

# *Using a CLIL Approach to Teach the SDGS in a Japanese University Context*

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VIC August 29-30, 2025

# Abstract: Short Version

Making the complex SDGs come alive for university students is a serious task. To do this effectively in English requires a **robust and carefully thought-out CLIL approach**; one that utilizes a wide range of strategies and accommodates diverse learning styles.

A course must be designed to make the **sustainable goals resonate at a personal level** and motivate students to overcome the vocabulary/cognitive obstacles they encounter.

CLIL teachers of the SDGs have **hundreds of informational/inspirational-type videos** for every age and level and highly informative and fun-to-use **vocabulary-rich infographics**.

However, the massive amount of information available can result in a **serious overload** for students and the instructor must be able to recalibrate assignments and tasks.

The presenter has a decade-long experience in tackling and overcoming these problems while creating an **SDG-based course that combines all of the skills**

It does this by turning each of the **core SDGs into mini projects that are carefully scaffolded** and utilize a wide range of selected up-to-date EFL-friendly websites/videos.

# Teachers and their Acronyms: CBI, EMI, CLIL etc

Teachers and researchers like to categorize their teaching terms and sound up-to-date so they came up with these. Of course, they ARE different, but the overlap is more than most teachers want to admit and the way we use them depends a lot on the class, the students and the overall education approach and goals of the university.

- **CBI (Content-Based Instruction):**

- Language learning is the primary goal, with subject matter used as a tool to facilitate this.

- **EMI (English as a Medium of Instruction):**

- Focus is solely on teaching the subject content using English, with minimal explicit language instruction.

- **CLIL (Content and Language Integrated Learning):**

- Both content and language are actively taught and assessed, with a balanced focus on both aspects.

# CLIL Definition and Explanation

CLIL lessons are expected to engage students **in all four key skill areas**: reading, writing, speaking, and listening. Lessons are designed to **balance the students' receptive and productive experience** with the target language.

CLIL classes do not sequence students' exposure to language elements based on grammatical structure but rather **approach language lexically**.

CLIL lessons are expected to foster **learning of subject matter** as part of the mainstream curriculum.

CLIL content is not simply topics of general interest or current affairs but builds towards **mainstream curricular subject learning outcomes**.

Students in CLIL courses should be studying things they would be learning in **first-language medium** courses anyway

# Is CLIL Really That Different?

There are any number of articles and websites that are designed for teachers who want to use CLIL. But in the end even the British Council admits that “there is little difference in task-type between a CLIL lesson and an ELT integrated skills lesson, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson. A CLIL 'approach' is not far removed from humanistic, communicative and lexical approaches in ELT, and aims to ...exploit reading or listening texts and structures for supporting spoken or written language.

**In other words, we should stop endlessly discussing all the categories and theory and just get on with the job of first deciding when to do and NOT do CLIL and then how to do it in a way that is meaningful and worthwhile.**

In 2016, even after reading lots of excellent articles and explanations, I still had a very basic question that few CLIL experts tended to ask:

*What criteria should be used to determine if a university/dept/course/teacher should adopt English-language materials and/or English as the language of instruction in a humanities, social studies or science class?*

To answer that question I asked myself these important Yes/No questions and then **a follow up question**. I will give my opinions at the end of this presentation

1. Can this class be taught well enough in the L1 that any student with good basic English skills would be able to communicate on this topic in English? **If so, why actually teach it in English? Isn't that unnecessary?**
2. Are the materials in the L1 adequate to teach the content effectively? **If so, why use English materials?**
3. Are the English language materials available written or produced at an appropriate level for students? **If not do you have time to create the right kind of scaffolding or use AI to rewrite/simplify materials etc?**
4. Can an EFL teacher really do a good job of teaching this content even if they are only trained in EFL? **If not, shouldn't this be left to the L1 expert?**
5. Is this content only going to be taught and assessed in English? **If not how do we decide what L1 experts and L2 teachers actually do? Team teach?**

# The Presenter's CLIL Class on Sustainability/Global Issues and SDGs

**Context:** A Reading Class that is part of a **5-class program** for first years.  
(Intensive Reading, Extensive Reading, Writing, Reading, Oral Communication)

