

CLIL beyond School Walls

Implications from a Language Experiential Program

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Introduction

Considering the number of empirical studies on Content and Language Integrated Learning (CLIL) conducted, the majority of them, though with varying research scopes, has been focused exclusively on teaching content through language (or vice versa) in the classroom environment, where both the teacher and the students have definite roles as participants in learning. Whether CLIL is regarded either as a language teaching approach or as an educational approach (Cenoz, 2016), it seems reasonable to suppose that CLIL confines itself in substantial school walls.

At the risk of equivocating over the rigorous difference in the definition of *learning* and *acquisition*, the type of learning suggested in the CLIL approach can be categorized as instructed (as opposed to naturalistic) second language acquisition, where, according to Loewen (2014), acquisition occurs as a result of manipulating the process and conditions of second language learning. Indeed, a huge volume of studies on CLIL have focused on the language competencies of students participating in CLIL programs (Morton & Llinares, 2017). Only a handful of academic research on CLIL, however, has been conducted in out-of-class/school settings with the least amount of teacher's instructional intervention. In those open-air lessons, often given as a follow-up or supplementary activity to previous classes, learners, while doing an interview or a survey, are asked to interact with local people living in the community, or to do minor research on the flora and fauna in their nearby natural environment. Generally, the basic learning objective of such an activity is for students to ascertain what they have studied in regular classes actually holds true out of school as well.

Taking into consideration the Community/Culture component of the 4Cs (i.e., Content, Cognition, Communication, and Community/Culture) taxonomy, those out-of-class learning opportunities are quite valuable in that students, now as researchers or interviewers, are allowed to put into practice the knowledge they have gained through the lesson and the textbook. In regard of Community, Mehisto et al.

(2008) suggests that a successful CLIL lesson offers to students an ideal opportunity where they can define their role within the classroom, the local and the global context. Similarly, Ikeda et al. (2011) explains that as shown in Figure 1 Community is a comprehensive concept that includes all the domains ranging from the classroom where pair work and group work play a vital role in forming a learning community (Ikeda, 2017), to the world where ample opportunity for authentic communication is provided. Moreover, Ball et al. (2015) goes beyond school and argues that “living in a society in which exposure to the L2 is fairly high” may be beneficial to CLIL learners.

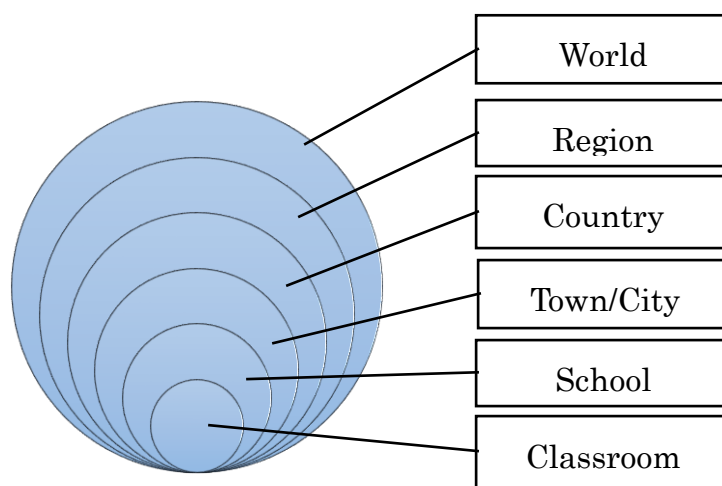


Figure 1. Layers in Community (adapted from Ikeda et al., 2011: 9)

For all these specific claims, the concept of Community/Culture has not so far been given a fair share of attention, compared to the other three Cs (Muto, 2017). With regard to the disparity, Coyle et al. (2010) goes so far as to candidly describe Culture, by his terminological preference, as the “forgotten C.” Given the potential the least noticed component has in enhancing the potential of CLIL, the dearth of research on linking it with learning contexts outside the classroom/school should be duly recognized. In this paper, drawing on previous studies by the author, the importance of fostering students’ awareness to broader *communities* in a language experiential program will be discussed. Additionally, implications for conducting CLIL activities with primary school students in an out-of-school environment will be offered with practical illustrations of several language activities.

