Calabria)					
11:00 12:00	LUNCH (企業プレゼン 11:50~)					
	① Session 1 (English)	② Session 2 (English)	③ Session 3 (日本語)	④ Session 4 (English)	⑤ Session 5 (English)	⑥ Session 6 (日本語)
MC	笹島茂・森本敦子	工藤泰三・竹内ニコール	古賀真也・坂井純子	白井龍馬・高砂千聡	樫本英之	大和洋子
12:00	① - 1 HUNG, Yueh-Nu (洪月女) Chris Jui-Tze Liao (National Taichung University of Education) “CLIL in Taiwan: Moving from Content and Language Integration to Deeper Learning and Teaching Professionalism”	② - 1 MURATA Koichi (Setsunan University) “Bridging Theory and Practice Through AI-Enhanced Active Learning”	③ - 1 千葉大暉 (筑波大学大学院生) 「CLIL の評価タスクに使用するルーブリックの作成と信頼性の検証」	④ - 1 REVIS Curtis (The National Institute of Technology, Tokuyama College) “CLIL Increases Perceived Relevancy and Authenticity”	⑤ - 1 ONISHI Ryohei (Doshisha University) “Interpretation Tour as a Form of CLIL”	⑥ - 1 小谷尚子 (東京経済大学) 「ビジネス・経済英語を対象とした CLIL 授業の紹介」
12:20	① - 2 笹島茂 (CLIL 教員研修研究所) 楊達 (早稲田大学) 馬玉晶 (創価大学) 荊紅濤 (関東学院大学) 「CLIL が紡ぐ複言語複文化主義の可能性をめぐって: Future Potential for Plurilingualism and Pluriculturalism Promoted by CLIL」 [Japanese & English]	② - 2 Eleanor Kane Hinohara (University of Shimane) “Encouraging Classroom Discussion on Content”	③ - 2 伊藤夏実 (東京農工大学) 安村友紀 (東京農工大学) 「CLIL の手法を用いた理系大学における『英語で学ぶ生物学』科目の実践報告」	④ - 2 SHIRAI Tatsuma (National Institute of Technology, Kurume College) ISHITOBI Ayumi (Shimane Prefectural Oki High School) “Exploring the Effects of Light Soft CLIL Using a Government-Approved Textbook in a Japanese High School”	⑤ - 2 Phoebe Siu (The Hong Kong Polytechnic University) “Uncurtaining Deep Learning for CLIL: The Multimodalities-Entextualisation Cycle in Digital Storytelling Genres”	⑥ - 2 神村初美 (創価大学) 「日本語教師養成科目に CLIL を用いる: ベトナムの大学における実践から」 “Using CLIL in Japanese Language Teacher Training Courses: Practice at a Vietnamese University”
12:40	① - 3 Virginia Vinuesa Benítez (Rey Juan Carlos University of Madrid / Asociación Enseñanza Bilingüe (EB), Spain) “Transforming Foreign Language Education through CLIL Methodology: Enhancing Proficiency, Cognitive Development, and Intercultural Understanding” Guest : Dr. Xavier Gisbert da Cruz (President of Asociación Enseñanza Bilingüe (EB), Spain)	② - 3 Nicole Takeuchi (Osaka Seikei University) “Rethinking Language Education in Japan: Implementing Plurilingual Curricula for Diverse Communities in Elementary Schools”	③ - 3 早船由紀見(筑波大学大学院生) 「教科書を使用した CLIL の実践: 英語教師が専門内容を教える利点と欠点」		⑤ - 3 Francesca Costa Valentina Morgana (Università Cattolica del Sacro Cuore) “Multimodal Input Tasks for Subject-Specific Vocabulary Learning in CLIL”	⑥ - 3 津田晶子(中村学園大学) 「健康科学専攻学生のための CLIL: レッスンプランと教材開発」
13:00 13:15	BREAK (15 min.)					

	Room F (25F) / Zoom 1	Room A (25F) / Zoom 2	Room B (25F) / Zoom 3	Seminar Room (23F) / Zoom 4	Shitennoji Satellite Campus (23F) / Zoom 5 Online presentations only	
	⑦ Session 7 (日本語)	⑧ Session 8 (English)	⑨ Session 9 (English)	⑩ Session 10 (日本語)	⑪ Session 11 (日本語&English)	
MC	森田琢也・小林志保	磐崎弘貞・柏木賀津子	谷野圭亮・ウォルフ佳代	荊紅濤・伊藤由紀子	島崎圭介	
13:15	⑦ - 1 上杉裕子 (叡啓大学) 「『CLIL 英語で学ぶ文学』を活用したアクティブ・ラーニング」	⑧ - 1 KOIDE Kazuyo (Sophia University Adjunct) “Observing a Small Task-Based Exercise: How EFL Students Create Conversations with Interlocutors Displaying Different Facial Expressions”	⑨ - 1 Stephen McNamara (The University of Vienna / Kwansai Gakuin University) “Pluriliteral Pitfalls in Terminology Teaching: DEFINE Interventions”	⑩ - 1 川島嘉美 (石川工業高等専門学校) 「楽器制作を通じた『音楽 CLIL』実践報告」	⑪ - 1 松島恒熙 (信州大学) 羽賀規真 (松本県ヶ丘高校) 「主権者教育としての哲学 CLIL：高校公民科との横断的な試み」	
13:35	⑦ - 2 吉田峻 (関西大倉中学校高等学校) 「海外研修の事前学習としての CLIL 授業 (3つのテーマで学ぶニュージーランド)」	⑧ - 2 Savinkh Anna (Hokkai Gakuen University) “Developing Logical Conceptual Thinking of Heritage Russian Language Learners Through CLIL”	⑨ - 2 Craig Mertens (Kwansai Gakuin University) “Developing CLIL Art Materials and Tasks for Competent Output”	⑩ - 2 伊藤由紀子 (大阪成蹊大学) 「伝統工芸 CLIL における 児童生徒の英語学習意欲とグローバルマインドを養う取組：マジョリカタイル工芸体験を通して」	⑪ - 2 阿部聡生 (岡山市立大元小学校・ネバダ大学リノ校博士課程) 二五義博 (山口学芸大学) 西野剣樹 (岡山市立大元小学校) 「公立小学校における文学教材の日英比較による読みの深まり：五年生『注文の多い料理店』を題材にして」	
13:55	⑦ - 3 吉野千乃 (仙台青葉学院短期大学) Online presentation 「観光ビジネス学科における CLIL 実践：地域の魅力と震災復興の発信」	⑧ - 3 KASHIWAGI Kazuko, PEARCE Daniel Roy, HATA Mizuho, YAMASHIRO Kouki, KASHIMA Yuuma, OKAJIMA Itsuki (Shitennoji University) “Manga and Plurilingual CLIL: From Developing 21st Century Skills to Eliciting Students’ Creativeness and Inquisitiveness”	⑨ - 3 TANINO Keisuke (Osaka Metropolitan University College of Technology) “Contextualizing CLIL for Japan: Insights from a Comparative Systematic Review”	⑩ - 3 矢島美奈 (海外子女教育振興財団) 池田真 (上智大学) 「日本人学校小学部の CLIL プログラム開発：パイロット授業と教員研修」	⑪ - 3 NAKAKOJI Harushige (Gyosei International School) “Environmental Issues and Language Learning: A Practical Report on the Use of News Materials in High School Classrooms”	
14:15 14:25	BREAK (15 min.)					
14:30 15:30	Plenary Talk 2 (Member’s Talk) [English] Barry Kavanagh (J-CLIL Vice President)					
15:30 15:35	Closing Remarks [Bilingual] Kazuko Kashiwagi (J-CLIL Vice President)					