**Length:** 90-minute 15 Weeks

**Number of Students:** 20

**Average Proficiency:** Lower to Upper B1. IELTS 4.0-5.5

**Platform:** Google Classroom all students have a notebook PC

**Textbook:** Used two textbooks in the first two years but now web-based

**Assessment:** Reports (50%), Presentations (30%) “after class” comments (20%)

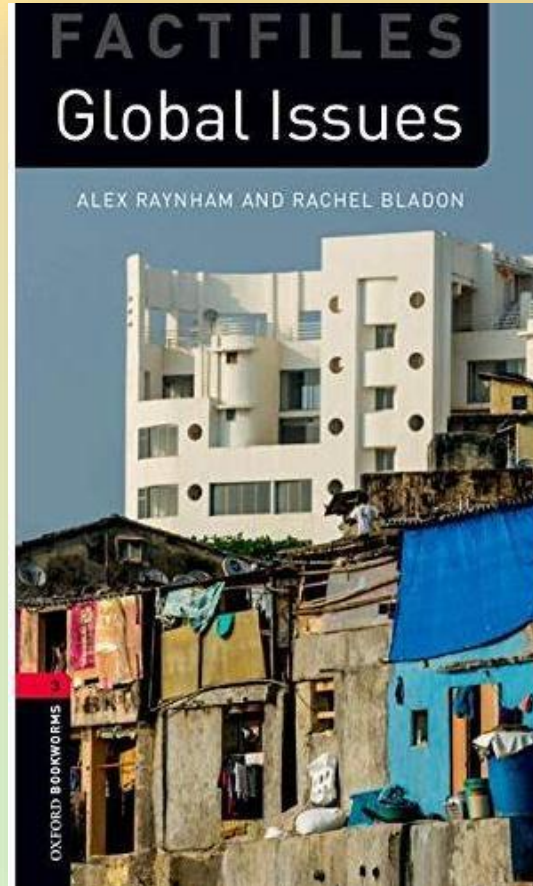
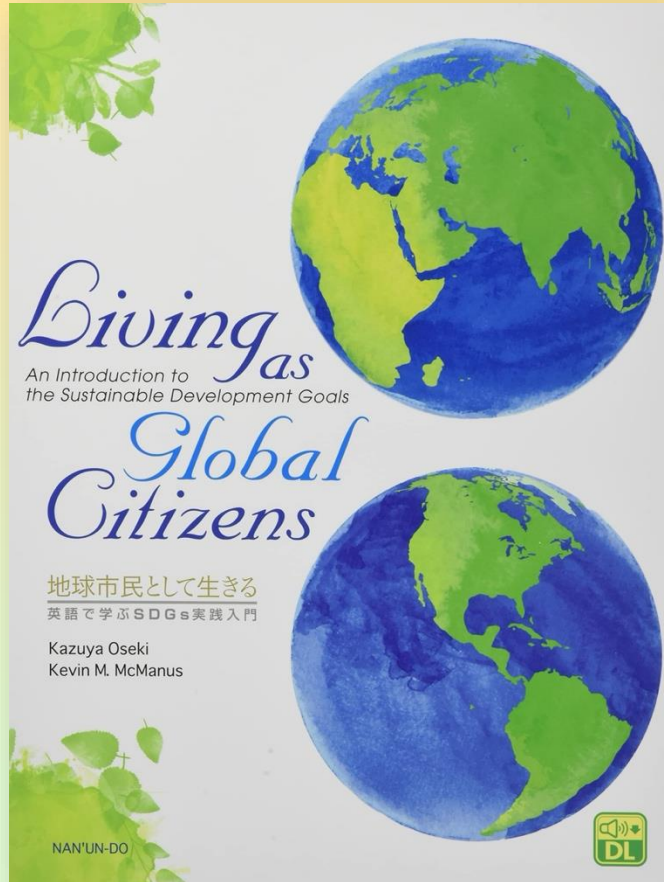
# The 17 SDGs were Combined to Make 10 Units



SDGs achievements		
2023	2024	
1st	1st	Finland
2nd	2nd	Sweden
3rd	3rd	Denmark
4th	4th	Germany
6th	5th	France
11th	9th	Britain
21st	18th	Japan
31st	33rd	South Korea
39th	46th	The United States
63rd	68th	China

Thailand is 45th

# CLIL-Type Textbooks that were adopted but then dropped



Textbooks had strong points but were

out of date  
and/or

superficial or too short  
and/or

too language focused  
and/or

Overly politicized/preaching

## Example of a Typical 90-Minute 1X a Week Class

1. Teacher introduction to an SDG + relating to the Japan context- [mini, lecture](#) using socratic questioning + accessing schema (10-15 mins)
2. [Vocabulary work](#) (Google Classroom) linked to [Quizlet](#) (10-15 mins)
3. [Reading the textbook or web article in class](#) and doing some comprehension tasks at Google Classroom or on the web (20-25 mins)
4. [Group work activities based on short web-based readings and YouTube videos](#) found/curated by the instructor (20-25 mins)
5. [Answering an “after-class question” on Google Classroom + commenting on other students’ answers](#) (10 mins)