Research Setting

Each of the studies being introduced in this article was conducted in summer language experiential camps organized and provided by a Japanese private educational organization, Kumon Educational Japan. Held annually since 2001, though with administrative differences in location and length, the camps (English Immersion Camps, hereafter EICs) offered under the same educational philosophy boast the following common features.

The Aims and objectives

Compared with general English immersion camps where formal instruction is usually given, the EIC program, with the following three objectives in mind, is an experience-oriented learning environment for campers to promote fluency rather than accuracy.

1. To allow children to experience successful communication, using English as a global language.
2. To allow children to share a communal lifestyle with people from different countries and regions, learning about their cultures and ways of thinking, and realizing the importance of understanding each other as members of the global community.
3. To allow children to have confidence and the strength to actively challenge the unfamiliar, in addition to heightening the will to apply effort to strive for higher goals.

In order to survive their camp life where English is “the communicative medium of choice, and often the only option” (Seidlhofer, 2011), children need to communicate with people with various first languages by use of English as Lingua Franca (ELF). As Nikula et al. (2016) argues about immersion, it can be fairly said that the program develops positive attitudes towards both the instructional language (i.e., English) and their speakers (i.e., camp leaders using ELF). Evidently, child campers going through the unique program may consider English an important tool not only for communicating with people, but for understanding differences in cultures and

respecting one another (Muto, 2012).

Campers

Children

Child campers range from third to sixth grade (ages 8-12) in primary school, all of whom regularly go to the Kumon classroom in the vicinity of their home and study English (mostly reading, writing and listening). Moreover, as eligibility for participation in the immersion program, each participant is required to have passed EIKEN Grade 4 or above, and/or completed studying in the classroom English worksheets equivalent to the EIKEN grade. Taking into account that Grade 4 is practically intended for 8th graders, they are considered exceptional primary schoolers with sufficient proficiency to get by in a milieu where they are advised to use English only.

Camp leaders

Leaders are all university undergraduate or graduate students, most of whom attend Ristumeikan Asia Pacific University. With diverse nationalities and cultural backgrounds, they are all non-native speakers of English who have acquired the language as their official or second one back in their home countries. Their duties ranging from conducting camp activities to taking care of all of the children's needs, applicants for the role are screened by interview, and prospective leaders receive intensive training sessions to the extent that their leadership and teaching skills are essentially equal. Without doubt, the diverse backgrounds and the instructional resources camp leaders have are the essentials required for the success of the program.

Camp activities

With those camp leaders staying on-site, most activities can be focused on international understanding, and “diversity”, “awareness”, “confidence”, and “understanding” are often the themes of activities. The cultural array of camp leaders enables unique activities. In an activity, *Traveling around the World*, for example, leaders introduce their home countries in an interactive way while using realia, and children, while

listening, take notes and later ask questions. In another activity called *Love Chain*, children enjoy watching skits played by leaders, where several types of greetings and eating habits are demonstrated, which children then imitate themselves in a group. As

Table 1. Key activities in a six-day camp

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|----|---------------------------|------------------|----------------------------|---------------|-------------------|-----------------------|
| AM | --- | English Festival | Traveling around the World | My Hometown | World Food Market | Graduation & My Dream |
| PM | Reception & Team Building | Love Chain | Wonder-Land | Outdoor Games | Drama & Show-Biz | --- |

shown in Table 1, most activities are entitled with a unique appellation such as *Love Chain* and *Wonder-Land*. The meanings of which are fully understood among campers, but the procedures of each activity are carefully explained to children in simple English so that they can evoke an image of how it will proceed and what the end product should be like. Regarding the learning experience of young people, Coyle (2016) argues that the quality and nature of learning experiences need to be understood from learners' perspective in order to make the learning, whether or not it is CLIL-based, successful. In this respect, the trained leaders and also the Japanese camp staff, having always been second language learners and users, may well have a concrete idea as to what outcome of each activity should be expected from learners' perspective.

