

第48回言語教授法・カリキュラム開発研究会 全体研究会報告

The Genbun Center 48th Language Education and Curriculum Development Symposium was held in the Global Zone (Porte) on November 6, 2019 (13:00~16:10). The title of the symposium was *CLIL (内容言語統合型学習) の言語教育カリキュラムへの応用*, translated as *CLIL (Content and Language Integrated Learning) Applied to Language Education*.

Schedule details and participants' roles (in Japanese)

次第

全体司会 国際言語文化センター 准教授 カーク・スタンレー

第1部

13:00 開会の挨拶 国際言語文化センター所長 教授 藤原 三枝子

13:15 基調講演: 新 CLIL コース~英語でキャリア教育~

流通科学大学商学部 濱田 真由美 准教授

(サンフランシスコ大学院修士課程修了。専門は英語教授法。ポジティブ心理学・脳科学に基づいた自己実現法を英語教育に組み込んだ内容言語統合型学習 (CLIL) を導入。英語学習意欲の向上に加えて、夢を描く力や自己肯定感、幸福感を高める新しい試みに取り組んでいる。著書に『Grammar Network ~コミュニケーションにリンクする英文法』『映画《ノッティングヒルの恋人》で学ぶ会話英文法』など多数。訳書には『チョ普拉博士のリーダーシップ7つの法則』など。メールマガジン「英語で学ぶ成功 哲学」配信中。)

14:05-14:15 質疑応答

14:15-14:25 休憩

第2部

司会: 国際言語文化センター 准教授 ウァン・マリアン

通訳者: 国際言語文化センター 教授 伊庭 緑

14:25 「Developing Cognitive and Linguistic Goals in a CLIL Global Topics Course」

国際言語文化センター 英語特定任期教員 マクナマラ・ステイーブン

14:45 「Integrating CLIL into a Life Topics Course Project」

国際言語文化センター 英語特定任期教員 ショルト・グレゴリー

15:05 「A1レベルの外国語授業における CLIL の可能性~ドイツ語の場合

国際言語文化センター 講師 野村 幸宏

15:20-15:30 質疑応答・ディスカッション

15:30-15:35 まとめと閉会の挨拶 国際言語文化センター 准教授 石井 康一

15:40-16:10 懇親会

基調講演 (Main Lecture): 新 CLIL コース～英語でキャリア教育～ (A New CLIL Course: Career Education in English)

Lecturer: Mayumi Hamada (Associate Professor, University of Marketing and Distribution Sciences, Kobe)

In this interactive lecture, Professor Hamada first shared a MEXT survey showing that Japanese young people's attitudes towards life are significantly less positive than those of several other countries. She then described a new CLIL course combining career education and English learning that she developed at her university. This course aimed to enhance students' self-esteem and self-realization as well as their motivation to learn English. To this end various English exercises based on concepts from cognitive neuroscience and positive psychology (e.g. selective attention, visualization, etc.) were developed to help the students broaden their perspectives, understand and pursue their personal interests, realize their strengths and uniqueness, discover their dreams, and shift their focus of attention from what they do not want to what they do want.

The lesson plans were also designed to cover 'the 4 Cs of CLIL': *Content* (subject matter), *Communication* (language learning), *Cognition* (learning and thinking process), and *Community / Culture* (learning together and developing intercultural understanding). More specifically, when applied to the context of this course, these terms came to refer to the following:

Content – learning about the mind, discovering dreams, clarifying specific goals

Communication – practicing the four skills of English

Cognition– reflecting on and gaining a deeper understanding of oneself

Culture – understanding others through sharing, discussion, mini speeches and presentations.

Professor Hamada also described some of the main activities and projects she used in the course, including the following:

Gratitude List and 'Arigato Counter'

In this activity originally conceived by Tatsuo Uchida, the students think of things they are grateful for, fill out a gratitude list and use it to write sentences in English. Then they share the list with their classmates, using an *Arigato Counter* (a tool with which the number of utterances of "arigato" is counted).

25 Places I want to Visit

This activity has the students write 25 places (in Japan or overseas) they would like to visit and what they would like to do there. It is followed by various types of research and data sharing about the places with classmates, thus helping the students learn about interesting places they didn't know and stimulating their imagination and motivation.

Treasure Map

This involves a poster prepared by students on which photos, images, illustrations and phrases representing their dreams and goals are displayed. It helps clarify and visualize specific goals and dreams. To make it, the students search for their personal interests, discover their dreams, and clarify their specific goals through activities such as brainstorming, information gathering, reading relevant books and sharing ideas with their classmates. After making the "Treasure Map," the students give an oral presentation in English to explain about it, and then give feedback to each other.