Session 1 - Room F (25F) MC 笹島茂・森本敦子 (SASAJIMA Shigeru, MORIMOTO Atsuko)

	Presenter(s) / Presentation Title	Abstract
① - 1	HUNG, Yueh-Nu (洪月女)(National Taichung University of Education) Chris Jui-Tze Liao “CLIL in Taiwan: Moving from Content and Language Integration to Deeper Learning and Teaching Professionalism”	Since the launch of Taiwan's Bilingual 2030 Policy in 2018, many educators have been exploring CLIL (Content and Language Integrated Learning) in a Taiwanese EFL (English as a Foreign Language) context. This presentation will share our journey, highlighting the challenges we faced and strategies we employed to overcome them. We will demonstrate how CLIL is subtly transforming perceptions of English learning. We will also emphasize the role of CLIL as a catalyst for deeper student engagement and enhanced teaching professionalism.
① - 2	笹島茂 (CLIL 教員研修研究所) 楊達 (早稲田大学) 馬 玉晶 (創価大学) 荊紅濤 (関東学院大学) 「CLIL が紡ぐ複言語複文化主義の可能性をめぐって- Future Potential for Plurilingualism and Pluriculturalism Promoted by CLIL」 [Japanese & English]	J-CLIL EAST ASIA (多言語) 研究部会では、東アジアの CLIL と英語、日本語、中国語、韓国語などの CLIL について研究と実践を続けている。この 10 年で、実質英語を主とする CLIL がアジアで急速に発展している。それとともに、アジアの言語も含んだ多言語多文化も少しずつ浸透し、単に日本語、中国語、韓国語などという個々の外国語学習ではなく、CEFR が提示した複言語複文化主義(plurilingualism and pluriculturalism)を CLIL が後押しする状況が見えてきている。本発表では、その点を踏まえて、英語と日本語と中国語に焦点を当てたアジアの CLIL の連携を日本語と英語で、多言語多文化と文学という視点から、現状と今後について議論する。
① - 3	Virginia Vinuesa Benítez (Rey Juan Carlos University of Madrid / Asociación Enseñanza Bilingüe (EB), Spain) “Transforming Foreign Language Education through CLIL Methodology: Enhancing Proficiency, Cognitive Development, and Intercultural Understanding” Guest : Dr. Xavier Gisbert da Cruz (President of Asociación Enseñanza Bilingüe (EB), Spain)	This presentation offers an in-depth exploration of the transformative power of Content and Language Integrated Learning (CLIL) methodology in the realm of language education, with a particular focus on its advantages in enhancing language proficiency, cognitive development, and intercultural understanding. CLIL, a technique that combines subject matter with language instruction, provides a dynamic approach that enhances linguistic skills, deepens subject-specific knowledge, and fosters a global perspective. This presentation will delve into the key differences between English as a Foreign Language (EFL) and CLIL, and attendees will leave with valuable insights and practical strategies for seamlessly integrating CLIL into their instructional practices. The goal of this presentation is to provide educators with the necessary tools and knowledge to revolutionize language education, creating more engaging and effective learning environments that cater to the demands of a globalized world.

Session 2 - Room A (25F) MC 工藤泰三・竹内ニコール (KUDO Taizo, TAKEUCHI Nicole)

	Presenter(s) / Presentation Title	Abstract
② - 1	MURATA Koichi (Setsunan University) “Bridging Theory and Practice Through AI-Enhanced Active Learning”	In today's world, many authors present their theories and ideas, but understanding them often doesn't lead to practical application. To address this, I propose using generative AI to facilitate focused learning on specific theories. Teachers act as facilitators, bridging the gap between the theory and students through AI-driven interactions. This approach creates opportunities for peer engagement and output, integrating active learning in English into lectures. The goal is to help students practically understand various theories through interactive and experiential learning, enhancing the connection between theoretical knowledge and real-world application.
② - 2	Eleanor Kane Hinohara (University of Shimane) “Encouraging Classroom Discussion on Content”	In CLIL classes, students need content knowledge, specialist vocabulary, and discourse literacy before they can express themselves appropriately in discussions. Moreover, they need tasks that encourage classroom discussion on content. I will share materials which encourage my students to express opinions through an amusing brainstorming task. Then we'll take various roles in a discussion to free us from anxiety about what other people think of our ideas, allowing us to concentrate more on language and content. Finally, we'll engage with a task where groups try to distribute speaking turns equally.
② - 3	Nicole Takeuchi (Osaka Seikei University) “Rethinking Language Education in Japan: Implementing Plurilingual Curricula for Diverse Communities in Elementary Schools”	Language education in Japan is marked by dual monolingualism (Oyama & Pearce, 2019), where subjects are taught in the "national language" (国語), with English as the primary foreign language. Despite Japan's perceived homogeneity, this approach does not reflect its increasing cultural and linguistic diversity. While the foreign-rooted population remains small compared to other developed countries, their numbers are growing (ISA, 2022). The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) advises considering local community circumstances in foreign language education planning (MEXT, 2017). This research explores the outcomes of a plurilingual education curriculum in Japanese elementary schools. Through examining the results of teacher interviews, we investigate how such a curriculum can consider the circumstances of local communities and serve as a foundation for international understanding. The findings show that by integrating minority languages a plurilingual education curriculum can reflect the linguistic realities of schools in diverse communities and can help support education for international understanding by incorporating the home languages of children with foreign roots.

