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***Academic Communication* in Interdisciplinary Educational Settings: Teaching Academic Skills in a CLIL Approach**

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Tara McIlroy

Abstract

This paper describes the implementation of *Academic Communication* in the first year of the new 2024 English electives curriculum at Rikkyo University. *Academic Communication* is part of the *Global Communication* courses offered as the English language component of University-wide Liberal Arts Courses. By adopting the Content and Language Integrated Language (CLIL) approach, the course integrates content and language instruction, focusing on the development of academic skills in both oral and written communication. Thus, students are expected to simultaneously acquire procedural knowledge (i.e., content) and language through various forms of presentations, while drawing on factual and conceptual knowledge (i.e., content) from their own fields of study. Open to undergraduate students from all colleges, the course accommodates a diverse range of academic backgrounds. Students are encouraged to explore their specialised disciplines and collaborate on interdisciplinary academic research to propose comprehensive solutions to global issues in academic settings such as university seminars and conferences. This paper highlights examples of students' interdisciplinary collaborative work of the course's outcome, such as group posters, along with planning and reflective activities.

Keywords: *Academic skills, CLIL (Content and Language Integrated Learning), Liberal Arts, Interdisciplinary educational settings*

Situating *Academic Communication* in the Content and Language Integrated Language (CLIL) Curriculum

This paper first describes where *Academic Communication* is theoretically and methodologically situated in our Content and Language Integrated Language (CLIL) curriculum at Rikkyo University (e.g., Mok, 2021; Peragine & Mattson, 2023; Ueno, 2024).

In response to “a need for the English language curriculum to be more closely integrated with education across the university” (Yamamoto & Nitta, 2021, p. 126), the three areas of

Global Communication, *Global Studies* and *Global Career* were developed as part of the curriculum reform that started in the academic year (AY) 2021. A total of 34 elective courses, including the *Overseas Cultural Studies Course*, of *Global Communication*, *Global Career*, and *Global Studies* were developed in the framework of CLIL, adopting an action-oriented approach where language learners or users are viewed as social agents, drawing on the Common European Framework of Reference for Languages (CEFR) (Yamamoto & Nitta, 2021).

This reform of the university-wide curriculum for undergraduate elective English language courses was finally completed in AY 2024 with the addition of a newly developed course titled *Academic Communication* in the strand of *Global Communication*.

During the AY 2023, the three authors of this paper collaboratively developed this new course to fulfil the objective of *Global Communication* to “further develop the academic language skills acquired in their mandatory first year courses” (Yamamoto & Nitta, 2021, p. 128). Thus, *Academic Communication* was uniquely designed by setting two major pedagogical goals: (i) to provide opportunities for undergraduate students to experience conducting academic research, aiming to familiarise themselves with the expectations and standards of the academic fields and (ii) to facilitate the educational philosophy of Rikkyo University, Liberal Arts, by encouraging students’ interdisciplinary learning through collaborative work (Rikkyo University, n.d.). Therefore, the course can be novel and distinctive among all elective courses since the contents (one of four components, or 4Cs, in the CLIL approach) (Coyle, 2007) are likely to be extensively determined by enrolled students’ specialised majors and then to be potentially varied in every class, in contrast with more “language-led” courses (e.g., *Reading for Pleasure* in *Global Communication*) and “content-led” ones (e.g., *CLIL Seminars: Tourism* in *Global Studies*) (Yamamoto & Nitta, 2021, p. 130).

The following sections outline the course overview and illustrate examples of interdisciplinary collaborative activities and products in a class conducted by the first author in the fall semester of the AY 2024. The paper concludes with suggestions for future course development.

The Overview of *Academic Communication*

In tertiary education in Japan, English language courses aiming to improve the academic skills of university students at both undergraduate and postgraduate levels are commonly tailored to specific academic disciplines. English for Academic Purposes (EAP) and English for Specific Purposes (ESP) are predominant terms to describe the approaches to language teaching targeting the academic or occupational needs of learners commonly in discipline-specific educational settings (e.g., Anthony, 2018). Our newly designed course, *Academic Communication* is unique as it is conducted in interdisciplinary educational settings as written below.

We designed this course to improve academic and communication skills through

interdisciplinary collaboration between enrolled students from diverse backgrounds majoring in different disciplines. Although in the university-wide mandatory English courses at Rikkyo all first-year students are allocated to classes according to the colleges they belong to (i.e., their majors or disciplines), *Academic Communication* is one of the elective courses, in which undergraduate students from thirteen different degree programmes as well as international visiting students for selected courses can optionally enrol. In *Academic Communication*, students learn content in the form of factual, conceptual and procedural knowledge, understood as knowledge dimensions in the Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). Where factual and conceptual knowledge are largely domain specific, procedural knowledge is based on knowing how to perform a specific skill or task. So, students learn the knowledge of how to perform a presentation or discussion. Students then learn the skill of presentation or discussion through practice with feedback. In *Academic Communication*, students draw from their respective specific fields of study, their factual and conceptual knowledge of their subjects, to communicate and contribute to class projects. They learn procedural knowledge on how to complete their class projects such as poster presentations, academic discussions, oral presentations and essay writing. For example, students learn the structure of a poster, how to sequence discussion and how to make the poster. As a result, students learn procedural knowledge (content) while drawing factual and conceptual knowledge (content) from their own fields of studies.

This course is open to students with English level at least the CEFR B1 level proficiency. As students estimate their own English proficiency before taking this course, we expect students to be from a broad range of levels. This is because some students tend to be close to the minimum B1 suggested level, while others may be from a higher level (i.e., B2 or C1). The course targets those in the second to the fourth years and the first to the fourth years, in the spring and fall semesters, respectively. The maximum possible number of enrolments is twenty-five students.

Regardless of anticipating having potential students with specialised knowledge from different majors and therefore less shared knowledge, we set the main objective of *Academic Communication* as to enable students to communicate effectively in academic settings such as congresses, conferences, and symposium-style discussions and debates. Therefore, the enrolled students are expected to acquire communication skills necessary for both semi-formal and formal academic presentations, discussions, and writing including evidence-based, appropriate academic communication style, citations, and referencing.

In order to provide opportunities for the students to conduct interdisciplinary collaborative work, groups containing three or four members with different academic majors are formed, and each of them are asked to address current global and/or local issues and suggest solutions through two types of presentations (i.e., an interactive poster presentation and a one-way oral presentation followed by a Q&A session). Suggested topics of issues are given by the instructor, referring to the university's undergraduate majors, such as "business and

management,” “environment and tourism,” “community and social,” “health and well-being,” “political and legal,” “science and technology,” “religion and philosophy,” and “communication and culture.” In addition, as a final individual product, students are required to complete a short academic paper based on the topic of the group oral presentation in approximately 2,000 words.

Classroom activities implemented in the course are summarised below:

- (i) Discussing and explaining content knowledge relevant to understanding and solving current global/local issues
- (ii) Analysing global/local issues and synthesising ideas through discussions to present their solutions
- (iii) Presenting their views from multiple perspectives and critiquing others in an academic environment both orally and in writing

Table 1 presents the basic outline of the course schedule in the university’s open syllabi. As aforementioned, three major projects assigned in this course are a group poster presentation, a group oral presentation, and an individual final research paper based on the research conducted for the oral presentation.

Table 1

The Outline of Course Schedule

Lesson	Contents
1	<ul style="list-style-type: none"> • Orientation of the course • Introduction to current global issues • Getting ready for the group poster presentation: Finding a global issue/problem
2	<ul style="list-style-type: none"> • Getting ready for the group poster presentation: Researching
3	<ul style="list-style-type: none"> • Getting ready for the group poster presentation: Preparing for the presentation
4	<ul style="list-style-type: none"> • Group poster presentation: Presentation, Question handling, and Feedback
5	<ul style="list-style-type: none"> • Getting ready for the group oral presentation: Finding a global issue/problem • Academic language: How to conduct academic research
6	<ul style="list-style-type: none"> • Getting ready for the group oral presentation: Researching • Academic language: Finding and interpreting the evidence-based resources
7	<ul style="list-style-type: none"> • Getting ready for the group oral presentation: Researching and summarizing • Academic language: Differences between casual and academic presentations
8	<ul style="list-style-type: none"> • Getting ready for the group oral presentation: Preparing for the presentation • Academic language: Academically appropriate and persuasive use of vocabulary and signposting
9	<ul style="list-style-type: none"> • Group oral presentation: Presentation, Question handling, and Feedback
10	<ul style="list-style-type: none"> • Group oral presentation: Presentation, Question handling, and Feedback
11	<ul style="list-style-type: none"> • Academic writing for the individual research paper: Basics for academic writing, Differences in language styles between academic speaking and writing • Making follow-up research

12	<ul style="list-style-type: none">• Academic writing for the individual research paper: Structure and moves in academic writing• Writing the first draft of the formal academic paper
13	<ul style="list-style-type: none">• Academic writing for the individual research paper: Peer-review on the first draft
14	<ul style="list-style-type: none">• Academic writing for the individual research paper: Completing a final draft

Group Poster Presentation

By utilizing their acquired language skills, the students were instructed to conduct research and integrate their solutions to tackle their chosen issue in consultation with the instructor into a poster, while the purpose and format of the poster presentation in academic settings were explicitly taught. Figures 1 and 2 show the posters created by two groups of students who agreed to share their work in this paper through their consent forms. The students' ID numbers and names were deleted or covered with black masking. The original size of the poster was A1. In Lesson 4, a poster presentation week, all five groups were split into two presentation sessions, each of which lasted about 40–50 minutes. Each group spent about 15 minutes explaining the overview of the research in one round. Some of the audience did not manage to listen to all the poster presentations within a given time. So, the first 30 minutes of Lesson 5 after two sessions in Lesson 4, every student freely visited the posters, provided feedback to all groups, and self-evaluated and made reflections on their presentations using Google Forms. Individual students evaluated and reflected on aspects such as the poster's visuals, content, presentation performance, preparation, contributions to teamwork, and so forth. The instructor's and students' evaluations, along with written feedback, were provided to the presenters.

Figure 1

Poster Sample 1: 'Overtourism Measures Around the World'

Overtourism Measures Around the World

INTRODUCTION

These days, it has been discussed all over the world that the development of the tourism industry brings about the great benefit for a country's economy but has the several drawbacks at the same time.

In fact, although various countries which put effort into tourism have been aimed at achieving "Sustainable tourism" -tourism with considering all aspects including environmental responsibilities-, they are suffered from serious matters until now.

Therefore, we are going to focus on the difficulties which the specific two tourism-oriented countries have as well as analyzing the causes and strategies. Moreover, we would like to share some resolutions to settle or improve these situations.

BACKGROUND OF THE ISSUE

1. Cheap Travel and Transportation

- The rise of low-cost airlines and affordable travel options has made it easier for people to visit popular tourist destinations. As a result, large numbers of tourists often gather in the same places at the same time.



2. Social Media and Online Promotion

- Social media platforms like Instagram and YouTube promote famous places, encouraging more people to visit the same spots. Viral posts and videos can quickly attract large crowds to popular locations, creating congestion.



3. Seasonal Tourism and Concentration in Popular Areas

- Many tourists visit the same destinations during peak seasons, such as summer vacations or holidays. This leads to overcrowding in certain areas, especially around famous landmarks or popular cities.



EXAMPLE

The problems caused by overtourism in Japan are also serious.

Kyoto is a major tourist destination in Japan and is visited by 50 million people annually. However, the overconcentration of tourists has resulted in a number of challenges, including an increase in the number of bus users and the inability of residents to use the buses. In addition to the problem of bus use, there are also issues such as littering and noise. The cooperation of local residents is essential to protect tourism resources. How can tourism and residence be compatible?



Number of tourists in Kyoto

Solution①

Implementing tourist taxes

impact of the policy

① refrain from long term staying of tourist



② use taxes to protect environment



By introducing a tourist tax, travel costs will increase, making it harder for people to stay for extended periods. As a result, the flow of tourists will improve.

In places like Barcelona and the Balearic Islands (Mallorca), tourists already pay a small tax when they visit. This tax could be increased and the money used to help maintain the city, fix roads, and protect the environment.

What's the problem with "Over tourism"?

When over tourism occurs, it affects many aspects.

- Environment**
Increased tourism causes environmental pollution, waste problems, destruction of nature, and impact on ecosystems.
- Society**
An increase in tourists may worsen the living environment for residents, including traffic congestion, noise, invasion of privacy, and an increase in crime.
- Cultural**
Increased tourism may cause commercialization for tourists, cultural friction, etc.
- Economy**
Over tourism can create an economic structure dependent on tourists and lead to instability in the local economy. In addition, higher prices for tourists may put pressure on the livelihood of residents.



SOLUTION②

Prompt non-tourist destination

Impacts of the policy

① reduction of pressure on popular sites



With fewer tourists flooding the area, local residents experience less strain on public services, transportation, and infrastructure. This creates a more balanced coexistence between tourism and daily life, improving the overall quality of life for locals.

② increasing number of tourists in no-tourist areas



Increased tourism in non-tourist areas brings new revenue to local businesses, such as hotels, restaurants, and shops, leading to economic growth. It also creates new jobs for local residents, boosting the local economy and improving living standards.

SOLUTION③

Building a Sustainable Tourism City

Overtourism Measures in Kyoto City

① The Three Decentralizations



Kyoto City is working on decentralization of time, place and season to reduce congestion. In fact, the Kyoto City Tourism Association's website introduces a variety of tourism promoting decentralization. The dispersion of locations is referred to as the "Torokoi no Kyoto Project," which introduces spots other than existing tourist attractions.

② The Three Decentralizations



Recognizing the challenges posed by overtourism, Kyoto City aims to create a virtuous cycle for the future development of Kyoto by aiming for higher quality tourism for all residents, visitors, and tourism businesses under the motto "Good to Live, Good to Visit, Good to Work". To achieve this, we are using AI and regional collaboration

EXAMPLE



Spain is a world leader in the tourism sector, and constitutes one of the main source of their economy and brings about some great benefits thanks to its success such as creating jobs or developing the infrastructure. However, the public confronting with the underlying shortcomings of the tourism industry are currently experiencing various anxieties.

For example, the residents in Barcelona have been concerned by the issue of the rent increase. This occurred because the rapid increase in short-term rentals has driven up rents. In July 6th 2024, thousands of protesters from over 150 organizations marched in protest against this matter. Though it has been announced that around 10,000 short-term rentals will have the licenses revoked by November 2024 in order to address over tourism, the situation remains largely unchanged.

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Member

Figure 2

Poster Sample 2: 'Gender Equality: Social Progress'

Introduction

ジェンダーギャップ指数 (GGI) 2024年

According to GGI, Japan is ranked 118 of 146. Many European countries occupy the top position. In terms of politics in Japan, the rate is under the average.

it is clear that Japan is inferior to most of the developed countries.

Group 5

Gender Equality ~ social progress ~

Moreover,

in a category of 20s, the number of women who want to be housewives is higher than that of those who do not.

↓

It can be said that women's interest in women's social advancement is still low.

Not all of women are interested in working as same as men.

According to questionnaire that asked 675 women who works "Do you actually want to be a housewife?" by Sony Life Insurance Co., Ltd.,

40.6% of them answered "No".

However, 33% of them answered Yes.

Current situation in Japan when compared to other countries

Both of men and women in Japan have less free time compared to other countries.

Wives spend much more time on unpaid work (house chores) than husbands in Japan.

As for Sweden, men and women work as hard as Japan, but men spend almost the same time on unpaid work as women.

→ Japanese man should spend more time on unpaid work such as Swedish do.

Reasons why Japanese men avoid houseworks

- They have no time to do household chores
- It is considered household chores should be done by women
- They don't know how to do household chores
- There is few supports for men's engagement to household chores from the government
- They don't have no idea

→ This issue might be no big deal for those who answer this way

Women in management and employment status

The number of working women is increasing and women's attitudes toward work are changing. At first glance, it appears that women are making progress in society. Nevertheless, challenges remain when looking at promotions and forms of employment.

Despite the fact that the employment rate is not much different from other countries, the number of people in management positions is low at 30%, and more than half are employed as non-regular workers.

Influence of stereotypes

"Terre des Femmes"
(A German non-profit organization)
Examines differences in wages between men and women with the same background and skills interviewed.

An experiment in which a "blind audition" (selection with the player's appearance concealed) was introduced into the test for major orchestras.

Result = Men were offered, on average, 33% higher salaries than women.

Result = The probability of women passing the first screening increased by 50%, and the percentage of women in the corps doubled in 10 years.

These show how easily people's perceptions are influenced by their "stereotypes".

Solution

- In Sweden, the number of housewives is quite few because having their own jobs has been regarded as a big value so men and women would like to have them equally.
 - It seems important to show examples of women having job and continuing working to younger people.
- There is a supportive system that men make a lose without using maternity leave in Sweden. Men have the right to take these leave for three months, this is not obligatory but they are almost forced to follow this.
 - Japan should make the environment where men can take these leave more easily.
- Eliminate stereotypes in men and women.
 - It is said that stereotypes are formed at the age of 5-6 years old.
 - Therefore, introduce diversity in storybooks, toys, and anime for children.

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Towards Interdisciplinary Collaboration: Bridging a Poster Presentation to an Oral Presentation Planning and Reflections

After the group poster presentation, students were allocated into new groups for the next project, a group oral presentation. Four lessons (from Lesson 5 to Lesson 8) were dedicated to teaching the basics of academic presentations. These lessons covered topics such as the structure of academic research, represented by the standard flow of “IMRaD (Introduction, Method, Result, and Discussion)” (ALESS Program, The University of Tokyo, Komaba, 2012; Nakatani, 2016). Students also learned how to find and interpret evidence-based resources, distinguish between casual and academic presentations, and use academically appropriate and persuasive use of vocabulary and signposting. The content was based on online academic research guides for presentations and written assignments provided by various higher education institutions overseas. These include universities in the UK (e.g., the University of Manchester, Canterbury Christ Church University, and the University of Reading), Ireland (e.g., Dundalk Institute of Technology), the USA (e.g., the University of Wisconsin-La Crosse), and Asia (e.g., the Hong Kong Polytechnic University).

As shown in the Appendix, between Lesson 5 and Lesson 6, students were assigned a worksheet as homework to reflect on their group poster presentations in relation to their own academic fields (i.e., Writing Assignment 1). This activity aimed to prepare them for the upcoming oral presentation project with new group members, enabling them to identify similarities and differences in their research interests and academic backgrounds. Students were not only asked to clarify their own department and college in English but also to search potential academic conferences in their discipline online (see Questions 1 and 2). Additionally, they were asked to describe their specialised field and research interests, as well as to identify potential issues in their discipline (see Questions 3, 4 and 5 as written below). Finally, they were given Question 6 to reflect on whether their academic knowledge of their own discipline was useful for their group poster presentation. Table 2 presents responses from two students from the groups whose posters are shown in Figures 1 and 2. Some of the information that could be identifiable is anonymised with pseudonyms. Apart from that, the responses are shown verbatim.

Question 3

Please describe your major (discipline) in more than 100 words. Please include the following information. You can add other more information.

- i) Your college and department
- ii) Course subjects you are required/eligible to take and/or you have taken so far

Question 4

Please describe your research interest in more than 100 words. Please include the

following information. You can add other more information.

- i) Seminars (세미나) you belong to/you are willing to join in your own college/department
- ii) (Potential) topic/s for your graduation thesis or project

Question 5

Please write down any potential topics/issues/problems you can identify in your area/discipline in more than 50 words. Please clarify reasons or include background information.

Question 6 (Reflection on Group Poster Presentation)

Do you think your academic knowledge of your own major was useful for your group poster presentation? Yes/No? In what way? Please write down in more than 50 words.

Table 2

Responses in Writing Assignment 1

Question	Student 1 (A Group of Poster Sample 1)	Student 2 (A Group of Poster Sample 2)
3	<p>My department is Sociology. Sociology is the study of the ‘norm’ of society. Therefore, the study of sociology covers all social phenomena and problems. Within sociology, I am particularly interested in environmental sociology, economic sociology, and sustainability. I have taken classes in various sociology departments. For example, I have taken courses in Sociological Principles, Social Research Methods, Sociology of Culture, Life and Culture, and Environment and Culture. The coverage of the sociology department is comprehensive, and students are free to take classes according to their interests. I think the most interesting aspect of sociology is that the more you learn, the more you can see various phenomena around you as an academic discipline.</p>	<p>I major in international business law at law. There are variety of law subjects so that we can freely choose the subjects that we are interested in. However, we are highly recommended to take course about constitutional law, civil law, criminal law because these are fundamental parts. Especially, constitutional law covers all the other rules. In my department, there are lots of classes focusing on international and commercial aspect. Compared to other college, we are required to gain the useful knowledge in globalization, that is why we need to learn rules in other countries and comparison between Japan and other countries play an important role.</p>

Question	Student 1 (A Group of Poster Sample 1)	Student 2 (A Group of Poster Sample 2)
4	<p>I am currently participating in a seminar focused on ecological sociology and economic sociology, under the guidance of Dr. X. We study the local community and environmental sustainability. Last summer, our seminar was in YY city, ZZ prefecture. Then, we researched the people who moved and live in the area. We interviewed some people including farmers, a teacher and an office worker and we are going to write treatises based on the content of that interview. Our primary objective is to elucidate the connections between social capital and the influx of new residents. The Region has some relationships between them. In particular, the Japanese local area has relationships, rules and traditions. They are barriers to new residents. However, some newcomers overcome those barriers and transform community relations. Movers who enter into that relationship will make some good effects on the area and expansion of area-capability. By examining the impact of in-migrants on these communities, we aim to contribute to ongoing discussions about revitalizing shrinking rural areas in Japan. There are just studies as of the third grade. In my graduation thesis, I'm going to plan more advanced studies on what relationship between social capital and economics.</p>	<p>I belong to the seminar of environmental politics. It might sound weird that what is the relation between law and environment, but this is quite interesting in terms of learning environmental issue from political point of view. In this seminar, we usually discuss handles toward environmental issues by Japanese politics critically. In fact, Japanese consciousness to the issue is quite lower than any other developed countries. One of the reasons is there is no custom in Japan to give a demo to politics and we are unlikely to be in crisis of environmental problems. We aren't eligible to write graduation thesis.</p>
5	<p>The key topics are social capital and area-capability. Now, everyone calls our society an individualized society. In a society where individuals are respected, the bonds between people become weaker. So, it's important for relationship between people. According to way of thinking social capital, let relationship be capital. By doing so, we can add new value to relationships between people. Area-capability is the potential ability of region. I'm thinking that the society where local communities are shrinking should need to expand area-capability.</p>	<p>I want to search for LGBTQ. It was said on poster presentation, Japan is rankled law on gender equality and same sex marriage is not allowed in Japan. In contrast, the us [<i>sic</i>] have the rule to make it possible to get married between the people who are same sex. This problem get to drew a lot of attentions around world that's is why we also need to take it into consideration.</p>

Question	Student 1 (A Group of Poster Sample 1)	Student 2 (A Group of Poster Sample 2)
6	Yes. Our group presentation deals with sustainable tourism. In my Class so far, I learned sustainability and Sociological thinking. In this group presentation, we make the foundation for the presentation by providing sociological ideas to the group. Also, I shared with group members the academic method of research. I believe that these knowledges will be useful for them.	I would say yes. Law is fundamental and essential part of this society. law perspective would be helpful to give more detail about social issues. In many cases, government and politics might be the beginning to cause problem. In addition, the first action to fix the situation is also up to government. Like this, I want to contribute to our group in terms of solutions.

Summary and Implications for Future Course Planning

In summary, *Academic Communication* is a skills-based course designed for students interested in communicating in academic settings. The goal of the course is to enable students to communicate effectively in academic settings such as congresses, conferences, symposium-style discussions and university seminars. Students will also develop the skills to discuss and explain content knowledge relevant to understanding and addressing current global issues. Through activities like presentations and discussions in this course, students use their factual and conceptual knowledge to contribute to class projects and learn procedural knowledge and thinking skills as described in the Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001). Students also learn language skills at the same time through instruction and feedback on their presentation and discussions. As such, through this teaching and learning process, content and language are interwoven and learned as a result (Coyle, 2007).

During the AY 2024, three classes of this course were taught by the first and second authors. One challenge encountered by enrolled students and evident to the instructors was the students’ limited experience in conducting research in academic fields. This made it difficult for them to identify gaps in previous studies and propose unique solutions to address those gaps in the literature. The expected academic standards for basic research skills were not always met, even by students with high English proficiency, including those near-native in English fluency. Additionally, finding elements of common interest and focus among students from diverse academic backgrounds was sometimes challenging within allocated groups. Potentially, the additional work of finding common ground could be an area of reflection for students as they learn to negotiate and work together collaboratively. Instructors’ efforts to supplement students’ group work and monitor progress in interdisciplinary settings are essential to support ongoing learning and ensure successful completion of group activities. For future course development, it is recommended to provide sufficient scaffolding activities to enhance students’ academic collaboration.

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Appendix

Worksheet for Interdisciplinary Collaboration

Writing Assignment 1 (2024/10/18) Towards more academic research

Question 1

Please write down the name of your department and college in English.

Department:

College:

Question 2: Searching conferences in your academic area (major/discipline)

(1) Google “conference” and your major (e.g., “education”, “literature”, “business”, “finance”, “intercultural communication”, “history”, social science”, etc.)

(2) Please choose one conference. Write down the name of the conference and copy the URL below.

Name of the conference:

URL:

(3) Check if you can find the following information or section.

	Yes/No
Call for papers	
Abstract/paper submission	
Types of presentations (e.g., oral, poster, symposium, workshop, etc.)	
Registration	
Plenary speakers	
Organizing committee	
Proceedings	
Venue	

(4) Please write down if you have found any other information than above.

Question 3 Please describe your major (discipline) in more than 100 words. Please include the following information. You can add other more information.

- i) Your college and department
- ii) Course subjects you are required/eligible to take and/or you have taken so far

Question 4 Please describe your research interest in more than 100 words. Please include the following information. You can add other more information.

- i) Seminars (ゼミ) you belong to/you are willing to join in your own college/department
- ii) (Potential) topic/s for your graduation thesis or project

Question 5 Please write down any potential topics/issues/problems you can identify in your area/discipline in more than 50 words. Please clarify reasons or include background

information.

Question 6 (Reflection on Group Poster Presentation) Do you think your academic knowledge of your own major was useful for your group poster presentation? Yes/No? In what way? Please write down in more than 50 words.

Breaking Stereotypes, Building Bridges and Taking Notes: Insights from an Intercultural Studies Course

Aviva Ueno

Abstract

Courses on intercultural studies that follow the CLIL methodology can provide valuable opportunities for learners to deepen their knowledge of other cultures and reflect on their own cultures while developing their intercultural competence and academic language skills. This paper reports on how participating in an Intercultural Studies CLIL elective course created a space for students to consider and reflect on the meaning of culture and learn about some causes of cultural misunderstandings and communication breakdowns. It describes how discussing stereotypes led course members to reflect on their experiences and recognize their subconscious biases. In addition, learners discovered some ways in which intercultural understanding can foster tolerance between countries.

Keywords: *Intercultural competence, CLIL methodology, Cultural reflection*

Introduction

The Intercultural Studies course described in this paper is an elective course within the FLER curriculum held weekly in the 2024 spring semester. The class was comprised of 15 students from first to fourth year studying in various faculties, with three first-year, seven second-year, three third-year, and two fourth-year students, including one international student from Korea. Per the course syllabus, the course aimed to enhance students' intercultural knowledge and communication skills by exploring and comparing global cultures and varieties of English and practicing appropriate responses for everyday situations in preparation for studying abroad.

Literature Review

Many scholars have extensively discussed the value of language learners studying intercultural studies to improve their intercultural and communicative competence, particularly those who intend to study or work in an international setting. For example, Byram (2008) describes intercultural competence as identifying and navigating relationships between different

cultures. Additionally, he suggests that intercultural competence enables people to critically analyze and recognize that cultural perspectives are shaped by cultural influences rather than being inherently natural. More recently, Pereira (2024) has stated that intercultural competence can help to identify and appreciate cultural differences, leading to a more extensive range of perspectives. In addition to heightening learners' abilities to navigate more effectively in other cultures, Hall (1973, p. 32) reminds us that "One of the most effective ways to learn about yourself is by taking seriously the cultures of others. It forces you to pay attention to those details of life which differentiate them from you." Therefore, learning about other cultures can not only raise awareness of other cultures but can also provide opportunities to reflect more deeply on one's own culture.

Learning about other cultures and developing intercultural competence goes hand-in-hand with language learning, as language and culture cannot be separated (Curtis & Sussex, 2018; Curtis, 2018). And as Kramsch (1995, p. 86) points out, "one of the significant ways culture manifests itself is through language" and that language is how culture is interpreted, recorded, and passed on.

To ensure that the course had a good balance of content and language learning, a Content and Language Integrated Learning (CLIL) methodological approach was employed. The CLIL methodology combines content and language instruction, which are equally important, and the 4Cs (Content, Communication, Cognition, and Culture) framework of CLIL provides an effective and practical framework for implementing a language course that fosters intercultural understanding. (Koro, 2018).

Course Content, Teaching Goals and Learning Outcomes

The following section describes the content and language items covered during the course, the materials and methods employed, and the outcomes based on my observations, which were recorded in a teaching journal after each class.

Defining Culture

Academic skills: Discussion, Listening, Writing

Materials: YouTube Video: Cultural Iceberg (GCPE BCGov., 2016), listening questions

An important starting point for this course was to assess students' understanding of the definition of culture and to have them share and compare their definitions with their classmates. Discussing their definitions enabled them to reflect on and synthesize their definitions of culture to develop a more detailed definition.