In the sections that follow, with empirical data collected through motivational research (Muto et al., 2013), an account of international posture will be provided.

International Posture

International posture, according to Yashima (2002), is a general attitude towards the international community that influences motivation and attitude toward learning a second language, which “predicts proficiency and second language communication confidence.” In this manner, international posture is a pivotal motivation or attitude required for Japanese learners of English to master the language. As Ikeda et al.

(2011) suggests that the idea of Community is germane to intercultural communication and global understanding, it seems reasonable to say that international posturing assumes a central role in exploring Community.

In Muto et al. (2013), in order to investigate two research questions: 1) how participants' attitudes towards English change throughout the program, and 2) what key factors are necessary for raising international posture, a questionnaire was made based on a large-scale motivational research study by Taguchi, Magid, and Papi (2009). The questionnaire, comprised of 42 statements in 18 motivational or attitudinal categories (Table 2), was provided to 86 children participating in a six-day EIC program with 32 camp leaders coming from 17 different countries or regions around the world.

Table 2. Motivational/Attitudinal categories

| | |
|---|--------------------------------------|
| 1. Intended effort | 10. Fear of assimilation |
| 2. Ideal L2 self | 11. Ethnocentrism |
| 3. Ought-to L2 self | 12. Interest in the English language |
| 4. Parental engagement / Family influence | 13. English anxiety |
| 5. Instrumentality-promotion | 14. Integration |
| 6. Instrumentality-prevention | 15. Cultural interest |
| 7. Linguistic self-confidence | 16. Attitudes toward L2 community |
| 8. Attitudes toward Learning English | 17. International posture |
| 9. Travel orientation | 18. Tolerance for World Englishes |

The child campers, aged from 8 to 12 years, were all asked to evaluate themselves against randomly-arranged statements on a six-point Likert-scale (see Appendix) twice before and after participation. The data of which were later examined by a *t*-test and a correlational analysis. Out of the 42 statements, the four that pertained to internal posture were (originally given in Japanese):

Item 3. Studying English is important to me because I would like to work in different countries.

Item 15. I want to get along with people from different countries by studying

English.

Item 28. I want to understand different cultures of various countries by studying English.

Item 36. I study English because I want to contribute to the world.

As shown in Table 3, through an analysis employing a *t*-test, 3 out of 4 items (No. 3, 15, and 36) under the category of international posture showed significant difference ($p < .05$). Judging from the results, it is likely that the particular camp may have affected three aspects of participants' motivation or attitude: (a) willingness to work overseas (Item 3); (b) socializing with people overseas (Item 15); and (c) eagerness to contribute to the world (Item 36).

Table 3. International posture with significant difference ($N = 57$)

| Cat. | Item | Mean | | SD | | <i>p</i> -value |
|------|------|-------|-------|-------|-------|-----------------|
| | | pre | post | pre | post | |
| 17 | 3 | 4.561 | 4.929 | 1.124 | 0.988 | .0126 |
| | 15 | 5.196 | 5.446 | 0.989 | 0.822 | .0378 |
| | 36 | 4.232 | 3.821 | 1.253 | 1.151 | .0368 |

Regarding a correlational analysis done on the 4 items under international posture (Table 4), the significant results obtained are summarized as follows: (1) Item 15 has a strong positive correlation ($0.7 < r < 1.0$) with Item 6 and 35; (2) Item 28 with Item 6, 21, 35, and 40 respectively; and (3) no correlation is found with Item 3 and 36. The following is the statements with their category.

Item 6. I want to get to know people from different countries.

(Cat. 16. Attitude toward L2 community)

Item 21. I am very interested in ways of thinking and customs of other cultures.

(Cat. 11. Ethnocentrism) *reversed statement

Item 35. I want to get along with people from countries where English is spoken.

