CLIL Research in Japanese Universities: A Scoping Review
Michael Griffiths, PhD Candidate, Kobe University
JALT2021 International Conference

Table 1 Overview of Selected Practice-based Studies

Study number	Author details, year	Study design	Research foci
(1)	Armstrong (2013)	Practice, course description	Low proficiency learners and CLIL
(2)	Birchley (2013)	Practice, case study	Teacher perception of soft skills
(3)	Suginaga (2013)	Practice, course description	TED Talks in CLIL
(4)	Kane et al. (2014)	Practice, course description	CLIL course descriptions
(5)	Koike (2014)	Practice, case study	CLIL classroom activities
(6)	Mertens (2014)	Practice, course description	Art History via CLIL
(7)	Aoki (2015)	Practice, course description	Two CLIL courses
(8)	O'Dwyer & de Boer (2015)	Practice, case study	Learner involvement and collaboration in CLIL assessments
(9)	Aoki (2016)	Practice, course description	Writing fluency practice
(10)	Gould (2016)	Practice, course description	CLIL and environmental issues
(11)	Karatsu (2016)	Practice, case study	Intercultural competence in CLIL through film study
(12)	LeMay (2016)	Practice, course description	Multimodal CLIL
(13)	Obara (2016)	Practice, course description	Journalism through CLIL
(14)	Pattimore (2016)	Practice, course description	Financial literacy using CLIL
(15)	Yukita (2016)	Practice, case study	Applying soft CLIL
(16)	Blower et al. (2017)	Practice, course description	Coordinated foundation CLIL course
(17)	Caraker (2017)	Practice, case study	Course description and efficacy
(18)	Kane (2017)	Practice, case study	Comparison of students' perspectives on CLT and CLIL
(19)	Morrow (2017)	Practice, course description	English for Tourism in CLIL
(20)	Black (2018)	Practice, course description	CLIL for prospective Early Childhood Educators
(21)	Cullen et al. (2018)	Practice, course description	Poster presentations in CLIL
(22)	Higashi (2018)	Practice, course description	CLIL and English language learning
(23)	Nakakoji (2018)	Practice, course description	Textbook elaborated CLIL

Table 1 (continued)

(24)	Smith (2018)	Practice, course description	Advanced English and the Bible though CLIL
(25)	Trent & Koseki (2018)	Practice, course description	CLIL and autonomy
(26)	Ellinger (2019)	Practice, course description	Inquiry learning in CLIL
(27)	Higashi (2019)	Practice, case study	Applying soft CLIL
(28)	Higashi & Watanabe (2019)	Practice, case study	Applying hard CLIL
(29)	Kavanagh (2019)	Practice, course description	Intercultural communication with Academic Writing through CLIL
(30)	Mabe (2019)	Practice, case study	Comparing textbook-based materials against teacher-created CLIL materials
(31)	Smith & Ssali (2019)	Practice, course description	Formalization of a CLIL textbook
(32)	Tsuda (2019)	Practice, case study	Program development for Dietary Education via CLIL
(33)	Yasunaga (2019)	Practice, case study	CLIL for mid-proficiency learners
(34)	Yukita (2019)	Practice, course description	Cross-curricular learning in CLIL

Table 2 Overview of Selected Empirical Studies

Study number	Author details, year	Study design	Research foci
(35)	Sasajima (2013)	Empirical, qualitative	Teacher cognition
(36)	Watanabe (2013)	Empirical, quantitative	Lexical profiling teacher talk
(37)	Brown (2015)	Empirical, qualitative	Factors in learners choosing CLIL
(38)	Parsons & Caldwell (2015)	Empirical, quantitative	Student attitudes to CLIL using a problem-based approach
(39)	Yoshihara et al. (2015)	Empirical, quantitative	Student perceptions of CLIL
(40)	Tsuchiya (2016)	Empirical, qualitative	Teacher cognition
(41)	Bulach (2016)	Empirical, qualitative	Advanced learner views of CLIL
(42)	MacGregor (2016)	Empirical, qualitative	Teacher viewpoints
(43)	Larking (2017)	Empirical, quantitative	Student needs and CLIL course development
(44)	Sato & Hemmi (2018)	Empirical, quantitative	Speaking and writing skills development in CLIL
(45)	Fujimura (2020)	Empirical, qualitative	Teacher explanations
(46)	Maekawa (2019)	Empirical, qualitative	Course effectiveness
(47)	Tsagkari (2019)	Empirical, mixed	Student perceptions of CLIL across three Asian countries

References (Studies selected in the scoping review)

Aoki, Q. H. (2015). A tale of two electives: A TESOL background and a light CLIL approach. *Lingua*, *26*, 1–9. https://ci.nii.ac.jp/naid/40020817247/en/