Session 3 - Room B (25F) MC 古賀真也・坂井純子 (KOGA Shinya, SAKAI Sumiko)

	Presenter(s) / Presentation Title	Abstract
③ - 1	千葉大暉 (筑波大学大学院生) 「CLIL の評価タスクに使用するルーブリックの作成と信頼性の検証」	評価は CLIL の学習成果を支える基盤であり、評価ツールとしてはルーブリックが内容、言語、思考力等が統合したスキルの評価に適していると考えられている (Barbero, 2012)。実際に CLIL の評価を目的としたルーブリックの作成が行われている (De la Barra et al., 2018; 柏木・伊藤, 2020)。またルーブリック評価を最適化するためには、ルーブリックの作成に加え、信頼性等の検証が必要であると考えられている (Panadero & Jönsson, 2020)。しかし、CLIL のルーブリック評価においてその信頼性を検証した研究は少ない。そこで発表者は、CLIL の評価タスクに使用するルーブリックの作成と信頼性の検証を行った。本発表では CLIL の評価タスクのエッセイに使用する信頼性の高いルーブリック作成のための示唆を提供する。
③ - 2	伊藤夏実 (東京農工大学) 安村友紀 (東京農工大学) 「CLIL の手法を用いた理系大学における『英語で学ぶ生物学』科目の実践報告」	本発表は、理系大学において日本語で理科教育を受けてきた学生を対象に、科学的内容を英語で理解し議論できる能力を醸成することを目的とした新設科目「英語で学ぶ生物学」の実践報告である。授業では、CLIL の手法を用いて、生物学と言語教育の担当教員が協働し、受講生に段階的に難易度を調整した科学的思考タスクに取り組みさせることで思考の英語化の反復訓練を行なった。発表では、コースデザインを概観し、科学的思考タスクと言語支援の導入例を紹介する。さらに、受講生のパフォーマンス変化が見られた「動詞の能動的活用」、「事象の名詞句化」について具体的な記述回答および学期終了時の受講生アンケート結果を報告する。
③ - 3	早船由紀見 (筑波大学大学院生) 「教科書を使用した CLIL の実践：英語教師が専門内容を教える利点と欠点」	本報告は、英語教師が CLIL 教科書を使用して、経営学部の大学 2 年生を対象に専門分野を英語で教えた実践例である。授業では、経営やマーケティングに関する初歩的な内容を教科書を用いて英語で学習した後、Task ベースで学生が自ら考え英語でプレゼンを行った。授業後のアンケート結果から、教科書や授業内容について、非常に興味深く英語学習への動機づけが高まったという学生が多くいた一方で、経営についてもっと深く学びたかったという意見も多く見られた。専科の先生からの助言などで内容を補うことができれば、専門外の教師でも学生の専攻に関する専門的な内容を英語で教えることができる可能性が示された。

Session 4 - Seminar Room (23F) MC 白井龍馬・高砂千聡 (SHIRAI Tatsuma, TAKASAGO Chisato)

	Presenter(s) / Presentation Title	Abstract
④ - 1	REVIS Curtis (The National Institute of Technology, Tokuyama College) “CLIL Increases Perceived Relevancy and Authenticity”	At the National Institute of Technology, Tokuyama College, a new course titled “Critical Thinking in English using CLIL methods” (“CTE-CLIL” for short) was started in 2021. To measure the effectiveness of the course in achieving higher perceived relevancy and authenticity, student responses to a survey conducted after CTE-CLIL and another course, “English Conversation” (EC) in 2022, were collected. CTE-CLIL outperformed EC in almost every category of comparison. The CLIL methods in “Critical Thinking in English” were successful at increasing student perception of the relevancy and authenticity of the classroom English, thereby increasing their engagement in learning.
④ - 2	SHIRAI Tatsuma (National Institute of Technology, Kurume College) ISHITOB I Ayumi (Shimane Prefectural Oki High School) “Exploring the Effects of Light Soft CLIL Using a Government-Approved Textbook in a Japanese High School”	This study focuses on exploring of the effects of Light Soft CLIL practice conducted in a Japanese high school with a government-approved textbook. The practice centers on 'animal welfare' as the learning content, which concept is mined in a reading passage from the textbook. Participants (students) wrote their opinion on a prompt related to the learning content before and after the practice. The pre- and post-writing outcomes were compared to assess the effects of the CLIL practice in terms of complexity, accuracy and fluency. The comparison suggests positive effects of the Light Soft CLIL practice, while also highlighting the importance and necessity of placing more emphasis on language focus related to the learning content.

Session 5 - Shitennoji Satellite (23F) Zoom 5 Online presentations only MC 檜本英之 (KASHIMOTO Hideyuki)

	Presenter(s) / Presentation Title	Abstract
⑤ - 1	ONISHI Ryohei (Doshisha University) “Interpretation Tour as a Form of CLIL”	This presentation introduces a new type of practicing CLIL at an undergraduate interpretation class the presenter is teaching. The presenter becomes a tour guide and explains about Kobe's history, economy, culture, and so on, while students take notes and interpret between English and Japanese. Prior to the tour, students were briefed on Kobe and asked to research and prepare for interpretation on site. This bilingual activity aims to not only develop their language skills but also expose students to a wide range of knowledge about a particular city. The presentation introduces students' reactions and how this activity can be related to CLIL.
⑤ - 2	Phoebe Siu (The Hong Kong Polytechnic University) “Uncurtaining Deep Learning for CLIL: The Multimodalities-Entextualisation Cycle in Digital Storytelling Genres”	This design-based research reported an empirical classroom case study adopting the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2020) for promoting deep learning in CLIL (Coyle et al., 2023) through co-creating digital storytelling circles (Lambert, 2012) among 26 plurilingual, pluricultural tertiary students in Hong Kong. Theoretically, the MEC facilitates dynamic flows of social semiotics resources in ecologically harmonized CLIL settings. Data generation focused on gathering and analysing student storytellers' multilingual language portraits, visual storyboards, bilingual written scripts and digital storytelling production logs. Research findings (a) elucidated the multimodal meaning-making process for consolidating deeper learning in CLIL and (b) illustrated the roles of strategic translanguaging and trans-semiotising on unleashing transpositional potential and affirming pluricultural identities.
⑤ - 3	Francesca Costa Valentina Morgana (Università Cattolica del Sacro Cuore) “Multimodal Input Tasks for Subject-Specific Vocabulary Learning in CLIL”	CLIL is a methodological approach that is gaining ground in Italian upper secondary schools, however, it has been substantially under-researched at the lower secondary school level. Subject-specific vocabulary is one of the least researched areas, despite being of paramount importance in CLIL settings because it helps learners understand, create meaning, and produce output related to the discipline in question. This study explores the use of multimodal input to develop receptive, productive, and science-specific English vocabulary. The research adopted a mixed-method approach, comparing a CLIL experimental group (120 pre-intermediate learners) with a non-CLIL EFL control group (25 pre-intermediate learners). Subject-specific receptive vocabulary outcomes were measured using a pre-test/post-test design, with a qualitative and quantitative analysis of students' oral presentations. Results showed significant differences in the two cohorts.