In small groups, each student was given a piece of paper and two minutes to write a definition of culture that included two examples without using dictionaries or devices. Then, students placed their papers in the center of the table so all group members could compare,

comment on, and synthesize them to produce a group definition. During this process, I asked if they noticed any specific patterns or recurring themes emerging from their definitions and examples of culture. While students could notice certain patterns, particularly from the examples of culture they had offered, they did not have the linguistic tools to explain them. To help identify and clarify these patterns, I introduced a short video (0:01:50) entitled Cultural Iceberg (GCPE BCGov., 2016). Before watching the video, students predicted the content based on the title. Then, they identified the main points introduced in the video using listening questions such as “What are the two main types of manifestations of culture? What are some examples of each kind of manifestation of culture?” According to Hall’s Cultural Iceberg Theory, visible cultural elements (extrinsic manifestations of culture) such as language, food, and art are like the tip of an iceberg. However, most cultural aspects lie beneath the surface, including beliefs, values, and attitudes toward authority and time (intrinsic manifestations of culture). These intrinsic manifestations of culture influence behavior and become more apparent as one becomes more immersed in the culture (GCPE BCGov., 2016).

By watching and discussing the video, the students had the tools to re-examine their definitions of culture more critically and identify extrinsic and intrinsic manifestations of culture. As a follow-up, students discussed why intrinsic manifestations of culture are more difficult to understand than extrinsic ones and shared examples of incidents they had observed or experienced that occurred because of a lack of knowledge about extrinsic and intrinsic cultural manifestations in other cultures. This discussion laid the foundation for the class and prepared us to tackle the next topic: Cultural differences and misunderstandings.

Cultural Differences: How Lack of Knowledge Can Lead to Misunderstandings

Academic skills: Discussion, Listening, Note-taking, Writing

Materials: HSBC: Funny Culture Ads (tuoxie208, 2012)

Once students had defined and identified different manifestations of culture and shared some of their experiences of navigating other cultures, the next step was to look at more specific examples of how a lack of knowledge about culture and customs can lead to misunderstanding.

First, students discussed the slogan “The World’s Local Bank,” used between 2002 and 2011 by HSBC, one of the world’s oldest and largest banking and financial service organizations. By scaffolding the discussion with questions for students to consider, including “What are some local banks in Japan? Why do some people prefer local banks to larger banks with numerous branches? What message is HSBC trying to convey with this slogan?” students suggested that the message HSBC was trying to convey was that even though HSBC is a global financial institution with branches worldwide, it endeavors to care for the needs of the local people where its branches are located. When asked what they thought was important for caring for the needs of the local people, the students agreed that an understanding of local culture was essential.

As the first example of the importance of understanding local culture, students watched a one-minute TV commercial created by HSBC, which depicts an English businessman out to dinner with several Chinese businessmen in China. Following his cultural conditioning, the English businessman cleared his plate, which resulted in the Chinese businessmen ordering him larger and larger portions of the meal (which appeared to be steamed eel with vegetables).

For the first viewing of the video clip, students watched without audio while thinking about where the scene was taking place, the relationship between the people in the video, the situation, and why it was problematic for everyone involved. After viewing the video, students discussed their predictions in response to the above questions. For the second viewing, students took notes while listening to the following voice-over:

The English believe it's a slur on your host's food if you don't clear your plate, whereas the Chinese feel that you are questioning their generosity if you do. At HSBC, we never underestimate the importance of local knowledge, which is why we have local banks staffed by local people in over 80 countries across the globe. HSBC, the world's local bank. (tuoxie208, 2012)

Watching this video led to a lively discussion on the rules about "clearing one's plate" in different cultures, including in Japan, which provided students with an opportunity to reflect on and share their own cultural customs and practices in terms of food. Students were highly engaged in this discussion and commented that it helped them realize that it is essential to be aware of food customs before visiting another country since food is an important way to understand other cultures and develop relationships with people from different cultures. The students commented that it was important for visitors to Japan to understand Japan's food culture and customs. The commercial was humorous but made a critical point about how a lack of knowledge of other cultures and customs can lead to misunderstandings and awkward, uncomfortable situations.

In the following class, we watched another one-minute TV commercial with a different example of the importance of understanding local culture from the same HSBC series, which depicted a scenario that students were very familiar with and could give a great deal of input on: people falling asleep on the shoulder of the person next to them on the train.

In this commercial, set on the subway in New York City, an Asian businessman closes his eyes and rests his head on the shoulder of a Caucasian man sitting next to him on the subway. At first, the man looks taken aback and slightly irritated but then decides to rest his head and nap on the shoulder of the woman sitting next to him. The woman looks bewildered and uncomfortable. The voice-over that played during the scene was as follows:

In some Asian cities, it is considered acceptable for a commuter to fall asleep on the shoulder of a stranger. In New York, it is quite a different story. Of course, you can

always adapt. We are the global bank that never underestimates the importance of local knowledge. HSBC, the world's local bank. (tuoxie208., 2012)

As a class, we unpacked the voice-over in detail together. We discussed whether it was “considered acceptable for a commuter to fall asleep on the shoulder of a stranger,” a question that elicited various responses. Several students stated that it was important to empathize with and be tolerant of people who sleep on other commuters' shoulders on the train because of the work culture in Japan—businesspeople are tired because of long working hours followed by obligatory socializing with coworkers. Students are also exhausted because they are busy with their studies, extracurricular activities, and part-time jobs. Some students (both male and female) commented that they could tolerate being slept on by someone their age or younger but not by older businessmen because “nobody wants a sweaty head on their shoulder!” which may have indicated a gender or age-based bias among the students. A few students commented that although they did not like being slept on, they did not feel like they were in danger of being robbed or assaulted because they believe that Japan is a “safe country.”

The statement in the narration, “Of course, you can always adapt,” sparked a lively discussion about whether it is necessary to adapt to other cultures and, if so, to what extent. Students were asked to discuss and give examples of situations they thought people should adapt to and situations in which it may not be necessary to adapt to other cultures. The consensus regarding whether or not people should “do as the Romans do” when visiting another country was that visitors should respect and adapt to other cultures as long as they do not compromise their principles and beliefs. For example, removing your shoes before entering someone's home in Japan and not leaving food on your plate when you are a guest are ways of respecting Japanese culture, but refraining from eating certain foods or drinking alcohol because of dietary restrictions, religious or personal beliefs is not being disrespectful.

Students' comments indicated that watching and discussing the HSBC commercials had given them much food for thought, and they agreed that knowing more about other cultures and customs is one of the best ways to be respectful and to avoid misunderstandings and intercultural communication breakdowns.

During the “Sleeping on the Train” commercial discussion, some students commented that while they could tolerate having someone sleep on their shoulder on the train in Japan, they would not feel comfortable with the same situation in another country because they believed that they might be robbed or assaulted. One student said that Asians are kinder than people from other countries, so they are more tolerant of situations like people sleeping on them on the train. Another student commented that Japanese people try not to get involved with others to avoid conflict, so they tolerate someone sleeping on their shoulder (even if they do not like it) rather than confront them. Discussing these comments was an effective way to lead into our next topic: stereotypes.

Stereotypes

Academic skills: Discussion, Listening, Cornell Note-taking Method, Writing

Materials: TED Talk: Stereotypes: How do we break the cycle? (Markaryan, 2023)

Based on the discussion in the previous class about train manners, students were asked to agree or disagree with the following statements and explain their opinions with reasons and examples.

1. Japanese trains are safe compared to foreign countries.
2. In public places, Japanese people try not to get involved with others to avoid danger.
3. Many Asian people are kinder than people from other countries, so they accept people sleeping on their shoulders on the train.

After students discussed these 3 questions, some follow-up questions were added: Are these stereotypes? If so, on what are these stereotypes based, and what might be the results of such stereotyping?

As with the exercise described in the first unit of the course, Defining Culture, students wrote their definitions of stereotypes and some examples of different kinds of stereotypes individually, then shared them with the members of their group. Then, each group shared a summary of their definitions and examples, which were recorded on the blackboard. After that, we discussed the Oxford Learner's Dictionary's definition of a stereotype: "A fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt and offense." (Oxford University Press, n.d.)

Unpacking this definition led to a discussion about how stereotypes are formed, why they are often not true in reality, and the ways in which they may be hurtful, harmful, or offensive. Following this class discussion, the class was divided into five small groups, and each group was assigned one kind of common stereotype (cultural, social, racial, gender, and religious). Groups used their phones to find some facts and figures about their assigned stereotype and prepared a brief explanation, some specific examples, and how it can be hurtful or offensive. After approximately 15 minutes, students were regrouped so that each of the five stereotypes was represented, and students shared what they had discussed in their original groups. After all students had finished sharing their research and eliciting the comments and opinions of their group members, they discussed which (if any) stereotypes they had experienced personally and if they had felt discriminated against because of that stereotype. Due to time constraints, the discussion of these questions was limited, but students were asked to think about them because they would be revisited in subsequent classes.

In the following class, after reviewing what we had previously discussed about stereotypes, we watched a short (0:04:34) TEDx Talk video entitled Stereotypes: How do we break the cycle? (Markaryan, 2023) The speaker, Olivia Markaryan, a 13-year-old American

junior high student, shares personal experiences highlighting the common nature of stereotypes and their impact on individuals in a way that would be relatable to the students.

To practice taking notes more effectively, as they watched the video, I introduced the Cornell method of notetaking, developed by Dr. Walter Pauk of Cornell University in the 1950s, because this particular talk was clear and well-organized and would align well with the Cornell method's systematic approach. The Cornell method suggests dividing the page into three sections: The right column is for recording the main ideas and details, the left column is for writing down keywords, questions, and comments after the activity, and the area at the bottom of the page is a space to summarize the notes and comments. (Pauk & Owens, 2010)

For the first viewing, students were instructed not to take notes but were given a few minutes after watching the video to discuss ideas and details they had heard and observed. Students took notes during the second viewing and discussed what they heard with their group members. After that, students worked individually to record keywords, questions, and comments in the left column of the paper. Then, in small groups, students discussed their generated questions and comments. Each group summarized their discussion and shared their unanswered questions or comments, which we discussed together as a class. This exercise provided an excellent opportunity for students to be more autonomous and generate their own questions rather than having them provided by the teacher.

In the TEDx Talk, Olivia Markaryan posed several questions to the audience, but the following questions promoted a deep and meaningful discussion in our class:

1. Have you judged someone else based on their appearance, gender, or where they come from? Explain what happened.
2. Have you felt judged based on your appearance, gender, or background? Explain what happened and how you felt about it.

The discussion of the first question, "Have you judged someone else based on their appearance, gender, or where they come from? Explain what happened," prompted several important reflections on personal experiences. As they were speaking, students noticed that they had made judgments based on their biases. For example, one student shared a story about assuming she should speak English to foreign customers at a café where she worked due to the appearance of the foreigners, only to discover that the customers spoke fluent Japanese. While she felt embarrassed, she did not regret the interaction as it was an attempt to improve her English skills, but she agreed that she had assumed not only that the foreign customers did not speak Japanese but also that they were English speakers. Another student admitted feeling intimidated when assisting a man with tattoos at her part-time job, assuming he was dangerous because of his appearance. However, when the student spoke with him, the tattooed customer spoke kindly, challenging her initial judgment. Another interesting gender-based assumption was shared by a female student who acknowledged having once said, "It's only natural that he

can do this because he's a boy," reflecting a stereotype she has about boys' abilities. Through this discussion, the students recognized that their initial judgments were based on stereotypes or appearances, and they realized that making such generalized assumptions could be hurtful or lead to misunderstandings.

The second question, "Have you felt judged based on your appearance, gender, or background? Explain what happened and how you felt about it," resulted in many comments about gender-based stereotypes in sports, particularly about girls being given preferential treatment, such as getting extra points in some circumstances, but not being allowed to participate in certain sports such as baseball because of their gender. One female student commented that she was told that her interest in action and sci-fi movies was "unusual for a girl," while other female students recalled being judged for how much they ate and being told that "girls should not eat as much as boys." Another female student expressed sadness after being told by her grandmother that she should marry soon because she was a woman, which made her feel as if marriage was the only path to happiness.

The students' responses to this question reflected their understanding of how these kinds of judgments could be hurtful and offensive, and the general consensus of the class was that it was important to respect individual differences and break away from assumptions based on gender, appearance, or background.

The topic of stereotypes was highly impactful, and the heightened self-awareness and reflection that this topic promoted raised the students' interest and motivation to an even higher level. For the midterm project, students chose to make group presentations on cultural differences and/or stereotypes. All of the groups' presentations reflected their interest and commitment to the topics that they had chosen, which included cultural differences between Japan and Korea, Japan and the Philippines, language-based differences between American and British English, and gender stereotypes. Their presentations were well-researched and presented and inspired their classmates to ask many post-presentation questions and learn even more about these critical topics.

Mending Relationships Through Intercultural Understanding (Part 1)

Academic skills: Discussion, Listening, Reading strategies, Writing

Materials: Love for J-pop blooms in South Korea thanks to young fans news article (Ota, 2024)

A common theme in the topics we studied was that a deeper knowledge of culture and customs can help people avoid misunderstandings and stereotyping. Building on what we had learned about culture thus far, the next topic focused on how intercultural communication and understanding can be a way to bring people from different cultures together.

To begin this unit, we revisited Hall's Cultural Iceberg analogy to discuss which aspects of culture can bring people from different cultures together and which aspects of culture might make it more challenging to bring people from different cultures together. The consensus was

that extrinsic manifestations of culture, such as music and food, were likely to be more effective than intrinsic manifestations of culture, such as religion and values, in bringing people together.

To explore this theme, students read an article titled *Love for J-pop blooms in South Korea thanks to young fans* (Ota, 2024). By employing reading strategies such as predicting from the title, photos, subtitles, and introductory paragraph, students could effectively predict the article's main points and have an open and honest discussion of one of the subtitles, "Dark History." Students were able to share their knowledge of the reasons for tensions between Japan and Korea, and based on the title of the article, predicted that although young people in Korea may be more accepting of J-pop, it was likely that the older generation was not, given that that generation was closer to the experience of having been colonized by Japan from 1910–1945.

To delve further into the critical issues raised in the *Love for J-pop* article, I modeled methods for annotating the text by demonstrating how to write questions, comments, and reactions in the left margin and vocabulary items in the right margin. Students were given 15 minutes to read and annotate the article (approximately 1,000 words) and then engaged in small group discussions, asking each other questions about the content and vocabulary items. After that, each group generated a discussion question based on the article, and groups were reassigned so that each member could lead a discussion based on the question they had created with their previous group.

Through this lesson, students were able to see the positive impacts that some manifestations of culture can have on improving intercultural relationships, and it gave them valuable practice with reading skills, including previewing and predicting, annotating and summarizing, and discussion skills, including facilitating the discussion, supporting opinions, and summarizing.

Mending Relationships Through Intercultural Understanding (Part 2)

Academic skills: Discussion, Listening, Note-taking, Summarizing

Materials: TED Talk: "For more tolerance, we need more ... tourism?" (Abu Sarah, 2014)

Following the success of the *Love for J-pop blooms in South Korea thanks to young fans* article, I chose to focus on sharpening students' listening, note-taking, and summarizing skills by using the TED Talk video, "For more tolerance, we need more ... tourism?" (Abu Sarah, 2014).

After reviewing the ideas that we had discussed previously about how cultural elements such as music can bring people of different cultures together, students talked about their experiences with tourism (both as tourists and as citizens of a country that has a large tourism industry) and whether it was an effective way to promote intercultural understanding. Many interesting points were raised from both perspectives. There were several comments about both positive and negative stereotypes that existed about tourists visiting Japan, as well as stories about visiting other countries and bonding with the local people by playing sports and sharing

meals.

Before watching the TED Talk video on tolerance and tourism, we reviewed the Cornell note-taking method. After the first viewing and comparing of notes with their group members, students were given listening questions, including the following: What happened to his brother? How did this event affect him? Why did he decide to learn Hebrew? How did he connect with his Jewish classmates? Why was this important? which they listened for as they rewatched the video and discussed their answers.

Although this TED Talk is approximately 10 years old and preceded the current war between Israel and Palestine, it is a very impactful talk that shows how the speaker, Aziz Abu Sarah, a Palestinian, was able to overcome his self-proclaimed hatred for Israelis by studying Hebrew to find a job. By learning Hebrew, he was able to connect with Israelis who were not police or military and discovered they had a lot in common in terms of musical taste and other aspects of culture. These relationships inspired him to pursue a career in peacebuilding through tourism (Abu Sarah, 2014).

After watching this TED talk, the post-viewing discussion and reflections indicated how impactful and thought-provoking the topic and speaker were. Students discussed the question, “How can you, as an individual, help promote peace and understanding when you travel?” They discussed the importance of engaging respectfully with local cultures by trying local foods, participating in traditions, and learning basic phrases in the local language to foster mutual respect and understanding with the local people. They commented that rather than engaging in typical touristic travel, visiting places of historical significance, especially those related to past conflicts such as Hiroshima and Auschwitz, was important. They felt that visiting places where tragic events had occurred in the past could help people better understand the mistakes that were made and can help lead to a more peaceful future. It was also suggested that cultural exchange can help foster mutual understanding and intercultural competence.

Several students reflected on how fortunate and grateful they are to live peaceful lives and how easily such lives can be taken for granted. The TED talk helped to raise their awareness of the possibility of conflict and the importance of striving for mutual understanding. While complete peace may seem challenging to achieve, the effort to understand each other better can lead to gradual improvement in relationships and societies. For example, one student talked about the importance of learning from both positive and negative aspects of history and culture, as understanding the painful parts of history, especially war, can provide lessons for fostering peace in the future.

Course Reflection

In the final class, students reflected on what they had learned and enjoyed about the course. Their comments included appreciating having opportunities in each class to engage in academic discussions in which they could express their ideas and opinions openly and

confidently. They said that learning about other cultures helped them strengthen their intercultural competence and enabled them to reflect more deeply on their own culture. They enjoyed the group presentations, which allowed them to think more critically about cultural misunderstandings and stereotypes and to consider which aspects of culture they felt needed to be protected and preserved. Regarding their English language skills, they enjoyed the variety of videos and reading materials, which allowed them to brush up on and become more confident in their academic skills, especially note-taking in English.

During the 14-week course, I observed the course participants develop a strong learning community in which they could sharpen their English language skills, develop their intercultural competence, and deepen their understanding of other cultures and their own. These skills and experiences will help students who plan to study abroad and those who will pursue careers in international settings.

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The Benefits of Setting Individual Learner Goals in an English Foreign Language Writing Class

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Abstract

The purpose of this study was to test whether there is a benefit, in terms of improvement in writing, from students creating their own individual learner goals to work towards during a one semester writing course. The traditional pedagogical approach is to assign learning goals and teaching objectives to a whole class based upon their holistic needs. However, research has shown there is a lot of individual variation in human learning (Guerrero, 2017). Therefore, an approach catering to each learner's individual needs may be better than a uniform approach to learning. In addition, giving student's autonomy to drive the curriculum in the direction they feel most matches their needs can increase their motivation as supported by Self Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000), the study of task (mastery and learning) goals and performance (ego) goals by Ames and Archer (1988) and goal setting theory (Locke & Latham, 2002). This study asked students to set their own short-term and long-term learning goals at the beginning of a one semester writing course and then measured improvements made in their writing between the beginning and end of the course, it also asked them their opinions of goal setting in relation to their learning.

Keywords: *Individual learner goals, Goal setting*

Introduction

Dörnyei (2001) claimed that disagreement between teacher and student goals can cause a sense of disconnection between the students and the goals of the class decided by the teacher and can make the students feel less active in their own learning process (p. 59). Despite widespread advocacy for the benefits of learner autonomy, self-regulatory processes and the acceptance of individual differences in learning, current approaches to course design and implementation often neglect to involve learners in setting their own personal goals. Pedagogues frequently decide learning goals and seldom incentivize students to attune these goals to their individual needs and interests (Marzano et al., 2001). Course goals are usually set

by the teacher, the curriculum designer or the institution, with the same goals set universally for all students who will take the course. The goals are then corresponded with teaching objectives to facilitate their successful achievement and the subsequent desired student learning outcomes. This allows the teacher and the students to know what the focus of the lessons will be and what the students should accomplish. These curricular goals and objectives are an essential element of lesson planning.

However, the process of taking part in an individual learner goal setting process has been shown to have a multitude of benefits for learners. Goal setting is proven to be strongly related to language learning achievement (Moeller et al., 2012) and assists students by providing them with study skills valuable in the future (Edwards, 2013). Goal setting, by providing an “authentic and autonomous” experience, has a positive effect on raising students’ awareness and motivation (Klimas, 2010, 2017). Providing students with more autonomy to set their own benchmarks and guide their learning to match their own needs fosters feelings of ownership and increases motivation through the process of Self-Determination Theory (Deci et al., 2017). Assessment for learning (AFL) is a pedagogical approach rapidly growing in popularity. It aims to provide feedback especially designed to better students’ achievement by engaging them to think about their current level, their improvement goals and how to achieve them (Cambridge Assessment International Education, 2022). This concept of evaluating one’s own needs as a language learner, setting goals based on them and specifically working towards those goals in a focused way, led to the creation of this study.

This paper examines the efficacy of a guided process of individual learner goal setting by measuring improvements in essay writing performance in a university EFL reading and writing course. The goal setting process was guided because learners were asked to look at feedback given on a pre-test writing assignment before deciding their goals. Improvements were measured between the pre-test and post-test assessments. Students also reflected on whether they felt they had achieved these goals at the end of the course. The study sought to discover whether students who set their own individual goals would improve their English writing skills more than students who did not by the end of the 14-week course. In addition, it sought to determine how receptive students are to the goal setting process and how useful they perceived it to be. The research questions are as follows:

1. Does individual learner goal setting guided by feedback facilitate improvements in writing performance over a one semester writing course?
2. Do learners perceive the process of setting their own goals to be beneficial? If so, in what way?

Literature Review

Goal setting and self-monitoring as a practice emerged in the late 1970s from

metacognitive research, such as the work of Flavell (1978), and social cognitive views on students' individual differences presented by authors like Bandura (1977). They believed the differences to be a result of a lack of self-awareness and self-regulation (Schunk, 1989; Zimmerman, 1989, 2002). Metacognition is the consciousness and understanding of one's own thought processes. Metacognitive researchers at this time felt that students' difficulties stemmed from an inadequate metacognitive understanding of their personal shortcomings and an ineptitude to expiate them. Social cognitive research focused on social effects on the generation of children's self-regulation, including the effects of goal setting and self-monitoring (Zimmerman, 2002).

Zimmerman (2002) states that goal setting increases the chance of academic success by making learners aware of their strengths and weaknesses, assisting them to develop strategies to overcome them and monitor their own success while thinking auspiciously of future self-improvement, which in turn increases motivation. This self-regulatory behavior, of which metacognition is a vital element, leads to successful language learning (Bursali & Öz, 2018).

Goal theory posits two directions students can take to goal setting. The first is intrinsically orientated towards learning and self-improvement. It can be referred to as task-focused or mastery goals. The second is more extrinsically oriented towards receiving external rewards such as a higher grade or a better test score than one's classmates. It can be referred to as ability focused, ego-involving or performance goals (Elliott & Dweck, 1988). From here on I will refer to the two as mastery goals and performance goals.

Setting mastery goals has been found to have a strong relation to metacognition and high self-efficacy (Bursali & Öz, 2018). Mastery goals can be further divided into two sub-categories. The first category, mastery approach goals, are solely related to furthering one's own ability as a means of self-improvement, for example, being able to watch a foreign film without subtitles. The second category, mastery-avoidance goals involve improving one's capability to avoid a negative consequence, such as misunderstanding the plot of a foreign film. Ames and Archer (1988) concluded that a priority on mastery goals led to the use of more productive strategies, willingness to attempt challenging tasks, a positive learning attitude and the credence that effort leads to success.

Performance goals have a strong connection to self-esteem. This can be explained by the seeking of praise as a positive reinforcement and the avoidance of negative reinforcement such as shame, fear and anxiety because of failure. Ames and Archer (1988) found that students who set performance goals would view their failure as the result of deficient ability, this would feed a tendency to see future tasks as too difficult, ultimately having a detrimental effect on motivation. Assessment setting for performance goals must be responsibly managed by the teacher so as not to become damaging to the learner (Bursali & Öz, 2018). Roebken (2007) claims that setting both mastery and performance goals assist academic achievement.

The way goals are set by learners is fundamental to how beneficial the process will be. Locke and Latham (1990), in their goal setting theory, state that there are three crucial

points to goal setting: specificity of what the student aims to achieve and how they define it, how difficult the goal is perceived to be by the student and to what degree the student can commit to achieving the goal. Goals should be set in a manner that is clear, matches the learner's capability but also poses enough of a challenge to be motivating (Williams et al., 2015). Clear understanding of a goal is linked to a better attitude towards an undertaking and a higher-level of performance. If a goal seems unattainable a learner may concede defeat before its achievement (Klimas, 2017). Another facet to consider is goal proximity in relation to time frame for success, meaning whether the goal is to be achieved short term or long term. Klimas (2010) notes that learners frequently neglect to perceive how important short-term goals are as markers of success along their language learning journey. Doran (1981) created a memorable acronym to summarize the points to remember when setting a goal SMART: specific, measurable, attainable, relevant and timebound. The characteristics of the goals students set can influence their cognition, emotions, and behavior across different contexts, such as during performance-based assessments and tests (Cheng, 2023).

Learners may be inexperienced with the process of goal setting and lacking the skills necessary. Klimas (2017) said that at the beginning of her study when setting goals, the students (upper-level high school students in Poland) lacked “certain cognitive and metacognitive skills” and “they needed to reflect on their learning more deeply.” Boekarts (2002, as cited in Moeller et al., 2012) suggests that the best approach is for a student to set a learning goal, which is then agreed upon with the teacher. The successful deployment of goal setting requires pedagogues to recognize the steps that reinforce the process and how to practically employ them. When asking students to take part in the process of goal setting an explicit explanation of the causal relationship between effort and achievement is required (Moeller et al., 2012). Finally, by understanding their students' goal orientation, teachers can direct their teaching efforts effectively, fostering a supportive and positive learning environment (Cheng, 2023).

Methodology

Research Participants and Place of Implementation

The research participants for this study were six first year, Reading and Writing (RW) classes at Rikkyo University, a prestigious, private university in Tokyo. There were a total of 94 participants. Three experimental groups with a total of 45 participants who received the goal setting treatment and three control groups with a total of 49 participants who did not receive the goal setting treatment. In the 2021 academic year autumn semester, two classes with a total of 30 students took part in the study: 15 in each class. They had a combined TOEIC listening and reading score of 480–679 placing them at Common European Framework of Reference (CEFR) level A2–B1. They will be referred to as group 1.

The place of implementation was the online Reading and Writing classes attended by these students, once a week over the 14-week autumn semester and taught by the researcher

and lead author of this paper. One class was the experimental group receiving the treatment and the other was the control group.

The study was repeated with another two RW classes in the spring semester of 2023 and again with another two more RW classes in the autumn semester of 2023–2024. Again, each time one class was the control group and one class was the experimental group. The RW classes were conducted face to face in the classroom from the second iteration of the study because COVID-19 restrictions had been lifted. The four classes in the 2023 academic year were of a lower level. They had combined TOEIC scores of 280–479 placing them at CEFR level A2. In the spring semester there were 33 participants, 17 in the control group class and 16 in the experimental group class. They will be referred to as group 2. In the autumn semester there were 31 participants, 17 in the control group class and 14 in the experimental group class. They will be referred to as group 3. Classes in the spring semester (group 2) were starting the course and would have had no previous formal English reading and writing instruction at university level. However, classes in the autumn semester (group 1 and group 3) would have already had one semester of instruction in the basics of forming a paragraph and writing an essay with an introduction and conclusion and would have submitted at least one essay assignment.

Method

The students in the test group were asked at the beginning of the course to look at the syllabus and the set course goals and objectives of the course. They were asked to think about and state their own individual short-term goals (to be achieved by the end of the course) and long-term goals (to be achieved at some point in their long-term future) for their general English learning and then specifically for their writing in English. These were written in a Google Form, which they could go back to at any time and edit, should their goals change or if they wished to add new goals. Both classes (test and control) were then given a short writing assignment that was assessed and commented on by the English writing instructor. The writing assignment was to write a 5-paragraph essay. The essay should answer the following question: *If you could be any animal, which animal would you be and why?* The assessment gave a score based on essay format: introduction (with hook and thesis): 10 points, main body (topic sentences and support): 10 points, a conclusion (paraphrasing the thesis with a kicker): 10 points. It also graded their use of English (grammar and vocabulary): 10 points and content and effort (use of the time): 10 points.

In the second lesson, the assignment was returned to the students with scores and feedback from the instructor and the students in the test class were allowed to add to or change their individual learning goals. They were told they should consider the feedback on the essay and use these goals to identify elements of their English and their writing skills to try to improve by the end of the semester.

In the 13th week of the semester the students in both classes were given the same writing assignment, which was again assessed by the English writing instructor and returned with assessment and comments in the 14th week. The students in the test class were asked in a short

questionnaire about how much they felt they had achieved their learning goals and how they felt the process affected their learning. Any improvements in the writing between the pre-tests and post-tests of both test and control groups were measured, compared and analyzed along with the results of the questionnaires of the test group. The essays were assessed a second time by another English language university lecturer from an outside institution. They were given the same rubric and briefed on how to assess them using the same criteria. The mean scores of both assessors for the pre-tests and post-tests of both the control group and test group were analyzed for improvements and an ANOVA with post-hoc t-tests were performed to measure for statistical significance.