Aoki, Q. H. (2016). Keep writing!: Integrating writing fluency practice in a CLIL approach to academic communication. *Lingua*, *27*, 135–145. https://ci.nii.ac.jp/naid/40021130698/en/

Armstrong, T. (2013). Using CLIL principles teaching global management to low proficient learners. 城西大学語学教育センター研究年報, *7*, 15–21. https://doi.org/info:doi/10.20566/18801919_7_15

Birchley, S. L. (2013). Japanese students' perceptions of soft skills: Teaching professional skills & CLIL. *Bulletin of Toyo Gakuen University*, *21*, 187–207. https://doi.org/info:doi/10.24547/00000205

Black, M. T. (2018). Moving toward CLIL for early childhood educators in a university. In P. Clements, A. Krause, & P. Bennett (Eds.), *Language teaching in a global age* (pp. 279–285). JALT.

Blower, L., Rozsnyoi, H., & Smith, C. A. (2017). The development of a coordinated "foundation" university CLIL course. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language* (pp. 341–347). JALT.

Brown, H. (2015). Factors influencing the choice of CLIL classes at university in Japan. *ELT World Online*, *April*, 1–22.

Bulach, J. J. (2016). The views of advanced learners of English on content and language integrated learning. *実践女子大学CLEIPジャーナル Jissen Women's University CLEIP Journal*, *2*, 71–82. https://ci.nii.ac.jp/naid/120005760114/en/

Caraker, R. (2017). Towards a CLIL syllabus in japanese universities. 研究紀要, *94*, 15–32. https://ci.nii.ac.jp/naid/40021343638/en/

Cullen, B., Ssali, V., & Smith, C. (2018). Effectiveness of poster presentations for CLIL courses. *JALT PanSIG 2018 Journal*, 63–69.

Ellinger, J. (2019). Reflection on the use of process oriented guided inquiry learning in science-focused English classes. *Eruditi : The CGCS Journal of Language Research and Education*, *3*, 29–40. https://ci.nii.ac.jp/naid/120006712627/en/

Fujimura, T. (2020). Instructional discourse in context:A sociocognitive analysis of teacher explanations in CLIL. 神田外語大学紀要 *The Journal of Kanda University of International Studies*, *32*, 101–124. https://ci.nii.ac.jp/naid/120006821005/en/

Gould, T. (2016). A CLIL approach to teaching "environmental issues in English." *Lingua*, *2015*, 31–40. https://ci.nii.ac.jp/naid/120005887647/en/

Higashi, M. (2018). Applying CLIL approach to english teaching in a japanese university. 梅光学院大学論集, *51*, 27–34. https://ci.nii.ac.jp/naid/120006599900/en/

Higashi, M. (2019). Applying the soft CLIL approach in a japanese university: Identifying opportunities. 梅光学院大学論集, *52*, 39–47. https://ci.nii.ac.jp/naid/40021860545/en/

Higashi, M., & Watanabe, N. (2019). Pilot study: Applying the hard CLIL approach to an educational counseling class in a japanese university. 梅光学院大学論集, *52*, 83–91. https://ci.nii.ac.jp/naid/40021860595/en/

Kane, E. (2017). Students' perspectives on required english courses taught via a communicative approach and a CLIL approach. 総合政策論叢, *33*, 25–39. https://ci.nii.ac.jp/naid/120006330902/en/

Kane, E., Tanaka, Y., & Kobayashi, A. (2014). Scaffolding content-driven teaching for language learners: Implications for CLIL courses at the University of Shimane. 総合政策論叢, *27*(27), 127–149. https://ci.nii.ac.jp/naid/120005710437/en/

Karatsu, R. (2016). Fostering critical intercultural competence in CLIL classes through films: A case study at a japanese university. *Teaching English through Movies: ATEM Journal*, *21*, 129. https://doi.org/10.24499/atem.21.0_129

Kavanagh, B. (2019). The Teaching of intercultural communication with academic writing through a CLIL based approach - A case study of a tohoku university course. *The Journal of the Japan CLIL Pedagogy Association (J-CLIL)*, *1*, 100–118.

Koike, A. (2014). A case study of CLIL practices in the EFL classroom. *The Bulletin of Institute of Human Sciences, Toyo University*, *16*, 147–156.

Larking, M. P. (2017). Discovering students' needs for a content and language integrated learning (CLIL) course. *2017 PanSIG Journal: Expand Your Interests*, 119–127. http://pansig.org/

LeMay, A. R. (2016). Teaching American studies through a multimodal, CLIL approach.

>   *Lingua*, *2015*, 41–47. https://ci.nii.ac.jp/naid/120005887648/en/

Mabe, K. (2019). Textbook or CLIL lessons: A study of student preferences. *CELE Journal*, *27*,

>   106–121.

