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研究課題名(和文) 海外大学とのビデオ会議による内容言語統合型学習の共同授業

研究課題名(英文) Collaborative CLIL classes with overseas universities via video linking

研究代表者

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交付決定額(研究期間全体)：(直接経費) 3,100,000円

研究成果の概要(和文)：本研究は、海外の学生とのバーチャル交流によって英語を使う必要性を生み出した。CLILアプローチを用いて、海外の大学生と英語でビデオ会議による共同授業を実施した。語学以外を教える教員と連携することで、学生は言語と内容の両方を学ぶことができ、EFL教師はより多くのコンテンツを語学コースに含めることができた。学生調査を通じ、バーチャル交流のあり方及び適切な内容を調べた。人数が少なかったが、学生は同期・非同期の交流両方の利点を認めた。学生らが交流で伝える内容として、自国の文化や言語特徴であった。コロナウイルスの影響で、留学ができなくなり、本研究が今後のバーチャル交流の充実に役立つことを望んでいる。

研究成果の学術的意義や社会的意義

This research revealed some best practices for content-based cross-cultural exchange, including easy to use platforms for telecollaboration, and pedagogic principles that have been helpful as Covid-19 hinders student mobility. CLIL courses focused on global issues; linguistics, and ICC.

研究成果の概要(英文)：This research project created authentic need to use English through virtual exchange with overseas students. The effects on language use in a CLIL course conducted collaboratively by video conferencing in English with overseas content teachers in the US and in Europe were investigated through student surveys. Linking with overseas content teachers allowed students to learn both language and content, and helped language teachers to include more content in language courses.

研究分野：EFL

キーワード：CLIL telecollaboration VE ICC

## 1 . 研究開始当初の背景

### Background to the research project

To actually use their language skills in the workplace, and be successful in an increasingly globalized world, Japanese students need not only much higher English proficiency levels, but also the ability to work with people from different cultures. However, few Japanese students study content in English, and even fewer students have the chance to collaborate with overseas students. This research, and the virtual exchange CLIL courses created during it, sought to fill that gap.

So far, most CLIL courses in Japan have been conducted face-to-face. Moreover, when English teachers collaborate with content teachers at their own institution, there is no authentic need for Japanese students to communicate with Japanese faculty in English. In contrast, this research project created authentic need to use English through linking with overseas students. The effects on language use in a CLIL course conducted collaboratively by video conferencing in English with overseas content teachers in the US and in Europe were investigated through student surveys. Linking with overseas content teachers allowed students to learn both language and content, and helped language teachers to include more content in language courses.

## 2 . 研究の目的

### Goal of the research project

I examined CLIL as Japanese students worked (i) collaboratively with overseas students in the US and Europe via video link and social media, and (ii) when they worked face-to-face. Students were also asked about working synchronously via video linking platforms and asynchronously via social-media like platforms. Japanese and overseas students were surveyed on the benefits of synchronous and asynchronous virtual exchange and the type of content that they enjoyed discussing with their partners.

The research questions were as follow:

- How can language teachers in Japan use video collaboration with overseas faculty in CLIL courses to teach more content?
- What insights for teachers will the language produced in CLIL courses give, both in Japanese-only face-to-face classes and in collaborative video linking classes with culturally and linguistically diverse overseas students?
- How can these insights be used to create better materials and better pedagogy for Japanese learners?

## 3 . 研究の方法

This funding allowed me to continue a partnership with a Theater Studies professor at East Carolina University (ECU) in the United States. We co-taught classes in English via video link several times per semester. We conducted outreach work with our university students in elementary schools in both Japan and America. My American partner also gave a two-day face-to-face workshop for my students in Japan, and a Drama workshop for English teachers

in Japan in 2020.

I was also able to create a new partnership with a professor in Krosno State College, Poland. My students linked with Polish students to discuss language matters, and intercultural communication. Students discussed cultural differences between Japan and Poland from various theoretical frameworks. Japanese students explain their own culture including gender roles, stereotypes, and writing systems.

I taught face-to-face CLIL courses: Language, a simple introduction to linguistics, which overlapped with the Polish links; British and American Culture, and a compulsory class for first-years on global issues. I began to create a CLIL class on Intercultural Communication based on the work of Ingrid Piller.

Research activities (excluding papers and presentations)

### **2017 Academic Year**

Weekly video links took place with China (Henang Polytechnic University) and the US (ECU) in Spring semester, while asynchronous virtual exchange took places between 48 Japanese students and students in the Netherlands, Brazil, and Mexico for one month.