Results

A two-way mixed factorial ANOVA was conducted to determine whether there were any significant differences between the independent variables ‘group’ and ‘time’ and the dependent variable ‘essay scores’. The ‘group’ variable was a between-subjects factor comparing mean essay scores between the control group and the experimental group. Results showed no significant effect: $F(1,92) = 1.07$, $p = 0.304$ suggesting that the experimental group did not do significantly better than the control group. The ‘time’ variable was a within-subjects factor with the two levels being pre-test and post-test. Results showed a significant main effect of time: $F(1,92) = 50.19$, $p < 0.001$ which suggests that both controls and the experimental group significantly improved from pre-test to post-test. There was no significant interaction between group and time: $F(1,92) = 0.77$, $p = 0.384$ showing that changes from pre-test scores to post-test scores were not significantly different between the control group and the experimental group.

Post-hoc t-tests were then conducted to look more closely at the relationships between the variables and to examine any differences between the individual groups that comprised the overall control group and the overall experimental group.

Table 1

Results of t-tests Comparing Pre-Test Essay Scores and Post-Test Essay Scores for All Groups

	Pre-test		Post-test		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Group 1 control	56.4	11.82	67.93	7.77	-3.11	.007
Group 2 control	57.88	6.01	66.82	11.04	-2.97	.009
Group 3 control	57.74	8.09	63.52	13.31	-1.90	.07
Combined control (1+2+3)	57.38	8.66	66.02	11.12	-4.64	< .001
Group 1 experimental	56.26	7.01	73.26	15.81	-4.10	< .001
Group 2 experimental	48	3.91	58.68	10.45	-3.82	< .001
Group 3 experimental	59.57	9.38	64.57	13.11	-1.15	.25
Combined experimental (1+2+3)	54.35	8.45	65.37	14.31	-5.26	< .001

Table 1 shows how both the combined control group (i.e., all the participants from the three individual control groups) and the combined experimental group improved significantly over time ($p < 0.001$) in both cases. Group 1 ($p = 0.007$) and group 2 ($p = 0.009$) of the overall control group showed significant improvements however group 3 did not show any statistically significant improvement ($p = 0.07$).

This same trend can be seen among the experimental group participants. Group 1 ($p < 0.001$) and group 2 ($p < 0.001$) showed significant improvements but group 3, while showing a slight increase in test scores, did not show any significant improvements ($p = 0.25$).

Table 2

Results of t-tests Comparing Control Group vs. Experimental Group Improvements on Essay Scores

	Control		Experimental		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Group 1	10.73	14.42	17.06	15.81	-1.14	.26
Group 2	8.41	11.89	10.56	10.43	-0.55	.58
Group 3	5.82	12.40	6.14	12.78	-0.07	.94
Combined (1+2+3)	8.22	12.77	11.35	13.60	-1.15	.25

Table 2 shows that there were no significant differences in terms of improvement between the control group and the experimental group ($p = 0.25$). We can see that the control group improved by an average of 8.22 points and the experimental group by 11.35 and while this shows that those in the experimental group scored on average higher than those in the control group, it did not reach significance.

When the control and experimental groups are separated into three groups, we can see that there is quite a large mean difference between group 1 controls (10.73) and group 1 experimental participants (17.06) though this was not statistically significant ($p = 0.26$). There was only an approximate 2-point difference in improvement between group 2 controls (8.41) and experimental group participants (10.56), and between group three controls (5.82) and experimental group participants (6.14) there was practically no difference at all.

Table 3*Short-Term English Learning Goals*

Focus of Goal	Number of Goals
Improving Reading Skills	13
Improving Speaking Skills	11
Improving Writing Skills	8
Improving Listening Skills	6
Improving Grammar	5
Improving Test Scores/Passing a Test	5
Improving Pronunciation	1
Many Skills	1

Table 3 shows that when asked to create short-term English learning goals the most common goals were related to improving English reading skills, the second most common short-term reading goals were related to speaking skills followed by writing skills.

Table 4*Short-Term Writing Goals*

Focus of Goal	Number of Goals
Grammar	13
Conveying Opinion	9
Sentences	8
Vocabulary	7
Writing Essays	7
Write Faster	4
Paraphrasing	3
Conclusion	2
Topic Sentences	2
Structure	1
Tense	1
Writing a Letter	1

Table 4 shows that when asked to write short-term goals related to writing the most common area that students wished to improve was their grammar. This was followed by conveying your opinion and then writing sentences, with vocabulary and writing essays also proving popular.

Table 5*Long-Term English Learning Goals*

Focus of Goal	Number of Goals
Communicating with Foreign People	16
Speaking More Fluently	14
Improving Test Scores/Passing a Test	8
Reading	7
Using English at Work	6
Acquiring Vocabulary	5
Studying Abroad	2
Improving Writing Skills	2
Grammar	1
Give Reason for Opinion	1
Listening	1

The most common long-term English learning goal, as seen in Table 5, was to communicate with foreign people closely followed by speaking more fluently. Many goals used the term “fluently,” and one student said, “as a native person.” Improving test scores such as TOEIC and TOEFL was also commonly cited as a long-term goal. Some answers were career specific such as “working in America as a magician” and being a “professional runner” and having to learn “English skills.” Other answers were skill specific such as being able to “give a presentation in English.”

Table 6*Long-Term English Writing Goals*

Focus of Goal	Number of Goals
Write a Good Essay/Thesis	12
Professional Sentences	5
Writing for Work/Business Reports	4
Convey Opinion	4
Write at a L1 Level/Naturally	3
Write Quickly/Fluently	3
Writing Emails/Letters	2
Write a Presentation	2
Write a Novel	1
No Translation Tools	1
Summarizing	1

Table 6 shows that by far the most common long term writing goal was related to writing

essays or thesis (the meaning of thesis, as used by 1 student, could have been a dissertation or it could have meant a thesis statement: it was unclear). The second most common long-term writing goal was writing professional sentences followed by conveying an opinion and writing work/business reports.

Table 7

How Much Did the Students Enjoy the Goal Setting Process?

Response	Number of Students
I hated goal setting.	0
I did not enjoy goal setting.	6
I enjoyed goal setting.	25
I loved goal setting.	14

Table 7 shows that most of the students enjoyed the goal setting process. 55% said they enjoyed the process and 31% said they loved it. 13% said that they did not enjoy the process and none of the students said that they hated it.

Table 8

How Useful did the Students Find the Goal Setting Process for Improving Their English?

Response	Number of Students
Not Useful	1
Somewhat Useful	5
Useful	26
Extremely Useful	13

Table 8 shows that most students perceived the goal setting process to be helpful for improving their English. 29% found it extremely useful, 58% found it to be useful, 11% found it to be somewhat useful. However, 1 student (2%) said that it was not useful at all.

Table 9

How Useful did the Students Find the Goal Setting Process for Improving Their English Writing Skill?

Response	Number of Students
Not Useful	2
Somewhat Useful	4
Useful	23
Extremely Useful	16

Table 9 shows that the majority of students thought that the goal setting process was

beneficial in improving their English writing skill, 36% said it was extremely useful, 51% said it was useful, and 9% said it was somewhat useful. However, 2 students (4%) said that it was not useful.

Table 10

Did the Students Feel They Had Achieved Any of Their Short-Term English Learning Goals by the End of This Course?

Response	Number of Students
Yes	38
No	7

When asked if they felt they had achieved any of their short-term English learning goals on the final day of the course 38 students (84%) said yes and 7 students (16%) said no.

Table 11

Did the Students Feel They Had Achieved Any of Their Short-Term English Writing Goals by the End of This Course?

Response	Number of Students
Yes	39
No	6

When asked if they felt they had achieved any of their short-term English writing goals on the final day of the course, the answer was similar to when they were asked about short-term English learning goals: 39 students (87%) said yes and 6 students (13%) said no.

Table 12

Will the Students Continue to Work Towards Achieving the Goals They Set?

Response	Number of Students
Yes	23
Maybe	19
No	3

Table 12 shows that 23 of the students (51%) said they intend to continue working towards achieving the goals they set at the beginning of this course after the course has finished, 19 students (42%) said maybe they would and 3 (7%) said that they would not.

Discussion

From Table 1 we can see that both control and experimental groups improved

significantly over the length of the writing programme showing how the course was effective in enhancing the writing ability and English proficiency of all the students. The students in both classes were taught how to structure an essay, in terms of having an introduction, main body and conclusion. They were also taught useful grammatical structures and vocabulary and given lots of practice on writing and individual feedback on how to improve both their essay writing and their English as part of the 14-week course. The course included the writing of one assessed paragraph and three drafts of two 5-paragraph essays. The course also involved reading many exemplar texts, such as essays and articles in the textbook as well as extensive reading of graded readers.

Table 2 shows that the test group made a higher average improvement than the control group. The only difference between the two courses was the introduction of the goal setting treatment to the test group, implying that this treatment had a beneficial effect on their English essay writing ability. However, despite this mean improvement, the ANOVA and the t-tests in Table 2 show that this increase was not statistically significant. However, one 14-week semester is quite a short time to see drastic improvements in writing or English ability, so perhaps a long-term study might show a more significant improvement over a longer period.

Also, the sample of students chosen was from compulsory English classes of varying motivation and ability levels. The improvement was greater in the first group who had a higher level of ability (CEFR A2–B1) than the groups in the second and third iterations of the study (CEFR A2) showing that perhaps this treatment is more effective on those who already have a threshold level of English ability. The instructor of the classes also observed that the students in group 1 seemed more motivated and engaged more with the goal setting process along with the other reading and writing activities and assignments that made up the course. This might indicate that a certain amount of motivation to study English is also necessary for this process to be effective. This is also exemplified by the fact that the control participants in group 1 had a higher mean improvement than both control and experimental group participants in the other two groups suggesting that certain confounding variables such as classroom dynamics or higher motivational levels may have played a role in higher improvement seen in this group.

Table 3 shows that the most popular short-term English learning goal was to improve reading skills. This course focused on both reading and writing, in addition standardized English tests such as TOEIC (popular in Japan as a measure of English ability used by companies when recruiting) and IELTS and TOEFL (often necessary for studying abroad) focus mainly on reading skills in English, so it is unsurprising that students in Japan will put a high necessity on improving their English reading skills.

The second most popular short-term English learning goal was improving speaking and the third was writing. Students know they must write essays to pass this course so, improving their writing skills will be instrumental in helping them pass and obtain good grades. The students are also enrolled in compulsory discussion and debate courses as part of their freshman year at this university. The university as an institution is taking steps, as part of a larger initiative

within Japan, to improve the English communicative ability of university graduates and in turn the workforce. The reasoning being advancement towards optimum participation in the globalized economy.

Most students also seem to be aware of the growing necessity for them to improve their English communication skills. Table 5 presents a similar trend with the second most common long-term English learning goal being to speak English fluently. The most popular goal was to be able to communicate with foreign people. This seems to show that the students long-term aim is to learn practical English for spoken communication and they place less importance on writing as a long-term goal. The third most common long-term goal was related to tests implying many students are often motivated to learn English to pass or achieve well on tests. This is unsurprising because, as mentioned, many high tier companies in Japan require a certain score on high stakes tests such as the TOEIC to qualify for a position or promotion (Kawabata, 2024). The most common long-term writing goal was to be able to write an essay or thesis which suggests the highest target for English writing is to be able to write a strong academic essay in the target language, which is a logical final goal (Table 6).

In Table 4, the most popular category of short-term writing goals was grammar. Students clearly believe grammar to be an important element of writing in English and feel that this is an area in which they are weak and need improvement. The other compulsory English courses, which students receive in their first year at this university focus mainly on speaking and there is little focus on grammar, except in this Reading and Writing course, so this might be seen as a cry for more explicit form focused instruction, lacking in other courses. The students also added to or edited these goals after receiving feedback on the pre-test essays including feedback on grammatical errors such as punctuation, tense and the lack or misuse of articles and so many of their goals naturally reflected this feedback. However, conveying opinion was the second most common goal category signifying they also place high importance on expressing meaning. Third was related to sentence forming and joint fourth were essay writing and vocabulary related goals. Some of the other feedback they were given on the pretest was related to the structure of their essays, for example forming full sentences and having topic sentences for paragraphs, the need to paraphrase (the 6th most common goal) their thesis as a conclusion and the need to use better vocabulary and this feedback also seems to have influenced their goals.

Tables 7, 8 and 9 show that the majority of students enjoyed the process of setting their own goals and found it useful for improving their English and writing skills. According to Dörnyei (2001), goal setting promotes motivation because it increases the students' appreciation of the instrumental value of learning English, for example a connection is made clear between learning English and a goal the students are already striving for, such as getting a good job. This *initial motivation* is part of Dörnyei's *process model* (2001) where he states that this phase increases excitement among the students about what they are going to learn. Tables 10 and 11 show that the vast majority of students felt they had achieved some of their short-term goals for English learning and writing in English. The experience of regular success, which can be

achieved by individual goal setting, is part of the *maintaining and protecting motivation* phase of Dörnyei's *process model* (2001). Table 12 indicates that the majority of the students also wished to continue working towards the goals they had set in this course and so the motivation this process fostered appears to be deep rooted and long lasting.

Conclusion

The process of individual goal setting has been shown to have some benefits for a Japanese university level EFL writing course and while there was no statistically significant improvement between the control and experimental groups, average improvement on essay scores did show that the process of goal setting had some kind of positive effect. The students also enjoyed the process, found it useful for improving their English and writing skills and it helped instill long-lasting motivation to study and achieve the goals set. After reflection on the study and comparison with other similar research, the authors have some considerations for how the process could be improved. One improvement could be the inclusion of students' brainstorming strategies to help them achieve their goals. This consciousness raising activity would be metacognitively beneficial for the students. Strategies could also be suggested by the teacher and these learning strategies could be used both in and outside the classroom, as suggested by Bloom (2013). In addition, more time could be spent on student's monitoring their own progress and whether their goals have been met. If the targets have not been attained, new strategies could be proposed for achieving them. Edwards (2013) supported the use of setting goals discerned through assessment rubrics as was the case in the process of this study, she also suggests that this be accompanied by the selection of suitable methods to achieve the goal and monitoring, for example by the implementing of a goal-monitoring record. Limitations of this study include the small sample size of the participants, the different levels of English ability and the short time frame of one 14-week semester. However, the results of the study offer some support to past research into the benefits of goal setting and indicate that individual goal setting should be included in EFL syllabi. Therefore, more research into the best methods of employing individual goal setting into different types of EFL courses would be advantageous to our field.

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A CLIL Approach to IELTS Test Preparation

Kevin Thomas

Abstract

For the new Study Abroad Preparation (SAP) IELTS 2 course at Rikkyo University, teachers were instructed to take a Content Language Integrated Learning (CLIL) approach to prepare students for both the IELTS test and study abroad. It was investigated whether CLIL was an appropriate approach for IELTS preparation and how the dual roles of the class could be complementarily balanced in a curriculum. It was decided a CLIL approach to teaching could be beneficial for IELTS test takers, but that class time should be divided between a CLIL approach to study-abroad preparation and explicit focus on the test via a coursebook. Research was done to investigate student perspectives on decisions made during course design with the results largely justifying decisions taken. It was concluded that CLIL teaching can benefit exam preparation courses and be included in curricula but that features of traditional exam preparation should not be abandoned if the teacher wishes to address student needs. There is a real-life need for exam familiarization, advice and practice that cannot be provided with a purely CLIL approach.

Keywords: *CLIL, IELTS, Study Abroad*

Introduction

Study Abroad Preparation (SAP) IELTS 2 (Intermediate) is an elective English language course which is one of the global communication courses provided by Rikkyo University since spring 2024. It consists of fourteen 100-minute classes. It is for students who wish to study abroad and is intended to both help students prepare for overseas study and the International English Language Testing System (IELTS) test. The IELTS test is a four skill English language test, a test score between 5.5 to 7 or more out of 9 is often required to enter university in many countries (Breeze, 2014). The IELTS test is therefore a necessity for many students who wish to study abroad. All the courses in the global communication courses are designated as Content and Language Integrated Learning (CLIL) courses, and teachers should take a CLIL approach to teaching the courses. CLIL has previously been defined by the author as a “teaching or learning process in which content provision and language learning are intertwined” (Thomas, 2021). Although a CLIL course must always contain content teaching and language support, there is no one way to teach CLIL. It is an approach in which the curriculum designer or teacher can

choose the best balance between content and language focus.

CLIL with its focus on content and language aid to support understanding of that content could be seen as a suitable approach to prepare students for study abroad. Foltyn (2019) suggests that CLIL “introduce[s] a wider cultural context [and] prepare[s] the learner for international activities and exchanges” (p. 2). However, the approach could be less suitable for IELTS exam preparation courses which are usually focused on familiarizing students with the test and teaching strategies that could help improve learners test scores (Smirnova, 2017).

The author was given the SAP IELTS 2 course to teach during semester 1 of the 2024–2025 academic year which was the first year the course was offered after the piloting stage. The course design required careful consideration as the IELTS test and study abroad components needed to be balanced in curriculum design, as the piloting teachers noted, stating “balancing the dual course content study abroad topics and IELTS within a CLIL framework presents a challenge for instructors” (Mabe & Selman, 2024).

IELTS is a high-stakes exam and the score students obtain can have a significant impact on their lives. The author therefore felt it necessary to review literature in order to investigate what CLIL is and why this approach has been deemed suitable for IELTS exam preparation. Whether a CLIL approach to exam preparation is possible and favourable. And could CLIL teaching on study-abroad content have a positive effect on students IELTS scores. This paper will then feature an explanation of how the course was designed. Finally, research into student perspectives on the approach taken to course design will be outlined.

Literature Review

CLIL

CLIL came to prominence as an approach to language teaching in schools in Europe during the mid-90s. It involved teachers teaching school subjects such as science and geography in a second language. Language and content were taught simultaneously with learners expected to learn language in context. This was a decisive move away from previous language teaching curricula built on sequenced grammar or lexis in which content was constructed to highlight grammatical or lexical patterns. Authenticity of content was prioritized over whether it featured certain language items that should be learned (Thomas, 2023). A CLIL approach has the benefit of allowing content and language to be taught simultaneously. It allows learners to learn in a more real-life way by being exposed to authentic uses of language, helping them to negotiate with language meaning outside the classroom.

Coyle et al. (2010) have attempted to formulate the theoretical underpinnings of CLIL. They promote the Language Triptych and The 4Cs frameworks as guides for teachers creating CLIL curricula. The author has discussed these in detail in previous research (Thomas, 2023). Briefly the Triptych is visualized as a triangle with 3 points, *Language of learning*, *Language for learning*, and *Language through learning*, CLIL linguistic progression forms the middle of the

triangle (Martín del Pozo, 2016). *Language of learning* is the language needed to comprehend content. *Language for learning* is the language needed while learning such as to communicate ideas. *Language through learning* is the language learnt in lessons. The CLIL curricula designer should consult the Triptych when deciding what language support taught content demands. The 4Cs refer to *content*, *cognition*, *communication*, and *culture*. *Content* addresses the need for content to be learned and sought individually by learners. *Cognition* refers to learners being able to utilize learnt content outside a classroom setting. *Culture* refers to students understanding the cultural context in which content is based. *Communication* refers to the necessity for learners to be able to communicate what they have learned. All four elements should feature in CLIL lessons.

The Japanese government, universities and educators have been increasingly promoting the adoption CLIL methodology (Lockley, 2015). Rikkyo University is one of these universities and has taken a CLIL approach to design of its global communication courses, of which SAP IELTS 2 is one. The global communication courses are designed to help students progress from Rikkyo's first year English language courses and the English Medium Courses (EMI) available to 3rd and 4th year students (Yamamoto & Nitta, 2021). The courses are envisioned to take a 'soft' CLIL approach (Mabe & Selman, 2024). A soft-CLIL approach means that learners are given significant support in content comprehension. This is opposed to a hard-CLIL approach in which learners are given minimal support and expected to negotiate meaning individually. The soft-CLIL approach aligns Rikkyo with the majority of Japanese institutions who have tended to take such an approach (Thomas, 2023).

IELTS and CLIL

Gaining a specified score on the IELTS exam is necessary for many students who wish to study abroad. It has been argued that many IELTS preparation courses focus on the test, rather than general language teaching. The test format is presented and students are exposed to the different tasks featured in the test, such as describing visual data in writing task one. Students are in addition taught strategies for tackling tasks and asked to repeatedly practice the test (Minakova, 2020). It has been argued that a 'a learning-oriented approach to test taking' be adopted so that classes have relevance outside the classroom and not just for the test (Minakova, 2020).

Using a CLIL approach to the study abroad element of the SAP IELTS 2 course could clearly be suitable. As the course is intended to bridge 1st and 3rd/4th year courses at Rikkyo University, it could also be used to bridge the experience of study in Japan and overseas. By exposing students to content and having them investigate their own content in its authentic cultural setting, they would gain knowledge they could use outside the classroom. It also seems arguable that exposure to authentic study abroad related content could have a positive effect on IELTS test takers score if the content were related to common topics featured in the test. Students could be exposed to the contextual background of exam content and be familiarized

with notions, lexis, and grammatical content related to the test themes.

Research has suggested that CLIL lessons based around IELTS themes can improve students test scores. Bayram et al. (2019) in a comparative study found students who had CLIL elements incorporated in their preparation received higher IELTS scores. Satayev et al. (2022) reported results from research in which CLIL instruction improved students' performance in all elements of the IELTS test, particularly speaking. Baddane and Ennam (2023) in their research argued that the increased contextualisation in CLIL lessons improves students IELTS reading scores, increased performance in the reading part of the test was also noted by Foltyn (2019).

It seems reasonable to suggest CLIL is a suitable approach for the SAP IELTS 2 course. CLIL is especially relevant to the study abroad preparation element of the course. Moreover, if the study abroad element of the course is related to IELTS themes it could improve students IELTS scores by providing increased contextualization and exposure to language useful for the test.

Course Design

The design of the course was influenced by the pilot of Mabe and Selman (2024) but some different choices in course design were made. During the pilot study it was decided not to use a coursebook for IELTS SAP 2. They recognised the advantages of textbooks having model questions and answers based on the latest IELTS tests, advice and strategies for completing the test and practice opportunities. However, they thought the disadvantages of using a book such as cost and inability to cover a sufficient amount of the book during the course as out-weighing the advantages. They instead chose to use online materials as they could be accessed freely. They noted that online materials have the disadvantage of not being adapted to the level of and therefore being too difficult for lower-level learners. This could however be advantageous as language and content would be in its authentic context, a key feature of CLIL teaching materials.

It was decided to use a textbook in class due to the advantages outlined and to recognise the validity of traditional approaches to exam preparation courses. Although a more learning-oriented approach to class work is desirable, if the teacher were to ignore students' needs to familiarise themselves with the exam task types and themes this would arguably hinder students test performance. The impossibility of being able to cover a significant part of the book is a real concern, however the book chosen 'Mindset for IELTS Level 2' is suitable for self-study and could be a useful resource for students.

It was planned to utilise the coursebook for 50-minutes of class time following a 15-minute homework discussion activity. Pages were chosen to introduce students to the different task types in the test and cover a range of themes commonly used in the test. The remainder of the class had the teacher present study abroad related audio and written material, echoing the IELTS textbook themes, following a soft-CLIL approach. This was to be followed

by homework in which students were asked to find related materials to discuss at the beginning of the following class. The study abroad element was seen as following a soft-CLIL approach as authentic materials were used, for example newspaper articles, documentary clips, and news reports. Support was given to aid student comprehension such as warm-up exercises and presentation of essential lexis. Students were expected to discuss materials, aiding each other in comprehension. Authentic materials were selected that were seen as useful for IELTS test takers, such as material featuring the discussion of visual data which is often demanded in IELTS writing task 1. The curriculum was posted on the Rikkyo university course website for students to consider when choosing elective classes (Rikkyo University, n.d.).

Course design was carried out with reference to The Language Triptych and The 4Cs. *Language of learning* was present in the pre-teaching elements of the study abroad parts of the class. *Language for learning* was assumed as all students had taken part in Rikkyo University first year English classes, the teacher was aware of such language taught and could refer to it when needed. *Language through learning* was expected through the discussions following exposure to materials in which they were expected to consolidate meaning. Students would further consolidate understanding when searching for their own thematically related materials. The *content* element of the 4Cs was addressed by students being presented with information related to study abroad in class. *Cognition* was present as students were expected to find their own related material from an authentic source such as a newspaper website. *Communication* was included in discussions of presented material and material students found themselves. *Culture* was addressed as students were searching for material in its original cultural context and cultural notions students may struggle with were explained in warm-up exercises before material was presented.

Research

Research was done to investigate students' perspectives concerning course design. Research was carried out on 20 male and female students in their 2nd year at Rikkyo University. Permission to research was obtained according to institutional procedures. Students were asked why they took the course to determine whether the course was in accordance with their perceived needs. The second question addressed what they felt was most useful about the course. Whether the balance was deemed correct was investigated in the third question. In addition, students were asked whether they thought the mix was effective. Finally, they were questioned about whether the course helped them achieve their learning goals. In addition to being asked to respond affirmatively or negatively, students were given chance to comment if they wished.

Figure 1

Why did you take the course?

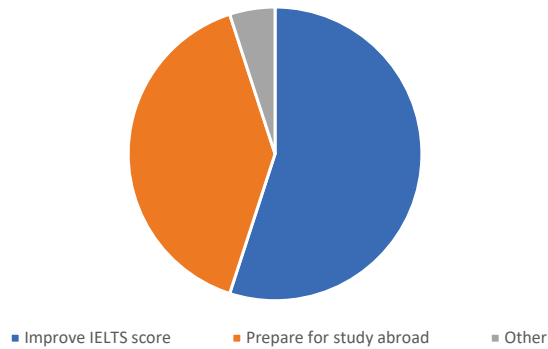


Figure 2

What was most useful about the course? E.g. bookwork, study abroad content

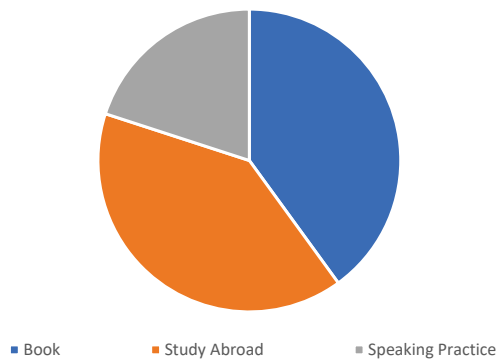


Figure 3

Did you think the balance between book based IELTS practice and self-study content was right?

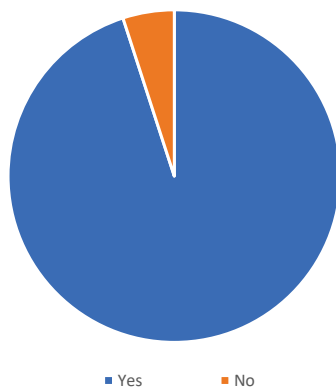
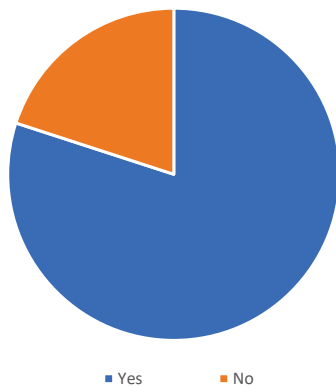
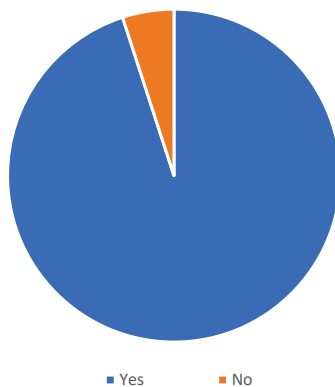


Figure 4

Is the mix of book based IELTS practice and content based learning effective (complement each other)?

**Figure 5**

Did the class help with your learning need and goals?



As seen in Figure 1, just over half of students (11) said they took the course to improve their IELTS score, with 9 saying their reason was to prepare for study abroad and 1 wanting to improve their general English ability. Concerning what students found most useful about the course as illustrated in Figure 2, 8 said that class time spent on IELTS exam bookwork was most useful, with 8 students noting this allowed them to practice the exam tasks and two saying they could receive useful tips. 8 students said they found the study abroad (CLIL) part of classes most useful with 3 students commenting that the self-study homework encouraged them to read articles they would not have otherwise sought. 4 students said that speaking practice was most useful, this could relate to either the IELTS book or CLIL parts of the classes as both featured speaking practice.

When asked about their perspective on the balance between IELTS bookwork and CLIL (Figure 3), 19 of the 20 students said the balance was right. The student who did not respond positively, said the bookwork in class was not necessary as this could be done at home. One student commented that the balance was good as only bookwork would be boring. Other

students supporting the balance, mentioned the practice activities in the book as useful for them. When asked if students felt the mix of CLIL and IELTS was effective (Figure 4), 16 replied positively and 4 negatively. One student who replied negatively said they would prefer an IELTS-only course. Concerning whether the course helped with students learning goals (Figure 5), 19 answered affirmatively with the negative responder saying they would have liked more time to be spent on practicing for different IELTS tasks.

Overall it seems reasonable to suggest the results indicate decisions made during course design were correct. There was a roughly even split between those taking the course due to a primary purpose of either IELTS or study abroad preparation. It seems fair to argue this justifies the choice to use an IELTS coursebook in class. This would be a useful resource for anyone interested in taking the IELTS test, and arguably useful for those who were not primarily concerned with IELTS as they would need to take the test to study abroad. Moreover 8, or nearly half of the group indicated bookwork as the most useful use of class time. Another 8 indicated that the CLIL element of the class was most useful, this seems logical as it mirrors students' reasons for taking the class. However, the vast majority of students said they felt the division of class time between IELTS and CLIL was appropriate. Indicating that although their primary motivation may be IELTS or study abroad preparation, they found the other role of the class useful. A majority felt the different elements of the class were useful, further justifying the balance and the choice to balance book work with CLIL based content teaching. It seems reasonable to presume in such a dual-role course, some students will prioritize one role and may be frustrated that they cannot focus on their preferred element most. It seems the balance adopted went some way to mitigate this problem.

