

CLIL *Beyond* the Classroom

～英語キャンプの事例から～

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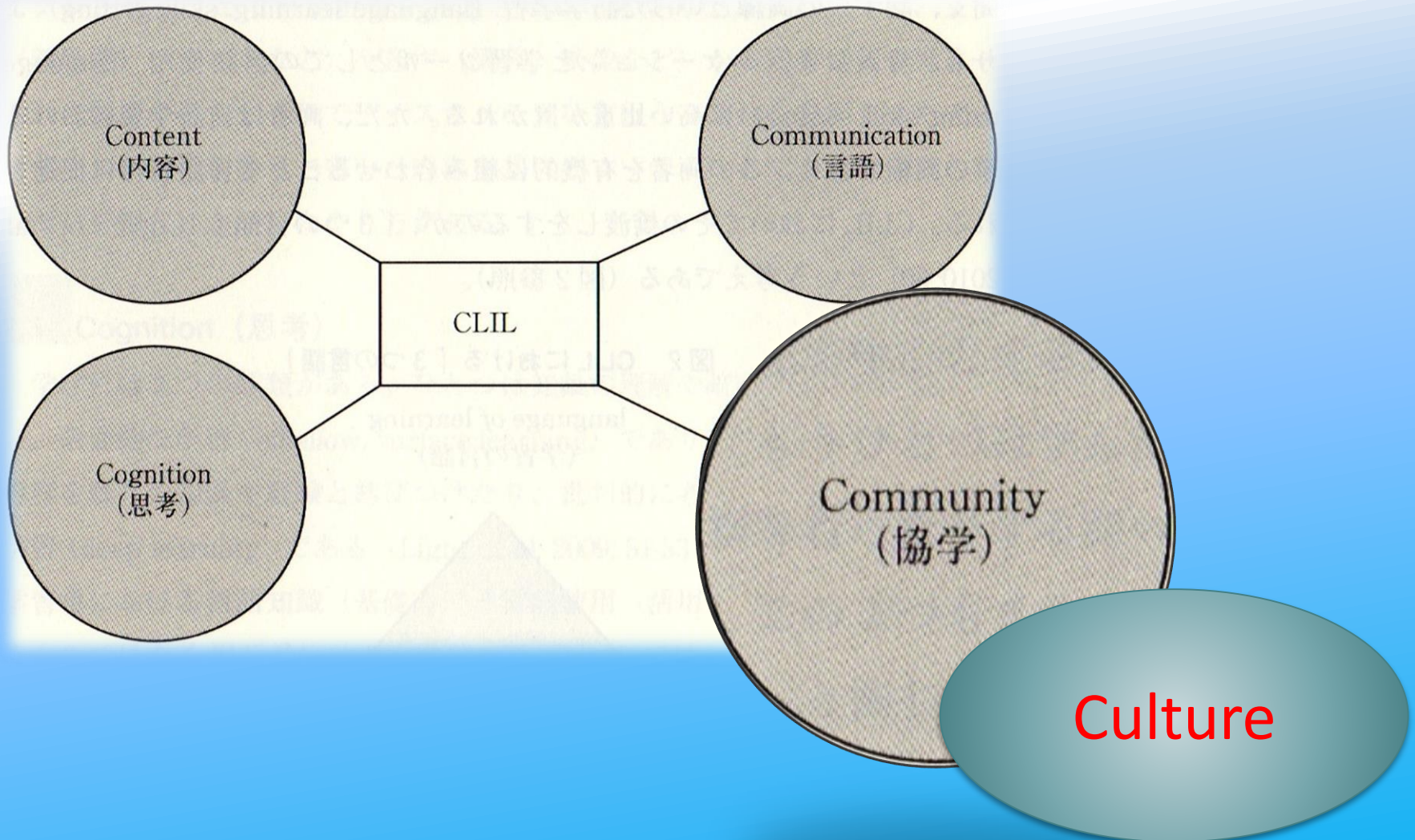
