第51回言語教授法・カリキュラム開発研究会 全体研究会報告

This report presents a brief overview of the proceedings of the Institute for Language and Culture's 51st Symposium held online during the fall term of 2021. The primary theme for this symposium was about Collaborative Online International Learning (COIL) in language learning contexts, and the three presenters led an audience of 37 participants in taking a closer look at current trends, logistical challenges, practical applications, and likely future post-COVID directions for COIL usage in Japanese universities. Here is the detailed schedule of the two-hour symposium provided in Japanese:

COIL型授業の可能性　―アフターコロナを見据えて

◆開催日時：　　　　　　2021年12月11日（土）10時00分〜12時00分

◆開催場所：　　　　　　Zoomによる研究会

◆次第

　全体司会：　　　　　　国際言語文化センター教授　伊庭　緑

第一部

　10:00 開会の挨拶：　国際言語文化センター所長・教授　金　泰虎

　10:05 基調講演　　　琉球大学国際地域創造学部教授　石川　隆士
　　　　　「COILを活用した持続的グローカル・イノベーション人材育成プロジェクト」

　　　講演者紹介
　　　神戸市外国語大学外国語学部英米学科卒業、名古屋大学大学院文学研究科博士後期課程満期
　　　退学。専門は英文学で、研究テーマは「風の詩学：竪琴と螺旋」。グローバル人材育成に長
　　　年携わり、甲南大学と「英語教育グローバル・モジュール」を共同開発。ICTを活用した教
　　　育のグローバル化における質保証に取り組む。

　10:55-11:00 休憩

第二部

　甲南大学におけるCOIL活用授業の実践

11:00–11:15　共通教育センター特任講師　山本シャーリ
　　　　　　「COIL型エリアスタディーズⅠ ピッツバーグ大学」
11:15–11:30　国際言語文化センター教授　伊庭　緑
　　　　　　「COIL型エリアスタディーズⅡ ダブリンシティ大学」

11:30–11:55 意見交換

11:55–12:00 閉会の挨拶　国際言語文化センター教授　谷守　正寛

　　The primary purpose of the symposium was to explore the sorts of opportunities and possibilities that COIL presents to us, particularly when we are finally able to transition to the post-COVID era. Kicking off this theme was the main lecture, which could be translated as *A Human Resource Development Project for Sustainable Glocal Innovation via COIL,* and it was presented by Ryuji Ishikawa, a professor in the Faculty of Global and Regional Studies at the University of the Ryukyus in Okinawa.

　　Before diving into the details of the actual COIL programs he has established, Professor Ishikawa provided a contextual overview of the general vision of his university and department, especially in regard to regional and international outreach. He then went on to detail various COIL projects that he has led, and he focused particularly on a program that unites COIL techniques with SDGs. This 4-year credit-bearing program is entitled *Developing Global Leaders in the Pacific Island Region for its Sustainable Development via COIL Technology* and, as the name indicates, it is carried out in collaboration with other universities in the Asia Pacific region. Professor Ishikawa also showed ways in which he has been able to include Okinawan high school students as participants in certain elements of the program.

　　The students participating in this program tend to be an extremely diverse group linguistically and culturally, and even in terms of age. As with many other COIL projects, one of the main challenges is to structure online activities in such a way that the linguistic diversity becomes a positive element of the program rather than just an impediment to smooth communication. In connection to this, Professor Ishikawa explained how he uses the concept of *champlingual* (a coined term in which the *champ* part derives from *champon*, a flexible cooking technique popular in Okinawa which basically involves tossing together a wide variety of ingredients) in order to express his approach, which he explains to students in this way:

Ryudai's international education is promoting champlingual *(mixed language use) in which we respect the diversity of languages and let you use "proper" languages at certain situations in order to "leave no one behind." So, please relax and ask anyone when you have something you cannot understand in any available language.*

In other words, instead of setting hard rules or guidelines beforehand, he mostly lets groups of students loose when they are online by giving them enough leeway to somehow settle upon a workable linguistic mix. The goal is to reach an arrangement that the students themselves are comfortable with and that allows them to communicate sufficiently enough to at least get course tasks done together.