5/15–20 I attended the Global Partners in Education Conference at ECU, USA. I met with professors from around the world, discussed the possibility of content links, and presented my research project with my overseas partners. Our pilot study on the use of a Facebook-like educational use platform to host asynchronous global exchange was awarded the Collaborative project prize.

July 2017 Japanese students in my Cross-cultural understanding course, which usually links with overseas students virtually, worked face-to-face with overseas students using drama techniques to introduce Japanese folktales.

### **2018 Academic Year**

In Spring semester my students video linked with the following universities: Taiwan's Fu-Jen Catholic university (4 times), Universidad San Ignacio Loyola, Peru (4 times), ESAN university, Peru (4 times). Those 12 links concerned cross-cultural understanding between Japan and the other nation, and were an elective course for around 20 students.

Spring: Regular video links with Krosno State College began. (May: introductions to partner countries, June: education systems. Stereotypes: the use of foreign people and language in TV commercials; A comparison of Polish and Japanese language.) My students also linked twice with their partners in ECU on theatre education, kagura, Japanese myths, and folktales.

5/15–20 I attended the Global Partners in Education Conference at HAN University in the Netherlands. I met with professors from around the world, discussed the possibility of content links. Thanks to this conference, I was able to facilitate a face-to-face visit from a partner university in Nigeria in March 2019.

August 24-28. I attended a CLIL seminar at the University of Stirling, Scotland.

In Fall, my seminar students linked asynchronously for one month with ECU to better understand cultural differences between the US and Japan.

November: A small group of volunteer students linked with Ural State Pedagogical University, Russia to discuss voluntary work in both countries. This led to a student club for video linking being created.

March: Face-to-face exchange in Shimane with Igbinedion University, Nigeria, a GPE member.

### **2019 Academic Year**

Weekly video links took place with Taiwan (Fu-Jen University); Peru, USIL University, and Mexico in Spring semester.

**April:** My seminar students linked with our partners at ECU's School of Theatre and Dance, and presented the life and works of Lafcadio Hearn and about Iwami Kagura.

A small group of volunteer students linked with Universidad Piloto, Colombia to discuss health care in both countries.

May 15<sup>th</sup>-20<sup>th</sup> I attended the Global Partners in Education Conference at Universidad Piloto, Colombia. I met with professors from around the world, discussed the possibility of content links.

May 24<sup>th</sup> A small group of students linked with Peruvian partners to discuss women's role in society

September 9<sup>th</sup>-13<sup>th</sup>. I attended the J-CLIL seminar at Radboud University, the Netherlands and reported on this project.

October: I had planned for a visit and homestays for five students and a professor from the School of Theatre and Dance, ECU to Shimane, to work with my students and learn about local performing arts. However, this trip had to be cancelled due to a super typhoon No. 19. Instead we had a virtual link about Halloween and the introduced several ghost stories by Lafcadio Hearn.

November 22<sup>nd</sup> A small group of students linked with American partners to discuss the benefits of study abroad.

January 8<sup>th</sup>-11<sup>th</sup> My overseas partner visited the University of Shimane. She conducted workshops for students, and a two-hour workshop for teachers.

February 13<sup>th</sup> A small group of students linked with American partners to discuss the role of the Internet in popular culture.

### **4 . 研究成果**

This research revealed some best practices for content-based cross-cultural exchange, including easy to use platforms for telecollaboration and pedagogic principles that have been greatly helpful as Covid-19 hinders student mobility. Around 20 students video-linked

regularly with institutions in several countries, to discuss cross-cultural understanding. Students reflected on their learning outcomes. Asynchronous content links were held using CourseNetworking. CLIL course content focused on global issues; Western culture; linguistics, and most recently intercultural communication.

I set up a club for students who enjoy video linking with overseas students without taking a class, and we are linking several times per semester on a set topic with a partner university.

In May 2020, the University of Shimane was due to host a large international conference on virtual education. However, in February the decision to cancel was taken due to Covid-19.

I have been able to incorporate both video linking and asynchronous exchange into my faculty's new curriculum for content classes team taught with Japan-based EFL teachers and US-based and Russia-based content teachers from 2023.

