

Learning Outcomes and Contextual Factors of History as Content and Language Integrated Learning (CLIL) in Japan

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Abstract

This article investigates learners' self-perceived learning outcomes and contextual factors of a university level content and language integrated learning (CLIL) course in Japan; The International History of Japan. Through a grounded theory study of reflective learner accounts (N=124) it established that CLIL was welcomed by learners and that they generally self-perceived themselves to have improved L2 and associated skills such as presenting, summarizing, reflection and discussion. Interpretation of learner voice seems to show that critical thinking and reflection on the international and interconnected nature of Japanese and other histories and cultures led to improved intercultural understanding and motivation of varying types. It found however that there may be complex and fluctuating issues of identity threat for some learners and feelings of 'shame' occasioned by a non-national educator teaching national history. Further research is needed into ways to critically engage with this phenomenon.

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