The desired learning outcomes of this program have been very thoroughly developed, and Professor Ishikawa shared a detailed chart of its multi-levelled goals. The English learning component make use of the CEFR-J framework, while goals expressing various stages of familiarity with and ability to apply SDGs are also defined, and the stages of three additional competencies (*creating new value, reconciling tensions and dilemma,* and *taking responsibility*) are also arrayed in a clearly stated progression from beginner to advanced levels.

Various other elements of the program were explained as well, such as the ways in which an e-portfolio is used for assessment purposes. Also, a number of final projects created by mixed groups of students who participated in the program's *Glocal Engagement Practicum* were shared as they serve to exemplify the innovative teamwork that becomes possible when COIL programs are successful.

The latter half of the symposium featured two Konan University professors reporting their recent experiences in leading COIL courses through the university's Area Studies program. This program was originally established in order to provide opportunities for students to take part in short (7 to 10 days) credit-bearing study trips hosted by partner universities in various countries, and students are accompanied by a Konan professor. As such travel has become impossible during the COVID-19 pandemic, some of the courses in this program have shifted to remote (COIL) formats. During the summer break of 2021, Midori Iba of Konan's Institute for Language and Culture led a course in conjunction with Dublin City University (DCU) and Shari Yamamoto of Konan's Center for Education in General Studies cooperated with the University of Pittsburgh (Pitt) in

leading another. At the symposium, both of these presenters provided overviews of the actual courses, explanations of the decisions behind course design, and their reflections on the merits and demerits of retooling Area Studies courses to fit COIL formats. As with the COIL courses that Professor Ishikawa introduced, the synchronous learning components of both of these Konan Area Studies courses relied mainly on the *Zoom* app.

Professor Iba's course was based on a mix of both cultural and SDG themes. The cultural content about Ireland covered a wide range of topics from history to music, while several guest lectures presented by DCU professors about contemporary Irish society were also included. Regarding Japanese culture, groups of Konan students presented on subculture topics of their choosing (e.g., *dagashi* snacks, thrift clothing) to their online audience of DCU staff and students. The SDGs portion of the course involved learning about SDG projects underway in Ireland, and the Konan student groups again prepared and presented brief English reports for DCU staff and students, this time about the current general state of certain SDGs (e.g., gender equality, education) in Japan.

In comparison to the broad themes of the course with DCU, Professor Yamamoto's COIL course in partnership with Pitt was conceived around a more tightly defined single theme of sustainable urban planning, and the title she chose for the course was *Imagining Global Cities of the Future: Sustainable Development in Kobe and Pittsburgh*. The time difference (13 hours) between Japan and Pittsburgh presented quite a challenge, and so this course had a greater asynchronous learning component built into it (relying mainly on the *Flipgrid* app), while still managing to hold a sufficient number of *Zoom*-based synchronous sessions in the early morning and late evening hours as the roughly week-long course progressed. Groups of student participants on both sides engaged in fieldwork in their respective cities, and then reported their findings during the synchronous sessions. Food rescue and recycling, support for aging populations, sustainable fashion, and emergency warning systems were among the topics that student groups chose to explore for this project.

Among the many lessons learned by the professors themselves through the process of putting together these COIL courses, Professor Iba stressed the importance of thorough cooperation from both of the universities involved, and also the potential benefits of incorporating opportunities for people from the target culture who are not members of the university community to be involved in some way in order to broaden the scope of cultural exposure that students are able to

experience. She also stressed the importance of providing plenty of time and opportunities for students from the two schools to interact with each other in meaningful ways. Ideally this would entail going beyond simply offering additional discussion time by augmenting discussions with more task-based interaction components such as having groups of students work on mini-research projects together. Professor Yamamoto touched on some of these same issues, while also mentioning the importance of providing sufficient preparatory support in Japanese for the Konan students so that they can have enough background knowledge to better understand the themes and topics that later get presented in English via the real-time online medium.

After these presentations finished, there was a brief online version of a panel discussion during which the three presenters asked each other questions and exchanged ideas. This was followed by a few questions to the presenters from the general audience, and after that the Institute for Language and Culture's 51st Symposium focusing on the theme of COIL practices was brought to its conclusion.

（文責：Thomas MACH）