(Cat. 14. Integration)

Item 40. I want to know more about people from different countries.

(Cat. 16. Attitude toward L2 community)

Table 4. Item numbers correlating with international posture

| | Positive Correlation | | Negative Correlation | |
|---------|---|-------------------------------|-------------------------------------|--------------------------------|
| | Moderate ($0.4 < r \leq 0.7$) | Strong ($0.7 < r < 1.0$) | Moderate ($-0.7 < r \leq -.4$) | Strong ($-0.7 < r < 1.0$) |
| Item 3 | 6, 17, 18, 19, 21, 24, 25, 28, 30, 35, 37, 40 | N/A | N/A | N/A |
| Item 15 | 1, 2, 12, 14, 18, 21, 28, 30, 31, 37, 38, 40 | 6, 35 | 7 | N/A |
| Item 28 | 1, 2, 3, 12, 14, 15, 17, 19, 22, 30, 32, 36, 37, 38, 42 | 6, 21, 35, 40 | N/A | N/A |
| Item 36 | 2, 17, 20, 25, 28, 29, 30, 39, 41 | N/A | N/A | N/A |

Discussion and conclusion

Based on the results, it may safely be assumed that the EIC program was effective in nurturing three aspects of international posture: (1) willingness to work overseas; (2) socializing with people from different countries; and (3) contribution to the world. Furthermore, it has been revealed that the posture may be strongly affected by motivational/attitudinal attributes such as attitudes toward L2 community, integration, and ethnocentrism.

In light of international posture, the language experiential camp that can utilize abundant human and environmental resources is proven to be beneficial in fostering awareness to communities beyond the school (i.e., foreign countries and the world). The benefits of those out-of-class activities, as Nunan & Richards (2015) argues, encompass not only the development of language and communication skills, also

improvements in confidence and motivation, personal growth, and intercultural awareness. In the context of CLIL, Mehisto et al. (2008) suggests that the goals of a one-week CLIL camp should be for students to (1) experience success in living in a second-language environment; (2) have fun and associate the CLIL language with an enjoyable experience; (3) motivate students to continue second-language study; and (4) inspire students to continue learning the CLIL language.

One more feature to note about the camp program discussed above is that it is abundant with interactions among children doing *translanguaging*. According to Garcia (2009), it is “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential,” which is a natural and purposeful phenomenon in a bilingual context (Moore & Nikula, 2016). Obviously, in the camp most language activities are ones that require cognitive skills on the side of child participants, which often prompt them to use both languages. Those activities being fun-oriented as well as goal-oriented, children feel disposed to communicate with peers and leaders. This, in turn, leads to raising their willingness to communicate, which can often be observed in CLIL and immersion contexts (Menezes & Juan-Garau, 2015).

Implications

Lastly, as practical implications for CLIL classroom activities, I should like to introduce synopses of four key activities from the EICs (Muto, 2016). Having been conducted annually for several years, they are revised with definite objectives in raising communicative skills as well as intercultural awareness.

Love Chain

This activity enables participants to learn about and accept differences in cultures. Camp leaders explain typical differences related to culture, such as food and greetings. This activity is particularly concerned with two of the camps’ aims, to share a communal lifestyle with people from different countries, and to realize the importance of understanding each other.

Traveling Around the World

In this activity, participants learn about the different countries and cultures of the camp leaders. The presentations are hands-on. Participants experience national dance, food, traditional clothes, and so on. By doing this, participants are able to expand their views, learn more, and boost their interest in other countries of the world.

Wonder-Land

Participants listen to a presentation about world problems, such as global warming and poverty. They learn about the reality of what is happening in the world. They start to think about what they can do for society and take self-motivated action.

World Food Market

Participants learn how to negotiate in English as well as have fun and discover different foods of the world. They are given a set amount of money and a recipe for one international dish. Camp leaders work at a market, selling ingredients for the foods at stalls. Participants go shopping and buy the necessary ingredients by negotiating for a lower price.