Conclusion

From review of literature and research into student perspectives, it seems reasonable to suggest Rikkyo university's decision to combine IELTS and study abroad preparation using a CLIL approach was appropriate for the class concerned in this paper. Previous research suggests CLIL study can have a positive effect on IELTS scores and contributes to a learning-oriented approach to exam preparation. The majority of students in the research outlined in this paper found study abroad topic-based CLIL activities to complement their IELTS study. However, it is the view of this author that although CLIL has benefits, traditional approaches to exam preparation should not be abandoned completely. Over half of the research participants were primarily motivated by the need to improve IELTS scores and nearly half indicated the time spent with the coursebook as the more useful element of the class. In fact, only one participant indicated any dissatisfaction with using the book in class. There is a real need indicated by students for familiarisation with the test, test advice and practice. It seems reasonable to suggest that when preparing students for the IELTS test, CLIL is one approach available to the teacher and should be balanced appropriately with explicitly teaching the test. Perhaps over a longer

course, the balance could be slowly weighted towards CLIL, but in a short course such as the SAP: IELTS 2 course, a more equal balance seems appropriate.

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Leveraging the Power of Lateral Reading: The Need for its Inclusion in EAP Style Research Reading and Writing Courses

Rab Paterson

Abstract

Japan's higher educational environment is becoming increasingly digital in the post-COVID world, as most students at Japanese universities now have laptops and/or tablet devices. Furthermore, the number of information sources online is also increasing exponentially. In response, university students of today (both in Japan and elsewhere) have to learn how to efficiently navigate the dense forest of available information to assess the accuracy and validity of the data they have found in their research reading. This is where a lateral reading strategy is essential for undergraduate students as it improves their ability to evaluate sources more efficiently than traditional reading strategies. This paper discusses the benefits of lateral reading for university students in EAP courses and the challenges students may face when learning these skills. It also gives an evidence-based rationale for including lateral reading skills in EAP programs, and recommendations on how to implement lateral reading into EAP courses. This will help prepare students for success in the rigorous critical thinking demands of the academic research writing they will encounter in their university lives, and beyond in their future careers.

Keywords: *Lateral reading, Digital literacy, EAP (English for Academic Purposes), Evaluating sources, Information literacy*

Introduction

The proliferation of online information, combined with the COVID-driven move to more online learning and content, has fundamentally changed how undergraduate students access and evaluate sources for academic work. While the Internet provides unprecedented access to information for students, it also presents significant challenges in terms of assessing the credibility and reliability of online sources (Wineburg & McGrew, 2019). Many students lack the digital literacy skills to effectively evaluate online information, often relying on unreliable heuristics or falling victim to misinformation (McGrew et al., 2018). Traditional approaches to source evaluation that focus on vertical reading — carefully examining a single webpage or document — are no longer sufficient in the digital age. Instead, lateral reading,

which involves leaving a webpage to investigate its credibility through other sources, has been identified as a more effective strategy for assessing online information (Wineburg & McGrew, 2019). As Wineburg and McGrew have noted, even educated and intelligent people fall victim to misinformation, so this inability to read laterally is not only an issue for students but the wider population as well.

For Japanese undergraduate students who have passed through the Japanese school system into tertiary education, the problem is particularly acute. There have been some well-known historical critiques of the Japanese educational system (McVeigh, 2002; Schoolland, 1990). However, although the levels of critical thinking have improved at schools in Japan between 1999 and 2014 (Okada, 2015, p. 1054), students still seem reluctant to put critical thinking skills into practice. Furthermore, these students seldom encounter English longer-form research essays (where critical thinking skills are vital for evaluating sources used in these types of tasks) at school, and as a result, when they reach university level and/or take part in study abroad / EMI (English Medium Instruction) university programs they cite research writing as a very difficult task (McCarthy, 2021, p. 13). In this context, English for Academic Purposes (EAP) programs at Japanese universities play an important role in preparing non-native English-speaking students for the academic rigors of undergraduate study in English-medium universities. While EAP programs traditionally focus on academic language skills like academic writing and reading comprehension, there is a growing recognition that information literacy skills are equally important for students' academic success (Hyland & Shaw, 2016). As Wineburg and McGrew argue, "In the digital age, we must teach students not only how to read texts but how to read sources" (2017, p. 1).

Therefore, EAP programs should incorporate explicit lateral reading instruction (a key strategy used by professional fact-checkers to evaluate online sources) to better prepare students for academic study in English-medium institutions. Lateral reading involves leaving a website to investigate its credibility through other sources rather than staying on the original site (Wineburg & McGrew, 2019). As Japanese universities have fewer hard-copy books in English than Japanese ones, students rely more on online English sources for their academic work. Therefore, by teaching lateral reading, EAP programs can equip students with a crucial skill for applying critical thinking to help them cut their way through the online information jungle and succeed in their academic research writing. Paterson has described his approach to integrating lateral reading and other digital literacy reading and writing skills into academic reading and writing programs via an e-portfolio system (Paterson & Hakone, 2024).

Defining Lateral Reading

The concept of lateral reading emerged from the work of researchers at the Stanford History Education Group, comparing how professional fact-checkers, historians, and Stanford undergraduate students evaluated online information (Wineburg & McGrew, 2017). They found

that professional fact-checkers used this reading strategy to quickly and accurately assess the credibility of online sources by using distinctly different strategies from the other groups, with the key difference being that fact-checkers quickly left an unfamiliar website to see what other sources said about it. This practice of “reading laterally” across many tabs allowed fact-checkers to efficiently determine the credibility of sources. However, they found professors and students tended to use the more traditional vertical reading style of staying on a document or paper and reading straight through until the end and carefully parsing its content, a practice which often led them to be deceived by unreliable sources with professional-looking documents and/or websites.

Wineburg and McGrew (2018) then went on to define lateral reading as follows, “When reading laterally, one leaves a website and opens new tabs along the browser’s horizontal axis, drawing on the resources of the Internet to learn more about a site and its claims. Fact checkers, in short, learned most about a site by leaving it” (p. 53). So rather than spending time carefully reading and analyzing the content of an unfamiliar document or website, lateral readers open new browser tabs to investigate the credibility of the source of the text. This approach contrasts with “vertical reading,” where readers stay on a single document or website and scroll up and down to evaluate its credibility based solely on the paper or site’s claims and appearance.

Again according to Wineburg and McGrew (2017), lateral reading involves four key practices:

- 1 - Taking bearings (p. 13): Before diving into unfamiliar content, lateral readers take a moment to understand the broader digital landscape they have entered as a kind of background check of the issue being researched.
- 2 - Click restraint (p. 32): Instead of instantly clicking on the first search result, lateral readers scan the results list to get a sense of the information available and the scope of the results.
- 3 - Lateral moves (pp. 22–25): Readers then open an item from the search results for an initial look and then leave the original site to open new tabs and investigate its credibility through other sources.
- 4 - Search Skills (p. 26) – Even when readers do possess the three skills described above, these do not automatically guarantee success, especially if the readers do not know how to search efficiently using Boolean operators such as “quotation marks” in combination with relevant keywords to further narrow the search results.

In combination then, these four practices allow lateral readers to efficiently gather context about sources and make informed judgments about their reliability instead of just going ahead and taking the results at face value and using them. Lateral reading also forms part of the SIFT strategy for student fact-checking (Caulfield, 2017) and is held in high regard (Baer & Kipnis, 2023) as a necessary bridge between lateral reading and critical reading.

Literature Review

There is an extensive body of work covering a variety of aspects of why students need lateral reading, its effectiveness in a variety of educational settings (including EAP courses), and the challenges that can be encountered. These will be covered below, and the importance of lateral reading will become clearer. The current need for lateral reading skills has become increasingly urgent as the internet has transformed how information is produced, disseminated, and consumed, especially in the post-COVID education landscape. As such, several different factors make lateral reading highly relevant for students in the modern world.

Information Overload

The sheer volume of information available online can be overwhelming for students. Students may struggle to identify reliable information amidst the data ‘noise’ without effective strategies for quickly assessing source credibility.

Misinformation and Disinformation

The spread of false and misleading information online (the so-called ‘fake news’ and ‘deepfakes’) poses significant challenges for students conducting academic research. Lateral reading provides a powerful tool for identifying and avoiding unreliable sources.

Search Engines Bias & Algorithmic Curation

Search engines and social media platforms usually employ algorithms to personalize the information users see, potentially creating filter bubbles that limit exposure to diverse perspectives as other viewpoints are seen as not relevant to users by search engine algorithms. Lateral reading helps students break out of these bubbles by actively seeking out additional context and alternative viewpoints.

Challenges to Authenticity

Traditional displays of authenticity and, by extension, credibility, such as professional-looking websites or academic credentials, are no longer reliable indicators of trustworthy information online due to software that can create authentic-looking sites, documents, and other information sources. Lateral reading allows students to look beyond the surface-level features of sources to more deeply investigate a source’s reputation and track record. Given the above factors, the ability to employ lateral reading strategies has become a crucial component of digital literacy and critical thinking in the 21st century.

Effectiveness of Lateral Reading Instruction

Research has highlighted the effectiveness of lateral reading instruction in improving students’ ability to judge the credibility of online sources. The Stanford History Education

Group compared how historians (with PhD's and publications in history), professional fact checkers for major organisations, and undergraduate students from Stanford University, an elite US institution, evaluated websites and online documents (Wineburg & McGrew, 2017). Wineburg and McGrew also found that fact-checkers who used lateral reading were significantly more successful at correctly identifying the credibility of websites compared to historians and Stanford students. The fact-checkers “arrived at more warranted conclusions in a fraction of the time” (Wineburg & McGrew, 2017, p. 1). One of their conclusions was, “...when the goal is to quickly get up to speed, the close reading of a digital source, when one doesn't yet know if the source can be trusted (or is what it says it is)—proves to be a colossal waste of time” (Wineburg & McGrew, 2017, p. 43).

Lateral Reading in Higher Education

Studies have examined the effectiveness of lateral reading instruction for college and university students. Brodsky et al. (2021) conducted a study with undergraduate students on comparing the effects of lateral reading instruction with more traditional vertical reading. They used the American Democracy Project's Democracy Policy Initiative (DPI) curriculum for the test group and did not with the control group. The study also looked at how the participants used Wikipedia and the levels of trust they had in it as many instructors, librarians and others had previously told students it was unreliable. They found that students who received the DPI lateral reading training performed significantly better on tasks requiring them to evaluate the credibility of unfamiliar websites, and students engaged in lateral reading far more often after the intervention, “Our findings indicate that the DPI curriculum increased students' use of lateral reading to draw accurate assessments of the trustworthiness of online information” (Brodsky et al., 2021, p. 15). Similarly, McGrew et al. (2018) implemented a lateral reading curriculum in a first-year writing course at a US university. Students who received the instruction showed significant improvements in their ability to evaluate online sources compared to a control group. Importantly, the researchers found that these skills transferred to new contexts beyond the specific examples used in the training. Another later study (McGrew et al., 2019) of 67 students at a US university found that teaching some techniques (including lateral reading) for evaluating the credibility of sources can improve students' performance in this area. These studies therefore, provide evidence for the effectiveness of lateral reading as a strategy and tool for critically evaluating online sources of information.

Lateral Reading Needs of EAP Students

The ability to critically evaluate online sources is vitally important for undergraduate students. As Breakstone et al. (2018) note, “College students are among the most avid consumers of online information, yet many struggle to evaluate the credibility of what they find” (p. 1). This struggle is even more pronounced for non-native English-speaking students in EAP programs, who must also understand complex academic texts in a second language in addition

to evaluating the credibility of the texts. Therefore, EAP programs while useful in preparing international students for study at English-medium universities (as they help develop students' academic language abilities in the four skills — reading, writing, listening, and speaking), they seldom address the challenges of improving students' critical thinking, digital literacy, and other online research skills needed for judging the credibility of academic texts. Therefore, the specific needs of EAP students in terms of critical thinking and how lateral reading instruction can support their academic development in this area must be addressed.

Research on lateral reading for English language learners (ELLs) is currently limited, however, some studies suggest that explicit instruction can benefit this student demographic. For example, Amazeen and Bucy (2019) conducted a study with 121 international students in an intensive English program. They found that students who received training in lateral reading strategies showed greater improvements in their ability to detect misinformation compared to those who only received traditional media literacy instruction. EAP programs (and non-EAP undergraduate students) rely heavily on online sources for academic work. A study by Head and Eisenberg (2010) found that 95% of students use the Internet for course-related research, and Japanese EAP students also rely on the internet for English sources given most Japanese universities do not have huge English libraries. Therefore, EAP programs need to prepare students for this internet-based research reality. In addition, academics at Western universities complain about the performance of Asian (and by extension Japanese) students in critical thinking areas, “The complaints made by Western academics about Asian students are concerned with a very specific issue: the formulation of arguments in essay writing and/or academic discussion” (Rear, 2017, p. 27).

As shown above, research has shown that college students, including those at elite universities, struggle to distinguish between reliable and unreliable online sources (McGrew et al., 2018). EAP students may be particularly vulnerable to this evaluation issue due to language barriers and their relative unfamiliarity with English-language media publication norms. Related to this issue for EAP students is the ability to critically evaluate sources for maintaining academic integrity. As Li and Casanave (2012) argue, EAP programs are key in teaching students how to avoid plagiarism and properly integrate sources. Lateral reading aligns with academic conventions of corroborating sources via proper referencing and considering multiple perspectives for a broader viewpoint on issues. Therefore, it can help students develop the critical thinking skills valued in higher education and their future careers, as lateral reading is a transferable skill that can benefit students across disciplines.

Challenges Faced by EAP Students

When using lateral reading strategies, EAP students face several challenges when it comes to evaluating online sources for academic purposes. The level of their English proficiency can sometimes make it difficult for students to critically analyse complex texts, so they can fail to identify more subtle indicators of credibility or bias. Many other EAP students come from

educational backgrounds with different expectations for source usage and citation, and this is especially prevalent in East Asia, especially Japan, where Western-style academic referencing is not commonly taught (Dunn, 2015, p. 33; Schraudner, 2015). Some researchers have argued this can be due to cultural differences in how plagiarism is viewed (Chandrasoma et al., 2004; Chien, 2014) or a lack of linguistic skills leading to copy-and-paste style writing (Pecorari & Petric, 2014; Wheeler, 2009). So, depending on their cultural backgrounds, some EAP students may need to adapt their existing academic research and writing strategies to meet the expectations of Western academic institutions. Another issue facing some EAP students is their inability to accurately distinguish between scholarly and non-scholarly sources. They can tend to over-rely on search engine results as they can view the fact of a source document being present in search engine results, which means it is factually accurate and credible as a source. This can potentially lead them to use sources lacking in credibility.

Benefits of Lateral Reading for EAP Students

Introducing the concepts and skills used in lateral reading into EAP programs can help address some of these critical thinking type issues and problems listed above, and in addition, it can also provide several other key academic benefits for students. Lateral reading itself offers a structured and systematic approach for efficiently and quickly assessing the credibility of sources, especially when used in combination with the SIFT system mentioned above (Caulfield, 2017). This is particularly valuable for non-native English speakers who may read academic documents and texts more slowly and less critically when they are written in their second language. Tools like Rewordify are very useful in this area for students who have problematic vocabulary issues, and its utility in this area is well understood and is used by digitally literate teachers and students (Paterson & Hakone, 2024, pp. 4–6) in academic research writing courses.

Practicing lateral reading itself can also help further develop students' overall critical thinking mindsets, thereby helping them approach the reading of challenging academic texts with a more analytical view. This, in turn, can help improve their overall digital literacy skills by allowing students to encounter, evaluate, and understand a wider range of online sources than they would without lateral reading skills. The breadth of different types of sources encountered in this lateral reading can also lead to a better understanding of academic conventions and styles by students, as this exposure to various types of sources can help them distinguish between scholarly and non-scholarly conventions for documents and sources and thereby improve their confidence in recognizing such sources. Lastly, if the sources used are credible, then they can also provide students with examples of good referencing styles, which can help students develop good academic integrity habits for source use in their own written work by modeling their writing style on these sources, and this can help them avoid unintentional plagiarism.

Alignment With EAP Learning Outcomes

Integrating lateral reading instruction into EAP programs aligns with commonly used learning outcomes (LO's) and learning outcome indicators (LOI's) and can enhance existing curriculum areas such as:

- 1 - Academic reading: Lateral reading complements traditional intensive (deep) reading and extensive reading techniques by developing students' ability to evaluate and select appropriate texts efficiently. Also, when conducting lateral reading, students can also bring in the scanning and skimming techniques they usually learn in traditional reading instruction to aid in their extensive lateral reading work.
- 2 - Academic writing: Improved source evaluation skills support students in selecting credible evidence for their academic writing tasks. This in turn helps raise the quality of papers they write by having them utilise only quality sources in their research to base their conclusions on.
- 3 - Research skills: Lateral reading is essential for conducting effective online research, a key skill for the writing component of most EAP programs. All academic research papers are only as good as the data and ideas they are built on, and using lateral reading to identify credible sources to use helps in this regard.
- 4 - Critical thinking: The analytical thought processes used in lateral reading directly contributes to developing students' critical thinking skills. The fruits of the labour of lateral reading (the data, ideas, information, and quotations they harvest in their research) can then be used in many other academic activities such as debates, discussions, oral presentations, and of course their academic research writing papers.
- 5 - Academic culture: Teaching lateral reading can also help expose students to the Western academic expectations for the evaluation of sources, usage of only credible sources, and proper referencing of these curated sources in their academic output.

Therefore, by addressing these specific student needs and aligning them with the existing LO's and LOI's present in most EAP programs, lateral reading instruction can significantly enhance the effectiveness of EAP programs in preparing students for academic study in EMI-type environments and beyond.

Recommendations for Integrating Lateral Reading Into EAP Curricula

Based on the research on lateral reading and its relevance for EAP students as covered in the literature review above, this paper recommends the following approaches for incorporating lateral reading instruction into EAP curricula. Guidance on lateral reading concepts and techniques should be provided to students in parallel with other more traditional reading

strategies. This includes demonstrating the specific steps involved in lateral reading such as opening new tabs, using search engines to investigate sources, and providing examples of how professional fact-checkers use lateral reading. Brodsky et al. (2021) found that even brief instruction on lateral reading techniques led to significant improvements in students' ability to evaluate online sources.

In addition, guided practice with authentic materials should be providing to students so they have opportunities to practice lateral reading in a step-by-step way with materials drawn from their academic fields of study. Li and Casanave (2012) highlight the importance of teaching the use of sources as a situated practice within academic disciplines.

Another area where lateral reading can be introduced into EAP programs is by the usage digital literacy type tools: EAP programs should introduce students to digital tools that can aid in lateral reading, such as fact-checking websites like Snopes and PolitiFact, browser extensions for source evaluation like NewsGuard, the use of Wikipedia's own evaluation tools such as the article's status (Featured Article, Good Article, A, B and other grades), and reverse image search tools for verifying visual information. Brodsky et al. (2021) found that introducing students to these types of fact-checking resources enhanced their ability to evaluate online information.

Students also need to be assessed on their lateral reading skills. Therefore, EAP programs should track students' lateral reading skills to measure their abilities and see how well they are progressing in this regard. A study (McGrew et al., 2018) found students "...were instead swayed by content that appeared to present strong evidence (in the form of photographs, data displays, etc.), and they judged websites based on superficial features such as their graphic design or how authoritative their logo or references made them seem." Lastly, language barriers may also make lateral reading more difficult for non-native English speakers, so by using tools like Rewordify (Paterson & Hakone, 2024, pp. 4–6) these linguistic type limitations can be addressed and instructors should be ready to deploy such apps and tools when needed.

Conclusion

As the digital information forest becomes increasingly dense, the ability to critically navigate the evaluation of online sources has become an essential skill for undergraduate students in general and EAP undergraduate students in particular. Lateral reading, therefore, offers a powerful strategy for navigating this landscape, allowing students to efficiently and accurately assess the credibility of online documents, sources, other texts, even videos and the information they present. By incorporating lateral reading instruction into their curricula, EAP programs can help equip non-native English-speaking students to develop a crucial skill set for academic success. By incorporating lateral reading instruction, EAP programs can play a vital role in preparing students for the demands of undergraduate study and fostering critical digital literacy skills that will serve students in their academic lives and beyond in their future careers.

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Integrating Content and Language in a CLIL Psychology Course: Five Tenets of Good Practice

Sam Morris

Abstract

By definition, content and language integrated learning requires teachers to manage a difficult balance: they must develop content knowledge alongside language skills without either being overtly prioritised. For numerous reasons, such a balance is not easy to achieve in practice. With particular regards to linguistic content choices, teachers need to consider both the quantity and quality of the instruction that they provide. Teachers may provide too little or too much language, or they may focus too heavily on vocabulary at the expense of language form. In this report, I describe five holistic tenets that guided my planning and implementation of a CLIL course in the 2024 academic year. The tenets related to my decisions regarding content and language foci, and also to the overall manner in which I taught the classes. I describe each tenet along with its rationale and provide illustrative examples from the curriculum and two specific lessons that were taught on the course.

Keywords: *CLIL, Course design, Language and content integration*

Introduction

Planning for content and language integrated learning (CLIL) is inherently more complex than planning regular language classes. This is because, by definition, CLIL requires teachers to not only be cognisant of improving students' language skills, but also of ensuring they develop specific content-related knowledge, cultural awareness, and the ability to think, speak, and write critically about complex topics. This is no small task indeed! I have taught content integrated lessons for eight years in various tertiary institutions in Japan. In almost all cases, the content in my classes has been connected in some way to the topics of psychology, language learning, and emotions, and I am fortunate in that I have a professional specialism in educational psychology in addition to more than 15 years of language teaching experience. Despite these facts, however, my journey from a language teacher to a CLIL teacher has not been without issues, and in my early career I had particular difficulty balancing my teaching of content and language in CLIL courses. This is something which I have endeavoured to improve in recent years.

The purpose of this short paper is to describe my proactive approaches to integrating

content and language satisfactorily within my teaching of a CLIL course in the 2024 academic year. I focus my discussion on five holistic tenets that I followed during planning and implementation and illustrate these tenets using examples from a two-lesson sequence that focused on positive psychology.

Questions of Content and Language Integration: Quantity and Quality

I am not alone in facing difficulty in integrating content and language, and this remains a recurring theme within CLIL literature. On this point, two questions have repeatedly been considered. The first is the degree to which either content or language should be prioritised given the limited amount of class time in most CLIL settings (Mac Gearailt et al., 2021; Villabona & Cenoz, 2021). This question is perhaps driven by the reality that most teachers come from a background that is either focused on content or focused on language, but rarely both (Villabona & Cenoz, 2021). It is an important issue not only because it influences planning and implementation choices, but also because it influences teachers' classroom identities (Mehisto, 2008). Furthermore, the priority of language or content is not a question limited to teachers. Mehisto (2008) makes the astute point that students are also not used to studying both language and content within the same class period; thus, teachers have to take into account the histories, needs, and expectations from students with regards to this balance.

A second question that has been discussed relates more specifically to the kind of linguistic support that should be provided in any CLIL course. Linguistic goals are complexly wed to the ability, demeanour, and age of the students in the classroom, to the requirements of the chosen texts and materials, and to the overall outcomes expected by institutions. Perhaps the most valuable solution to this issue is Coyle et al.'s (2010) language triptych, an organising tool from which teachers may make appropriate linguistic-study choices in relation to the language *of* learning (language related to the subject under study), the language *for* learning (language required to achieve the goals of the class) and language *through* learning (emergent language experienced within the lesson). This tool, however, may not be sufficient by itself to ensure that teachers make appropriate choices. Important research by Baecher et al. (2013), for example, suggests that language teachers who are training as new CLIL teachers have an overt preference for writing linguistic goals that focus on vocabulary or language subskills (e.g., general strategies for reading and writing improvement) at the expense of those that target grammatical improvement. Teachers should therefore be mindful that students are receiving sufficient instruction on language form.

Proactive Tenets to Integrate Content and Language

During the 2024 academic year I made particularly strong efforts to integrate content and language systematically in a course entitled *CLIL Seminars: Psychology*. In accordance with the goals of the department (see Yamamoto & Nitta, 2021), the course offered an accessible

exploration of topics and issues within the field of psychology whilst also enabling students to undertake more complex psychology-related study if required or desired. I now wish to detail five tenets that guided me during the preparation and implementation of this course. These tenets were holistic decisions that enabled me to feel more confident in my language and content integration. In my explanation, I discuss the course on a curriculum level as a whole, and also include specific examples from two lessons of the course which focused on the topic of positive psychology.

Tenet 1: Offer Two-Lesson Sequences

An important decision that I took in planning the course was to move from single-lesson to two-lesson sequences. This meant that instead of changing the central topic of learning each week, I kept the same topic for two consecutive classes. In the first lesson of each sequence, the students studied an overview of a chosen area of psychology (a broad focus), and in the second class they studied one particular aspect of this area in depth (a narrow focus).

My thought process of moving to a two-lesson sequence was driven by my desire to simplify. Studying four or five topics in a semester is cognitively less demanding than studying nine or ten. Moreover, two-lesson sequences afford repetition in relation to language, concepts, and knowledge, aiding comprehension and retention.

To exemplify such a two-lesson sequence, in my positive psychology unit I taught lessons that focused on, firstly, the history, goals, and criticisms of positive psychology (the broad focus), and secondly, how emotional language can impact well-being (the narrow focus). Thus, the general language and content points raised in the first lesson (e.g., resilience development and key vocabulary items), became recycled and utilised in an important example from the field in the second lesson.

Tenet 2: Offer Opportunities for All Four Skills in Every Lesson Sequence

The second tenet I followed concerned the range of language skills that the students would be asked to utilise during each two-lesson sequence. As an experienced and trained language teacher, I believe strongly that regular practice in all four skills (speaking, writing, reading, and listening) is crucial (see e.g., Nation, 2014). In addition, targeting all four skills is likely to provide students with a sense that their linguistic skills are being taken seriously. With this in mind, I made a conscious decision to include activities using all four skills within each two-lesson sequence of the course.

To exemplify, during my lessons on positive psychology, content was delivered through both reading texts and live lectures (provided by me). Students were asked to spend 7-8 minutes writing at the beginning of every class, and they were also expected to complete written assignments for homework. Interactive discussion activities were used repeatedly throughout each class to ensure that students had the opportunity to practice actively speaking about the topics they were studying.

Tenet 3: Target Vocabulary, Grammar, Pronunciation, and Pragmatics Within Every Lesson Sequence

As was explained earlier in this paper, there can be a tendency for CLIL teachers to focus on vocabulary at the expense of other important linguistic skills (Baecher et al., 2013). To counter this point, I made a conscious effort to attend to a variety of linguistic skills within each language sequence, including vocabulary, grammar, pronunciation, and pragmatics.

In my two-lesson sequence on positive psychology, the students studied varied language skills. In the first lesson, they were explicitly taught the meaning of key vocabulary (e.g., well-being, resilience, wellness industry), and they learnt the pronunciation and pragmatic-usage differences between two nouns, ‘whiner’ and ‘grouch’ which appeared in a class reading. Later in the lesson, the students studied a series of adjectives relating to criticism of evidence (e.g., lacking, outdated, insufficient), and they categorised this language according to whether it targeted the quality or quantity of evidence. In the second lesson, the students studied the grammatical forms that emotion language takes in English (such as an opinion form, emotion form, and noun form), and were taught that emotion word form choices are dictated by the verb being used. The students also considered the pragmatic differences in the ways that the words ‘nostalgic’ and ‘ashamed’ are used in English in comparison with the ways the words 懐かし (natsukashii - nostalgic) and 恥ずかしい (hazukashii - ashamed) are used in Japanese, and we confirmed the word stress of the emotion word content (as opposed to the stress of the word content, relating to subject matter).

Tenet 4: Be Both Proactive and Reactive With Regards to Linguistic Content Choices

Choosing the linguistic content to focus on is never easy, but my fourth tenet was to ensure that linguistic choices were both proactive and reactive. In other words, I included linguistic content driven by my own expertise as a language teacher, and also in response to the linguistic output of students.

In relation to the language choices in my two-lesson sequence on positive psychology, my choice to target the grammar of emotional language was driven by my professional observation that these structures are often misused by Japanese learners of English, while my decision to explore the pragmatics of the word “ashamed” was driven by my observation that the students used this word inappropriately during an in-class discussion.

Given the complexity of the linguistic and content needs being addressed in CLIL courses, planning is crucial. Personally, I appreciate and use the graphic organising system recommended by Coyle et al. (2010). Broadly speaking, the purpose of this planning method is to encourage teachers to consider every stage of their course and lesson in detail, whilst also allowing them space to locate all four of the key CLIL skills: content, communication, cognition, and culture. For my psychology course, I created graphic organisations of each of my two-lesson sequences, which supported me to consider deeply the language students would require. I also employed a regular short survey, usually placed at the end of fortnightly

homework, through which I could learn more about any linguistic points that the students were interested in studying.