MacGregor, L. (2016). CLIL in Japan: University teachers' viewpoints. In H. Clements, P,

>   Krause, A, Brown (Ed.), *Focus on the Learner* (pp. 426–432). JALT.

Maekawa, Y. (2019). Benefits and difficulties with CLIL Physics for university students in

>   Japan. *JAAL in JACET Conference*, *2*, 31–37.

Mertens, C. (2014). Teaching art history to EFL students. *Kwansei Gakuin University*

>   *Humanities*, *19*, 21–34.

Morrow, J. S. (2017). Creating English for tourism programs using a CLIL format. In G. Brook

>   (Ed.), *The 2016 PanSIG Journal* (pp. 101–106). JALT.

Nakakoji, H. (2018). Elaboration of an ESP textbook for law students: A practical report on a

>   CLIL course in Japanese higher education. *Lingua*, *29*, 129–134.

>   https://ci.nii.ac.jp/naid/40021839502/en/

O'Dwyer, F., & de Boer, M. (2015). Approaches to assessment in CLIL classrooms: Two case

>   studies. *Language Learning in Higher Education*, *5*(2), 397–421.

>   https://doi.org/10.1515/cercles-2015-0019

Obara, D. (2016). Teaching journalism through a CLIL approach. *Lingua*, *2015*, 49–58.

>   https://ci.nii.ac.jp/naid/120005887649/en/

Parsons, M., & Caldwell, M. (2015). Student attitudes to CLIL lessons utilising a problem-based

>   approach to English language education at university in Japan. 阪南論集 人文・自然科学,

>   *51*(2), 31–47. https://ci.nii.ac.jp/naid/120005728193/en/

Pattimore, R. (2016). The case for teaching financial literacy in a CLIL setting. *Lingua*, *2015*,

>   69–76. https://ci.nii.ac.jp/naid/120005887651/en/

Sasajima, S. (2013). How CLIL can impact on EFL teachers' mindsets about teaching and

>   learning: An exploratory study on teacher cognition. *International CLIL Research Journal*,

>   *2*(1), 55–66. https://doi.org/10.1371/journal.pone.0101636

Sato, T., & Hemmi, C. (2018). Development of speaking and writing skills through CLIL.

>   *Lingua*, *29*, 153–160. https://ci.nii.ac.jp/naid/40021839522/en/

Smith, C., & Ssali, V. (2019). From foundation course to text Book: Introducing CLIL in a Japanese university. *The Journal of the Japan CLIL Pedagogy Association (J-CLIL)*, *1*, 85–99.

Smith, M. (2018). English education and the bible: Case study of CLIL-designed advanced English course. 帯広畜産大学学術研究報告 *Research Bulletin of Obihiro University*, *39*, 134–141. https://ci.nii.ac.jp/naid/120006583704/en/

Suginaga, J. (2013). Teaching and learning beyond language: Using TED talks for CLIL. 駒沢女子大学研究紀要, *20*, 83–94. https://doi.org/info:doi/10.18998/00001169

Trent, N., & Koseki, K. (2018). A CLIL approach to promoting autonomy. In P. Clements, A. Krause, & P. Bennett (Eds.), *Language Teaching in a Global Age* (pp. 93–99). JALT.

Tsagkari, A. (2019). Students' perceptions on CLIL implementation in China, Japan and Indonesia. 鹿児島純心女子短期大学研究紀要, *49*, 31–58. https://ci.nii.ac.jp/naid/120006577318/en/

Tsuchiya, K. (2016). Interviewing CLIL lecturers in Japan: Different discourses. In *Language Teacher Cognition Bulletin 2016*.

Tsuda, A. (2019). Developing CLIL programs and materials based on a needs analysis: A case study of dietary education in Japan. *The Journal of the Japan CLIL Pedagogy Association (J-CLIL)*, *1*, 70–84.

Watanabe, Y. (2013). Profiling lexical features of teacher talk in CLIL courses: The case of a higher education EAP programme in Japan. *International CLIL Research Journal*, *2*(1), 4–18.

Yasunaga, A. (2019). Practice of CLIL: Applying key principles to FL contexts. 東京経済大学人文自然科学論集, *144*, 85–102.

Yoshihara, R., Takizawa, H., & Katsuaki, O. (2015). Students' perceptions of CLIL and topics in EFL university classrooms. *The Journal of Humanities and Sciences (Nihon University)*, *21*(1), 19–37.

Yukita, M. (2016). A light CLIL course focusing on world regional issues using maps. *Lingua*, *2015*, 77–86. https://ci.nii.ac.jp/naid/120005887652/en/

Yukita, M. (2019). Cross curriculum learning in CLIL-World heritage, early childhood

education, and English. *The Journal of the Japan CLIL Pedagogy Association (J-CLIL)*, *1*, 42–69.