In-Class Group Work on SDG 12 (Sustainable and Responsible Consumption) using carefully selected short YouTube videos

## Fast Fashion and Sustainability Videos

Groups of 3 (A,B,C) who each watch and take notes (using Google Keep) on what they learned

ALL: <https://www.youtube.com/watch?v=FHCvDqI0um8> (Japanese 2 minutes)

A <https://www.youtube.com/watch?v=ZCQT4uAvmA8> (30 seconds)

B: [https://www.youtube.com/watch?v=\\_UTJSUyg1CE](https://www.youtube.com/watch?v=_UTJSUyg1CE) (3 minutes)

C: <https://www.youtube.com/watch?v=XsKTaDJP6s4> (2 minutes)

# Vocabulary for Sustainable and Responsible Consumption)

<https://www.goodgarms.com/articles/sustainable-fashion-glossary>

<https://www.considerate-consumer.com/sustainable-fashion-terminology>

Animal welfare Biodegradable Carbon neutral. Circular fashion Eco-friendly production. Fair trade Fast fashion Handcrafted GOTS certified Greenwashing Living wage Recycle Upcycle Vegan-approved



# Quizlets Made by other teachers on SDG-CLIL (Teachers Need to Borrow Ideas to Save time)

Results for "SDG 12"


All results Study sets Textbooks Questions Users Classes

### Study sets

[View all](#)


SDG 12


20 terms

 lesdavy

Preview

SDG 12


23 terms  Images

 eprovin

Preview

SDG 12

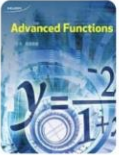
33 terms

 juliamatsumoto1


Preview

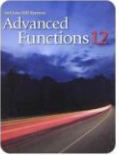
### Textbooks

[View all](#)


 **Advanced Functions 12**

1st Edition • ISBN: 9780176678326 (1 more)  
Chris Kirkpatrick, Kristina Farentino, Susanne Trew

 1,291 solutions





 **Advanced Functions 12**



1st Edition • ISBN: 9780070266360  
Dan Ciarmoli, Kirsten Boucher, Wayne Erdman

 1,520 solutions


Quizlet Home Subjects Expert solutions

## SDG 12

 Flashcards  Learn  Test  Match

Definition  1 / 33 

responsible consumption and production

Click the card to flip 

# Selecting Videos at Youtube-Keywods and Filters

Search filters			
TYPE	DURATION	FEATURES	SORT BY
Video	<b>Under 4 minutes</b>	Live	<b>Relevance</b>
Channel		4K	Upload date
Playlist	4 - 20 minutes	HD	View count
Movie	Over 20 minutes	Subtitles/CC	Rating

# Screenshots of Sustainable Fashion Videos



# Youtube Videos with Closed Caption Transcripts



Speak Subtitles for YouTube ChatGPT Toolbar

**Transcript**

Search in video

1:29 of natural resources like timber oil and

1:34 water another target is directed more

1:37 education to make sure this is all

1:39 possible

1:40 it reads by 2030 ensure that people

1:44 everywhere have the relevant information

1:46 and awareness for sustainable

1:48 development and lifestyles in harmony

1:50 with nature in Papua they discovered

1:57 various uses for a pepper such as an

2:00 organic pesticide

2:03 [Music]


2:04 and this along with homemade fertilizers

2:08 they now have good enough soil quality

English (auto-generated)

# Selecting Videos at Youtube-Keywords and Filters

SDG 12 Sustainability



**WHAT IS SUSTAINABLE DEVELOPMENT GOAL 12?**

3:52

**SDG 12 | Sustainable Consumption and Production Patterns**


28K views • 4 years ago

Nonviolence International New York

"The UN 2030 Agenda addresses issues impacting the globe and seeks their possible solutions. The focus of Sustainable ...

**What is SDG 12?**

1 moments




**Understand Goal 12: Responsible Consumption and Production (Primary)**

50K views • 3 years ago

Participate

copyright:2019 by Participate, Inc. This work is licensed under the Creative Commons Attribution-Share Alike 4.0 International ...



