

2023

1.18 (wed.) 12:10  
12:50

12:10-12:15

◆ Introduction

12:15-12:40

◆ Seminar  
(Presentation)

12:40-12:50

◆ Q&amp;A

Online  
(Zoom)Scan here for  
Registration ▶▶[https://temdec-med-kyushu-u-ac-jp.zoom.us/webinar/register/WN\\_g\\_lwIRGrTwyWQH5ERGUaw](https://temdec-med-kyushu-u-ac-jp.zoom.us/webinar/register/WN_g_lwIRGrTwyWQH5ERGUaw)

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# Language Teaching through SDGs

## The Effectiveness of International Co-learning with the CLIL Approach

Chair: Assoc. Prof. Kim SCHUMACHER (Research Futures Coordinator of Q-AOS)



Key Words

CLIL

SDGs

Internationalization of higher education

International Co-learning

Language Teaching

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I have been working as a Coordinator for International Undergraduate Programs at the School of Engineering for the past ten years and I am on the staff of the International Education Center of Engineering. I received my Ph.D. from Kyushu University Graduate School of Social and Cultural Studies.

My research spans across a range of areas including the internationalization of higher education, intercultural communication, and foreign language learning. I am currently teaching Japanese language courses of three levels ranging from pre-intermediate level to professional level using the CLIL (Content and Language Integrated Learning) approach where students learn a subject and a second language at the same time. I am also in charge of some EMI (English Medium Instruction) courses.

As a faculty member in charge of international students, I am keen on promoting service learning and community engagement where international students in English-based degree programs in science and engineering English at Kyushu University contribute to the neighboring community with the support of local Government, NGOs, and International Exchange Association.

In this presentation, I will give an overview of the trends and keywords of internationalization surrounding Japanese higher education and propose the effectiveness of language learning and international co-learning through CLIL (Content and Language Integrated Language Learning) and the four Cs (Content, Communication, Cognition and Culture/Community). CLIL, a bilingual education method that originated in Europe, is rapidly spreading around the world as a highly effective English teaching method. I would like to introduce its application to the intermediate to advanced Japanese class "Progressive Japanese I and II" which was designed for multinational international students studying at science and engineering departments and graduate schools and Japanese students. Through this class, I aim to encourage students to think about the issues of both the world and their own countries in the Japanese language through the 17 goals of the SDGs and as their own and take necessary actions to tackle them.