Session 6 - Zoom 6 Online presentations only MC 大和洋子 (YAMATO Yoko)

	Presenter(s) / Presentation Title	Abstract
⑥ - 1	小谷尚子 (東京経済大学) 「ビジネス・経済英語を対象とした CLIL 授業の紹介」	本発表では、ビジネス・経済英語を対象とした CLIL 授業の内容を紹介しします。授業では、学生が専門分野の知識を英語で習得することを目的とし、実際のビジネスケース・シチュエーションを想定したワークを取り入れています。Financial Times や Economist の記事をリーディング・マテリアルとして取り入れ内容理解を行うとともに、大手 IT 企業のサービス紹介やキャリアパスについての会話を基にしたリスニング・エクササイズを行い、ビジネスシチュエーションに必要な電話やミーティングの会話の理解を重視したワークも行います。受講生のレベルに応じて、自分の関心のある企業についての英語プレゼンテーションも行っています。これにより、学生が専門知識を英語で習得し、実践的なスキルを身につけることを目指しています。
⑥ - 2	神村初美 (創価大学) 「日本語教師養成科目に CLIL を用いる：ベトナムの大学における実践から」 ”Using CLIL in Japanese Language Teacher Training Courses: Practice at a Vietnamese University”	ベトナムの大学の日本語教師養成科目において、CLIL による「観光の日本語」を学ぶことを通しながら CLIL そのものを体験させ、ここから、CLIL を実践できる日本語教師の育成を図った。本実践をドナルド・ショーンの「内省的実践」により分析した。その結果、「4つのC」に基づいた授業デザインから、学習者自身が面白がりながら自然に AL になじんでいった様子がうかがわれた。また、「CLIL の定義と密接につながっていることを体験できた」という声などから、学習者は言語スキルを向上させるだけでなく、「観光の日本語」への理解を深めると同時に CLIL を一つの教育手法としてメタ的に捉えていたことが分かった。 In a training course for Japanese language teachers at a university in Vietnam, students experienced CLIL by learning "Japanese for tourism" using CLIL, with the aim of training teachers who can put CLIL into practice. It was shown that the learners themselves became familiar with CLIL naturally through the "4 C's". Also, from comments such as "I was able to experience the close connection with the definition of CLIL," it was found that the learners not only improved their language skills, but also deepened their understanding of "Japanese for tourism," and at the same time, meta-perceived CLIL as an educational method.
⑥ - 3	津田晶子 (中村学園大学) 「健康科学専攻学生のための CLIL: レッスンプランと教材開発」	日本の大学の健康科学 (スポーツ) 専攻学生の英語教育において、クラスルームマネジメントや教材開発は課題が多い傾向がある。小中高の多くの時間をスポーツ活動に注力する選手として過ごし、英語を含む基礎学力を身につける機会を失っている事例が多い。また、大学に入学した後も年間を通じて練習や試合で多忙を極め、授業に出席できないことも多い。この発表では、大学の健康科学専攻学生に英語を教えた経験に基づいて、英語教育における高大連携と、効果的な言語学習者の生涯の目標を考慮し、授業観察、授業内活動に基づいて、さまざまなスポーツ向けのレッスンプランと実際の教材を提案する。

Session 7 - Room F (25F) MC 森田琢也・小林志保 (MORITA Takuya, KOBAYASHI Shiho)

	Presenter(s) / Presentation Title	Abstract
⑦ - 1	上杉裕子 (叡啓大学) 「『CLIL 英語で学ぶ文学』を活用したアクティブ・ラーニング」	本発表では『CLIL 英語で学ぶ文学』(三修社)を選択科目「コミュニケーションングリッシュ」で活用した事例を紹介する。本授業ではアクティブ・ラーニングを実践し、学生たちが中心となりディスカッションやペアワーク、発表資料作りに取り組むことを重要視している。また協定校であるハワイ大学マノア校とオンライン授業を行い、ハワイ大学の専門家や学生と意見交換を行い、オーセンティックな話題を提供している。CLIL の「4つのC」に代表される理念について、文学という内容(Content)を題材として異なる文化(Culture)を学び、コミュニケーション(Communication)をはかり、新たな思考(Cognition)を生み出すことを目的とした実践例を共有する。
⑦ - 2	吉田峻 (関西大倉中学校高等学校) 「海外研修の事前学習としての CLIL 授業 (3つのテーマで学ぶニュージーランド)」	高校1年生希望者対象のニュージーランド夏期語学研修の事前学習を CLIL 授業で実施した。「マオリ文化」「マオリ語とアイデンティティ」「移民と労働力不足」「ホームレス問題」「固有種の保護」というテーマについての教材を作成し、授業を行った。7月末から8月上旬にかけて行われた研修では、これらの学びを深めるためのフィールドワークやプレゼンテーションを実施する。本発表では教材作成、授業実践について報告・共有し、研修終了後の報告会の内容や生徒の振り返りを通して、生徒の学びの深まりについて分析する。
⑦ - 3 online	吉野千乃 (仙台青葉学院短期大学) 「観光ビジネス学科における CLIL 実践：地域の魅力と震災復興の発信」	筆者は短期大学の観光ビジネス学科で英語科目を担当している。観光業界への就職を目指す学生への英語教育は English for specific purposes の図式で捉えることもできるが、それだけで学生の知的好奇心を満たし、モチベーションを保つことは困難である。そこで学生たちに取り組んでもらっているのが、地域の歴史や知られざる魅力を英語で調べ、発信するという活動である。さらに、東日本大震災の被災地域の学生であるという自覚を持ち、震災やその復興活動についても英語で学び、様々な人々へ発信するという取り組みも行っている。本発表では、これまでに行ってきた活動の紹介と学生たちの声について触れるとともに、今後の展望についても話したいと考えている。

Session 8 - Room A (25F) MC 磐崎弘貞・柏木賀津子 (IWASAKI Hirosada , KASHIWAGI Kazuko)