**SDG 12 : RESPONSIBLE CONSUMPTION AND PRODUCTION**

sdg 12 responsible consumption and production

**SDG 12 : RESPONSIBLE CONSUMPTION AND PRODUCTION**

7.3K views • 3 years ago

Seni Karya Lab

This video animate infographic is created by the students of Bachelor Of Communication (Hons) Instructional Communication and

Speak Subtitles for YouTube

ChatGPT Toolbar

All Sustainable development Related Watched

**SDG 12 Responsible Consumption and Production**

What Can You Do

33K views • 5 years ago

**Responsible Consumption and Production | THRIVE**

Thrivability Matters

16K views • 2 years ago

**UN Sustainable Development Goals | Responsible...**

EarthAgain

24K views • 5 years ago

**SDG 12: Responsible Consumption and Production**

KURT BRIAN BORJA

3.1K views • 1 year ago

**SDG 12: Explaining responsible consumption and production**

Rotterdam School of Management, ...

9.2K views • 3 years ago

**SDG 12: Responsible Consumption and Production |...**

Jeshana De Guzman

1.8K views • 10 months ago

# Resources for Research on SDG 12- Key Websites

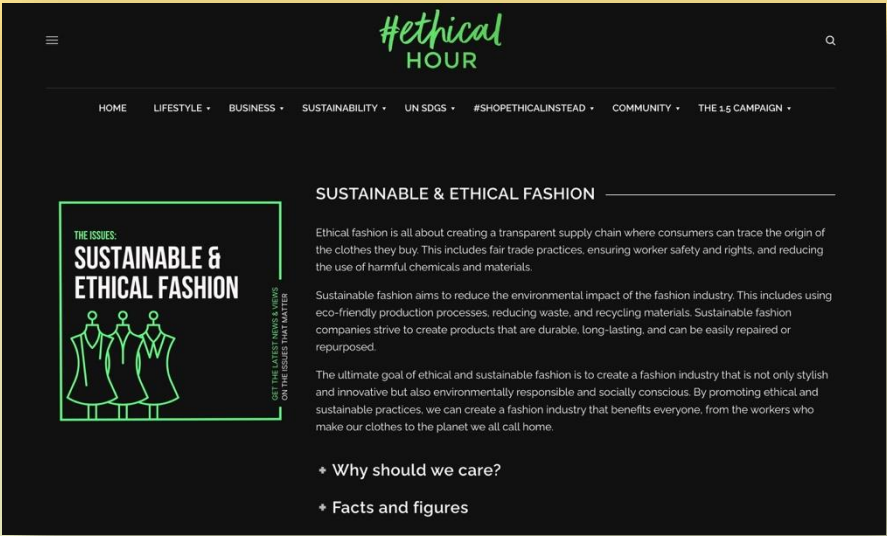
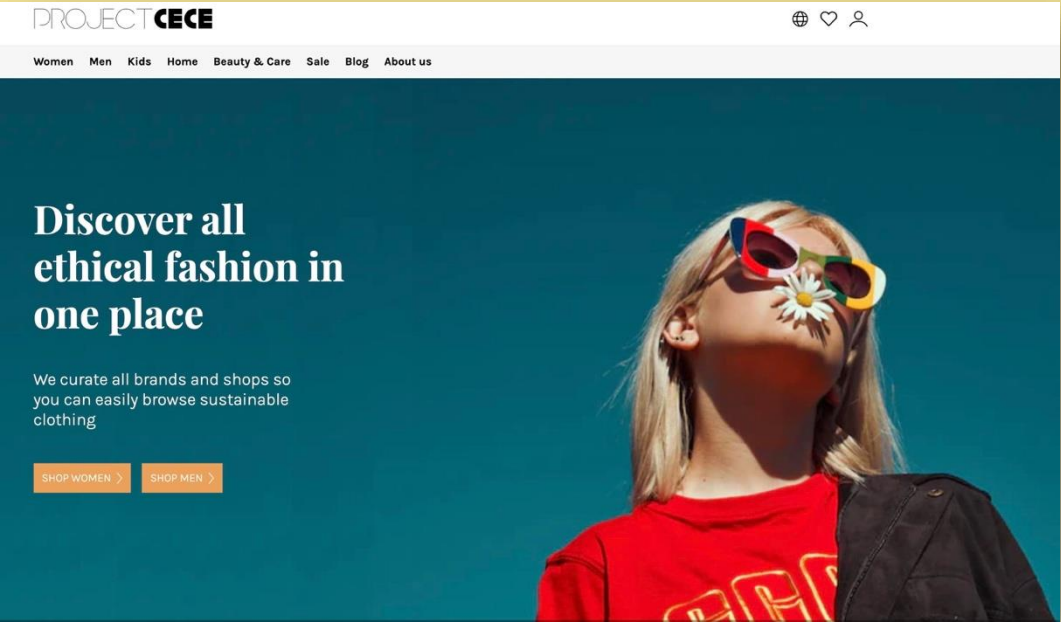
What is ethical shopping? See these three websites (linked at GC)