Tenet 5: Follow the Same Procedure in Every Lesson

Finally, one of the most important decisions that I made in preparation for this CLIL course was in my decision to follow standardised procedures for every lesson. My inspiration for this choice emerged from my reflections on ideas promoted by Ball (2018). Summarily, Ball suggests that teachers consider the complexity of their concepts (i.e., content), procedures (i.e., instructions), and language to make CLIL classes as accessible as possible. When complex concepts and language are being studied, teachers should consider lowering the procedural complexity of the tasks. Similarly, when complex activity procedures are required, the conceptual and language requirements should be simplified. In the case of my course, adopting a standardised lesson procedure meant that learners would be afforded more cognitive resources to tackle complex concepts and language. Accordingly, each of my lessons followed the following seven stages:

1. *Review and warm-up.* Each class began with a review and warm-up activity. Typically, students were asked to review previous material and to take part in a discussion or small psychological test to introduce the topic of the class.
2. *Thinking about the topic.* The second stage of the lesson gave the students time to reflect on lesson themes and to explore their ideas in both writing and discussion. The students were given a key question (or series of key questions) to consider for 7 minutes in writing before sharing in groups.
3. *Studying language.* At this stage, important language points were overtly presented to the class. The students were given various interactive tasks to complete in relation to the language points to aid understanding. The language points typically supported students to access the content in stage 4 of the lesson.
4. *Studying content.* After studying language, the students were provided content input through authentic and modified texts, videos, and live lectures (depending on each individual class). The students were provided with interactive tasks to aid comprehension and uptake.
5. *Discussion.* The students considered discussion questions targeting their comprehension and opinions of the content. The questions supported the students to check their understanding and to think critically and reflectively about what they had learnt.
6. *Applying new knowledge.* Here, students were challenged to use their new knowledge to develop more critical considerations of what they had learnt. In my lessons on positive psychology, for example, the participants constructed a list of criticisms of the well-being industry based on their reading and their experiences in Japan (lesson 1),

and they created new emotional language to account for complex emotional experiences in their lives (lesson 2). By completing such activities, the students could move past a surface-level understanding and recognise how the content could apply to real-life situations.

7. *Reflection*. The final stage of the class was an opportunity for students to reflect on the things they had learned through either writing or discussion.

Concluding Remarks

In this short paper I have attempted to illustrate the issues that teachers face when integrating content and language in CLIL courses, and I have described five tenets that guided my own approach in a CLIL course on psychology in the 2024 academic year. These tenets gave me a sense of reassurance that the lessons I taught were attending to both content and language in a meaningful way. I believe that strong guiding principles can be effective in supporting teachers to plan and manage learning, particularly in courses that they are designing themselves from the ground up. The move from teaching language-focused classes to teaching content and language integrated classes requires many adjustments, and I strongly advocate that teachers form their own principles which have relevance and meaning to the courses that they are responsible for teaching.

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Unterricht mit Schwerpunkt auf phonetische Aspekte

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要 旨

本稿は2024年度から開講されている自由科目「ドイツ語総合6・7」の実践報告である。この授業では音声教育に焦点を置き、日本人学習者が直面する発音の難しさを克服するための効果的な指導法を模索するため、母音・子音などを含む基礎的な練習に加え、リズムやイントネーションといった超分節的特徴を習得するための練習を取り入れている。

授業では母音梯形や口腔断面図、動画などを補助手段として取り入れ、学生が音声を直感的に学ぶのではなく、理論的に理解することを促す。そして視覚的手段を活用し、超分節的特徴も含めた練習を通じて自らの発音を修正あるいは向上を図る。授業は少人数で実施され、教員は可能な限り個別での指導を行う。このようなプロセスを通して、最終的に学生がドイツ語でのコミュニケーションに必要な音声面での自信を身につけることが期待される。

本研究は日本のドイツ語教育における音声教育の重要性を再認識し、効果的な教育法の確立に貢献することを目指す。

Keywords: *Phonetik im DaF-Unterricht, Lehrwerk, Praxisbericht*

Einleitung

Im Jahr 2024 wurde ein neuer Lehrplan eingeführt. Dieser ermöglichte uns neue Unterrichtseinheiten zu definieren. In diesem Beitrag wird ein neuer, auf phonetische Aspekte orientierter Unterricht vorgestellt.

Die phonetischen Aspekte sind ein wichtiger Bestandteil des Deutschlernens. In der mündlichen Kommunikation sind suprasegmentale Eigenschaften wie Intonation, Akzentuierung und Rhythmus eng mit den Intentionen des Sprechers verknüpft. Hirschfeld und Neuber (2010) zeigen, dass Ausspracheabweichungen das Verstehen häufig stärker beeinträchtigen als die grammatischen und lexikalischen Fehler. Gemäß Krause (2011, S. 23) können die Aussprachefehler die mündliche Verständigung erheblich stören und zu Missverständnissen führen. Deshalb sind die phonetischen Kompetenzen für die mündliche Kommunikation unerlässlich.

Phonetik wird häufig lediglich als „Aussprachetraining“ betrachtet, wobei der Fokus

oft auf der Beziehung zwischen einzelnen Lauten und ihrer orthografischen Darstellung liegt. Obwohl die Lehrbücher auch Ausspracheübungen enthalten, werden diese häufig nur oberflächlich behandelt, weil viele Lehrkräfte nicht über ausreichend Zeit verfügen, um diesen Übungen die notwendige Aufmerksamkeit zu schenken. In Japan gibt es zahlreiche phonetische Studien und nur wenige Untersuchungen darüber, wie die Aussprache der Studenten verbessert werden kann oder wie die Aussprache trotz verschiedenener Faktoren gut erlernt werden kann.

Ziel der vorliegenden Studie ist das Konzept der Forschung zur Phonetik im DaF-Unterricht vorzustellen und herauszufinden, wie die japanischen Lehrkräfte die Studenten beim Erlernen der phonetischen Aspekte der deutschen Sprache effektiv unterrichten und unterstützen können.

Bisherige Forschungen

Der Deutschunterricht in Japan hat sich traditionell auf die Entwicklung der Grammatikfertigkeiten und Lesefähigkeiten konzentriert. Seit der Veröffentlichung des Gemeinsamen Europäischen Referenzrahmens für Sprachen im Jahr 2001 wurden die Lernziele jedoch zunehmend auf die Förderung kommunikativer Kompetenzen ausgeweitet.

Gemäß der „Untersuchung der Lage von Deutschunterricht und Deutschlernenden in Japan“ (2015) antwortete 64,3% der befragten Lehrkräfte, dass der Schwerpunkt ihres Unterrichts auf „Grammatikkenntnissen“ liegt, gefolgt von „Alltagsgesprächen“ (50,6%). Das Interesse der Lehrkräfte an der gesprochenen Sprache ist also nicht unerheblich. Nach der Untersuchung des Deutschunterrichts in Japan stellte Masaki (2013) fest, dass sich 49% der Studenten mehr Aussprachentraining im Unterricht wünschen. Es wurde festgestellt, dass „wir möglicherweise nicht in der Lage sind, die Anforderungen der Studenten mit hoher Motivation zu erfüllen“.

Außerdem wurde erläutert, dass der Anteil der phonetischen Elemente, die in Lehrbüchern zur Entwicklung kommunikativer Kompetenzen behandelt werden, äußerst gering ist und im Durchschnitt nur 2,6% in japanischen Deutschlehrbüchern beträgt. In solchen Lehrbüchern entfallen etwa 80% aller phonetischen Inhalte auf segmentale Eigenschaften, wie die isolierte Aussprache von Vokalen und Konsonanten. Die Behauptung, dass nur wenige Lehrwerke die Schwerpunkte suprasegmentale Elemente wie Intonation und Rhythmus thematisieren, ist nicht übertrieben.

Im Vergleich zu solchen Materialien, die in Deutschland veröffentlichten DaF-Lehrbücher, liegt der Anteil suprasegmentaler Eigenschaften bei 26%. Dieses Ergebnis verdeutlicht, dass der Fokus überwiegend auf einzelnen Konsonanten und Vokalen in beiden Ländern liegt, während der suprasegmentalen Merkmale weniger Aufmerksamkeit geschenkt wird. Deshalb lässt sich behaupten, dass es effizienter wäre, zusätzliche Lehrmaterialien speziell für den Phonetik Unterricht anzubieten.

Niikura (2013, S. 63) meint, unter der Betrachtung des Sprachtransfers durch

die Muttersprache der Studenten ist es sinnvoll, ihre Eigenschaften zu identifizieren und hervorzuheben, die für japanische Deutschlernende besonders schwierig zu erlernen sind. So werden im Hirschfeld & Reinke (2007) die phonetische Eigenschaften und ihre besondere Bedeutung für ausländische Studierende detailliert beschrieben. Die Tabelle 1 stützt sich auf vergleichende linguistische Untersuchungen, die mit „x“ gekennzeichneten Elemente stellen Merkmale dar, die von jedem Muttersprachler geübt werden müssen.

Tabelle 1

Übungsschwerpunkte (nach Hirschfeld & Reinke. 2007)

Lektion	Jap.	Kor.	Chin.	Eng.	Franz.	Span.	Russ.
Wortakzentierung	×	×	×	×	×	×	×
Rhythmisierung	×	×	×	×	×	×	×
Pausierung, Melodisierung	×	×	×	×	×	×	×
Vokale	×	×	×	×	×	×	×
Umlaute	×	×	×	×	×	×	×
Schwa	×	×			×	×	×
Diphthonge	×	×		×	×	×	
Plosive	×	×	×			×	
Frikative f/v	×	×	×			×	
Frikative s/z/sch	×	×	×			×	
Frikative ich/ach	×	×	×	×	×	×	×
R-Laute	×	×	×	×	×	×	×
Nasale	×	×	×	×		×	×
L-Laut	×	×		×			×
Vokaleinsatz	×	×	×	×	×	×	×
Konsonantenverbindungen	×	×	×	×	×	×	
Assimilationen	×	×	×	×	×	×	×

Je nach Muttersprache des Sprechers ist es möglich, die bereits erworbenen Laute für den Erwerb der deutschen Sprache zu nutzen. Dadurch kann der Lernprozess erleichtert werden, weil ähnliche Laute oder phonologische Strukturen eine Brücke zwischen der Muttersprache und der Zielsprache bilden können. Für japanische Deutschlernende ist es jedoch problematisch, das bereits erworbene japanische Lautsystem auf das Deutsche zu übertragen. Sie benötigen neue deutsche phonetische Eigenschaften, die sie sich aneignen müssen. Deshalb ist es wichtig, diese Eigenschaften bewusst und gezielt zu üben.

Die Lehrkräfte müssen über die Einführung der oben genannten phonetischen Merkmale im Unterricht nachdenken. Reinke (2012) identifiziert auch die Aufgabentypen bzw. eine systematische Schrittfolge, die sich als geeignet für den Einsatz im Phonetikunterricht im Bereich DaF/DaZ erwiesen haben. Diese Schritte umfassen:

1. Übungen für die Aneignung der phonetischen Aspekte

Lesen und Hören einer kurzen Darstellung der zu übende Laute und phonetischen Merkmale. Dieser Einstieg ermöglicht es den Studenten, sich mit den relevanten sprachlichen Aspekten vertraut zu machen und ein erstes Verständnis für die phonologischen Besonderheiten zu entwickeln.

2. Hör- und Automatisierungsübungen

Hören kann in verschiedenen Varianten stattfinden, z.B. stilles, leises oder lautes Mitlesen. Die Wahl der Methode hängt dabei vom Niveau der Studenten und von weiteren Faktoren wie individuellen Vorkenntnissen und Fähigkeiten ab. Um die Wahrnehmung phonologischer Unterschiede zu fördern, können die Studenten Gehörtes markieren oder ankreuzen. In der nächsten Phase können die Übungen ergänzt werden, in Form des Ausfüllens von Lückentexten, um die phonologischen Merkmale weiter festzuhalten.

3. Übungen zum lauten Lesen und Vorlesen

Wörter, Wortgruppen oder Sätze sollten laut vorgelesen werden, um die Beziehung zwischen Lauten und Buchstaben zu üben und zu stärken. Diese Methode fördert das Verständnis für die phonologische Struktur der Sprache und unterstützt den korrekten Erwerb der Aussprache.

4. Anwendungsübungen

Die thematisierten phonetischen Eigenschaften können mittels Mini-Dialogen oder freier Übungen, aber auch in Form von Spielen, wie Würfelspiele, Bingo oder Memory vertieft werden. Ergänzend dazu eignen sich Übungen zum szenischen Sprechen, das Einüben von Rap oder das Rezitieren von Gedichten, zwecks Festhaltens der phonologischen Merkmale.

Unterrichtsmaterial mit Schwerpunkt auf den phonetischen Aspekten

Im typischen Deutschunterricht in Japan wird am Anfang das deutsche Alphabet erlernt, und die Studenten widmen sich der Übungen der Vokale und Konsonanten.

In diesem Fall steht die Aussprache im Mittelpunkt. Die Lehrmaterialien beinhalten nur begrenzte Beschreibungen detaillierter Artikulationsmethoden und die Übungen konzentrieren sich überwiegend auf die Wortebene, während suprasegmentale Elemente nur selten thematisiert werden (Ikoma, 2016). Die Studenten müssen sich diese Aspekte häufig durch persönliche Erfahrung aneignen. Um den Mangel an solchen phonetischen Übungen zu ergänzen, sollten spezielle und sich auf die Aussprache konzentrierende Übungsmaterialien in den Unterricht integriert werden.

Seino et al. (2016) integrierten Ausspracheübungen in jeder Lektion. Diese Ausspracheübungen beinhalten auch Phonetikübungen, die speziell auf die Herausforderungen japanischer Deutschlernender ausgerichtet sind. Die Beispiele zum Ausspracheabschnitt basieren auf der Idee der DaF-Materialien. Im Fokus stehen dabei die Vokale und Konsonanten, insbesondere jene Laute, die für japanische Deutschlernende häufig problematisch sind. Zusätzlich werden Schwa-Laute behandelt, die in vielen Lehrmaterialien oft unbetrachtet bleiben. Auch suprasegmentale Merkmale wie Rhythmus, Intonation, Pausierung, Elision und Assimilation werden umfassend eingeübt. Im Folgenden werden einige Übungen dargestellt.

Abbildung 1

Übung der Vokale: Unterscheidung zwischen langen und kurzen Vokalen, Hörverstehen, Zungenbrecher



Phonetik I i の発音

i の長母音 [i:] は唇を横に引っ張り発音します。短母音 [ɪ] は唇を少しゆるめて発音します。

1. 下線部の母音は長短のどちらですか。音声聞いて選び、発音しましょう。 (73)

長 短 長 短 長 短 長 短

1) a. Stil b. still 2) a. ihn b. in

(74) (75)
聞き取り 発音練習

2. 発音される単語は a と b のどちらですか。音声聞いて選び、その後、両方の単語を発音しましょう。

1) a. Welle b. Wille 2) a. finster b. Fenster

3) a. bieten b. bitten

3. 母音の長短に注意して、音声を聞きましょう。その後、早口言葉を言ってみましょう。 (76)

Sieben Schneeschipper schippen sieben Schippen Schnee.

7人の雪かき人がシャベル7杯分の雪を掻く。

Im Rahmen dieser Übungen wird zunächst die Wahrnehmung von langen und kurzen Vokalen gefördert. In der folgenden Phase mussten die Studierenden nur ein Wort beim Hören auszuwählen. Es wurde bewusst darauf geachtet, dass die Reihenfolge dieser beiden Schritte nicht verändert wird, weil eine umgekehrte Reihenfolge zu einer zusätzlichen kognitiven Belastung führen könnte. Im dritten Schritt hörten die Studierenden eine Audiodatei mit einem Zungenbrecher an, den sie nacheinander in einzelnen Wörtern, dann in Wortgruppen und schließlich in einem Satz langsam nachsprechen mussten. Sobald sich die Studierenden an die verlangte Artikulation gewöhnt haben, kann die Sprechgeschwindigkeit schrittweise erhöht werden, um die Aussprache weiter zu trainieren.

Diese Übungen ermöglichen es den Studierenden, sich intensiv mit der Aussprache zu beschäftigen. Lehrkräfte haben auch die Flexibilität, diese Übungen an die Klassensituation anzupassen oder zu erweitern, indem sie zum Beispiel eigene Wörter oder Ausdrücke einfügen. Die arrangierten Übungseinheiten können auch als Wiederholung genutzt werden.

Abbildung 2

Rhythmusübungen

Phonetik II リズムの練習

a から f の語彙の音声とハミングを聞いて真似してください。その後、例文 1) ~ 3) にどの語彙を使うかを決めて、文中の語彙の部分のみハミングで読み、隣の人はその食べ物と何か当てましょう。

(10)

a Salat ○ ●	b Kuchen ● ○	c Paprika ● ○ ○
d Tomaten ○ ● ○	e Apfelkuchen ● ○ ● ○	f Schokolade ○ ○ ● ○

- 1) Heute möchte ich _____ kaufen.
- 2) Im Supermarkt kaufe ich _____ und _____.
- 3) Ich esse gern _____, _____ und _____.

In der Phonetik des DaF-Bereichs ist es auch bekannt, dass die Visualisierung des Rhythmus ein nützliches Hilfsmittel für Nicht-Muttersprachler darstellt (Rude & Narita, 2013). Dieses Lehrbuch veranschaulicht bereits in der ersten Lektion die Bedeutung des deutschen Rhythmus, mittels einiger Visualisierungen wie Kreisen oder Satzmelodien. Das Thema der vorliegenden Lektion war „Einkaufen“, wobei die Modalverben neu eingeführt wurden. Diese Rhythmusübungen sind in diese thematischen Schwerpunkte integriert, wobei die interaktive Partnerarbeit durch ein spielerisches Element ergänzt wird.

Abbildung 3

Übungen mit Visualisierung von Rhythmus und Takt

Phonetik II 相手に聞き返すときの表現 (29)

相手の発言が聞き取れなかったとき、Wie bitte? という表現を用いて尋ねます。

その他にも、1) ~ 3) のような表現があります。音声を受けてメロディとアクセントに気を付けて発音し、使えるようにしましょう。

- 1) Noch einmal bitte!
● ● ○ ● ○
- 2) Sagen Sie es bitte noch einmal!
● ○ ● ○ ● ○ ● ● ○
- 3) Sprechen Sie bitte langsam!
● ○ ○ ● ○ ● ○

Ein weiteres Verfahren ist die Satzmelodie, die traditionell mithilfe von Pfeilen für aufsteigende, fallende und gleichbleibende Tonhöhen dargestellt wird. Dabei zeigt sich, dass

Satzmelodien auch innerhalb von Sätzen dynamischer verlaufen. Im Allgemeinen neigen japanische Deutschlernende dazu, den letzten Ton, der das Ende einer Äußerung markiert, als schwach fallend auszusprechen. Durch die Visualisierung der Melodiekurve wird die Dynamik der deutschen Satzmelodie dargestellt.

Für diese Übungen wurden die aufgenommenen Sprachdaten mittels *Praat* analysiert. Auch subjektive Höreindrücke von deutschen Muttersprachlern wurden berücksichtigt. Diese Visualisierung unterstützt die Lernenden bei der Erfassung der suprasegmentalen Merkmale des deutschen Rhythmus und Taktes.

Unterrichtsbericht

Seit April 2024 unterrichte ich „Doitsugo sogo 6“ und „Doitsugo Sogo 7“, diese stellen die phonetischen Aspekte in Fokus. Der Unterrichtsplan stützte sich auf verschiedene Audiomaterialien und auf die Lehrerausbildung „Phonetik im DaF-Unterricht“ 2013 des Herder-Instituts Leipzig.

Die Lehrmaterialien wurden entsprechend den Niveaustufen A1-A2 ausgewählt. Obwohl die zu behandelnde Inhalte im Unterricht grob vorgegeben sind, wurde zu Beginn des Kurses ein Fragebogen zwecks der Bestimmung der spezifischen Teilnehmer eingesetzt.

In kleineren Klassen ist bei der Aussprache eine genauere und individuelle Unterstützung möglich. In beiden Kursen erlernen Studierende die phonetischen Aspekte der deutschen Sprache wie folgt:

- Einführung in die deutsche Aussprache
- Erklärung der allgemeinen Mechanismen der Aussprache und der Vokalisationunter Benützung von anatomischen Grundlagen
- Vokale, Umlaute, Diphthonge, das Schwa
- Wort- und Satzakkzent
- Suprasegmentale Eigenschaften : Rhythmus, Melodie und Intonation
- Konsonanten
- Konsonantenverbindungen, Assimilation, Elision und Reduktion

Wenn möglich, werden die genannten vier Übungsschritte von Reinke (2018) innerhalb einer Unterrichtseinheit umgesetzt, wobei der Fokus auf der gleichzeitigen Förderung der segmentalen und suprasegmentalen Eigenschaften liegt. Der Ansatz in beiden Kursen basiert auf den bisherigen Arbeiten, wurde jedoch modifiziert, um einen 100-minütigen Unterricht an der Rikkyo Universität auf den Niveaus A1-A2 zu ermöglichen.

1. Einstieg zum Thema mit verschiedenen Hilfsmitteln

Die bisher veröffentlichten Unterrichtsmaterialien beinhalten zwei Arten von

Einführungen: Entweder wird in den Audioübungen vorgegeben oder dies wird beschrieben. Die beste Lösung hängt von der gegebenen Lernsituation ab, denn der Inhalt der DaF-Materialien entspricht häufig nicht den spezifischen Anforderungen der in Japan lebenden Deutschlernenden und in manchen Fällen sind die Wörter in den Audioübungen zu schwierig.

Aus diesem Grund wird am Kursanfang eine kurze Beschreibung zur Aussprache mit dem Vokaltrapez und dem Mundhöhlenquerschnitt gegeben. Zudem werden kleine Videoclips (Beispiele von der University of Iowa, Reinke, 2023) eingesetzt, damit die Studenten die Aussprache der Laute theoretisch erfassen können.

Abbildung 4

Mundhöhlenquerschnitt von Umlauten Ö und Ü



Visuelle Hilfsmittel, wie die Lautanimationen der University of Iowa, unterstützen den Lernprozess. Nakagawa & Tachikawa (2018) empfehlen die kognitive Artikulationsbeschreibungen sowie die sprachvergleichenden Darstellungen, die möglichst konkrete Hinweise zu den Lippen- und Mundbewegungen geben. Die Lehrkräfte stellen sicher, dass die Studenten die deutschen Laute nicht mit japanischen Lauten ersetzen.

2. Hör- und Automatisierungsübungen

Nachdem die Studierenden mithilfe visueller Hilfsmittel die theoretischen Grundlagen zur Aussprache erlernt haben, hören sie zunächst die relevanten Laute in den Wörtern. Dabei achten die Studenten auf die langen und kurzen Vokale und auf den Akzent (siehe Beispiel in Abbildung 1). In dieser Phase hören die Studenten sich die Audiodateien aufmerksam an. Im nächsten Schritt werden zwei Wörter präsentiert, und die Studierenden diktieren, indem sie eines davon hören und markieren. Das mehrmalige Anhören der Audiodateien kann ebenfalls erforderlich sein.

3. Übungen zum lauten Lesen

Sobald die Studierenden sich mit der Identifikation und dem Hören der thematisierten Laute vertraut gemacht haben, beginnt eine produktive Übungsphase. Ein Beispiel hierfür ist die Umschreibung von Nomen in Adjektive.

Übungsbeispiel:

vom Nomen zum Adjektiv.

Ergänzen Sie die Adjektive mit der Endung -lich. Hören Sie sich das Nomen und die Adjektive an und markieren Sie die Vokallänge.

- | | | | |
|-------------|---------------|--------------|------------|
| 1. das Wort | 2. der Osten | 3. der Ort | 4. der Hof |
| 5. der Gott | 6. die Person | 7. die Woche | 8. der Tod |

Obwohl diese Übungen klassische Grammatikübungen zu sein scheinen, konzentrieren sie sich auf Wörter mit Vokalwechsel. Auf diese Weise wird den Studierenden ermöglicht, die Aspekte der Aussprache mit ihren bisherigen sprachlichen Erfahrungen zu verknüpfen.

Eine weitere Möglichkeit in dieser Phase ist die Anwendung von Lückentextübungen. Diese Übungen sollten gezielt auf gelernte Wörter ausgerichtet sein, die auch in der Lektion über die Laute hervorkommen. Die Themen wurden gezielt ausgewählt, um den Interessen der Studierenden gerecht zu werden, da das Erlernen und das Verstehen der DaF-Materialien für japanische Studierenden häufig eine Herausforderung darstellt.


4. Anwendungsübungen


Selbst in einer kleineren Klasse kann das Erreichen der Endphase der Lektion, insbesondere im Hinblick auf die Verbesserung der individuellen Aussprache, eine Herausforderung darstellen. In diesem Sinne, effektive Übungen, die sich auch in zeitlich begrenzte Unterrichtseinheiten integrieren lassen, zum Beispiel Mini-Dialoge oder die kleinere Gruppenspiele.

Abbildung 5

Kleine Ausspracheübungen für die Umlaute Ö und Ü (Reinke, 2023, S. 57)


14 Städte in Deutschland

a Hören Sie Zeile für Zeile und ergänzen Sie ö und ü. 

b Hören Sie nochmals und markieren Sie die Vokallänge der Ö- und Ü-Laute: lang _ / kurz . 


c Hören Sie nochmals und sprechen Sie nach.

Düsseldorf	F__rth	G__rlitz	G__tersloh	G__ttingen
K__ln	K__penick	L__beck	M__nchen	M__nster
M__nchengladbach	N__rnberg	R__desheim	Saarbr__cken	W__rzburg



DÜSSELDORF

d Suchen Sie die Städte auf der Landkarte. Welche Städte liegen im Süden von Deutschland? Sprechen Sie Sätze.

 Im Süden von Deutschland liegt ...

Wie bereits erwähnt, ist die Anpassung der DaF-Materialien an die spezifischen Gegebenheiten der japanischen Klassenzimmern eine reale Notwendigkeit. Der Einsatz

solcher spielerischen Elemente am Ende des Unterrichts kann zur Unterrichtsanalyse und zur Entspannung der Klassenatmosphäre beitragen.

5. Reflektion

Im Unterricht wird auch Reflexion über die in jedem Unterricht behandelten Aspekte gefördert. Die Studierenden sollen darüber nachdenken und Kommentare schreiben, was sie über die Aussprache erfahren haben und welche Wörter sie als leicht oder schwierig auszusprechen empfunden haben usw. Die Kommentare der Studierenden werden gesammelt, wobei die ganze Klasse oder jede(r) Student(in) individuell Feedback gibt.

Schlussfolgerung

In diesem Beitrag wurden bisherige Forschungen und konkrete Beispielübungen vorgestellt, die speziell für Phonetik im DaF-Unterricht verfasst wurden. Die Möglichkeit der Lehrkräfte, die Studierenden beim phonetischen Erwerb der zu unterstützen wurde auch untersucht, wobei auch die erfolgsversprechende didaktische Ansätze auch berücksichtigt wurden.

- Der Einsatz von Hilfsmitteln im Unterricht

Zur Ergänzung des Mangels an den phonetischen Übungen wurden spezielle Übungsmaterialien integriert. Es ist von großer Bedeutung, dass die Lehrkräfte die Studierenden nicht zum intuitiven Erlernen der Laute anregen. Vielmehr sollten sie eine theoretische Grundlage vermitteln, die erklärt, wie die Laute korrekt ausgesprochen werden können. Eine effektive Vorgehensweise besteht in der Kombination von verschiedenen Hilfsmitteln, wie Vokaltrapez, Mundquerschnitte oder Videos. Diese können den Studierenden dabei helfen, sich die korrekte Mundform und die richtige Zungenposition vorzustellen und beizubehalten, um die deutschen Laute präzise auszusprechen. Diese Übungen sind für die Verknüpfung des theoretischen Wissen mit den akustischen Informationen notwendig.

- Die Integration von Übungen zu suprasegmentalen Eigenschaften in den Unterricht

Für den erfolgreichen Erwerb der deutschen Aussprache ist es wichtig, den Studierenden nicht nur segmentale phonologische Merkmale, sondern auch suprasegmentale Eigenschaften zu vermitteln. Die Vermittlung der Unterschiede zwischen den rhythmischen Strukturen des Deutschen und des Japanischen in früheren Lernphasen dürfte sich positiv auf den späteren Spracherwerb auswirken.

Wie bereits in den vorherigen Kapiteln dargestellt, können visuelle Hilfsmittel wie Rhythmus und Melodiekurven die Studenten bei der effizienten Erfassung der suprasegmentalen Merkmale der deutschen Sprache unterstützen. Darüber hinaus fördern gezielte Übungen, die Aspekte wie Pausierung, Konsonantenfolgen, Assimilation und Elision zu thematisieren,

ein verstärktes Bewusstsein der Studierenden für die deutsche Aussprache. Suprasegmentale Merkmale können im Unterricht entweder verbal oder durch Gestik übermittelt werden.

- Die Individuelle Unterstützung

In diesem Unterricht schreiben die Studierenden regelmäßig Reflexionen über den Unterricht. Weil die Aussprache durch verschiedene Faktoren beeinflusst wird, ist eine individuelle Betreuung der Studenten erforderlich. Selbst wenn Studierende schwierige Wörter und komplexe grammatische Strukturen beherrschen können, bleibt die angemessene Mitteilung der Gedanken problematisch, wenn die Aussprache inkorrekt ist. Die Studenten sollten die deutsche Aussprache nicht durch japanisch ersetzen, sondern vielmehr sich Mühe geben die spezifischen phonologischen Merkmale der deutschen Sprache zu erlernen und anzuwenden. Auf diese Weise entwickeln sie das, für die richtige Wortaussprache notwendige Selbstvertrauen. Dieses Vertrauen ermöglicht die problemlose Kommunikation auf Deutsch und ist für die Förderung einer harmonischen Kommunikation wichtig.