With these activities incorporated into CLIL classes on intercultural communication or global understanding, the status of the “forgotten C” may be restored while raising students’ awareness to broader communities.

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Appendix

The Motivational/Attitudinal Questionnaire

【EIC参加者のみなさんへ】

EIC に参加するみなさんにアンケートをお願いしています。テストではないので、気にせず自分の思ったところに○をつけてください。

右にある「1 2 3 4 5 6」の数字は下のような意味があります。

| まったくそう 思わない | そう 思わない | あまりそう 思わない | ややそう 思う | そう 思う | ほんとう 本当にそう 思う |
|----------------|------------|---------------|------------|----------|---------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |

たとえば「夏休みは好き」について、「そう思う」であれば下のように○をつけます。

| | | | | | | |
|------------|---|---|---|---|---|---|
| 0. 夏休みは好き。 | 1 | 2 | 3 | 4 | 5 | 6 |
|------------|---|---|---|---|---|---|

では、さっそくやってみましょう！

| | | | | | | |
|--|---|---|---|---|---|---|
| 1. 英語が好きだ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. 英語の勉強をするのはとても面白い。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. 英語を勉強して世界各国で活躍したい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. 自分は英語の勉強をがんばっていると思う。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. このまま勉強を続けたら、将来楽に英語を書けるようになると思う。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. 様々な国の人々と知り合いになりたい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. 英語を話す外国人と会うと、不安になる。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. もっと努力すれば、英語を聞いて理解できるようになると思う。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. 英語を使うときは文法を間違えてはいけない。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. 親が英語の勉強をすすめている。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. 海外旅行をしたいので、英語の勉強は大切だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. 発音が多少違ってコミュニケーションすることが大切だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. 英語ができないと、出来の悪い生徒だと思われるので英語の勉強は大切だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. 英語のリズム感が好きだ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. 英語を勉強していろいろな国の人と仲良くなりしたい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. 英語の影響で正しい日本語が使われていないと思う。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. 将来自分のしたいことをするためには、英語が必要となる。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. 英語で歌われている音楽が好きだ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. 英語ができれば世界中で働くことができるので、英語の勉強は大切だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. 私が英語を勉強することを周りの人が期待しているので、英語の勉強は必要だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. 他の国の文化の考え方や習慣にとっても関心がある。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. もっと努力すれば、英語を確実に話せるようになると思う。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. 英語を話す外国人のようにきれいな英語を話せることが大切だ。 | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 24. 自分が外国人と英語で話をしている様子を想像できる。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. 英語の勉強の時間をいつも楽しみにしている。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. いろいろな国との交流が進むと、日本の良いところなくなってしまうのではと心配だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. 親は私に、あらゆる機会を利用して英語を読んだり話したりして、英語を使うようにすすめている。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. 英語を勉強していろいろな国の文化を知りたい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. きれいな英語発音を身につけるべきだ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. 英語の雑誌や新聞、本が好きだ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. 今後さらに学校やその他の所で英語のクラスがあれば、出てみたい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. 英語の勉強をしておく、良い仕事につくために役立つと思うので、英語の勉強は大切だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. 英語ができれば海外旅行が楽しめるので英語の勉強をする。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. 英語を話す外国人と英語で会話をする時、不安を感じる。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. 英語が使われている国の人々と仲良くなりたい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. 英語を学ぶのは世界に貢献するためだ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. 英語が話されているのを聞くとワクワクする。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. 自分は他の国の文化の考え方や習慣も大切だと思っている。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. 英検などのテストで低い点数を取ったり、不合格になりたくないのに英語の勉強は必要だ。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. 様々な国の人々についてもっと知りたい。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. 英語を勉強しないと親が残念に思うので、英語を勉強しなければならない。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. このまま勉強を続ければ、たいいていの英語の文章を読み、理解できるようになると思う。 | 1 | 2 | 3 | 4 | 5 | 6 |