

## *Newsletter No. 5*

### **Workshop in September**

**Date:** September 12<sup>th</sup>, 2026 10:30-14:30

**Venue:** NUFs Meieki Campus (BIZrium Nagoya)

### **"CLIL in Action: Practical Activities for Engaging EFL Classes"**

**Presenter:** Brad Deacon (Nanzan University)

#### **Abstract:**

This practical workshop explores how Content and Language Integrated Learning (CLIL) can be implemented in communicative EFL classrooms. A brief introduction to key CLIL theory and principles will provide a foundation for the practical activities. Participants will experience adaptable activities for secondary and university learners that integrate content learning with meaningful language use, critical thinking, collaboration, and intercultural awareness. Activities include problem-solving, global issue discussions, decision-making scenarios, an experiential survival simulation, and more. The workshop connects these activities to the CLIL 4Cs framework- content, communication, cognition, and culture. Participants will leave with ready-to-use activities and practical ideas for creating engaging, content-rich language learning experiences.



**The number of participants: 32**

### **1. Interesting activities you might want to use in your class. Why?**

- Working with pairs to describe a picture while our partner's eyes are closed. I can use this activity in my class.
- Desert activity – lots of numbers make students clear to understand. I love comparing my total score to the groups.
- It would be fun to adapt some of these types of activities for my JHS girls, so that it's more relevant and approachable for them. It would be great to give them chances to communicate, express themselves and think together, not just memorizing.
- Desert survival activity ranking was fun.
- Using graphs to discuss.
- All the activities were interesting. I liked the Data Detective and would you rather activities. They seem applicable to my teaching situation.



## 2. What you learned from today's workshop

- Away from top-down teaching, lead students to the scaffolding world.
- How we can create and present activities for students to think critically and work together on. I wasn't familiar with CLIL before.
- I learned the importance to let students talk more their ideas and opinions about a certain topic.
- Real situations are useful to promote students learning.
- I like the idea that students focus on working on a task using English rather than learning English.
- I learned that CLIL is not just for young learners.



## 3. Questions and Answers

Thank you again for coming to the workshop on Saturday. I really enjoyed working with everyone, and I was glad to hear that you had fun and learned something from the workshop activities. I wanted to follow up on a few of the questions that came up at the end.

### *Q (1): How can we use translanguaging during CLIL activities?*

I think it is perfectly fine for students to use Japanese at times, especially when the content is difficult. For example, they might discuss a difficult idea briefly in Japanese first and then try to explain it in English. They could also brainstorm in Japanese and English, compare terminology in the two languages, or read something in Japanese and then explain the main ideas in English. I think the main point is that Japanese can help students get to the English task rather than replace it. We don't necessarily need an "English only" rule for every stage of a CLIL activity.

### *Q (2): How can we conduct CLIL activities in essay-writing lessons?*

CLIL can actually fit quite naturally with essay writing. Before students write, we can give them something interesting to think about. They might read a short text, look at a graph, watch a video, discuss a problem, or compare different opinions. They can then discuss their ideas with other students and decide what evidence or examples they want to use. By the time they start writing, they already have something to say. In that sense, the CLIL activities become part of the preparation for the essay rather than something separate from the writing lesson.



**Q (3): How can I assess ? Also, I'm thinking I can leave reflection to their homework. Any advice?**

I think reflection is very suitable for homework. Students often give better answers when they have a little time to think rather than trying to write something quickly during the last five minutes of class.

For assessment more generally, I don't think every CLIL activity needs to result in a grade. A lot of useful assessment can happen informally while the activity is taking place. We can walk around and listen to groups, ask students follow-up questions, check whether they understand the content, look at what they produce, or ask groups to briefly explain their conclusions. A quick exit ticket (for example, asking students to write one thing they learned or one question they still have before leaving class) can also tell us a lot about what students understood and what they are still struggling with.

Peer and self-assessment can also work well. For example, after a presentation or group task, students might give each other one positive comment and one suggestion, or quickly rate how well they understood the topic and contributed to the activity. This doesn't need to be complicated.

For larger tasks that are graded, I would decide in advance what I really want to assess. In CLIL, we are interested in both content and language, but they don't necessarily have to be weighted equally. If the main goal is understanding a topic, I might put more emphasis on the students' ideas, understanding, evidence, and ability to explain the content, while still including some language criteria. If it is primarily an English class, language might receive more weight.

I would also try not to assess too many things at once. Three or four clear criteria are probably more useful than a long rubric. For example, for a group presentation I might look at understanding of the content, clarity of communication, use of appropriate English, and how well the group explains or supports its ideas. The criteria should match what students were actually asked to practice during the activity.

Another possibility is to assess the process as well as the final product. Students might receive feedback on their brainstorming, discussion, planning, draft, presentation, or reflection rather than being judged only on what they produce at the end. This fits CLIL quite well because a lot of the learning happens while students are working with the content and communicating with each other.

In a nutshell, I would keep assessment fairly simple and closely connected to the learning goals. Before an activity, I think it helps to ask ourselves: "What do I want students to understand?" and "What do I want them to be able to do with English?" Those two questions can usually tell us what we should assess.

**Q (4): I want to know small steps for LOTS.**

Depending on the ability of your students, the important thing is often not to jump too quickly to difficult questions. We can start with very easy questions that almost everyone can answer and



gradually make them more challenging. For example, with a graph, I might first ask, “What does this graph show?” Then, “What increased?” or “What decreased?” After that, students could compare two things in the graph. Once they are comfortable with the information, we can ask, “Why do you think this happened?” or “What might happen next?” The first few questions give students the knowledge and confidence they need to tackle the more difficult ones. This is especially helpful when students are also trying to process the content through English.

Thanks again for all of your participation on Saturday. I really enjoyed the workshop and especially appreciated how willing everyone was to try the activities and share ideas. I hope some of the activities will be useful in your own classes, but of course please adapt them, change them, or simplify them to suit your own students. I hope to see some of you at the JALT workshop on CLIL that Ben Backwell and I will be sharing on Friday, November 20<sup>th</sup>! ☺

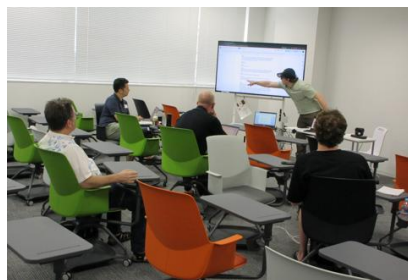
## **AR Discussion**

**Date:** September 12<sup>th</sup>, 2026, 14:30-17:00 (Room: MW01, 02, 03)

**Title:** Action Research Report

**Advisors:** Takehiro Sato, Duane Kindt, Kevin Ottoson (NUFS)

**The number of participants:** 15



*Next Workshop will be held on October 10<sup>th</sup>, 2026. Detailed information is here:*

<https://www.nufs.ac.jp/workshop/news/>

### **NUFS Workshop**

Nagoya University of Foreign Studies

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Secretary: Chihaya Sugiura