<https://ethicalhour.com/home/sustainability/take-action-on-the-issues/sustainable-ethical-fashion/>

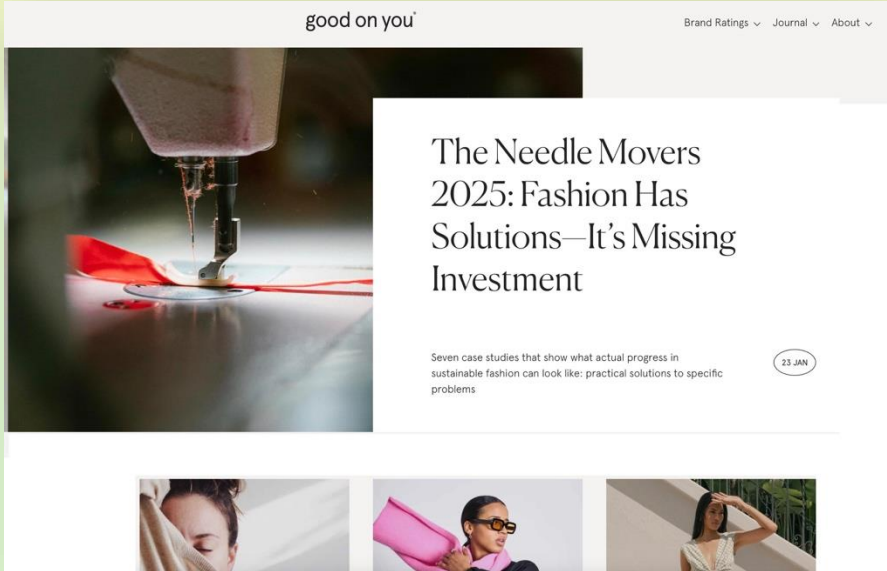
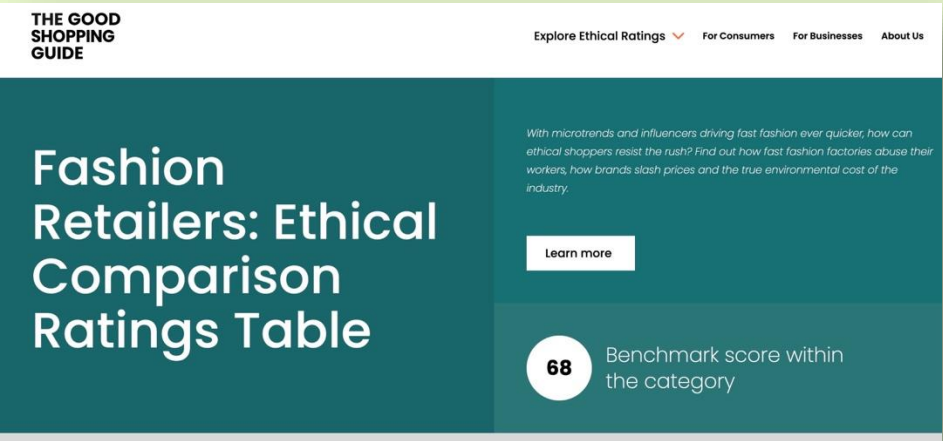
<https://thegoodshoppingguide.com/subject/ethical-fashion-retailers/>