	Presenter(s) / Presentation Title	Abstract
⑧ - 1	KOIDE Kazuyo (Sophia University Adjunct) “Observing a Small Task-Based Exercise: How EFL Students Create Conversations with Interlocutors Displaying Different Facial Expressions”	This presentation highlights an introductory task to the topic of facial expressions and emotions, designed with the CLIL’s four C pillars—Content, Communication, Culture, and Cognition. While the task might seem simple, students need to pay attention to several aspects of communication, such as language and emotions, as they consider how to converse with interlocutors displaying different facial expressions in various contexts. This presentation will also explore how students become aware of L1 influence during their discussions and will share what conversation strategies students applied during role-play, as well as their reflections on how they attempt to express their feelings in L2.
⑧ - 2	Savinkh Anna (Hokkai Gakuen University) “Developing Logical Conceptual Thinking of Heritage Russian Language Learners Through CLIL”	One of the potential benefits of science lessons is the development of conceptual thinking in children. However, there is a difference in the number of tasks designed to develop conceptual knowledge of Bloom's taxonomy in science textbooks. The experimental lessons for 7-10-year-old heritage Russian language learners taught online in April-June 2023 showed a difference in developing logical conceptual thinking between CLIL and non-CLIL groups, suggesting potential benefits of the CLIL effect that integrates both language and subject learning and is attentive to the development of thinking skills.
⑧ - 3	KASHIWAGI Kazuko (Shitennoji University) PEARCE Daniel Roy, HATA Mizuho, YAMASHIRO Kouki, KASHIMA Yuuma, OKAJIMA Itsuki (Shitennoji University) “Manga and Plurilingual CLIL: From Developing 21st Century Skills to Eliciting Students’ Creativeness and Inquisitiveness”	Plurilingual and pluricultural competence (PPC) encompasses the ability to use one or more languages for communication and to participate in contemplative intercultural interactions. To cultivate PPC in pre-service teachers, the authors planned a CLIL-centered project. 5 participants engaged in collaborative research on Japanese manga and its culturally specific elements, including manpu iconography, onomatopoeia, and representations of speech. Equipped with this knowledge, the participants developed a CLIL lesson for children in Finland (n=16), and Japan (n=16), and secondary students in Canada (n=40). The aim was to convey the ‘secrets’ of manga through English, and to foster creativity and inquisitiveness through exploration of media across languages. Multimodal data the authors analyzed demonstrated that the students were highly receptive to the plurilingual exploration. Overall, the project was observed to foster not only teachers’ PPC and 21st Century Skills, but also creativity and inquisitiveness in the students.

Session 9 - Room B (25F) MC 谷野圭亮・ウォルフ佳代 (TANINO Keisuke, WOLF Kayo)

	Presenter(s) / Presentation Title	Abstract
⑨ - 1	Stephen McNamara (The University of Vienna / Kwasei Gakuin University) “Pluriliteral Pitfalls in Terminology Teaching: DEFINE Interventions”	Pluriliteral competence is of primary importance in CLIL education as it allows our students’ to experience how language makes thinking function. Terminological knowledge is often conflated with disciplinary literacies, however, recall of subject-specific vocabulary does not necessarily equate to the transferable cognitive and linguistic competence of defining concepts. This session will describe theories of disciplinary literacy and how they relate to cognition and discourse, using the Cognitive Discourse Function construct (CDF). Examples of CDF definition moves will be presented, demonstrating how language and thought construct both terminological and conceptual knowledge in Japanese undergraduate soft-CLIL classrooms. The definitions will be compared at multiple strata, from trans-linguaged vocabulary glosses to episode-length concept building definition sequences. This session will be of interest to those concerned with cognition and CLIL, and practitioners who emphasise vocabulary learning in their syllabi.
⑨ - 2	Craig Mertens (Kwasei Gakuin University) “Developing CLIL Art Materials and Tasks for Competent Output”	This presentation focuses on the development of materials and tasks in a CLIL art course at a Japanese university. First, the presenter will introduce the course goals, types of assessment, and examples of materials and tasks from previous courses, including samples of student output. The presenter will then share teacher observations and student feedback, leading to an evaluation of the course. Finally, a revised version of the course will be proposed, featuring updated materials and tasks. At the end of the presentation, technical challenges related to using materials and completing tasks will be discussed, and possible adjustments to tailor the course to different needs will be suggested.
⑨ - 3	TANINO Keisuke (Osaka Metropolitan University College of Technology) “Contextualizing CLIL for Japan: Insights from a Comparative Systematic Review”	Content and Language Integrated Learning (CLIL), emerging from European multilingualism, has gained global attention. While CLIL allows for regional adaptations (Coyle et al., 2010), it maintains core frameworks like the 4Cs. It can be broadly categorized into hard CLIL (content-focused) and soft CLIL (language-focused) (Ikeda, 2021). Although some research (e.g., Tadokoro, 2020) has attempted to classify CLIL practices, comprehensive analysis of CLIL studies in Japan remains limited. This study conducts a systematic review of CLIL research in Japan and other countries, aiming to discuss CLIL implementation within the Japanese context. By comparing international and Japanese CLIL practices, the research seeks to contribute to the understanding and development of CLIL methodology in Japan.

Session10 - Seminar Room (23F) MC 荊紅涛・伊藤由紀子 (Hongtao JING, ITO Yukiko)

	Presenter(s) / Presentation Title	Abstract
⑩ - 1	川島嘉美 (石川工業高等専門学校) 「楽器制作を通じた『音楽 CLIL』実践報告」	本発表では、高校一年次相当の英語学習者（初級レベル）を対象とした「音楽 CLIL」の実践報告を行う。同実践は英語授業の枠組みで行い、音の仕組みや楽器作りに焦点を当てた点が特色である。学習者は英語で音楽用語や音の仕組み、世界の楽器について学び、その学びを受けて身近な廃材（木材、金属、プラスチックなど）で楽器を制作し、自作楽器の仕組みを英語で説明し、実演した。学習者に対するアンケート結果を基に、関連する語彙・表現や知識の習得状況、通常授業との比較分析、自由記述の分析を行う。その上で The Language Triptych 及び The 4Cs Framework の観点から実践内容と効果を検証し、タスクや scaffolding の提供方法を見直し、授業改善の方向性を明確にすることで、より深い学びを促進する。
⑩ - 2	伊藤由紀子(大阪成蹊大学) 「伝統工芸 CLIL における 児童生徒の英語学習意欲とグローバルマインドを養う取組：マジョリカタイル工芸体験を通して」	学習指導要領（2017）では各教科の学びの意義を重視しつつ教科連携と日本の伝統文化・工芸の継承、体験学習の重要性が示されている。本研究では小中学校で CLIL 授業を行い、大正時代に盛んに生産されたマジョリカタイルについて英語で学び、製作体験を通じて児童生徒の英語学習意欲とグローバルマインドを養うことを目指した。授業観察と質問紙調査から、児童生徒は未知語があっても集中して学び、学習意欲が向上したことがわかった。またタイルのデザインに関する図形概念や英語表現を応用して製作することができた。さらにタイルの歴史を学ぶことで世界との繋がりを感じ、グローバルマインドを育むきっかけとなった可能性が示唆された。
⑩ - 3	矢島美奈 (海外子女教育振興財団) 池田真 (上智大学) 「日本人学校小学部の CLIL プログラム開発：パイロット授業と教員研修」	在外教育施設（日本人学校等）の全般的教育支援を目的に設立された海外子女教育振興財団では、文科省からの委託事業「在外立地を活かした、日本人学校の特色ある英語教育プログラム作り」に向けて、小学部を対象とする CLIL プログラム開発を日本 CLIL 教育学会と連携して行っている。本発表では、先行実施しているプノンペン日本人学校での小 4・5・6 年生の CLIL 授業概要と、世界各地の日本人学校から参加したオンライン CLIL 教員研修（日本人教員部門/英語ネイティブ教員部門）について報告する。これにより、カリキュラム設計、教材作成、授業計画、学習指導、評価方法、指導助言、教員研修の具体的な内容と方法を提示し、そこから得られた成果と知見を参加者と共有したい。