Der Zugang zur deutschen Sprache wird mittels verschiedenen Apps und andere Ressourcen sowohl innerhalb als auch außerhalb des Klassenzimmers unterstützt. Diese Möglichkeiten bietet den Studenten die Gelegenheit, die deutsche Sprache in unterschiedlichen Kontexten zu benutzen und ihre sprachlichen Fähigkeiten kontinuierlich zu erweitern und zu verbessern.

Dieser Unterricht findet in kleineren Klassen statt, wobei eine individuellere Betreuung der Studierenden ermöglicht wird. Wenn jedoch die Aussprache in größeren Klassen mit zeitlichen Einschränkungen geübt werden soll, können beispielsweise auch die ersten zehn bis fünfzehn Minuten einer Unterrichtseinheit dem Üben der Aussprache gewidmet werden. Zu diesem Zweck bestimmen die Lehrkräfte die zu behandelnden Elemente und die notwendigen Phasen, wobei der Wortschatz und die Übungen an das Niveau der Studenten angepasst werden – auf dieser Weise kann die Aussprache möglicherweise kontinuierlich geübt werden.

Für die Entwicklung von speziellen Übungen für phonetische Aspekte sind das Erfassen und die visuelle Darstellung der phonetischen Eigenschaften notwendig. Im Falle der Lehrkräfte ist die Weiterentwicklung der eigenen Empfindlichkeit für die deutsche Sprache sehr wichtig, wobei die Vermittlung der Phonetik im Unterricht auch von großer Bedeutung ist.

Diese Forschung wird in unserer Praxis an der Rikkyo Universität weitergeführt und zur Weiteren Verbesserung der Qualität der Phonetik im DaF-Unterricht für japanische Deutschlernende beitragen.

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CMを教材として使用したスペイン語授業実践報告

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要 旨

本稿は、2024年度春学期に行った「スペイン語演習1」の実践報告である。スペイン語圏のテレビコマーシャル(テレビCM)、ラジオコマーシャル(ラジオCM)などの生教材を用いて、スペイン語力、特にリスニング力の向上を目指した。また、30～60秒程度の短い映像に凝縮されたCMを繰り返し視聴、シャドウイングすることで、スペイン語の音やイントネーションに慣れるだけでなく、スペイン語圏文化への知見を深めることも目標とした。ネイティブ話者をターゲットとして製作されるCMを視聴することで、異なる視点や感覚、文化に触れる経験はポジティブに受け止められ、「当たり前」と思っていた自国のCMについても改めて考える機会となった。本物に触れているという感覚は継続学習への動機付けの一助としての効果も期待できる。一方で、ネイティブ話者のスピードで行うシャドウイングやディクテーションは時に過酷で、文法力、語彙力の不足を痛感する場面もあるため、レベル別に用意された教材ではない生教材であるがゆえ学習者の言語レベルとのすり合わせや、その差を埋めてレベルの底上げを図る必要性といった課題もある。本授業の学習効果についても考察し、今後のCM教材選びと、より洗練された授業構築に活かしたい。

キーワード：スペイン語教育、CM教材、生教材、Soft CLIL、シャドウイング

はじめに

1年次のスペイン語必修授業では、共通の教科書とシラバスでアルファベットから学ぶ。今年度「スペイン語演習1」を選択する学生は旧カリキュラムの受講学生であるが、スペイン語では2024年度から始まる新カリキュラムに向けたシラバスが2022年度から先行実施され、必修授業にCEFRのA2の内容までが含まれていた。そのため、必修授業の内容は必然的に文法項目も語彙も相当のボリュームがある一方で、週2回のスペイン語クラスはどちらも約30～40人クラスでの座学スタイルが基本となり、リスニングや文化背景などに触れる機会は限定的にならざるを得なかった。そのような背景もあり、自由科目の言語の授業として何ができるかを考えた際、時折授業の冒頭や最後に見せるスペイン語圏の映像や、ネイティブ話者の表現方法などについ

て学生の反応が良いことを思い返した。また、リスニングには、音の基本的な知識に加え文法力、語彙力、文化的背景知識、そして予測して積極的に聴くアクティブ・リスニングの力が必要であるため、リスニング力を強化することでスペイン語総合力の向上が期待できる。筆者自身に、CM素材を使用した授業の経験があったことから、プロジェクト領域のテーマのひとつである「スペイン語圏のエンターテインメント」として本授業を実践した。本稿は2024年度春学期に行った本授業実践の報告と学習効果の考察である。

実践の概要

シラバス

「スペイン語演習1」は2024年度からスタートした新カリキュラムの言語B「プロジェクト」領域に属し、その内容はコンテンツベースのSoft CLIL¹という位置づけになる。レベルとしては1年次の必修授業を修めた学生がすぐに履修可能である必要がある。シラバスは以下のとおりである（公開シラバスより一部抜粋）。

【授業の内容 / Course Contents】

スペイン語を母語とする様々な国や地域のCMを見ることで多様な文化や考え方について気づきを促し知見を広げます。学生自身の中にある言語資産、文化資産を活用してアクティブ・リスニングの姿勢を養います。シャドウイングによりスペイン語のイントネーションに慣れ聴解力、発音の向上を目指します。教材に関連する語彙や文法項目を拾い、アクティビティをとおして語彙力、文法力を強化し、一つ一つを確実なものとしていきます。

必修科目等で身に付けたCEFR A2レベルのスペイン語運用能力を土台とし、CEFR A2レベルの題材を使用する。科目の総合テーマは「スペイン語圏のエンターテインメント」で、具体的な題材として、映画、歌、演劇、TV等を扱う。また、本領域の科目はアカデミック領域の科目を受講するための準備段階にも位置づけられる。

受講者数

新座キャンパスにて、11名が受講。全員が2年生で前年度に必修科目を終えたばかりの学生となった。男子学生4名、女子学生7名。全員欠けることなく参加、課題に取り組み、最終日を迎えた。

1 Content and Language Integrated Learning (内容言語統合型学習) の略称。Soft CLILはその中で言語の学習を主要目的とするカテゴリーに属する(池田, 2011 p.10)。

教材選びと文法および語彙等の補足項目

1) 教材の選択

筆者はこれまで約4年間にわたり、スペイン語学学校のリスニング力向上を目的としたクラスで、B1以上レベルの社会人を対象に、CMを教材として使用してきた。文法力がある程度ついた段階でも、バラエティに富んだイントネーションや様々な文化背景を持つスペイン語のリスニングは容易ではない。しかし、実際にスペイン語圏で放送されているCM教材への反応は新しい発見や、時に共感を呼び起こすなど常にポジティブなものであった。今回の授業実践では、社会人に比べて人生経験の浅い大学生、さらにスペイン語の対象レベルがA2となるため、文法項目や語彙を補足するなどの工夫が必要となるが、「言語プラスエンターテインメント」という枠組みで、実際のCMを教材として使用することにこだわった。また、必修科目で使用しているテキスト²の音声は自然な速度であり、学生たちのリスニングの機会は限定されていたものの、スピード自体にはある程度慣れてしていると判断できたことも述べておきたい。採用CMの基準と目的は以下の3点で、授業で使用したCMは表1のとおりである³。

- ①文法と語彙：口語であっても文法が崩れすぎておらず、語彙数が多すぎないもの。既習文法の確認から新出文法の追加、定着のための練習、新たな語彙の獲得を目指す。
- ②製作国：複数のスペイン語圏。発音やイントネーションの違いに気がつく。
- ③内容：ストーリー性のあるもの。すべての語彙や文法が分からなくても予測して聴くアクティブ・リスニングの姿勢を養う。

表1 使用したCM詳細

	タイトル/発行元	国	スタイルと内容	時間
1	Gracias 道路交通局	スペイン	ラジオCM アナウンサーによるメッセージ	30秒
2	Comida con el suegro LIBERO	スペイン	テレビCM ドラマ仕立てだが、主に一人の女性が語りかける	50秒
3	Repite conmigo ColaCao	スペイン	テレビCM ドラマ仕立て	60秒
4	Comida sana スペイン心財団	スペイン	テレビCM アナウンサーによるメッセージ	25秒
5	Señor Molina Tapsin	チリ	テレビCM ドラマ仕立て	30秒
6	Contra el dengue 保健省	ペルー	テレビCM アナウンサーが語り、その後、歌によるメッセージ	30秒

2 García Santos, Juan Felipeほか(2020)『エレラボA1/A2』朝日出版社。

3 授業ではリスニングに慣れるよう子ども向けの歌や、短いセンテンスのリスニング練習なども適宜実施した。

2) 文法項目と語彙

メインの文法項目は「命令文」と「比較・最上級」とした。必修科目の授業では、「命令文」は人称を限定し、「肯定命令」のみ扱ったが、スペイン語の日常的な運用において「命令文」は不可欠と言ってよいほど頻出するため、また、接続法へと続く次の段階の学習としてふさわしいと判断した。また、「比較・最上級⁴⁾」も日常会話や表現の中で使用頻度の高い文法項目である。教材は、「命令文」「比較・最上級」が比較的多い、もしくはキーとなる場面で使用されている作品を中心に選んだ。

そのほか、各回のテーマに必要な語彙や文法も都度補足した。

評価方法

小テストは文法問題で2回、単語テストは隔回で全6回実施した(成績評価割合40%)。

最終課題(30%)は、それぞれが自由に選んだCMについてシャドウイングを録画して提出させることとした。受講人数がそれほど多くなかったので前段階として、授業内でも頻繁にシャドウイングを行うことができ、お互いの上達ぶり、練習の成果を共有することは良い刺激になった。

毎回の宿題とリアクションペーパーの提出に加え、複数回行った授業内の個別シャドウイングも評価対象(30%)とした。

授業の進め方

ここでは、最終課題として最も多く選ばれたCM教材“ColaCao”を例として進め方を紹介する。

大まかな流れは以下のとおりである。

- ①リスニング(視聴)
- ②CMテーマについて話し合う
- ③リスニング(視聴)
- ④CMテーマの説明
- ⑤ディクテーション⁵⁾
- ⑥精読
- ⑦シャドウイング
- ⑧発音しづらいところを各自音読練習
- ⑨シャドウイング

授業前半約30分間は「命令文」「比較・最上級」など文法と語彙の練習問題を解き、

4 絶対最上級も含む。

5 ディクテーションの方法は教材の難易度により、穴埋め形式と全文書き取り、最初の文字だけ提示、などを適宜選択した。本教材では、セリフを話している人を明確に提示したうえで穴埋め形式を採用した。

CMに出てくる構文や語彙に慣れる機会を設けた。

その後、CMを視聴。ドラマ性の高い映像と音楽の効果もあり、最初から学生たちは惹きこまれ、意見や感想が次々と交わされた。

“ColaCao”は1964年にスペイン・バルセロナで誕生したスペインのチョコレートドリンクメーカーであり、現在もスペイン全土のホテルやバルで置かれるなど、世代を越えて飲まれている商品でもある。CMでは、複数の子どもがそれぞれのシチュエーションで、多様性を重んじるメッセージをドラマ仕立てで伝えていく。

最初の数シーンでは、緩やかな音楽をバックに、3組の親が子どもに

「Escúchame. (聞いて。)」

「Mírame. (ちゃんと見て。)」

「Repítame conmigo. (一緒に繰り返して。)」

と伝える。

「Soy inteligente. (ボクは賢い。)」

「Nadie es mejor que yo. (他の人が私より優れているわけじゃない。)」

「Yo no soy mejor que nadie. (私が他の人より優れているわけじゃない。)」

「Soy genial. (私は最高。)」(手話を交えている)

とそれぞれの子どもが繰り返す。

女の子ばかりの間で一緒にダンスを習う男の子が転んでしまい、トイレで一人、鏡の前で問いかける。

「¿Si me equivoco? (もし間違えたら?)」

「¡Me levanto! (立ち上がるんだ!)」

明るく力強いテンポの曲調になり、再びみんなと元気よく堂々と踊り出す。

演劇の舞台で演じる主役の女の子がカーテンコールで、すべての仲間を舞台上に呼んで抱き合う。

「Tengo los mejores amigos del mundo. (私には最高の友達がいる。)」

学校の廊下で、工作作品を大事に運ぶ男の子に、他の男の子がわざと足を引っかけて転ばせ、作品が壊れてしまう。そこに冒頭のシーンで出てきた女の子が通りかかる。

「¡Nadie es mejor que nadie! (誰も他の人より優れているわけじゃないのよ!)」

と臆せず伝え、意地悪をした男の子の表情が変わる。

次々と子どもが映し出される。

「Soy valiente. (私は勇敢だ。)」

「Soy valiosa. (私には価値がある。)」

「Soy imparable. (誰も私を止められない。)」

車いすでスポーツに挑む少女が登場し

「Hago todo lo que me propongo. (やるって言ったことは全部やる。)」

と言い、いろいろな子がサッカーや水泳などに取り組む姿が次々映し出される。

最初の母子のシーンに戻り、母親が

「¿Porque soy...? (だってボクは…?)」

と促すと男の子が

「¡Único! (オンリーワンだから!)」

と元気よく答える。

最後に、“ColaCao”が食卓で飲まれている様子が描かれ、ドリンクのアップ映像に合わせて男性の声。

「“ColaCao”も、子どもたちが自らを信じるのが重要であると知っています。私たちの製品と同じように、「違い」こそが子どもたちをオンリーワンにするから。だからこそ、私たちは「違い」を大切に守ることを約束します。一緒に繰り返して。「私(僕)はオンリーワンだ。」「いじめにはNoだ。」

最後のメッセージはスペイン語字幕も表示される。

最後の部分はスピードも速く難易度が高いのでディクテーションはなしとした。使用される動詞や文法項目の数は少なく、語彙数も多くないが、ささやくような自然なスペイン語を聞き取ることは、学生たちにとって最初の段階では難しかった。ペアで相談をして、映像も頼りにして、聞き取りから予想されるスペルを辞書で探し、その単語がなければどの文字が違うのか検討し、見つけたらその単語の意味がCMの内容と合っているのか検証する形で進めた。繰り返すうちに意味も含めて聞き取れてくる箇所が増え、「聞き取れた」という達成感と、語の意味と内容がつながって理解できていく充実感を味わっているようだった。学生からは、

- ・ queの音が小さくてつながってしまい聞こえにくい。
- ・ 自然なスピードなので知っている単語なのに聞き取れなかった。聞き取れるようになりたい。
- ・ 「それ」などを使うことが多いと会話の前後も聞き取らなくては難しいので大変。
- ・ 何度も繰り返し聞くことで音が聞けるようになったのは嬉しかった。

などの感想があった。

「ドラマの内容は分かったが、どうしてこれが製品の宣伝になるのか理解できない」、という声が多かったことから、文化的側面や、CMに込められる意図を知る必要がある。このメーカーの歴史や、スペインでも学校での「いじめ」が社会問題になっているという状況などを説明し、この製品のターゲットとなる層は誰か、どうやってこの製品を買ってもらうか、このCMをとおして何を伝えたいのか、などについて意見を交わした。リアクションペーパーには、

- ・ CMなのに製品のことをほとんどアピールしないというのがすごいと思った。
- ・ 日本のCMより、ストーリー性、ドラマ性の高い内容で面白いと思った。

- ・音楽も明るくて力強いイメージが残り、スーパーでココアを買うならこれを買いたいと思った。
- ・自分が親だったら、同じような製品ならこのようなポジティブな姿勢のメーカーの製品を選ぶと思う。

などの意見が多く書かれた。

その後、ペア（グループ）で、直訳ではなく、映像に合った和訳をして、クラス内で共有した。

最終課題のシャドウイングをする作品は自由選択としたところ、約半数の学生がこの作品を選んだ。シャドウイングの際はスピードを0.75まで落としてもよいことにしたが、全員がオリジナルのスピードで挑み、それぞれに努力した成果が見られた。

また、このCMは一文一文が短いので覚えやすいようで、“Soy genial. (私は最高。)” “Escúchame. (聞いて。)” “¡Me levanto! (立ち上がる!)” など、それぞれ印象に残ったセリフをその後の授業前後で学生間でも使っている様子が見られ、具体的な使用場面を観ることで記憶にも残りやすく使いやすいということが分かった。

その他のアクティビティとゲスト・スピーカー

授業の最初は一人ずつスペイン語で話す時間を設けることとし、また、会話から適切な場面を選び取るようなカルタゲームも複数回行い、エンターテインメント性を保ちつつ言語能力の向上に努めた。

また、ゲスト・スピーカー招聘制度を利用し、スペインと日本両国で映像放送関係の仕事に携わってきているスペイン人を講師として第13回授業にお招きした。日本とスペインのCM製作の違いなどについてお話しいただく予定であったが、近年のグローバル化に伴い、世界のCMが均一化しているというお考えから、最終的には、講師自らの人生を語っていただき、学生たちが「講師を売り込むためのCMを作るとしたら」、というコンセプトで質疑応答をする、という内容になった。

教員ではないスペイン語ネイティブ話者との会話自体が初めての学生がほとんどであり、視点の相違や経験を語り合う交流の機会がスペイン語学習継続や、現地へ赴く意欲への良い刺激になったようだ。

考察

「CMを教材として使用するスペイン語授業」の実践の狙いは3つあった。

- 1) 言語的側面：a) 音韻的気づき
b) 文法力および語彙力の向上
- 2) 文化的側面：a) 幅広いスペイン語圏の文化を知る
b) 比較することで日本文化を振り返る

3) 動機的側面：さらなる継続学習へとつなげる

言語的側面

a) 音韻的気づき

筆者の考えるCMを教材として使用するメリットのひとつは、作品の簡潔さと完成度の高さである。60秒程度で完結し、ディクテーションをするために繰り返し聞いても時間はかからず、自宅学習として複数回聞くことのハードルが低い。授業内で繰り返しシャドウイングすることも可能で、自然なイントネーションを学ぶことができる。それでも繰り返し行くと、集中力の続かない学生もいたので、どの段階で行うか、部分的に行うか、などの検討も必要である。

授業では、精読の際に音の弱化、消失、つながりについても簡単に説明しながら進めた。

スペインの作品を続けて視聴してから、チリ、ペルーの作品を視聴したため、そのイントネーションの違い、音の弱化やつながりの違いにすぐに気がつき、どよめきと笑いが起こるほどであった。しかし、最初にスペインの作品に連続で触れたことから、チリ、ペルーのスペイン語の音を「より難しい」ととらえる学生が多かった。「違い」を楽しめる工夫をもう一步踏み込んで考えていきたい。もう一段階上のレベル設定であれば、より早い段階で様々な国のCMを教材として採用することができるだろう。

b) 文法力および語彙力の向上

コンテンツベースの授業実践として、学習文法項目を絞ったことは非常に効果的であったと思われる。ただし、今回は受講学生が全員必修科目としてのスペイン語を修了したばかりの2年生であったため、比較的足並みを揃えて進めることができたが、自由科目では受講学生のスペイン語力の差異が生じることも多々あるので、その差にうまく対応できるようなある程度のレベル別の工夫も必要と思われる。また、生教材であるため、設定したい文法項目や語彙レベル、語彙量にマッチするものを探すことは容易ではない。CM教材以外に、短いセンテンスの音源で、ターゲットとする文法や語彙の練習教材を取り入れていくことも検討したい。

文化的側面

日本での日常生活においてスペイン語圏の文化に触れる機会は限定されているため、すべての教材やアクティビティが学生たちにとって有意義であったと考える。今までに視聴したことのないラジオ、テレビCMに触れ、文法などにフォーカスしていない日常の一場面を切り取ったようなシーンや、考え方、心に響くと思われるポイントなどについて意見を交わすことで、文化の相違に気づき、また知見を深めることができた。しかし、教材一つ一つも、あくまでもその文化の一部であることを伝え、CM自体がその国のステレオタイプにならないように注意して進めることは重要な点である。

動機的側面

必修科目で修得したスペイン語をさらに学ぼうと受講した学生にとって、生き生きとしたスペイン語に触れる良い機会であったことが、学期最後のリアクションペーパーから分かった。最終課題の作品選択についても、実行する際の難易度以上に、CMそのもののメッセージに共感できるかどうかを基準にする傾向があり、コンテンツの重要性を再認識した。また、学生自らが、YouTube⁶等で探すなど自発的、自立的にスペイン語学習を継続できるような下地作りの可能性も見つけることができた。

おわりに

CM教材は、その特性から内容予測が比較的容易、反復視聴できる、本物に触れている満足感を得られる、というメリットがある。一方で、ひとつの教材の中で使用される文法と語彙の幅広さや、自然なスピードに慣れるための練習量に加え、行間を読もうとする意欲的な態度が求められる。教員側には周到な準備が要求されるが、スペイン語学習において有用な教材のひとつであると期待できるため、教材の収集や授業構成の洗練など、今後さらなる研究が必要であると考えられる。

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6 Google社が運営する世界最大の動画共有サービス。

2028年度新英語カリキュラム改編に向けた現状と展望：CLIL導入後の教育改善の取り組み

上野 育子

要 旨

本稿では、2024年度に導入された英語自由科目のCLIL (Content and Language Integrated Learning) カリキュラムを基盤として、2028年度に向けた全学共通科目英語カリキュラムの改編における現状と展望を報告する。CLIL導入以降、学生の言語運用能力や内容理解力の向上が期待される一方、個々の英語スキルや学習動機に応じたサポート体制の構築が必要とされている。また、全学的な英語教育改革の一環として、CLILに加えて新たにULB (University Lecture Bridge) やEF (English Fundamentals)、オンデマンド授業の導入が検討されている。しかしながら、これらの科目は現在審議中であり、具体的なカリキュラム構成は今後の決定に依存する。本稿は、これらの科目の意図や役割についての現段階での構想を踏まえ、学生の多様なニーズに応える持続可能なカリキュラムの実現を目指した改編案について考察する。また、立教大学が掲げるリベラルアーツ教育の理念と調和を目指しながら、当大学における英語教育の将来的な展望についても検討する。

キーワード：カリキュラム改編、CLIL (*Content and Language Integrated Learning*)、ULB (*University Lecture Bridge*)、EF (*English Fundamentals*)、オンデマンド授業

1. 序論

1.1 背景

2024年度より、立教大学では英語自由科目を全てCLIL (内容言語統合型学習) に再編する大規模なカリキュラム改革を実施した。CLIL (内容言語統合型学習) とは、内容 (Content)、認知 (Cognition)、コミュニケーション (Communication)、文化 (Culture) の4つの基本概念 (4Cs) を基盤とするアプローチであり、Coyle et al. (2010) によって提案された。従来の語学教授法から発展したこの方法は、学習者が内容知識と言語スキルを同時に習得できる点で非常に効果的である (Coyle et al., 2010; Pérez-Cañado, 2012)。立教大学でのCLILプログラムの目的は、第一に、学部での英語による授業 (EMI: English as a Medium of Instruction) への移行を支援する基盤科目として、

学生に協働学習や多様なプレゼンテーション形式に慣れさせ、英語で深い学びを実現する力を養成することにある。さらに、英語を単なる「学修科目」ではなく「重要なコミュニケーションツール」として捉えさせることで、継続的な言語学習を促進し、学びをより深化させることも意図している。こうした目的を実現するため、数年間にわたり CLIL 科目の開発と導入のための準備が進められ、教員には CLIL 指導法の理解を深めるためのガイドライン、ワークショップ、セミナーなどが提供されてきた。これらの CLIL 授業の実践効果は今後さまざまな形で検証されていく予定であるが、同時に現行の履修システムの課題も見えてきている。具体的には、学生の自主性に委ねられた履修システムでは、必修科目から CLIL 科目を経て学部 EMI へと続く継続的な学習の流れを確保するには不十分であり、履修の動機づけと誘導の仕組みの整備が今後の重要な課題とされる。また、全学共通英語カリキュラム科目を担当する兼任講師のコマ数増加が予測されており、安定した運営体制の確立も求められている。こうした課題を踏まえ、私たちは現在、2028年度を目標とした英語教育カリキュラムの改編案を提案している。

1.2 目的と意義

前述のとおり、現在、本課題の解決策として、「2028年度全学共通科目英語教育カリキュラム改編案」が検討されている。本改編案は、学生の学習継続を支援しつつ、英語教育の持続可能な運営体制の確立を目指しており、現行の言語 A 必修6単位のうち2単位を選択科目領域に移行し、新たに「外国語関連科目(仮称)」区分を設けることで、英語自由科目の選択肢拡充を図ることが提案されている。これにより、学生が主体的に学習を選択できる環境を整備し、学習意欲の向上が期待される。さらに、本改編案は、全学共通英語教育の安定的運営を促進し、選択科目導入によって学生の履修意識を高め、効率的かつ持続可能な教育体制の構築を目指している。学生の主体的学習の促進および英語教育の質向上と持続可能性の両立に寄与する点で、本改編案は重要な意義を有していると考えられる。

2. 学生の属性に基づくカリキュラム設計

2.1 学部・学科ごとの英語習熟度の分析

本カリキュラム改編の策定に際し、学生の属性に基づく設計方針を検討するため、学部・学科ごとの英語習熟度の分析を行った。全学共通教育事務室提供の2024年度新入生の英語能力を CEFR (ヨーロッパ言語共通参照枠) に基づき学部・学科別に分析した資料によると、新入生は全体的に中級から上級レベルの英語力を持つ学生が多数を占めている。特に文系学部では比較的高い英語力を持つ学生が多く、CEFR B1+ から B2+、さらには C1 レベルに多く分布している。一方、理系学部では中級レベル (B1+) の学生が多い。この分布の差異から、学部ごとに応じたカリキュラムおよびサポート体制の強化が求められるとともに、今回の英語自由科目の見直しにより、学生の英語力に応じた効果的な学びを提供し、全学英語カリキュラムの充実に寄与する

ことが期待される。なお、本稿で分析した学部・学科別の英語習熟度分布に関する資料は、個人情報保護および機密保持の観点から提示を控える。

2.2 学部別自由科目履修者数と履修傾向の分析

自由科目の履修者数および履修傾向については、「英語自由科目学部別履修者数」の分析結果を表1に簡潔に示した。本データは2023年秋学期および2024年春学期の2学期あたり、学部ごとの一定の傾向が見出されるが、各学部の学生数や専門科目のカリキュラムに差異があるため、学部間の傾向を単純に比較するには複数の変数が存在し、本表のみでは十分な分析が困難である。ただし、全体的にどの学部においても学生の興味に応じて履修科目が分散していること、および2023年秋学期の自由科目履修者数が1,453名であったのに対し、2024年秋学期には1,270名に減少している点については、CLILカリキュラム導入に伴い、自由科目の選択幅が再構築されたことが影響していると考えられる。なお、2.1と同様、個人情報保護および機密保持の観点からオリジナルの資料提示を控える。

表1 英語自由科目学部別履修者数 (2023年秋学期ならびに2024年春学期データ)

学部名	履修者数	傾向分析
文学部	610名	幅広い科目に関心あり
法学部	342名	CLIL科目を含む幅広い科目に関心あり
観光学部	348名	留学準備・Tourism・ビジネスなど幅広い関心あり
社会学部	244名	さまざまな科目に分散
現代心理学部	237名	新座開講科目のみならず池袋開講科目を履修している学生がいる
経営学部	196名	IELTSやビジネス科目等、比較的習熟度高めの科目を履修している学生がいるのが特徴
異文化コミュニケーション学部	205名	CLIL科目群でも Seminars 科目を積極的に履修傾向
コミュニティ福祉学部	160名	昨年にくらべ3割弱減少傾向。言語能力を直接的に伸ばす科目に関心あり
経済学部	180名	バランスよく分散。ビジネス科目の履修にも関心あり
理学部	96名	全体的にやや少なかったが、2024年春については(月)2限のIGS B:Social Scienceの履修が5名と突出していた。他は1~2名の履修傾向
スポーツウエルネス学部	21名*	学部の中ではもっとも履修が少なかったが、新設学部のため今後増加が期待される

*スポーツウエルネス学部のデータは2024年春のみの換算

2.3 学生の興味・目的に基づくカリキュラム編成

学生の興味・目的に沿ったカリキュラム設定については、すでに自由科目としてCLIL科目を含む多様な科目群が提供されている (Appendix)。この科目群から学生は

自身の興味・目的に沿って英語学習を継続することが本来可能である。現状抱えている問題の本質は、科目のバリエーションの不足にあるのではなく、むしろ2年次以降において英語学習を継続する必要性を学生が十分に認識していない点にあるのではないかと考える。この問題を解決するためには、新設科目においては教育経験が豊富で、教授法に精通した教員を配置することが極めて重要であり、さらに、学生向けの自由科目説明会を効果的に活用し、学生間のポジティブな評価を通じて英語学習の継続を促進する戦略が有効であると考えられる。また、教員養成のためのリソースを強化し、提供されるカリキュラムの質を向上させることも不可欠である。

3. カリキュラム案指針

3.1 現行カリキュラムの課題と改編の方向性

「英語自由科目の受け皿」の見直しと、学生の属性に応じたカリキュラム原案としての具体的なリフォーメーション案の作成にあたり、特に重視した現状課題は、(1) 言語系自由科目の履修状況の不調および、(2) 兼任講師コマ数の増大である。全学英語科目を担当する兼任講師のコマ数が増加傾向にあり、2028年度には2022年度と比較して約2倍に達する見込みであるとの報告を受け、安定的かつ持続可能な英語教育カリキュラムの運営体制の構築が不可欠であるとの結論に至った。