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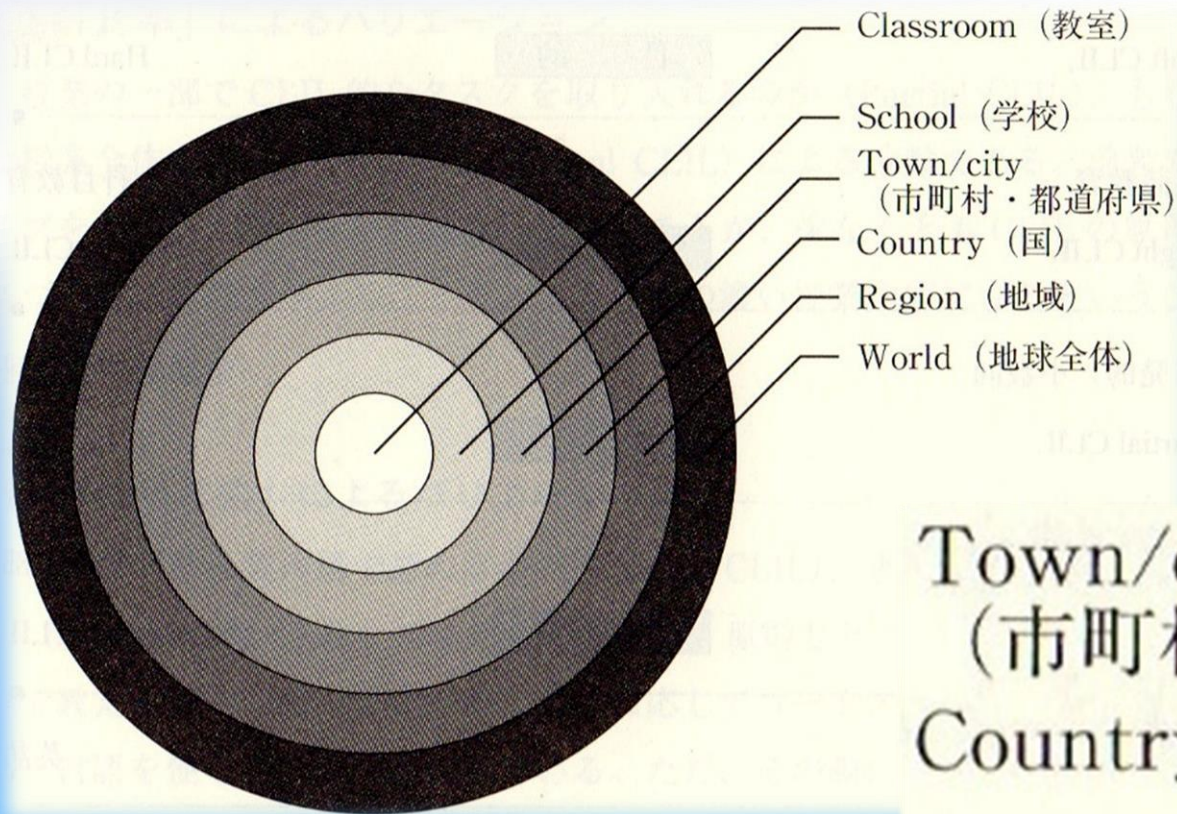
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1. background