Session 11 - Shitennoji Satellite (23F) Zoom 5 Online presentations only MC 島崎圭介(SHIMAZAKI Keisuke)

	Presenter(s) / Presentation Title	Abstract
⑪ - 1	松島恒熙 (信州大学) 羽賀規真 (松本県ヶ丘高校) 「主権者教育としての哲学 CLIL : 高校公民科との横断的な試み」	周知の通り、公職選挙法の改正により 18 歳選挙権が実現したことで、高校における主権者教育の重要性がさらに高まっている。本実践研究では、その主権者教育を促進する学習活動として、国内でも広がりを見せる「哲学対話」に着目し CLIL を試みる。発表者はこれまで、内容 (Content)としての哲学、思考(Cognition)としての哲学の両方を軸として哲学 CLIL を実践してきた。今回は前者に公民科の哲学的内容、後者に哲学対話を位置づけ、CLIL 授業を展開する。そして今回のような哲学 CLIL が、民主的な教室空間を生み出すこと、さらには主権者教育に寄与しうることを、アーレントの政治哲学やピースタの教育哲学から考察する。最後に、今後の課題や展望についてフロアと対話させていただく。※本実践研究は、文部科学省「令和 5 年度 主権者および消費者の育成に係る指導の充実に関する実践研究」助成を受けている。
⑪- 2	阿部聡生 (岡山市立大元小学校・ネバダ大学リノ校博士課程) 二五義博 (山口学芸大学) 西野剣樹 (岡山市立大元小学校) 「公立小学校における文学教材の日英比較による読みの深まり：五年生『注文の多い料理店』を題材にして」	小学校国語科において児童の「読む力」を育むことは重要な視点であり、教師は教材研究を通してその目標を達成するように日々授業実践を行っている。本実践では、文学作品の読みを深める手法の一つとして、CLIL と多重知能理論を援用し、日英比較を行った。過去の中学校の英語の教科書に掲載されていた簡略化された「注文の多い料理店」を読み、日本語の原文と比較することで、児童は原文の面白さに改めて気づくことができた。児童の気づきのなかには、原文を読んだ時の気づきである「扉の数の気づき」や「オノマトペによる場面描写」の記述のほか、「紳士」や主語の表記や表現上の工夫への興味など、対象となる文章が存在することにより初めて抱くことが可能となった視点も見られた。
⑪ - 3	NAKAKOJI Harushige (Gyosei International School) “Environmental Issues and Language Learning: A Practical Report on the Use of News Materials in High School Classrooms”	The presentation aims to illustrate the effectiveness of the AFP news video clips in teaching senior high school students in Japan to facilitate the students’ understanding of the environmental issues as well as their English language skills. The main materials used were <i>AFP World News Report 3</i> (Shishido, et al., 2016) and the video clips downloaded from the <i>AFP World Academic Archive</i> . By reporting on the educational practice conducted in the sōgō tankyū and English elective classes with the third graders, the presentation shows how the authentic news materials can be used to achieve the dual learning aim in a content-driven CLIL approach.

会場での注意事項 Please note the following while using the venue

- あべのハルカスで定められた規則により、25F・23Fとも食べ物と飲み物の持ち込みや飲食をすることは禁止です。ただし、あべのハルカス業者の事前予約弁当(スタッフ)のみ許容されています。

As per ABENO HARUKAS regulations, consuming outside food and beverages (brought from or bought off-premises) is prohibited. However, pre-ordered lunch boxes from ABENO HARUKAS vendors are permitted (Staff only).

- 25F・23F ともリフレッシュルーム(自動販売機コーナー)があります。そこで購入したものはそこで飲んでください。会場内の飲食はできません。ただし、持参の水筒・飲み物などは持ち込みが許容されています。

Eating and drinking is prohibited within the conference venue. There are refreshment rooms (vending machine corners) on both the 25th and 23rd floors. Please buy and drink there. . **Your own water bottles or drinks bought off-premises can be brought into the rooms.t.**

- 17F には、コンビニや一般共用スペースがあります。周囲には多くのカフェやレストランがあります。

There is a convenience store and an area for sitting located on the 17F. There are many cafés and restaurants in the surrounding area.

- 不明の点は、腕章をつけた運営委員におたずねください。

If you have any questions, please ask one of the organizing committee members (each committee member will be wearing an armband).

PC・機器合わせの注意事項 Regarding PCs and devices in the venue

- ご自分の PC・タブレット等を持参ください。機器合わせは、開始前の会場で行っていただけます。なお、プロジェクターと HDMI 端子で接続ができるアダプターを各自でご準備ください。(HDMI ケーブルは全ての部屋に常備されておりますが、ご持参いただく端末によっては Type C→HDMI のような変換アダプターが必要となります。)

Please bring your own PC or tablet. A system/equipment check will be carried out before the session opens. Additionally, please prepare an adapter that can connect your device to the projector with an HDMI port. (While HDMI cables are available in all rooms, depending on your device, you may need a conversion adapter such as Type C to HDMI.)

- 司会者と ZOOM 担当者は、自分のパソコンでの ZOOM 作動を事前に確認してください。

Moderators and those in charge of Zoom should check in advance that Zoom works on their devices.

- 会場でオンライン発表を聞かれる方は、PC またはスマートフォンとイヤフォンをご持参ください。廊下のフリースペースや会場後方等で静かにお聞きいただくことになります。

Those who are planning on listening to online presentations are asked to bring their own device and earphones and listen quietly in the free space in the hallway or at the back of the rooms.