Data based on students' feedback indicated that the course enhanced their self-esteem and attitude towards life, helped them discover and clarify their goals, encouraged some of them to take actions toward those goals, and increased their motivation to learn English. The data also indicated significant potential for combining career education and English learning.

Finally, Professor Hamada listed some issues for further consideration and research, and expressed her hope that this type of CLIL course will become more popular and will be introduced to more educational institutions in the near future.

Question and Answer (for main lecture)

The main lecture was followed by a lively Q and A session that included comments from participants expressing how interesting and practical they found various aspects of the content (e.g. getting students to visualize their future) and how they would like to apply it to other types of language courses such as business English, etc. Questions included, for example, to what degree Professor Hamada's university and colleagues supported her development of the new course, whether she thinks this new approach will catch on in the future (and what educators can do to help it do so), to what degree does she try to make her students consciously aware of the foundations of this approach and how does she go about explaining it to them, how does she deal with the problem of protecting students' right to privacy when getting them to talk about their own situations and dreams for the future, how to deal with the relative difficulty of applying this approach to Japanese students compared to North American and European

students, and how to deal with the potential difficulties in having such courses taught by language teachers who themselves have a relatively passive approach to life.

Mini-Lecture 1: Stephen McNamara (lecturer, Genbun Center, Konan University)

Title: *Developing Cognitive and Linguistic Goals in a CLIL Global Topics Course*

(Simultaneous interpretation into Japanese done by Professor Midori Iba)

In this presentation Mr. McNamara described how he applied CLIL principles to syllabus development for a content-based course (Global Topics). First, he briefly described the course, its basic objectives (develop deeper cultural and international understanding, apply language learned in the regular skills-based courses, and progress from interpersonal communication skills to more academic level language skills). Then he described the syllabus and content which he himself developed for this course, namely 19th and 20th century western art history. Next, he briefly introduced some relevant concepts from CLIL theory and explained how content and language instruction, when properly combined, cognitively enhance each other as the content provides a meaningful context for understanding how the language is actually used.

As the core theoretical base for his presentation, he introduced the widely used Cognitive Domain Taxonomy (thinking skills chart). It lists the levels of cognition (thinking skills) numbered from easiest to most difficult as follows:

1. *Knowledge*: Identifying and remembering information
2. *Comprehension*: Organization of ideas
3. *Application*: Use of rules, patterns, principles
4. *Analysis*: Separating sets into parts
5. *Synthesis*: Combining ideas to make new ideas
6. *Evaluation*: Developing opinions and judgments

He then proceeded to explain how he developed his syllabus sequence based on this taxonomy, starting with the easier thinking skills and progressing through the more difficult ones, that is, moving from basic language structures to more complicated ones following a four-lesson cyclical pattern (to allow for recycling of language while adding more challenging linguistic and cognitive items). He also demonstrated how the course content (art history) fits conveniently into this scheme as western art progressed from realism (linguistically simpler to describe) to more abstract (requiring more sophisticated cognition and complex language to describe and evaluate). To this end he gave the audience some questions about several art works that are from different periods—and hence require different levels of cognition and language skills—so they could feel this cognitive and linguistic progression from relatively simple to more complex.

He concluded by offering the following three possible future research questions:

1. How do we know my assessments actually work?
2. How do I know if I am applying the system correctly?
3. How does this system work with vocabulary specifically?

Mini-Lecture 2: Gregory Sholdt (lecturer, Genbun Center, Konan University)

Title: *Integrating CLIL into a Life Topics Course Project*

(Simultaneous interpretation into Japanese done by Professor Midori Iba)

Mr. Sholdt began by pointing out that, while Mr. McNamara's presentation focused on applying CLIL to a whole course syllabus, his would focus on applying it to an activity within a course, namely a presentation project. First he described the course (an integrated skills course called *Life Topics*) and its basic emphasis on vocabulary learning, reading comprehension, academic discussion, and presentation skills. He explained how he taught the first half of the course as a typical integrated skills course, using a combination of textbook, authentic, and self-generated materials. Goals in the first half of the course included reflection and self-expression, then developing critical thinking skills through exploring beliefs and reasoning, and progressing to developing an original pseudo-scientific personality indication system. The project phase then occupied the full second half of the course and included instruction on research-related topics such as questionnaire design and data analysis.

For the sake of continuity with Mr. McNamara's presentation, Mr. Sholdt utilized the same *Cognitive Domain Taxonomy* model (refer above), noting that while he himself applied it less rigorously, his course also involved progression of difficulty in language and cognitive tasks. For instance, in the pre-project phase, students explored and expressed their beliefs about aliens, which required relatively low level cognitive and linguistic skills. At the start of the project phase, they did some study of measurement theory, which involved more challenging abstract concepts and technical vocabulary. When developing their own questionnaires, they had to apply principles of questionnaire design and plan together in groups, etc. Finally, at the presentation stage (the most difficult), students had to discuss the meaning of their results which required them to synthesize and evaluate information and then communicate these ideas in their presentations.