<https://www.ethicalconsumer.org/how-to-shop-ethically>

# Screenshots of Four Sustainable Fashion Websites



## Website for “Fukubukuro Project”



# Infographics with Instructions are Posted at Google Classroom for the unit on SDG 12 (Sustainable Consumption)



Protest Slogan 5-Fixing Fashion.jpg



Protest Slogan 4-Textiles ...  
Image



Protest Slogan 3-Fast Fashion...  
Image



Protest Slogan 3 Can Fashion...  
Image



Protest Slogan 1-Make do ...  
Image



Graphic 4. Impact of Textiles...  
Image



Graphic 2. Fast Fashion Be...  
Image



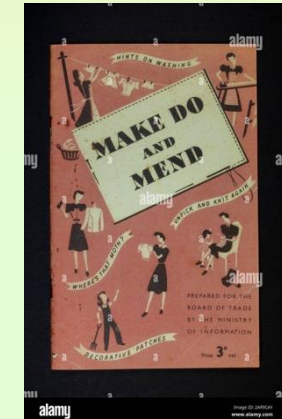
Graphic 5. Fast-Fashion-F...  
Image



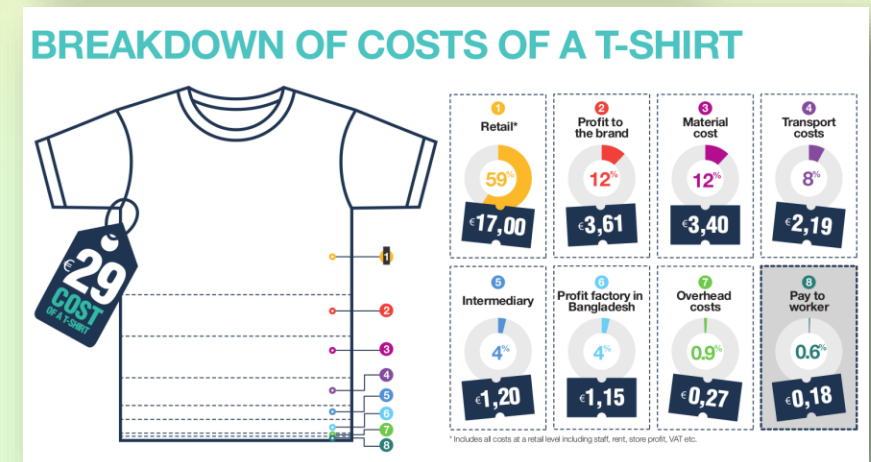
Graphic 3. Fashion Sustain...  
Image



Graphic 1. Fast Facts on Fa...  
Image



# Using Infographics-Keywords and Filters: How to take notes from an infographic which is already a form of note?



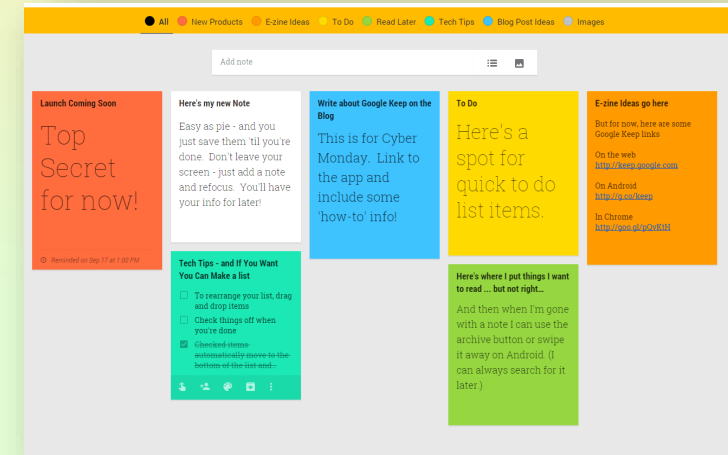
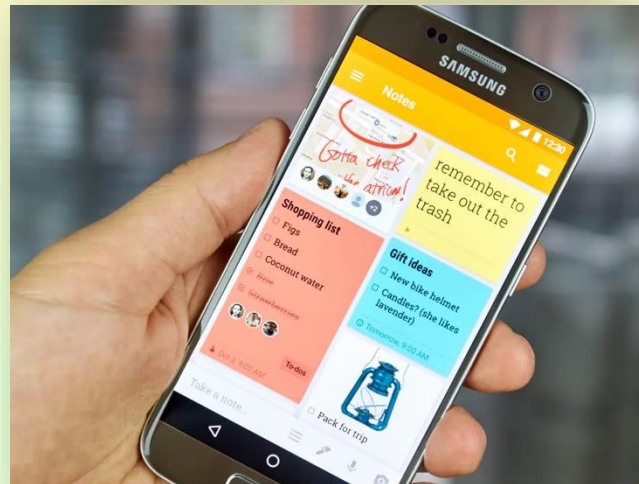
# Notetaking Issues and Guidelines in the AI World

The ability to get summaries and more from AI can detract from notetaking skills. Instructors need to explain why it is still necessary and spend time on instructions

**Taking note of note-taking**

Tips on note-taking applications, making and organising notes, and annotating electronic texts:

- Taking note of note-taking: Tips for useful notes (tutorial)**
- Note taking to support academic writing**  
What type of notes should I use? What is note taking for?
- Tips for note-taking**  
A list of note-taking dos and don'ts
- Critical reading and note-taking**  
A look at active reading and making notes
- The Conversation: What's the best, most effective way to take notes?**  
A look at note-taking methods – specifically the Cornell method
- University of Leeds: note making techniques**  
An exercise from the University of Leeds looking at different ways of making notes.



Guide to Notetaking.