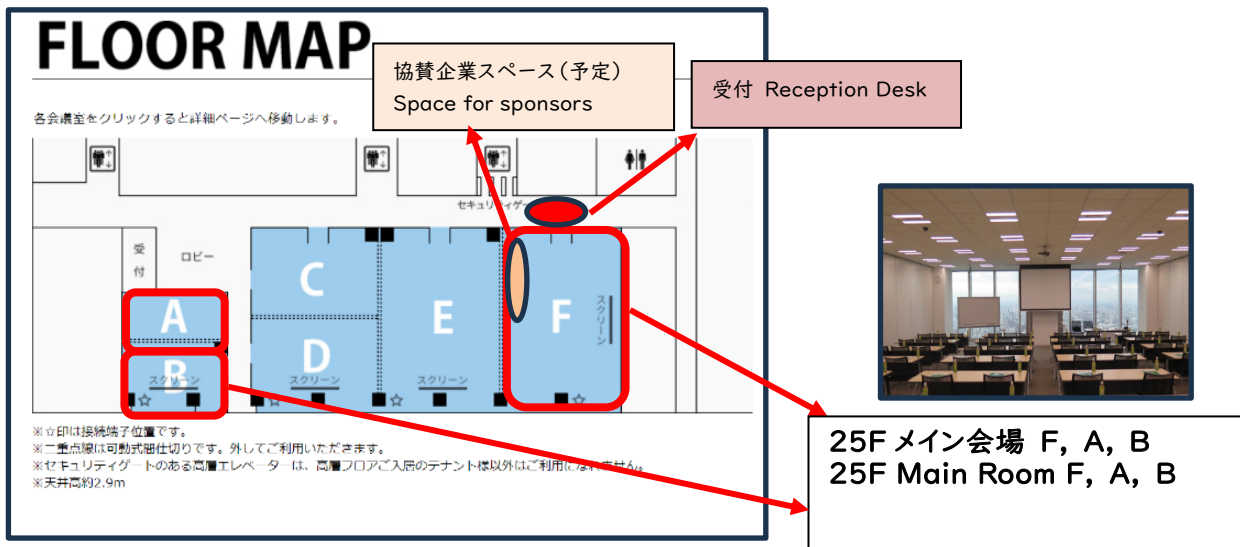
会場図

J-CLIL 7th BILINGUAL CONFERENCE VENUE FLOOR MAP

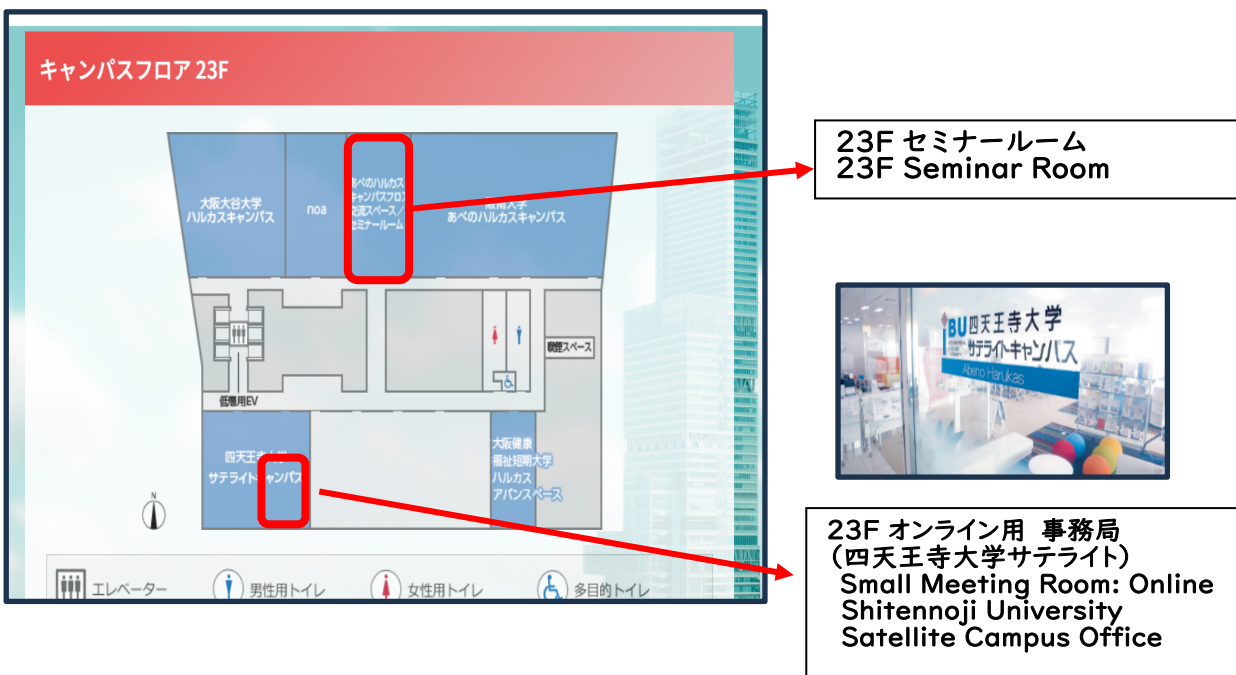
ACCESS (Japanese): <https://harukas-kaigi.jp/access.html>