Next, Mr. Sholdt mentioned some "challenges and successes" he experienced during the course. "Challenges" included feeling too rushed during the research project phase, the diverse range of language levels of the students in the course (which had some negative effect on both the higher and lower level students), and absences which

especially affected the progress of group work. “Successes” included students being able to come up with interesting research topics showing their understanding of course goals, successful application of the questionnaire design strategies they studied, and strong interest and engagement in the research projects.

The presentation concluded with recommendations about how to apply CLIL-based activities to one’s own classes. Specifically, do not be intimidated by CLIL discourse, focus on the principle of teaching content with language learning at its center, aim for progression in cognitive and language difficulty, don’t feel there is only “one way to do CLIL” , and don’t feel you need to incorporate CLIL completely—start by applying some general principles and then progress further into CLIL as you feel appropriate.

Mini-Lecture 3: Yukihiro Nomura (Associate Professor, Genbun Center, Konan University)

Title: *A1レベルの外国語授業に置ける CLIL の可能性～ドイツ語の場合 (The Potential for CLIL in A1 Level in Foreign Language Education: the situation with German)*

Mr. Nomura first contrasted the contexts of German language education in Japan and Europe. In Europe, various educational and geographic factors such as Germany’s proximity to other countries and status as a technology superpower, its free university tuition rates and attractiveness as a place to study and work, its accessibility to workers from other European Union countries, etc., have resulted in an emphasis being placed on German language education before entering university. The situation in Japan is quite different, where German is rarely offered before university and even then is only a secondary elective subject, is studied for only one or two years, and in most cases the content has little relation to students’ major fields of study. As a result, the level of university German education in Japan rarely progresses beyond A1 (or A2 at most), making it difficult to utilize tasks that involve complex language skills.

Mr. Nomura also described various types or levels of CLIL application in German language classes on a continuum, ranging from approaches that put primary emphasis on using the language mainly as a means of communication (and involve utilizing various combinations of both the students’ mother tongue and German) to classes where German is studied more consciously as a language per se. It is at this end of the spectrum where it is easier to ‘make a bridge’ to incorporating CLIL.

He then presented several points to keep in mind when attempting to incorporate CLIL at the A1 and A2 levels such as the following:

- 1) Choose topics related to the students’ interests and existing knowledge
- 2) Strive to create and support a classroom atmosphere in which the target

language points are utilized as much as possible in the lessons (keeping in mind that the classroom itself is also an authentic language context)

- 3) Incorporate culturally integrated content-based learning and project based learning

Next, he compared the typical cultural content of traditional German textbooks in Japan with a more recent example. In the former, readings (in Japanese language) about German culture are interspersed throughout, knowledge about German culture is a goal but is treated separately from the language points as a kind of 'bonus', and it is unclear how exactly the teacher should treat culture content in the actual lessons. In the newer textbook, content related to culture is closely interwoven with the language points, students learn about German daily life topics as part of their language study, German culture is made easier to visualize through the use of photos, and stereotypical cultural content is avoided by stressing diversity within German culture.

Mr. Nomura also illustrated how content and language can be integrated at the A1 level by sharing an actual example from the Goethe Institute curriculum that utilized the 2019 Women's World Soccer Cup as the content. It combined language points with content such as the names of participating countries and their languages, profiles of famous players, writing fan letters, game schedules and venues, and various related language items.

He concluded by emphasizing the potential for including CLIL in A1 level classes through utilizing 'soft' cultural content that appeals to students' existing knowledge and interests and, when trying to progress to higher level skills, using content which can utilize the language skills already learned in A1. Finally, he encouraged teachers to overcome the limitations of trying alone to incorporate CLIL into lower level classes by sharing ideas together.

Question and Answer for the mini-lectures

Several questions were asked, mostly seeking more details regarding how the presenters are actually implementing CLIL principles in their current courses. Questions concerned such topics as to what degree students are made aware of the CLIL taxonomy being utilized in the courses, how skills hierarchies (progression from simple to more difficult levels) are determined, how CLIL can be effectively applied to group activities (especially when there is a wide diversity of skill levels among the students), to what degree students are encouraged to generate their own topics, and reasons why CLIL has recently been becoming more influential in Japan. The discussions between audience members and presenters continued into the reception party following the symposium.

Note: One of the mini-presenters recently reported he has been regularly meeting with two members the audience (Japanese language teachers) to share ideas about how to implement CLIL principles in their curriculum. This and the nature of the questions asked during the question and answer sessions indicate the practical usefulness of these presentations across the various language programs in Konan University. It also demonstrates the value of our tokunin teachers' contributions to our language education through their research and presentations.

(文責 : KIRK Stanlay)