<https://subjectguides.york.ac.uk/skills/note-taking>

Most Effective Notetaking Aids

# Sustainability Project Based on making a Sustainable Lucky Bag or *Fukubukuro* (Japanese New Year Custom)

Today we will continue the mini project on sustainable fashion consumption using the website [www.projectcece.com](http://www.projectcece.com) Before we get into groups, ask each other these questions

1. What is the most wasteful unnecessary cheap clothing/apparel item you have bought in the last year?

Example answer: *"I bought a grey sweater even though I already have a similar one"*

2. What is the best clothing or shoe or bag item that you have bought?

Example answer: *"I bought a Fjallraven Kanken Totepack. I know that its made with eco-friendly materials. It's very flexible and can convert to a mini backpack. I have used it many times on day trips and it's always comfortable to carry. It has lasted 5 years already."*

# Instructions for Project Based on a Sustainable Fukubukuro

In a group of three, use all the filters on the project **cece** website to make an ETHICAL fukubukuro containing 4 items for either

- (a) women age 18-25
- (b) men age 18-25
- (c) a family of 4 -parents and 2 children
- (d) someone the age of your mother
- (e) someone the age your father
- (f) unisex 18-30

At the end of the class, you and your group should describe the contents of your lucky bag in a 150-200-word paragraph. Use at least 3 new vocabulary items.

Example. Our Lucky Bag has four items. The first one is a pair of white shorts with an elastic waistband and drawstring. It has both side and back pockets and is made of organic cotton. It meets the "Global Organic Textile Standard as well as being vegan-approved by PETA. This item is sold by Shop Like You Give a Damn and costs €39. The second item is a....

# Example 1 of Student Mini Report on a Sustainable Fukubukuro

Our lucky bag has four items:

The first one is Matt Sewell rewild organic tee. It is a white T-shirt with swell. It has cute swell patterns. It is made of 100% organic cotton. Also, It meets fair trade standard and is eco-friendly. This item is sold by Shop Like You Give a Damn and costs €26.51.

The second one is a black cap with a beautifully embroidered signature logo on the front. It is made of organic cotton. It meets global organic textile standards and is Fair Trade and PETA vegan-certified. This item is sold by Carbon Neutral Shipping and costs €42.17.

The third item is a unisex black knit scarf. It is unisex and easily coordinated. This knit scarf is made of organic cotton. It meets the “Global Organic Textile Standard (GOTS)”. This item is sold by Shop Like You Give a Damn and costs €59.90.

The fourth item is a Unisex Hoodie Organic Cotton Halki White with a drawstring. It has long sleeves and a kangaroo pocket. This cloth is made of organic cotton. It meets the “GOTS”. This item is sold by Shop Like You Give a Damn and costs €49.90.

# Example 2 of Student Mini Report on a Sustainable Fukubukuro

Our Lucky Bag has 4 items for 4 people - parents and 2 children.

The first item is a relaxed dress with a hidden zipper. It is made from linen and cotton, using upcycled deadstock fabric. Also, it is produced in Bulgaria under fair trade conditions. This is a product of Blonde Gone Rogue and costs € 46.95.

The second one is a Blue Minions Bello Bello T-Shirt. This item is a collaboration product from “Despicable Me” by Universal Pictures. It is made of organic cotton and organic lines certified by the GOTS. This product from Brava Fabrics costs €49.90.

The third one is a pair of Kids' Squirrel Boots. It is an eco-friendly item using ‘olive leather.’ It is suitable for vegans because olive leather is an alternative to animal leather. Moreover, it has a GOTS certification. It costs €54.00 in Thies.

The fourth one is an Overall Organic Cotton Sedna sold by CORA and costs €42.00. Clothes use ‘water-based dyes’ instead of heavy chemicals and are made in factories of the Fair Wear Foundation certified by “GOTS” and “OEKO-TEX”. It is made of 100% organic cotton, which is gentle on the baby’s skin.

# Student Comments on the Sustainable Fukubukuro Project

I think creating a lucky bag related to ethical consumption was the most interesting activity for me. I have two reasons. First, it was the first time for me to think of clothes in terms of ethics, so my view of clothes had changed. Second, this activity was the most practice in this semester. We tackled the problem by using the knowledge we learned, so this activity was practice and meaningful.

I think the most interesting topic is to think about the content of the lucky bag. Because this is very relevant to our daily lives and most of the time we are in the consumer's position. For the first time we are in the opposite position, and we are thinking about how do we attract customers. Also, it gives me pleasure to pick clothes and it's fun to do both as a worker and as a customer.