カリキュラム改編案の現段階の進捗としては、各学部における履修者数や履修傾向を基にした設計が進められている。たとえば、英語習熟度の低い学生に対しては、「English Fundamentals」を対面形式で提供し、基礎的な英語力を伸ばす学習とプロジェクトベースの活動を組み合わせることで、インプットとアウトプットのバランスに配慮しつつ、学習効率の向上を促進する方針である。また、新設科目「University Lecture Bridge」では、リベラルアーツを基軸に語学授業としてアプローチする講義科目であり、普遍的なテーマを取り扱う。多様な専門性を持った学生が多角的視点から学べる普遍的なテーマを設定する。英語での講義に慣れていない学生が、模擬的な講義体験を通じて学ぶことができるよう、予備資料や語彙リストなどの充実した学習サポートが提供され、講義内容に円滑に取り組める環境が整備される予定である。履修対象者もCEFR A2レベルからが対象予定であり、CLILクラスとくらべて、習熟度においては幅広い学習者が履修することができる。さらにこれらの科目以外に、学生の時間的制約を軽減し、履修しやすくするオンデマンド科目の策定も進行中であり、AIを活用したe-learning教材を導入し、学生にとって魅力的なコンテンツの提供を目指す。当該科目については、今後のオンデマンド授業の設計に向けたさらなる調整が進められる予定である。

3.2 コマ数とクラスサイズの算出基準および全体像

提案にあたっては、8,300名分の受け皿を確保する必要があり、そのためにコマ数とクラスサイズの設定については、現行の体制を基準とし、必要条件を満たすように算出している。本提案は、学生数の受け皿確保を目的としたものであり、運営上の実

現可能性や教育効果の維持を考慮した数値設計が行われている。表2には、ULBの定員を50名に引き下げた場合の提案を示した。ULB科目を対面形式で実施し、クラスサイズを50名程度とするためには、CLIL科目のクラス規模を現行の最大25名から30名へと拡大する必要がある。この変更により、CLIL科目の特質や教育効果が損なわれることはなく、現行の授業運営体制を維持できると考えている。

一方で、当初は100名で算出されていたULBの定員を50名に引き下げ、言語教育における対面授業として実現可能な規模に調整した。この変更により、約1,000名分の受け皿が不足することとなったが、この不足分については、CLIL科目の定員を各クラス5名増加させることで対応が可能になった。具体的には、194コマで各30名を収容する体制とすることで、計5,820名分の受け皿が確保される。結果として、総計8,320名分の受け皿が確保され、8,300名という必要条件を下回らない水準が達成される見込みである。

表2 カリキュラム改訂案の全体像

科目ラインナップ	コマ数	定員	受け皿	授業形態	対応レベル
ULB	20	50	1,000	対面	A2～B1
EF	6	50	300	対面	A1
CLIL	194	30	5,820	対面	A2～B2
オンデマンド	6	200	1,200	オンデマンド	A2～B2
合計	226		8,320		

4. RLS 第2ステージの改革に沿ったカリキュラム設計

4.1 RLS 第2ステージと英語自由科目CLILとの親和性

立教大学は、その伝統的なリベラルアーツ教育で広く知られ、多様な学問領域を横断的に学ぶことで、学生に幅広い教養と批判的思考力を育成してきた。「RIKKYO Learning Style 第2ステージ (RLS-II)」の大学運営の基本方針内(2021年7月1日)でもリベラルアーツ教育の推進が明確に示されている。RLS 第2ステージに沿った今後の英語教育の方向性として、このリベラルアーツの理念をさらに深化させ、CLIL(内容言語統合型学習)との親和性を最大限に活用することが求められる。リベラルアーツとCLILは、その教育目的において高い親和性を持っていると言える。立教大学が実践してきたリベラルアーツ教育は、単なる知識の蓄積を超え、異なる学問領域を統合的に結びつけ、多角的な視点から問題を捉える能力を重視する。一方、CLILは特定の学問内容を学びながら、同時にその内容に関連する言語能力を向上させる教授法であり、学生は言語と学問内容を相互に補完し合いながら学ぶことで、より深い理解と応用力を獲得する。

立教大学の英語教育において、CLILを積極的に導入・強化することは、リベラルアーツ教育の枠組みの中で、グローバルな視野を持ち、複雑な課題に対応する力を学

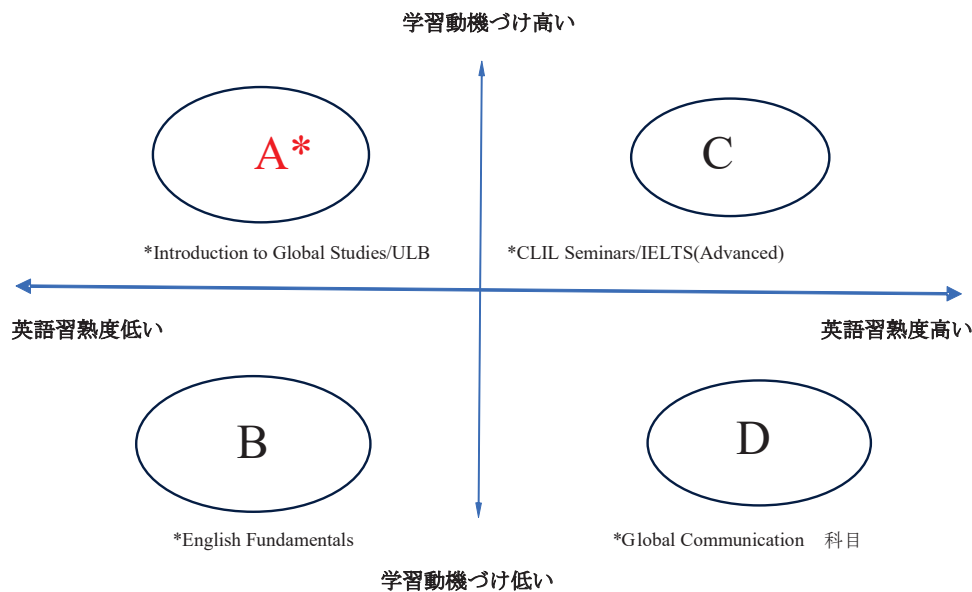
生に育む上で極めて有効である。CLILによって提供される学びは、リベラルアーツの理念と強く一致し、学生が多様な文化的背景や視点を理解し、国際社会で活躍するための実践的な言語能力を効果的に習得するための基盤となる。したがって、立教大学の英語教育においては、リベラルアーツとCLILの融合を推進し、単なる言語習得に留まらない、総合的かつ深い学びを提供することが必要である。これにより、立教大学はその伝統的なリベラルアーツ教育の強みをさらに発展させ、現代社会で求められるグローバルな人材を育成する上で、リーダーシップを発揮する大学としての地位を確立することが期待される。

4.2 英語自由科目におけるCLIL導入の層別アプローチと課題

学術的観点から見ると、英語自由科目をCLIL科目に転換し、学生が多様な科目群から学際的に学べる環境は非常に有益である。一方、現実的には、学生の自主学習に依存するだけでは、継続的な言語学習の達成に課題が残る。現行カリキュラムでは、英語学習への高い動機づけを持ちながらも、習熟度が低い層（表3のA）に対する効果的なアプローチが不十分な可能性がある。特に、CEFR A2レベルの学生の満足度を向上させることにより、リベラルアーツに基づくグローバル人材育成をより広く実現できると推測される。

表3における学習動機づけが低く、英語習熟度も低いB層に対するアプローチは、今回提案するEnglish Fundamentalsコースが担うことになる。C層については、既存のCLIL Seminars科目群やIELTS (Advanced) コースが適していると考えられる。D層に対しては、Global Communicationコースでのさまざまな活動を通じて学習動機を高めつつ、英語でのコミュニケーションの楽しさを実感させることが可能である。Aに該当する学生については、今回提案するUniversity Lecture Bridge (ULB) がA2レベルからの英語習熟度を有する学生を対象としており、こうした層へのアプローチの一端を担うものと位置づけられる。一方で、英語学習の動機づけが低い学生が大人数の授業において自主的に意欲を高めることが難しい点を鑑み、定員を100名から50名にする経緯があった。

表3 英語習熟度と学習動機づけによる学生分類



CLIL 導入科目である Introduction to Global Studies では、最大30名程度のクラスを設定することで、学生が英語をコミュニケーションのツールとして実感できる環境を提供する意図がある。今後は、A1～A2レベルの学生も履修可能なCLIL科目の増設を視野に入れ、さらなるカリキュラムの発展を目指していく予定である。

おわりに

本稿では、2028年度に向けた全学共通英語カリキュラムの改編案について、現段階の進捗と今後の展望を報告した。2024年度に導入されたCLIL自由科目の十分な検証が完了する前に、2028年度の改編案を策定する必要が生じており、慎重かつ柔軟な対応が求められる局面にある。本改編案は、学修効果の向上と持続可能な運営の両立を目指しており、今後も多角的な視点から入念に検討を進める必要がある。また、段階的にカリキュラムを発展させるには、現行カリキュラムを精査しながら継続的な改善を重ねることも不可欠であり、変化する教育環境に柔軟に適応することも同様に重要である。このような状況下で、立教大学のリベラルアーツ精神を堅持しつつ、全学共通英語カリキュラムがその理念を反映し、質の高い英語教育を提供できるようにすることを目指している。本稿が、2028年度における新カリキュラム実施に向けて、その改訂の背景と意図を理解する一助となることを期待する。

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主体的な学びの授業実践例—朝鮮語教育の取り組み—

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要 旨

本稿は2024年度に全学共通科目として開講された朝鮮語科目の授業内容を紹介することで、2027年度に完成年度を迎える新カリキュラムの質の向上に努めようとするものである。必修科目と自由科目からそれぞれ2科目ずつ、各担当教員の授業実践の工夫について担当者自身が執筆している。授業実践報告からわかることは、いずれの授業も主体的学びを促す取り組みがなされていることである。主体的学びは学習者のモチベーションの向上や、成果に対する適切な自己評価をもたらし、最終的には学生の肯定的な自己省察にもつながっているようである。新カリキュラムにおいてはどのレベル、どの内容の授業であってもこの点をふまえ、より効果的かつ体系的に主体的学びを促す授業が提供できるように研究室全体で実践を積み重ね、考察を深めていくことが重要である。

キーワード：主体的学び、ピア活動（協働学習）、授業設計

序論：本論の目的

全学共通科目の言語科目で展開される言語B科目では2024年度から新カリキュラムが始動し（完成年度は2027年度）、初年度にあたる今年度は必修科目の履修の仕組み・内容が大きく改編された。週2回開講という点こそ変更はないが、これまで同一科目（〇〇語基礎1・2）を週2回14週受講し半期2単位（年間4単位）という要件だったものを、アウトプット中心の授業（朝鮮語1・2）とインプット中心の授業（朝鮮語A・B）の二つに分け、それぞれを週1回14週で1単位の設定とした。科目ごとに修得する技能を明確にしたわけである。

また、自由科目については完成年度まで前カリキュラムと新カリキュラムの授業が併存することになる。しかし、入学年度による学生の履修制限は基本的に定められて

いないため、今年度は前カリキュラムで必修科目を履修し単位を修得した学生（2～4年生）が新カリキュラムの自由科目を履修している。また、次年度以降は新カリキュラムで必修科目の単位を修得した学生たちが閉講前の前カリキュラムの授業を履修するケースも考えられる。よって、前カリキュラムの自由科目であっても新カリキュラムのねらいをある程度ふまえ、新たに開講される自由科目への移行がスムーズに進むような工夫が担当教員には求められている。

本稿は4名の朝鮮語教員による2024年度担当科目の授業実践報告を通して、今後の新カリキュラム運営の参考にしようとするものである。朝鮮語教育研究室では担当者連絡会などの機会を通して授業実践の共有に努めてはいるが、これまで誰もが読めるような形で記録を残してきたわけではなかった。今回、各執筆者の担当授業を記録することで、言語問わず参考にできる内容も発見されることを期待している。扱う授業は次の通りである。まず、新カリキュラムの目玉と言える必修アウトプット科目「朝鮮語1・2」は教育講師の李善姫先生が、インプット科目「朝鮮語A・B」は兼任講師の高権旭先生が執筆する。自由科目はともに上級科目の授業実践を報告する。上級の中で比較的受講しやすい科目として設定されている「上級朝鮮語リスニング・リーディング1・2」を執筆するのが兼任講師の齋藤盛午先生、最も高いレベルの科目として設定されている「上級朝鮮語演習1・2」を執筆するのが教育講師の姜太銀先生である。なお、執筆時点（2024年11月）では秋学期の授業が進行中のため、各授業報告の内容は春学期開講授業が主たる対象となっている。佐々木は各実践報告を通読し表現の統一などを行ったほか、序論と結論を執筆した。

1. 必修科目の成果1：「朝鮮語1・2」の授業実践

本報告は、李が担当した2024年度「朝鮮語1・2（アウトプット科目）」の授業実践報告である。最初にシラバスに記載されている授業の目標と授業内容・テキストを紹介し、その後に授業の概要と成果、今後の課題について報告する。

1.1. 授業の目標・授業の内容・テキスト

シラバスは全クラス共通であり、次のように記されている。

- ・ 授業の目標：1クラス20名程度の学習環境で、一人一人の朝鮮語での表現力（CEFR A2レベル程度）を養うことを目的とする。
- ・ 授業の内容：「初歩的な語彙や語句を習得して、日常的なやり取りについて受け答えができるようになる。さらに、自己紹介をするなど、個人的なトピックを表現できるようになることを目指す」ことになっている。
- ・ テキスト：石坂浩一・佐々木正徳・金良淑・郭珍京・李和貞・岡村佳奈
『プリティ・コリアン』2023年、朝日出版社
<https://text.asahipress.com/korean/detail.php?id=1902>

1.2. 授業の概要

朝鮮語は文字と発音から学ぶことが必要な言語なので、「文字と発音」を学ぶ期間(初回～第4週目)はインプット中心の授業の「朝鮮語A」と連携して授業を実施したが、「朝鮮語1」では初回の授業から「挨拶」「教室で使う用語」「日常の簡単な表現」から少しずつ簡単な朝鮮語を積極的に使うように意図して授業を行った。

第5週目の授業からは「朝鮮語1」は完全に独立した授業としてアウトプット授業が実施され、主に会話練習を中心とした授業運営をした。

授業の流れは、まずテキストの各課にある会話文を確認しつつ「朝鮮語A」で学ぶ文法事項に簡単に触れた後、会話文をペアで練習した。ペアの練習はただ読むだけでなく、日本語を見ながら朝鮮語で話す練習を主に行った。

ある程度教科書の会話文を自然に話せるようになると、教科書に載っている内容に学生の関心のある分野(歌、ドラマ、食べ物など)の内容が含まれた日本語と朝鮮語の文を事前にネット上にあるプロンプターを使って準備し、スピードを変えながら話す練習をした。

その後、ペアで教科書の会話文の内容を変えてさらに内容を加え、自分たちが作ったストーリーで話す時間を設けた。このように「朝鮮語1」では、初級の段階から談話教育に重点を置き、学生たちが積極的に活動する時間を多く設ける授業運営をした。秋学期開講の「朝鮮語2」でも同様に運営中で、春学期の内容に加えて3～4名のグループでドラマのワンシーンを作るといった活動もしている。

1.3. 授業の成果と今後の課題

最初は日本語の会話文を見ながら朝鮮語を話すことに対して少し時間がかかったが、授業回数を重ねる度に学生の反応がはやくなり、学生たちも実力がついていることを実感している様子であった。また、自分たちが朝鮮語でストーリーを作ることに対して最初は戸惑った学生が多かったが、現在は積極的に参加し楽しくペアまたはグループ活動をする様子を見せている。

このように学生が能動的に授業に参加し、教師である筆者は教室を回りながら、学生たちの学習をサポートする役割の授業ができるのは、やはり少人数の授業であるからであると思われる。もちろん徐々に学生の朝鮮語能力の差が広がっていき、指導に難しい場面も増えていくが、それぞれの学生に対してどのような指導が適切であるのかは今後の課題とし、引き続き学生が主体的に学ぶ授業を実践していきたい。

文責：李善姫

2. 必修科目の成果2：「朝鮮語A・B」の授業実践

新カリキュラムによりそれぞれの科目での授業目標が明確になり、学生・教員ともに①授業のイメージをつかみやすく、②目的意識をもって授業に臨むことができるようになったと思われる。本章では筆者が担当したインプットクラス(朝鮮語A・B)の授業実践を紹介することを通して、より効果的なインプット授業のあり方について考

察する。

2.1. 朝鮮語 A・B の授業における工夫

朝鮮語 A・B は 1 クラス 40 名程度の学習環境で、朝鮮語の文法的な知識と初歩的な語彙・語句の習得と、CEFR A1～A2 レベル程度のテキストを読解し聞き取れる能力、朝鮮語の理解力を総合的に養うことを目的としている。

授業が単調にならないように、①教科書以外の副教材を活用し、②教師による一方的な授業を極力避けペアワークなどの共同学習を導入して学生が主体的に学ぶことができるように工夫した。

2.1.1. さまざまな教材の活用

教科書以外にフラッシュカードや視聴覚教材を活用して、学生のインプットをサポートした。

①フラッシュカード

ブラウザで利用できるフラッシュカードを使用したところ、ハングルの発音練習に有効であった。教科書の単語を入力しておく、シャフルでき、飽きずに練習できる。作成にあたっては「フラッシュカード作成ツール」(<https://porocise.sakura.ne.jp/sekai/mkcards/>)を使用した。

②韓国の文化に関わる写真

写真や動画を見せて学習効果の向上を図った。例えば、数詞を学習する際に韓国の祝日や記念日の日にちを読ませ、併せて歴史や文化を紹介したところ、学生は興味を示した。秋学期では連体形の学習の際に韓国の駅の「나가는 곳 (出口)」「타는 곳 (乗り場)」といった案内看板を見せると反応がよかった。

③Power Point のアニメーション機能を活用

アニメーション機能を使用して設定時間内に教科書の例文を読ませると、盛り上がり楽しく練習できる。何回か読ませた後で制限時間を徐々に短くしていくと、「速い、速い」と言いながらも積極的に読もうとする学生が増えてくる。

2.1.2. ペアワーク

ほぼ毎回の授業でペアワークを導入した。具体的には、①教科書の応用練習をペアで読みながら意味を考える、②活用形を基本形に戻してどの語尾がついているかを分析する、③練習問題をペアで解く、といった活動である。

ペアワークの目的は、学習者を授業に参加させ、教え合う場を作ることにある。教師は教室を回り質問に答えていくので質問しやすい環境作りにも役立つ。教師の解説が長くなると、学生の集中力が落ちやすく質問しにくい雰囲気になってしまうが、ペアワークを取り入れることで学生同士の対話が生まれて理解度が深まり、かつ主体

的に学ぶ力を育てることができる。また、教室に活気が出る点でも非常に有意義である。

2.2. インプット授業の成果と改善点

インプット授業を担当して最も驚いたのは、学生たちのほとんどが短時間で目標通りの読解力を身につけたことである。本稿を執筆している11月中旬現在、秋学期の授業も半分が過ぎているが、既にハングル検定4級レベルの文をある程度理解している学生が多くいる。これは私が出講している他校に比べると2倍以上早く、インプットメインの授業の成果が現れたと思われる。

しかし、リスニング能力を上げることはできず、春学期に実施した聞き取りの共通テストの点数は作文テストの点数より10%ほど低く、学生からも難しかったという意見が多くあった。

この点を反省して、秋学期の習熟度テストにディクテーション問題を作ったが、ごく簡単な「누가예요? (誰ですか)」のような文も聞き取れない学生が過半数であった。結果として視覚情報中心の授業になっていたことを痛感している。

今後はリスニング能力を高める方法を模索して、多角的な観点からインプット技能の修得が図れるような授業を構成できるようにしていきたい。

文責：高権旭

3. 自由科目の成果1：ゲストスピーカーを活用した「上級朝鮮語リスニング・リーディング」

「上級朝鮮語リスニング・リーディング」は、中上級レベルの文法や語彙を学びながら、サブカル素材、ニュース、検定試験の問題などを教材として用い、読解力および聴解力の向上を目指す授業であり、授業履修にあたって、履修者は必修の基礎および中級レベルのクラスを修了していることを想定している。そのため、履修者の中心となるのは3～4年生である。2024年度春学期、新座キャンパスの「上級朝鮮語リスニング・リーディング1」には3年生13名、4年生5名の計18名の履修登録があった。

3.1. ゲストスピーカー制度活用の意図と授業の構成

このように3～4年生が中心となる授業であるため、大学で学んだ朝鮮語を就職活動や今後のキャリア形成にどう生かすかに高い関心をもつ学生が多い。そのため、毎年度「朝鮮語学習とキャリア形成」と題して、立教大学のゲストスピーカー招請制度を活用した授業を行っている。

招請制度は2019年度から活用しており、これまで同時通訳者、翻訳者、雑誌編集者、朝鮮語教材編集者など朝鮮語を使って活躍する人材を招請してきた。2024年度新座キャンパスの「上級朝鮮語リスニング・リーディング1」ではサブカル素材を授業教材の1つとして用いるため、本学の卒業生でありウェブトゥーン（デジタル漫画）の翻訳・編集に携わる平山茜氏を招き授業を行った。

なお、実施にあたってはより深い学びが得られるよう授業当日にゲストスピーカーの話の聞くだけでなく、事前学習や事後学習を行っている。2024年度は以下のような流れで事前学習・事後学習を行った。

- 第7回 ゲストスピーカーへの事前質問
- 第8回 ウェブトゥーン原文・訳文読み比べ（事前課題）
- 第9回 ゲスト講師授業「朝鮮語学習とキャリア形成」
- 第10回 ゲストスピーカーへの手紙（事後課題）

ゲスト講師登壇の前週となる第8回授業の課題は、ゲストスピーカーが翻訳・編集に携わったウェブトゥーンをそれぞれ原文（朝鮮語）および日本語訳で読み、翻訳について気付いた点や感想を書くという内容であった。また事後学習では毎年度ゲストスピーカーに対して朝鮮語で手紙を書く活動を行い、ゲストスピーカーに送付している。

3.2. 春学期授業の成果と今後の方向性

授業当日は以下のような流れで進行した。

1. ゲストスピーカー紹介（朝鮮語および日本語での自己紹介）
2. 翻訳の仕事について
3. ウェブトゥーン翻訳の面白さ・難しさ
4. 効果的な学習方法
5. 立教大学でどのように朝鮮語を学んだか
6. 留学生活について
7. 就職活動やキャリア形成に朝鮮語をどう生かしたか
8. 学生へのメッセージ
9. 質疑応答

「ウェブトゥーン翻訳の面白さ・難しさ」では、擬声語・擬態語について作品の一場面を用いて一緒に考える活動もあり、学生が出した意見に平山氏がフィードバックを行うなど有意義な時間となった。事前課題を行ったことが質疑応答での活発で質の高い質問につながった。「人名・地名のローカライゼーションについて」など多くの質問があがり、平山氏が実例や経験をもとに解説を行った。

学期末に独自に実施したアンケートでは、朝鮮語を使って活躍する平山氏の話聞くことで「学習へのモチベーションが高まった」「新たな視点が得られて有意義だった」などの感想があった。また、事前課題として指定された作品以外にも、事前・事後に自主的にほかの作品にも触れたという学生も多く、ゲストスピーカーによる授業が「主体的・対話的で深い学び」につながっていることが感じられた。今回はゲストスピーカー授業の後に学生が自主的に読んだ作品について共有する活動が十分にでき

なかったため、その反省を生かし、今後は事後活動をさらに充実させていきたい。

文責：齋藤盛午

4. 自由科目の成果2：映像翻訳のスキルを学ぶ 「上級朝鮮語演習」

日本国内において通訳・翻訳が学べる大学と大学院は、2024年刊行の『通訳翻訳ジャーナル』を参考に調べるとおよそ35校あるが、詳細をみると英語教育に集中していることがわかる。日本語と韓国語の通訳・翻訳が学べる大学は数少なく、あっても文学翻訳の授業というのが現状である。

そこで筆者は、日本メディアのニュースや情報番組に使われる韓国関連映像の韓国語で行われたインタビューなどを翻訳する「映像翻訳(メディア翻訳・放送翻訳)」という分野を新座で開講される「上級朝鮮語演習」に取り入れることにした。筆者は民放テレビ局で非常勤とフリーランスとしてニュース番組の韓国語通訳・翻訳を担当する仕事に携わった経歴がある。その経歴に基づいて受講生にリアルな現場の話やスキルを教えることが期待できるためである。

メディアで扱われている素材(映像)の翻訳には政治家や有名人の記者会見とインタビューもあれば、一般人のインタビューも多く、書籍などの一般翻訳と映像翻訳の一番の違いは「伝えたいことをいかにシンプルに簡略に(画面に内容が収まるように)訳すか」である。そのため、映像翻訳をするときに必要な「省略」のスキル修得のための練習を行い、かつ習得した類義語や関連用語の中から適切な語彙を選ぶ能力の育成に努めた。

4.1. 授業の概要

「上級朝鮮語演習1」は新座キャンパスで2024年度春学期の木曜日4時限に開講しており、立教大学において開講している上級科目の中でも一番上のレベルを想定している。履修者は10名(半年以上の長期留学者は2名、海外言語文化研修を含む短期留学経験者は3名)であり、半数が韓国の大学に留学した経験のある3~4年生であった。

授業では実際に日本国内で放送されたニュース動画(字幕削除バージョン)を視聴し、そのニュースに出る韓国語を翻訳した。翻訳する韓国語文は筆者が文字起こししたものを配布した。

4.2. 授業の流れ

各回の授業は概ね次の手順で進められた。

①筆者が編集した動画を授業中に視聴：

動画は日本のニュースやワイドショーで放送された韓国・北朝鮮関連の報道の中から、韓国語でのインタビュー部分を選定した。最近では日本語の吹き替えも多いので、最新ニュースの中で韓国人の音声が見える動画を探すのがまず大変

であった。選定した動画は字幕部分を削除した。

②筆者が文字起こしをした韓国語の原文(台詞)プリントを配布：

学期前半の授業では翻訳に集中させたいため、原文は筆者が文字化し資料として配付した。ある程度スキルが身についてきた後半の授業では、学生に韓国語の文字起こしから課した。

③受講生による翻訳：

同じ文章をどのように翻訳したか各自が発表した。翻訳にあたっては辞書やグーグルなど検索サイトを参考にさせた。辞書やインターネットを利用させる理由は、いくつかの類義語からより自然な語彙を選ぶスキルや自主的に調べられる能力を育てるためである。

発表された翻訳文に対して受講生同士で議論し、より自然な語彙を使用した訳を考える。この過程には翻訳家としてのセンスが現れる。平子義雄(2007)は原文と一対一の対応関係にある翻訳はなく、絶対的に正しい翻訳もないとしているが、この授業でも一貫して受講生にその点を強調している。翻訳に正解はないということを学生に教えることが大事である。

④まとめ：

関連専門用語や類義語、略語、若者言葉などを学習し、視聴した動画の内容を含めて日韓における最新ニュースについてディスカッションを行った。

授業で使用したニュース動画のソースは、NHK、テレビ朝日、TBS、テレビ東京、フジテレビのニュースとワイドショーである。例えば、以下のような話題を使用した。

- ①韓国の日本製品に対する不買運動
- ②韓国でヒットした日本アニメ「スラムダンク」を観覧した韓国人ファンのインタビュー
- ③韓国の少子化問題
- ④日本を訪れる韓国人観光客のインタビュー
- ⑤KPOPアイドルと所属事務所の対立

4.3. 授業の成果と今後の改善点

4.3.1. この授業で必要とされるスキル

この授業に参加するにあたり必要とされるスキルとして以下の4つを設定しているが、受講生10名のうち8名を対象にアンケートを実施した結果「直訳ではない読みやすい文章にできること」が一番必要なスキルだと答えた学生が5名で最も多かった。

①専門分野への深い知識があること：

普段からニュースや新聞を用いて時事問題を含む幅広い話題を把握することが大事であると実感した。

- ②意識をしても誤訳をしない能力があること
- ③直訳ではない読みやすい文章にできること：
映像翻訳の特徴として話し言葉が用いられるという点があり、直訳だと不自然になりがちであるという発見があった。
- ④調査能力があること：
グーグルなどの検索サイトを駆使しリサーチできる能力が重要であると知った。

上記④に関連して、김한식 (2003) は翻訳の際に、より自然な用語と表現を導くためにインターネットを活用することを推奨している。

4.3.2. 授業を通して習得できる能力

この授業を通して習得できる能力は何だかという質問に対する回答が以下の①～⑤である。最も多かったものは「語学力 (4名)」、ついで「日本語力 (3名)」であった。「日本語力」を選択した学生は、文章の意味や文脈を理解し、状況に合う単語を自分で選択する作業を通して、「自主的に考える」能力を身につけられたと肯定的に自己評価していた。

- ①日本語力：
文章の意味や文脈をキャッチする能力と状況に合う単語をいくつかの類義語から引き出す能力
- ②語学力：
一般的に使われる単語の正確な意味を知ることと専門用語を習得し活用できる能力
- ③知識力：
常に今話題になっているネタやニュースをチェックする能力
- ④調査能力：
初見の単語 (専門用語など) や話題について自分で調べて正しい情報を習得する能力
- ⑤流行語などの語彙：
最新ニュースの翻訳を通して若者言葉や流行語などを習得し活用できる能力

4.3.3. 今後の方向性

映像翻訳をする際に一番心がけている点は何かと聞いた結果「話し言葉から不要な部分を省略し、より伝わりやすく翻訳すること」であった。よって、これからも授業では「文脈を読み取って省略するスキル」を履修生に教えることが大事である。また、今後は字幕ソフトなどを使って実際の現場に近い環境を作るなどの取り組みが必要とされる。