the 4Cs



Concepts of Community (渡邊, 池田, 和泉, 2011)



Town/city
(市町村・都道府県)
Country (国)
Region (地域)
World (地球全体)

Community/Culture

- the 'forgotten C' (culture) (Coyle et al., 2010)

'Self' and 'other' awareness, identity, citizenship, and progression towards pluricultural understanding

- **intercultural experiences** can be developed through
 - the ethos of the classroom
 - curriculum linking with other classes
 - curriculum linking with *the wider world*

- 「包括概念としてのcommunityを意識することで、CLILは**共同学習**や**異文化理解・国際理解**を取り込む」
(渡部, 池田, 和泉, 2011)

exposure to L2

CLIL

“Studying through a different language is fundamental **to fostering international understanding.**” (Coyle et al., 2010)

“CLIL learners can benefit from living in a society in which **exposure to the L2** is fairly high.” (Ball et al, 2015)

immersion & out-of-class activities

immersion

“(I)mmersion helps in developing **positive attitudes** towards both the **instructional language(s)** and **their speakers**.” (Nikula et al, 2016)

out-of-class activities

“The wide-ranging benefits such opportunities [out-of-class activities] provide encompass the development of language and communication skills, **improvements in confidence and motivation, personal growth, and intercultural awareness**.” (Nunan & Richards, 2015)

the “C” being *forgotten*

But...

a dearth of research on linking CLIL with learning contexts **outside the classroom/school** (= wider communities)

2. the study

based on data in Muto et al. (2013)

Research Questions

- 1) what aspects of **international posture** are built through a short language experience program
- 2) what **motivational** and **attitudinal aspects** are related to international posture

International posture (Yashima, 2002)

a general **attitude** towards the **international community** that "**influences motivation [in learning a second language]**, which, in turn, predicts proficiency and second language communication confidence" (p.63)

Research Method

The Questionnaire

- adapted from the one used in Taguchi, Magid, and Papi (2009)
- has 42 questions under 18 categories
- measures attitudes towards English and motivation on a 6-point Likert scale.
- asks child campers to self-evaluate
- is given twice, before and after program
- is analyzed for t-test & correlation

The Questionnaire

全くそう 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	本当にそう 思う
1	2	3	4	5	6

1. 英語を話す外国（がいこく）の人と会（あ）うと不安（ふあん）になる。
2. 英語を使うときは完璧（かんぺき）な文法（ぶんぽう）を使わなくてもよい。
3. 自分の夢を叶（かな）えるためには、英語が必要（ひつよう）だ。
4. 英語を勉強して世界（せかい）で活躍（かつやく）したい。
5. 外国（がいこく）の歌が好きだ。
6. 自分は日本人であることに誇（ほこ）りを持っている。
7. 英語ができないと、できの悪い生徒（せいと）だと思われるので英語の勉強は大切（たいせつ）だ。
8. 親（おや）が英語の勉強をするようにすすめている。
9. 友だちが大切（たいせつ）だと言っているので、英語を勉強している。

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

Question items under Cat. 17

17. International posture

Q3. Studying English is important to me because I would like to work in different countries.

Q15. I want to get along with people from different countries by studying English.

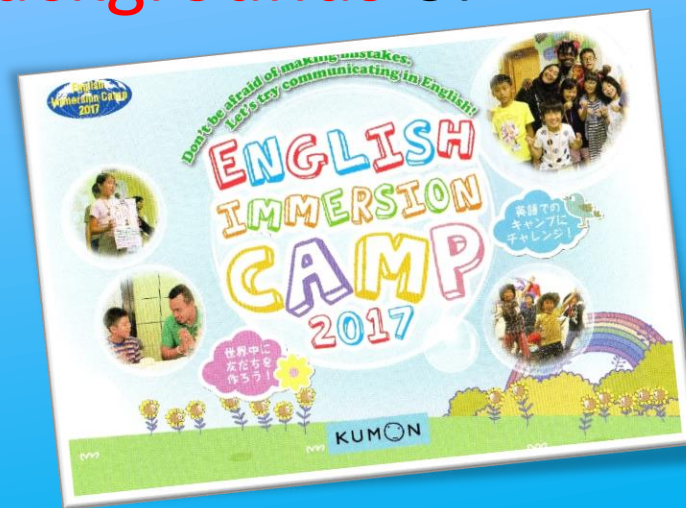
Q28. I want to understand different cultures of various countries by studying English.

Q36. I study English because I want to contribute to the world.

**originally given in Japanese*

Research setting

- a six-day English immersion camp
(Kumon English Immersion Camp)
- focus is more on international understanding than on language learning
- cultural activities that are made possible by the diverse national, cultural backgrounds of camp leaders



Camp program (main activities)

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	Group Time	Traveling Around the World	My Hometown	World Food Market	Graduation Ceremony
	Flag Presentation				
	English Festival		My Dream		
	Entrance Ceremony	Love Chain	Wonder-land	Group Time	Group Time
Group Time			Outdoor Games		
Group Team Building & Making Flag	Group Time			Drama/ Show Biz	



Research participants

Children (N=86)