First, I had never thought about fair trade or organic materials when buying clothes. However, I realized that this perspective is very important for make a better world. Also, I was surprised to find that many people buy similar clothes. So, I thought that I have to think carefully when I buy clothes.

# Google Classroom Post on SDG 12

Today we will look at "Clothing and Fashion Sustainability" or "Ethical Fashion".  
Beginning with this article from the UK.

<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/ethical-shopping>

Here is a simple list of 5 easy-to-do things that can have a big impact

- 1) **Less is more** Do you really need that new pair of shoes? Is it really necessary to upgrade your smartphone again? Reducing consumption can help save money and the planet.
- 2) **Get creative before you recycle**: Try fixing, up-cycling and reusing before you send it for recycling or to the trash.
- 3) **Shop pre-loved**: From flea markets to charity shops buying second-hand products is another great way to help the environment and save money.
- 4) **Shop at Independent retailers**: You can often find unique and interesting products by shopping with local, independent retailers. This keeps more money in local communities
- 5) **Look for trusted labels**: There are a host of ethical labels, but some are more trustworthy and rigorous than others.

# Teacher Feedback for After Class Questions at GC (SDG 12)

2. I learned that 20% of the clothes I no longer wear are reused or recycled

3. I learned the expression "MAKE DO AND MADE"

4. I think fukubukuro is good custom. Because companies can reduce inventory and consumers can get a lot of clothes cheaper.

1 reply



Michael Furmanovsky Dec 4, 2020

This doesn't really make sense "I learned that 20% of the clothes I no longer wear are reused or recycled" + to make do" is the expression" you didn't write down what it means.



太田 里 Dec 4, 2020

1. I bought a skirt, but it is difficult to match other clothes which I had, so I rarely wear it.

2. I learned that in 2019, clothing consumption was 62 million tons.

3. I learned the word "hoard".

4. I think fukubukuro custom can make people excited, but we don't know what is in it, so some clothes can be discarded or never worn. Therefore, I think it helps contribute to waste.

2 replies



Michael Furmanovsky Dec 4, 2020

Good answers but what is the meaning of "to hoard"?



太田 里 Dec 9, 2020

The word "to hoard" means to collect and keep large amounts of something.



根 里 Dec 4, 2020

1. I brought a black jeans but it was too small, so I gave it to my sister.

2. I knew 80% of garment workers are women.

3. I learned "walk the talk", the graphic says only 20% brands carry out sustainability things.

4. I think the fukubukuro is bad because we can't choose close even if I don't like it.

1 reply



Michael Furmanovsky Dec 4, 2020

Good work but "I learned that 80% of garment workers in developing countries are women." what does "walk the talk" mean. Write the meaning with all new words or expressions.

Mixture of language  
And content feedback  
For a CLIL approach

# Comments on the Initial Questions for this Class/Project

1. Can this class be taught well enough in the L1 that students with good english skills can communicate on this topic in English? **If so, why actually teach it in English?** Students have already learned about SDGs in Japanese but in a completely different way. At no time did I think “they already know this or need this content in Japanese first”
2. Are the materials in the L1 adequate to teach the content effectively? **If so, why use English materials?** The Japanese L1 materials were adequate but lacked the kind of interactive project-lending websites that exist in English.
3. Are the English language materials available at an appropriate level for students? **If not do you have time to scaffold or use AI to rewriting etc?** Can an EFL teacher real. This was a time intensive project but Youtube captioning, infographics and the option of AI-based reformulation made it viable.

# Comments on the Initial Questions for this Class/Project

4. Can a teacher do a good job of teaching this content even if they are only trained in EFL? **If not, shouldn't it be left to the L1 expert?** CLIL should not be lightly undertaken and works best when the EFL instructor has some background.
5. Is this content only going to be taught and assessed in English? **If not how do we decide what L1 experts and L2 teachers actually do?** This relates the larger issue if EMI adoption within a university or department.

# Some Comments on Effective CLIL-Based Instruction

1. Teachers need to know **students' overall English proficiency** in advance.
2. **Visual input** of all kind is essential to reinforce and visualize the topic.
3. Teachers need to give **more feedback** to students to motivate/ encourage.
4. There is only so much time so **purely language instruction must be reduced**.
5. **Group/project** work with **oral presentations** must be systematically integrated.
6. Grading should be more **holistic** with **less discrete item testing** than usual EFL.
7. **More use of the L1** can be appropriate but must be used carefully
8. Teachers need to work together to **adapt/make and localize materials**.
9. Some **instructions in notetaking** skills in English is likely to be needed
10. **AI** is a potential friend AND enemy for obvious reasons

Thank you for listening