文責：姜太銀

結論

言語B科目はそもそもの学習言語の特長の違いや難易度の差をふまえつつ、必修修了後の到達水準や科目名を統一するなど、低年次学生向けの必修科目という性質をふまえ、絶えずPDCAを回してきた。2024年度からの新カリキュラムの始動はその一つの成果である。朝鮮語教育研究室では、本稿で紹介したように受講生たちが学修目標を達成できるよう、授業ごとにさまざまな工夫がなされている。必修科目のように共通シラバスで、到達目標や授業コンセプトが共通のものであっても、李善姫先生や高権旭先生の論稿で見られたように、工夫の余地は多く存在している。こうしたアプローチに共通するのは、学生による主体的な学びの導出である。例えば、授業中のピア活動（協働学習）はもちろんであるし、齋藤盛午先生の論稿で見られたような学生のモチベーションを高めるといった心理的な工夫も重要である。そうした積み重ねを経た結果が、姜太銀先生の論稿で見られた学生の主体的かつ肯定的な自己省察につながっていると考えられる。今後も学生の主体的な学びを促進しうる教育方法の検証を重ね、それらをより効果的かつ体系的に提供できるよう研究室全体で実践と考察を深めていきたい。

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ロシア語学習者における 映画を題材としたリスニングについて

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要旨

2024年度から立教大学のロシア語カリキュラムが改訂され、リスニングを重視した「ロシア語演習3」が新設された。この授業では映画を教材として用い、ナチュラルなロシア語の「聞く力」を向上させることを目的とし、聞き取った単語を記入してもらう形式で授業を行っている。その結果、前置詞の聞き取りや語末の脱落、ロシア語特有の母音や軟音記号の弱化など、発音規則の複雑さに起因する誤答が多かった。また文法知識の定着が不十分なためにミスを生むケースも目立った。一方で、文法の規則を正確に理解していれば、こうしたミスを回避できた可能性もある。本報告では本学におけるロシア語学習者の聴解において注意すべき点とその対策について述べた。

キーワード：ロシア語、リスニング、映画、発音

はじめに

2024年度より本学の言語Bで新カリキュラムがスタートした。この新カリキュラムでは必修、自由科目すべての科目が一新され、ロシア語の科目内容も一新された。

旧カリキュラム下でのロシア語科目は、他大学でもよく見かける通年を意識したオーソドックスな構成をしており、学生たちは必修科目でロシア語を1年間学習後、自由科目として春秋双方の学期に行われていた日本人講師による読解の授業と文法の授業、そしてロシア人ネイティブ教師による会話の授業を履修可能であった。

しかし2024年度から始動した新カリキュラムでは様々な学生のニーズに応えられるように自由科目の構成が変更された。大きな変更点としては秋学期に1年次から履修可能なロシア語総合1、2が新しく開講され、1年次の秋学期からロシア語学習により集中できる環境が整えられた。また第三外国語としてロシア語を2年次以降に学びたい学生向けの入門ロシア語も開講されることになった。

これらの授業と同様に、ロシア語演習3は、これまでの自由科目にはなかった「聞く力」を重視したオンライン形式の授業であり、特に映画やアニメの聞き取りを中心としている。

そこで本報告では、現時点でのこの授業において本学のロシア語学習者がロシア語を聞き取る際の間違いとその傾向について述べていく。

映画とその選択基準について

この科目で取り扱う映画は以下の4本とした。

Крокодил Гена / ワニのゲーナ (1969)

Кавказская пленница, или Новые приключения Шурика /
コーカサスの女虜、もしくはシューリクの新たな冒険 (1967)

Кин дза дза / 不思議惑星キン・ザ・ザ (1986)

Le Concert / オーケストラ！ (2009)

授業で使用する映画の選択の際にはロシア語教育研究会編『授業づくりのハンドブック ロシア語』(2008)、佐藤千登勢『映画に学ぶロシア語: 台詞のある風景』(2009)、またロシアで出版されたヴィクトロフ・A・V、ヴィクトロヴァ・L・A『「外国語としてのロシア語」授業での好きなソビエト映画(第二、第三検定レベル)』(2009)などを参考にした。

まず『ワニのゲーナ』は人形アニメ、チェブラーシカ・シリーズの第1話にあたる。こども向けの作品であり、内容把握も容易、さらにロシア語も平易でゆっくりと発話されているため1番最初に聞き取りをする対象とした。

次に取り上げたコメディ映画『コーカサスの女虜』はロシア人の主人公がコーカサス地方に民俗学調査を行った際に巻き込まれたドタバタ劇である。コーカサス地方は文化的にはジョージアに近く、ヨーロッパ的なステレオタイプのロシアとは異なる姿をうかがい知ることが可能であり、現代ロシアも含め、ソ連時代からの多民族政策などにも触れることができた。

『コーカサスの女虜』の次の『不思議惑星キン・ザ・ザ』はSF作品であり、ロシア人の風習などが直接的に描写されているわけではない。だがソ連時代のSF作品はしばしば体制を間接的に批判する隠れ蓑としても用いられてきた。ソ連の一般大衆である主人公たちは事故で砂漠の惑星プリュクに飛ばされ、そこから地球への帰還しようとするものの、現地の利己的で強欲なパッツ人たちに悩まされる。このパッツ人の強欲さや階級主義は一見資本主義への批判にも見えるが、当時の腐敗したソ連政権への批判とも見てとれる作品である。

これらの3作品はすべてソ連崩壊前の作品であり、現代ロシアを反映しているわけではない。しかしソ連崩壊前の映画作品の台詞は、現実的であることよりも標準的なロシア語であることが優先されることも多く、田舎で生まれ育ったはずの人物が都市部と同様の標準語を話すという違和感を覚えるものの、全体的に聞き取りが容易な作品が多い。

一方で現代ロシアの映画作品ではそのようなことはなく、聞き取り難易度も高い。

ソ連時代という古い映画作品は現代のロシアを見ることできないというデメリットはあるが、CEFRのA2レベルを対象とする演習3では登場人物たちのロシア語がほぼナチュラルなスピード、発音である聴解対象として『オーケストラ!』のみ取り上げることにした。

『オーケストラ!』は仏映画ではあるものの、主人公アンドレイはボリショイ劇場の元指揮者であり、ロシア語で会話が進むシーンも多く、ソ連崩壊後のロシアの日常についても窺い知ることができる。もちろん現代ロシアの日常が垣間見られる露映画は存在するが、ほとんどは高価なDVDのみでの販売であり、学生がいざ再度視聴しようとしてもハードルが高い。その点で『オーケストラ!』はAmazon Prime Videoなどのプラットフォームで視聴可能であり、学生たちは授業内で見ることはできなかった部分を自分で視聴、あるいは復習することができる。

他の3作品も同様に授業外で視聴可能である。映画会社はソ連時代の数多くの映画をYouTube上において公開しており、『コーカサスの女虜』のように日本語字幕さえ備えている作品も存在する。英語字幕になるが『ワニのゲーナ』、『不思議惑星キン・ザ・ザ』も当然視聴可能であり、授業外での復習しやすさも選択の際に考慮した。

授業概要

ロシアで出版されている学習書の場合、聴解は内容把握、言い換えなどが多い。それ以外にも単語の語尾のみ変化、あるいは文章の一部分をそのまま聞き取らせる等の形式で行われている場合もある。

本授業では一部の台詞を聞き取っていく形式で授業を行い、以下のように聞き取りしてほしい箇所を単語ひとつにつき、空欄をひとつつづつしたプリントを作成し、そこに聞き取った結果を書き込んでもらい、授業終了後にCanvasLMS経由で提出させている。

聞き取り対象となる部分の単語は、必修授業で頻繁に登場した単語は明示せず、それ以外の単語のみ不定形や主格などの形で提示し、授業内で該当の音声を3回聞いてもらったあとで適切な形を記入させている。

配布プリント例 (一部)

<p>男性: () () () (зверь:). 「僕はこの獣が気に入ったよ」</p> <p>(), ты знаешь, похож, так сказать,</p> <p>на (бракованная:) (игрушка:). 「彼は、なんていうか、壊れたおもちゃに似ている」</p> <p style="text-align: right;">『ワニのゲーナ』より</p>

作品の全シーンを聞き取る方が学習面では良いかもしれないが、その場合、学生の集中力が持たなくなったり、BGMやSEによって台詞が聞き取りづらくなったりする。そのため、聞き取り範囲は、基本的に全シーンを対象とせず、映画を理解するために重要なシーンや覚えておくと便利な口語表現が登場するシーンから選んだ。

実践結果

先に述べたように本学において聴解指導のみの授業は、行われてこなかった。だがそれは聞く力を軽視していたからではない。ロシア語は文字を覚えることに苦労はするものの、発音そのものはそこまで複雑ではなく、それよりも語形変化に時間を割く必要があるために発音や聴解の重要性を理解していても中々手が回らないという事情もあった。

今年度の新カリキュラムによって1年生は発音や聞く力にもある程度重点をおいた指導が行えている。しかし今年度演習3を履修している学生は旧カリキュラムに沿った指導を受けてきた。そのため映画に登場するナチュラルなロシア語を聞き取る能力が、読解や文法知識と比較すると弱いと感じた。

また教科書の音声やネイティブ教師のロシア語は授業用にあえて聞き取りやすくはっきりと発音し、さらに丁寧な表現で話している。そのため路上で耳にするようなナチュラルなロシア語とは発音、表現ともに異なっているため、授業当初は学生本人の力であれば正答できるような単語や文章でも逆に音声が阻害してしまい、結局誤答してしまうというケースも予想よりも多く見受けられた。

最も多かった誤答の中は主格や不定形など語形変化をしないまま記入したというケースである。授業では聞き取った結果を記入する際、実際の発音と自分の耳でどのように聞こえたのかを比較するために空白のままにしないよう指示しているため、わからないものを変化させないまま解答したと考えられる。

それ以外の誤答としては神山(2023)が指摘する「日本人学習者が注意すべき発音」と同様の間違いが見られたが、日本人には区別が難しい子音л[l]とр[r]、あるいはб[b]とв[v]の混同についてはそこまで多くなかった。例えばбез[b'is]「…なしで」をвс[vis]と聞き取っていたり、девушка[d'evuška]「若い女性」をдебушка[d'ebuška]と解答したりする学生がいたが、さほど数は多くない。これはプリント内である程度単語の主格、不定形を提示してしまっているためだと考えられる。

子音の混同以外の誤答については、未だ資料としてはサンプル数不足から個人的な見解となってしまうが、現時点では大きくまとめると以下の5項目に分類することができる。

(1) 単語の区切りを認識しすぎによる前置詞とそれに続く語の間違い

英語はもちろんフランス語やドイツ語、スペイン語なども日本で生活していると触れる機会がある。しかしロシア語を日常生活で聞くことはまずなく、大半の学生にとってロシア語を聞く機会は授業くらいになってしまう。

そのため単語を主に文字で見て認識しているロシア語学習者は、語の境界を区切って認識していることが多い。特にロシア語の場合、前置詞とそれに続く語がひとかたまりになって発音される。そのため演習3ではありきたりな単語でも頭の中でひとかたまりになった音を前置詞とそれに続く語に分解することができず、苦勞している学生の姿が見られた。

中でも子音1文字の前置詞 **в**[f]、**к**[k]、**с**[s]、そして母音1文字の **о**[ɐ] は聞き取れないケースが多かった。例えば **к вам**[kvam] 「あなたのところへ」の **в** を聞き取れず、**кам**[kam] と聞き取った学生もいた。この場合、まったく意味がとれなくなってしまふ。

あるいは **к тётё**[k 'tjɔtʲ] 「おばさんのところへ」や **к проктору**[k prɐ'kroru] 「検事のところへ」では前置詞が聞き取れず、**тётё**['tjɔtʲ]、**проктору**[prɐ'kroru] と前置詞なしの与格として聞き取ってしまった学生もいた。

他に **сш** が連続する場合は硬い **ш** の長音として発音されるため前置詞の **с** は聞こえなくなる。特に初年度にこの特殊な発音について触れられることはない。そのため **с Шуриком**[s 'ʃurikəm] 「シューリク (※『コーカサスの女虜』の主人公名) と共に」の場合、**сш** が長音となることを知らない学生は、**с** があるとは思わず、前置詞なしの造格の **Шуриком**['ʃurikəm] 「シューリクによって」だと誤った理解をしてしまった。

(2) 語末の脱落

他に聞き取りの際に語末の子音が聞き取れない誤解答も目立っていた。いくつか例をあげると以下のように品詞や発音には関係なく、全体的に聞き取りミスが起きている。

正：этот['etət]	誤：эта['etə]
正：идём[ɪ' dʲɐm]	誤：идё[ɪ' dʲɐ]
正：каком[ka' kom]	誤：како[ka' ko]
正：районов[ra' jonəf]	誤：района[ra' jonə]
正：головой[gə' lɐ, voj]	誤：голово[gə' lɐ, vo] ¹

また子音ではなく、母音が聞き取れないこともあった。個人的見解となってしまうが、特に起きやすいのは以下のように日本語とやや異なる発音をする **о** と **ы**、そして特に **у** が誤解答の原因となっていることが多かった。

正：кому [kɐ' mu]	誤：кам[kæm]
正：уксус['uksos]	誤：уксос['uksos]
正：будь[butʲ]	誤：быть[bɪtʲ]

1 ここに限らず、正と誤で表記したものはすべて今年度のロシア語演習3における学生による誤答からの引用である。

(3) 軟音記号ьと母音и

語末ではないが、日本語の音節は原則、子音+母音で構成され、連続する子音や子音で終わる語を聞き取る際、日本語的に母音を補ってしまったという誤答もあった。

特に日本人にとって軟音記号ьと母音и[i]の問題が難解になってくる。ьは直前の子音にイの音色を加える記号であり、発音記号では[']で表記され、母音иとは区別される。ただ授業内のようにはっきりと発音されるロシア語と異なり、ナチュラルなロシア語で発音された軟音記号ьと母音иを日本人に聞き分けるのは困難であり、実際に пути['puti]を путь[put']と、стоять[stɐ'jat']を стояти[stɐ'jat'i]という誤解答が発生した。

(4) еとяの弱化

ロシア語の場合、無アクセント音節でのеとяは母音の弱化と呼ばれるあいまいな発音になる。またこの際еとяは、иと同じように[i]と発音される。そのため授業内でеとяを別物として認識している学生にとって「イ」と聞こえる音は聞き取りを難しくさせる大きな要因となっている。

正： посмотрим[pəs'motr'im] 誤： посмотрем[pəs'motr'em]

また以下のように常に硬子音で発音されるш、ж、ц、逆に常に軟子音で発音されるч、щが弱化したеとяと結びつく場合も聞き分けは困難となる。

正： Чебурашек[tɕɪbu'raʂik] 誤： Чебурашк[tɕɪbu'raʂk]

その他に形容詞の中性形と女性形の語尾-оеと-ая、あるいは-ееと-яяの場合、еとяは基本的には軟子音字のあとでは[ə]、母音の後では[jə]となるため、中性形と女性形の発音が一致してしまう。ただしこの弱化は常に起きうるものではなく、性を区別させるため、あるいは教科書の音声などはっきりとした発音をする場合は文字通りの発音になるため、初学者の授業では触れられない。初めてナチュラルなロシア語に触れた学生にとってはこちらもリスニングの障害となる。

正： оказанное[[v'kazənnəjə] 誤： оказанная[v'kazənnəjə]

正： высокое[vi'sokəjə] 誤： высокая[vi'sokəjə]

(5) 文法知識による誤解

(1)～(4)で取り上げた誤解答は学生が聞こえた音をそのまま解答したことが原因である。しかし中には文法知識が逆効果になって間違えたというケースも見受けられた。

例えば никакихの語尾-ихを-ыхと答えた学生がいたが、これは形容詞の格変化を硬変化のみ覚えているため間違えたと考えられる。

また по словам[po slɐ'vam] (前置詞 по+複数与格) の слово「単語」の正しい形を словом['slovəm]と解答したケースも見られた。本来であればアクセント位置が異なり、前置詞 поが造格を取ることもないため、格変化をしっかり習得していれば間違えることはないが、名詞の複数格変化に慣れていなかったことがミスにつながったと考えられる。

他にも不規則な第1変化動詞 сказать[skɐ'zatʲ]は3人称単数形で скажет['skazɪt]と変化するが、正則で変化させてしまい、скажетと書いた学生がいた。

まとめ

ロシア語の発音には弱化や連続する子音などに特別な発音が発生し、文字と発音の不一致がおきうるが、こうした不一致について言及している初学者向けの教科書はほとんどなく、ロシア語学習者たちはそれを知らぬまま文法を重視した授業を受けてきた。文法知識が原因となった誤答タイプ(5)を除けば、演習3でおきた誤答の多くは、ロシア語の発音が文字通りに発音されることに学生たちが慣れすぎていたことが一因と考えられる。

だが一方で今回の結果から文法知識をしっかりとしていれば誤答を避けられたケースも多い。ロシア語の語形変化は複雑ではあるが、規則がしっかりしていないわけではない。規則に沿わない解答になった場合は、規則に合致する変化語尾になるようにチェックすればミスを回避可能であった。

例えば(1)の誤答の内、какомをкомとしてしまった誤答の場合、какойは形容詞的に変化する疑問代名詞なので、какоというように語尾がoひと文字になることはない。また(4)でのЧебурашекを誤ってЧебурашкとしてしまった誤答は、語形変化する際、子音が連続して終わると子音間に没母音oもしくはeが入ることを忘れてなければ正答できたであろう。

また個々の単語だけでは難しい場合でも文章全体を見ると、正答できたであろうケースが多い。例えば(4)で形容詞の中性形оказанноеを女性形оказаннаяとしてしまった誤答では、実際にはこの形容詞の後に中性名詞довериеが来ていた。そのことを意識していれば、女性形оказаннаяを選ぶことにはならなかったのであろう。

ロシア語は語形変化が多く、1年次では文法を重視せざるをえない。しかし学生が自信を持っている文法知識を「聞く力」のサポートとすればリスニング力にもなり、バランスよくロシア語力を伸ばすことができるのではないか。

ロシア語演習3の後半では徐々にだが単語ひとつひとつではなく、意味の塊として文章全体の構造を意識させることを心がけて指導しはじめた。これまで獲得した文法知識を取り込んだ形で聴解の授業を進めることで一層のリスニング能力を伸ばす学習となるのではないかと考えている。この授業は今年度が初めてであるためまだはつきりとは見えてこないが、今後授業を続けていくことによってさらに情報を増やし、聴解における日本人学習者が注意すべきポイントをさらに明らかにしていくことを今後の課題としたい。

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外国語教育研究センター 多言語教育実践ジャーナル投稿規程

施行 2020年4月14日

改正 2022年9月27日

2023年7月18日

(投稿資格)

- 第1条 多言語教育実践ジャーナル（以下、本ジャーナル）の執筆者は原則として現職の外国語教育研究センター所属教員とする（共著の場合、筆頭著者のみ）。ただし、特別号、特集号などの場合はこの限りではない。
- 2 投稿論文は1教員につき1本までとする（共著による論文も1本と数える）。また、投稿論文数によっては、ジャーナル&リサーチ委員会（以下、委員会）による決定を経て掲載号・論文枚数等の調整を受ける場合がある。
 - 3 投稿論文は過去に出版されておらず、他のジャーナルに現在投稿されているものではないこと。

(使用言語)

- 第2条 外国語教育研究センターに所属する教員の知と教育実践を広く共有するために、日本語及び外国語教育研究センター言語科目群に属する英語、ドイツ語、フランス語、スペイン語、中国語、朝鮮語及びロシア語での投稿を認める。

(執筆要項)

- 第3条 投稿論文は授業実践報告に限る。
- 授業実践報告：外国語教育研究センター内での言語科目全般における授業実践の報告及び所感。学生に課したタスクや授業時のアクティビティ等、科目を担当することで得られた体験や経験に基づいた報告を行う。可能であれば実践に関連する理論的枠組みと関連づけること。
- 2 書式は以下の項目全てを厳守すること。英語で執筆する場合は、英語版の投稿規程及び別紙テンプレートに従って作成すること。英語以外の言語で執筆する場合は、別紙テンプレートを参考にして作成すること。なお、原稿の書式が以下の項目に則していない場合は、執筆者に原稿を差し戻し、修正を求める場合がある。
 - (1) 原稿サイズ
A4版を使用し、上下左右それぞれ25mmずつあける。
本文は横書きで日本語フォントはMS明朝、英語フォントはTimes New Roman、フォントサイズは12ポイントとする。その他の言語のフォントは同一論文内で齟齬のないよう当該言語における学術論文で一般的に使用されるフォントを選択し使用すること。行間は1行とし、本文は左揃えとすること。

(2) 字数

字数（語数）は以下のとおり言語毎に定める。全言語において、図表、参考資料、参考文献、註釈、付録など全てを字数（語数）に含める。なお、図表については、明瞭なものを当該個所へ貼り付けること。貼り付けられない場合は、別ファイルを用意し、挿入個所を明示すること。

日本語	6000-8000 字程度
英語	3000-5000 語程度
ドイツ語	18000-24000 字程度 (9～12 ページ程度)
フランス語	3000-5000 語程度
スペイン語	3000-5000 語程度
中国語	4000-5000 字程度
朝鮮語	6000-8000 字程度
ロシア語	3000-5000 語程度

(3) 原稿タイトル

左寄せ、18ポイント、太字とする。フォントは上記書式に従うこと。執筆言語が英語の場合はタイトルケースとすること。

(4) 氏名

右寄せ、ゴシック体で12ポイントとする。タイトルとの間は1行あけること。

(5) 要旨

全ての原稿に、要旨と3～5項目のキーワードをつけること。要旨は日本語500字程度または英語150～250語程度で執筆すること。書式は、左右15mmずつ全行インデントし、フォントはMS明朝（英語はTimes New Roman）、フォントサイズは11ポイントを使用すること。なお、要旨の言語は執筆言語に関わらず英語あるいは日本語とする。

(6) 註釈

本文への註釈は、対応する註記を各ページの下に9ポイントで表記すること。

(原稿の提出)

第4条 原稿の提出は、指定のGoogleフォームに必要事項を入力の上、投稿内容を収めた電子ファイルをアップロードし、送信すること。

(脚注および参考文献の形式)

第5条 原則としてAPAスタイル（第7版）を用いること。英語以外の言語で執筆する場合は、APA（第7版）の形式に可能な限り沿うよう配慮し、執筆者の責任において同一論文の中で齟齬のないよう確認すること。剽窃を行わないよう十分に注意すること。

(投稿開始及び締切日)

第6条 投稿の受付は毎年9月の秋学期開始日からとし、提出締切日は同年11月末日とする。

(査読)

第7条 査読は行わない。ただし基本的な内容及び体裁のチェックを委員会が行い、掲載可否を判断する。

(校正及び再提出)

第8条 内容及び体裁のチェック後、本ジャーナルの執筆要項から内容が著しく逸脱している、あるいは体裁に問題があると判断された場合、投稿者に対し校正及び再提出の依頼を行う。校正依頼を受けた執筆者は、原稿の校正を行い、校正依頼を受けた日から起算して2週間以内に再提出を行うものとする。校正後の原稿は委員会による最終確認を経て掲載可否の判断を行うものとし、執筆者に結果を通知する。なお出版社より体裁等について追加の修正が求められた場合は、再度の校正を執筆者に依頼する場合がある。

(出版)

第9条 本ジャーナルは毎年3月に出版される。

(CiNii 及び立教リポジトリへの登録)

第10条 掲載された論文は、外国語教育研究センターのウェブサイトに掲載されるとともに、CiNii (国立情報学研究所論文情報ナビゲーター [サイニイ]) 及び立教大学学術リポジトリに登録される。

(その他の要件)

第11条 その他の要件は以下に定める。

- (1) 原稿料は支払われない。
- (2) 掲載された論文の著作権は、原則として立教大学外国語教育研究センターに帰属する。ただし、著者が著者自身の研究・教育活動に使用する際は、立教大学外国語教育研究センターの許可なく使用することができるものとする。
- (3) 出版後、万が一剽窃あるいはその他の不正が発覚した場合、当該論文は本ジャーナルから削除される。

(規程の改廃)

第12条 この規程の改廃は、外国語教育研究センター教授会の議を経て、外国語教育研究センター長が行う。

附 則

この規程は、2020年4月14日から施行する。

附 則

この規程は、2022年9月27日から適用する。

附 則

この規程は、2023年7月18日から適用する。

Center for Foreign Language Education and Research

Journal of Multilingual Pedagogy and Practice Manuscript Submission Guidelines

Established on April 14, 2020

Revised on September 27, 2022

Revised on July 18, 2023

(Eligibility)

- Article 1 Contributions to the journal are primarily limited to individuals affiliated with the Center for Foreign Language Education and Research (hereafter "FLER"). In the case of co-authored papers, this requirement applies only to the first author. Exceptions may be made for special editions.
- 2 A maximum of one contribution per issue is accepted (co-authored papers are also counted as one contribution). Due to space limitations, your submission may be considered by the Journal and Research Committee (hereafter "Committee") for publication in a later issue, or you may be asked to reduce the length of the submitted article.
 - 3 Work submitted to the journal should not have been previously published and should not be under consideration for potential publication by other journals.

(Language)

- Article 2 In order to effectively share knowledge and research activity amongst FLER-affiliated instructors, we accept manuscripts written in one of the following languages: Japanese, English, German, French, Spanish, Chinese, Korean and Russian.

(Content and Formatting Guidelines)

- Article 3 Submitted papers must be practical teaching reports.
- Practical Teaching Reports: Reflective reports on your teaching practice in any language courses at the Center for Foreign Language Education and Research. Reports should include a reflection, and detailed descriptions of tasks and/or activities. Make sure to establish a clear connection between your teaching practice and theoretical/pedagogical rationale where possible.
- 2 Please ensure to follow all formatting guidelines listed below. Authors who intend to write in Japanese should refer to the Japanese version of this document. When submitting an article written in English, be sure to format the article using the supplied template. For languages other than English, format the article whilst referring to the template. Submissions that do not follow these formatting guidelines

may be returned to the author(s) for revision.

- (1) **Size:** Use A4-sized paper, leaving margins of 25mm on all sides. The font used should be Times New Roman 12 point and single-spaced. For Japanese, use (MS Mincho), for any other languages, use the font type considered standard in the selected language. Use the same font consistently throughout the manuscript unless otherwise noted. The line spacing should be set at single-line spacing, and the text should be left-justified.
- (2) **Length:** The number of words (characters) shall be determined for each language as follows. In all languages, include all graphs, charts, reference list, and any appendices in the word (character) count. Clearly visible graphs and charts should be embedded in the text. However, if it is difficult to do so, please submit as a separate file, but leave space and indicate where they should be placed in the text.

Japanese	Approximately 6000–8000 characters
English	Approximately 3000–5000 words
German	Approximately 18000–24000 characters (9–12pages)
French	Approximately 3000–5000 words
Spanish	Approximately 3000–5000 words
Chinese	Approximately 4000–5000 characters
Korean	Approximately 6000–8000 characters
Russian	Approximately 3000–5000 words

- (3) **Title:** The title should be in 18 point bold, left-justified, with Title-Case. Font as above.
- (4) **Author’s name:** The name of the author/s should be indented to the right side and written in Gothic 12 point. Leave one line between the title and the name of the author/s.
- (5) **Abstract:** Abstracts should be approximately 500 characters in Japanese or 150–250 words in English, with 3 to 5 keywords for the article at the bottom. For the abstract, the entire text should be indented 15mm from the left and right and written in Times New Roman 11 point.
- (6) **Footnotes:** Footnotes should be placed at the bottom of each page, in 9 point.

(Manuscript Submission)

Article 4 To submit a manuscript, fill in the necessary details in the designated Google form, upload the electronic file containing the article content, and submit.

(Footnotes and Referencing)

Article 5 The author is responsible for consistently adhering to APA (7th edition). If the manuscript is written in any language other than English, adopt APA style format

as much as possible, and make sure that the style used is consistent throughout the manuscript. Make sure to avoid committing plagiarism.

(Call and Deadline for Submission)

Article 6 Submissions begin at the beginning of every fall semester. The deadline for submission is the last day of November.

(Peer Review)

Article 7 Submissions to the journal will not undergo peer review. However, the Committee will check the basic contents and appearance and determine whether to accept it for publication.

(Revision and Resubmission)

Article 8 After checking, if the content deviates significantly from the scope of the journal or there is a problem with the format, the author will be requested to revise and resubmit. Authors who have received a revision request must revise the manuscript and submit it again within two weeks from the date of receiving the request. A final review will be conducted by the Journal & Research Committee to determine if the work is publishable. The author will be notified of the decision once the final review is completed. The author may be asked to further revise the manuscript if there is any stylistic/format issue.

(Journal Publication)

Article 9 The journal is published annually in March.

(Registration on CiNii and Rikkyo Repository)

Article 10 Contributions to the Journal of Multilingual Pedagogy and Practice will be published on the FLER webpage and registered on the national CiNii database and the Rikkyo University Academic Repository.

(Other Conditions)

Article 11 Other terms and conditions are set out below.

- (1) No remuneration is offered to the author(s).
- (2) The copyright of articles published in the Journal of Multilingual Pedagogy and Practice resides with the Center for Foreign Language Education and Research, Rikkyo University. However, the author(s) retains the right to use his/her work for future research and/or educational purposes without permission from the Center for Foreign Language Education and Research, Rikkyo University.
- (3) If any plagiarism or misconduct is discovered after the work is published, the

published work will be removed from the journal.

(Amendment or Abolishment of Guidelines)

Article 12 Amendment or abolishment of these guidelines will be made by the Dean of the Center for Foreign Language Education and Research after deliberation at the Faculty Meeting.

These Guidelines shall come into effect as of April 14, 2020.

These Guidelines shall come into effect as of September 27, 2022.

These Guidelines shall come into effect as of July 18, 2023.

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