- elementary school students (**Grade 3 – 6**)
- each has the ability equivalent to **STEP 4**

Camp leaders (N=32)

- **international students** studying in
Ritsumeikan Asia Pacific University (APU)
- come from **17 different countries or regions**
(Botswana, China, Colombia, Ecuador, Ghana,
Indonesia, Japan, Korea, Malaysia, Mongolia,
Philippines, Romania, Russia, Sri Lanka, Thailand, USA,
Vietnam)

3. analysis

Analysis 1: t-test

Question	Mean		SD		p-value
	pre	post	pre	post	
Q3	4.561	4.929	1.124	0.988	.0126
Q15	5.196	5.446	0.989	0.822	.0378
Q36	4.232	3.821	1.253	1.151	.0368

- 3 out of 4 items under International posture (IP) show significant differences ($p < .05$)

Analysis 1: t-test

t-test

- camp may have affected 3 aspects of motivation or attitude regarding international posture:

Q3. Studying English is important to me because I would like to work in different countries.

Q15. I want to get along with people from different countries by studying English.

Q36. I study English because I want to contribute to the world.

Analysis 2: correlation

	Positive Correlation		Negative Correlation	
	Moderate ($0.4 < r \leq 0.7$)	Strong ($0.7 < r < 1.0$)	Moderate	Strong ($-0.7 < r < 1.0$)
Q3	Q6, Q17, Q18, Q19, Q21, Q24, Q25, Q28, Q30, Q35, Q37, Q40	none	none	none
Q15	Q1, Q2, Q12, Q14, Q18, Q21, Q28, Q30, Q31, Q37, Q38, Q40	Q6, Q35	Q7	none
Q28	Q1, Q2, Q3, Q12, Q14, Q15, Q17, Q19, Q22, Q30, Q32, Q36, Q37, Q38, Q42	Q6, Q21, Q35, Q40	none	none
Q36	Q2, Q17, Q20, Q25, Q28, Q29, Q30, Q39, Q41	none	none	none

- many questions are **moderately** correlated with 4 Qs
- **Q15** is **strongly** correlated with **Q6** and **Q35**
- **Q28** is **strongly** correlated with **Q6**, **Q21**, **Q35** and **Q40**

Analysis 2: correlation

strong correlation 1

Q15 (international posture):

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

Q6 (Attitudes toward L2 community):

I want to get to know people from different countries.

Q35 (Integration):

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

Analysis 2: correlation

strong correlation 2

Q28 (international posture):

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

Q6, Q35 &

Q21 (Ethnocentrism):

I am very interested in ways of thinking and customs of other cultures. (R) *reversed item

Q40 (Attitudes toward L2 community):

I want to know more about people from different countries.

4. conclusion & implications

Conclusion

- the camp program may have raised **three characteristics of international posture**:

studying English more

socializing with people from different countries

contribution to the world

- **International posture** may be strongly affected by some motivational/attitudinal in

Attitudes toward L2 community

Integration

Ethnocentrism (reversed)

Conclusion (cont'd)

- if linked with school curriculum, **intercultural experiences** can be developed in *the wider 'community'*
- school subjects in elementary school such as **science, social studies, and integrated studies** (総合学習) focusing on **international understanding** (国際理解)

Camp program (main activities)

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	Flag Presentation		My Dream		
	English Festival	Group Time		Group Time	
	Entrance Ceremony	Love Chain	Wonder-land		Outdoor Games
Group Team Building & Making Flag	Group Time	Group Time	Drama/ Show Biz		

Activity 1: Traveling Around the World

Participants...

- learn about the different countries and cultures of the camp leaders.
- experience national dance, food, traditional clothing often with realia shown.
- build their interest in other countries and cultures.



Activity 2: Wonder-Land

Participants...

- listen to a presentation about global issues, such as global warming, poverty and child labor.
- learn about the reality of what is happening in the world.
- discuss what they can do for society and take self-motivated action (e.g., recycling)



Activity 3: World Food Market

Participants...

- learn about different cuisines of the world.
- are given a set amount of money and a recipe for one international dish.
- visit stalls to collect necessary ingredients, negotiating for a lower price.



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