ACCESS & INFO (English): <https://www.abenoharukas-300.jp/en/>

【25F Room F・A・B FLOOR MAP】



【23F セミナールーム・四天王寺大学サテライトキャンパス FLOOR MAP】



会場情報：あべのハルカス VENUE ABENO HARUKAS 事前によくお読みください

<https://harukas-kaigi.jp/access.html>

□住所：〒545-6023 大阪市阿倍野区阿倍野筋 1-1-43 あべのハルカス

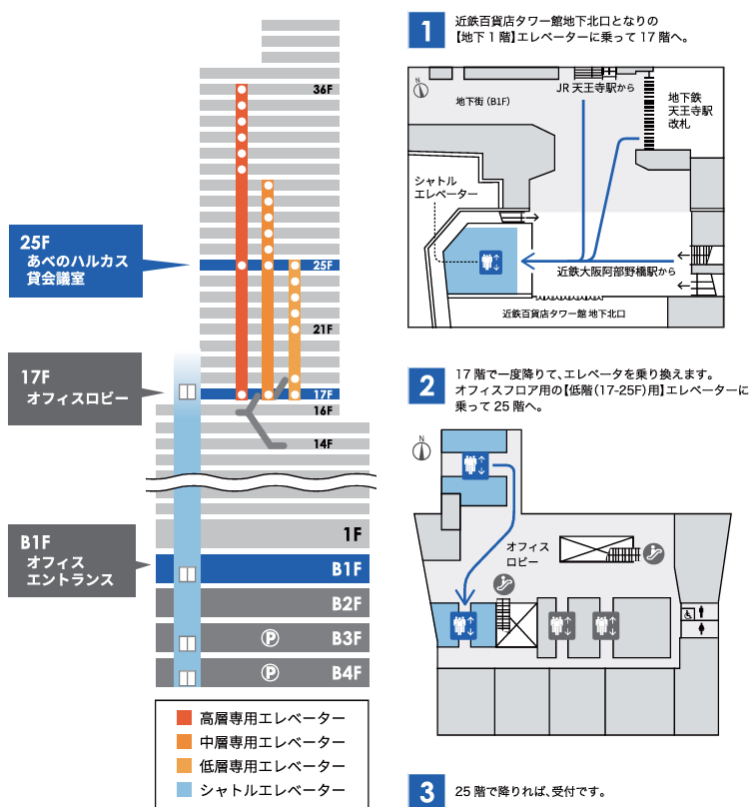
Venue address: ABENO HARUKAS, 1-1-43 Abeno-suji, Abeno Ward, Osaka City 〒545-6023

□アクセス:専用エレベーターで地下1Fから17Fに上がり、その後オフィスフロアへのエレベーターに乗り換えて25階へ F 室前受付 (23階へも同じ)

Venue Access: Take the designated elevator from the basement floor to the 17th floor. On the 17th floor lobby, follow the signs for the elevators that access the upper floors. Take one of these elevators to the 25th floor. The registration desk is outside Room F. (You can access the 23rd floor in the same manner).

ACCESS MAP [ハルカス貸会議室までの行き方]

あべのハルカス貸会議室へは、地下1階からのシャトルエレベーターが便利です。



□あべのハルカス 25階 貸会議室 (①F室 75+20人 ②A室 15+30人 ③B室 15+30人)

ABENO HARUKAS 25F Rental Conference Rooms (①Room F 75+20 ppl ②Room A 15+30 ppl ③Room B 15+30 ppl)

□あべのハルカス 23階 オフィスフロア (④C室 キャンパスオフィスーセミナールーム 40+20人)

ABENO HARUKAS 23F Office Floor (④Room C Campus Office Seminar Room 40+20 ppl)

□あべのハルカス 23 階オフィスフロア(四天王寺大学サテライト ⑤)小会議室 オンライン事務局 8 人)
ABENO HARUKAS 23F Office Floor (Shitennoji University Satellite Campus ⑤)Small Meeting Room
Online Office 8 ppl)

□あべのハルカス 23 階オフィスフロア(四天王寺大学サテライト ⑥)小会議室 A 室・B 室 15 時半～16 時半
終了確認運営委員集合スペース 40 人)

ABENO HARUKAS 23F Office Floor (Shitennoji University Satellite Campus ⑥)Small Meeting Room
A & B 15:30 ~16:30 Final check/confirmation organizing committee members meeting point
40 ppl)

日本 CLIL 教育学会 (J-CLIL) とは? About J-CLIL

CLIL(Content and Language Integrated Learning: 科目内容と言語を統合した学習)あるいは CBLT
(Content-based Language Teaching:内容を重視した言語指導)等の統合教育に関する研究と実践を推進す
る学会として 2017 年 4 月に設立された。

J-CLIL (Japan CLIL Pedagogy Association) was established in April 2017 in order to promote the
research and practices of integrated education called CLIL (Content and Language Integrated
Learning) or CBLT (Content-based Language Teaching).

J-CLIL 関西 第 7 回大会運営メンバー

大会委員長: 柏木賀津子(四天王寺大学)

大会事務局長: 中田葉月(甲南女子大学)

大会プログラムチーフ: 伊藤由紀子(大阪成蹊大学)

大会運営委員: 工藤泰三(名古屋学院大学) 森田琢也(大阪教育大学附属高等学校池田校舎)

谷野圭亮(大阪公立大学工業高等専門学校) 竹内ニコール(大阪成蹊大学) 檜本英之(大阪成蹊短期大学)

高砂千聡(常翔学園高等学校) ウォルフ佳代(四天王寺小学校) 坂井純子(大阪成蹊大学)

小林志保(大阪成蹊大学) 森本敦子(高野山大学) 小柴和香(四天王寺大学)

古賀真也(池田市立五月丘小学校) 島崎圭介(堺市教育委員会)

The 7th J-CLIL Bilingual Conference Organizing Committee Members (J-CLIL Kansai)

Convention Chair: KASHIWAGI Kazuko, Shitennoji University

Convention Secretary General: NAKATA Hazuki, Konan Women's University

Convention Program Chair: ITO Yukiko, Osaka Seikei University

Convention Committee Members: KUDO Taizo, Nagoya Gakuin University /MORITA Takuya, Ikeda Senior
High School attached to Osaka Kyoiku University/TANINO Keisuke, Osaka Metropolitan University College of
Technology/TAKEUCHI Nicole, Osaka Seikei University/KASHIMOTO Hideyuki, Osaka Seikei
College/TAKASAGO Chisato, Jyosho Gakuen Senior High School/ WOLF Kayo, Shitennoji Gakuen Primary
School / SAKAI Junko, Osaka Seikei University/KOBAYASHI Shiho, Osaka Seikei University/ MORIMOTO
Atsuko, Koyasan University/ KOSHIBA Waka, Shitennoji University/ KOGA Shinya, Satsukigaoka Elementary
School, Ikeda City)/SHIMAZAKI Keisuke, Sakai City Board of Education

J-CLIL 賛助会員

Global Step Academy

<https://www.gsacademy.com>

三修社

<https://www.sanshusha.co.jp>

教育開発出版

<https://www.kyo-kai.co.jp>

成美堂

<https://www.seibido.co.jp>

ELEC

<https://www.elec.or.jp>

サインウェーブ

<https://www.sinewave.co.jp>

EF Japan

<https://www.efjapan.co.jp>

学習アトリエ COR

<https://gakushu-ateliercor.shopinfo.jp> (CLIL に関する新聞掲載記事)

ECC

<https://www.eccjr.com>

増進堂・受験研究社

<https://www.zoshindo.co.jp>

ウィル・シード

<https://www.willseed.co.jp/>

ケンブリッジ大学出版

<https://cambridge-university-press.jp/>

Danke Sehr

<https://www.danke-ja.com/>