## 5 . 主な発表論文等

( 研究代表者、研究分担者及び連携研究者には下線 )

[ 雑誌論文 ] ( 計 2 件 )

1. Maria O. Villarreal-Solano, Nadezhda S. Rudenko, Anneli Schaufeli, Eleanor Kane, Christopher Brighton. (2017). Collaboration in a Multicultural Learning Environment: Asynchronous vs. Synchronous Platforms, *Global Partners in Education Journal*. Vol. 6. pp. 84-110

2. Eleanor Kane. (2019). Choosing content for CLIL to facilitate deep learning: video linking with overseas partners for CLIL, *J-CLIL Journal*, pp. 91-97

[ 学会発表 ] ( 計 7 件 )

1. Rudenko, N., Schaufeli, A., Villarreal M. O, Brighton, C., Kane, E.

Asynchronous Global Understanding. *Global Partners in Education*. East Carolina, USA. May 2017

2. E. Kane. SNS を用いた学内でできる 異文化理解体験. 総合政策学会, 島根県立大学. December 2017.

3. E. Kane. Reflections from the J-CLIL seminar. University of Stirling. September 2018.

4. E. Kane. English seminar class through a CLIL approach. University of Shimane English Teachers Workshop, Japan. February 2019.

5. E. Kane. Reflections from the J-CLIL seminar. Radboud University. September 2019.

6. E. Kane. Asynchronous and synchronous virtual exchange: Student perspective on content-based exchange. *Integrated Language Arts Approach to Teaching and Learning*. University of Shimane. January 2020.

7. Clark, P. & Kane, E. (2020) The practice and impact of sharing stories through VE on American and Japanese students. Accepted for September 2020. IVEC Conference.

## 内容言語統合型学習シンポジウム ( 計 1 件 ) CLIL Symposia ( 1 in total )

1. *Integrated Language Arts Approaches to Teaching and Learning*. 2020/1/11. University of Shimane

[ 図書 ] ( 計 0 件 ) [ 産業財産権 ] ○ 出願状況 ( 計 0 件 ) ○ 取得状況 ( 計 0 件 )

[ その他 ]

ホームページ等

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## 6 . 研究組織

(1) 研究代表者 Eleanor Kane. 島根県立大学・教授

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 1件/うち国際共著 1件/うちオープンアクセス 2件）

1. 著者名 Eleanor Kane	4. 巻 特別号
2. 論文標題 Choosing content for CLIL to facilitate deep learning: video linking with overseas partners for CLIL	5. 発行年 2019年
3. 雑誌名 J-CLILジャーナル	6. 最初と最後の頁 91-97
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1. 著者名 Maria O. Villarreal-Solano, Nadezhda S. Rudenko, Anneli Schaufeli, Eleanor Kane, Christopher Brighton	4. 巻 6
2. 論文標題 Collaboration in a Multicultural Learning Environment: Asynchronous vs. Synchronous Platforms	5. 発行年 2017年
3. 雑誌名 Global Partners in Education Journal	6. 最初と最後の頁 84-110
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〔学会発表〕 計4件（うち招待講演 0件/うち国際学会 1件）

1. 発表者名 Eleanor Kane
2. 発表標題 English seminar class through a CLIL approach
3. 学会等名 University of Shimane English teachers workshop, Shimane, Japan
4. 発表年 2019年

1. 発表者名 Eleanor Kane
2. 発表標題 Reflections from the J-CLIL seminar
3. 学会等名 J-CLIL seminar, University of Stirling, Scotland
4. 発表年 2018年

1. 発表者名 Rudenko, N., Schauffeli, A., Villareal M. O, Brighton, C., Kane, E.
2. 発表標題 Asynchronous Global Understanding
3. 学会等名 Global Partners in Education (国際学会)
4. 発表年 2017年

1. 発表者名 Eleanor Kane
2. 発表標題 SNSを用いた学内でできる 異文化理解体験
3. 学会等名 総合政策学会
4. 発表年 2017年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

<p>Eleanor Kane: Posters, Presentations, Publications  <a href="https://wordpress.com/view/eleanorannekane.wordpress.com">https://wordpress.com/view/eleanorannekane.wordpress.com</a>          科研費 Kaken Activities 2017-2020  <a href="https://eleanorannekane.wordpress.com/%e7%a7%91%e7%a0%94%e8%b2%bb-kakenhi-activities-2017-2020/">https://eleanorannekane.wordpress.com/%e7%a7%91%e7%a0%94%e8%b2%bb-kakenhi-activities-2017-2020/</a></p>
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6. 研究組織		
氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考