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研究課題名(和文) An examination into heritage language education through CLIL within Japan and the UK

研究課題名(英文) An examination into heritage language education through CLIL within Japan and the UK

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研究成果の概要(和文)：日本やイギリスでは、片親が日本人の混血結婚がここ10年で増え続け、その国際結婚で生まれる子どもの数も増えています。この現象は、これらの家庭のバイカルチャーである子供たちが、どのように少数言語あるいは継承語を学び、維持していくのかについて、非常に大きな教育的影響を及ぼしている。この縦断的研究では、日本とイギリスにおいて、補完教育の文脈で継承語や継承文化を教えるための適切な教育の枠組みとして、CLILをどのように採用できるかを検討する。

研究成果の学術的意義や社会的意義

Incorporating CLIL can benefit how heritage language learners can develop an affinity with their heritage language and culture, increase their motivation and develop both their heritage cultural identity as well as their ability in their L2.

研究成果の概要(英文)：The number of mixed marriages within Japan and the UK with one parent being Japanese has continued to increase over the last decade along with the number of children born within these international marriages. This phenomenon has enormous educational implications on how the bicultural children within these families learn and maintain their minority or heritage language. This longitudinal study will attempt to examine how CLIL can be adopted as an appropriate educational framework within Japan and the UK for the teaching of the heritage language and culture in the context of supplementary education.

研究分野：CLIL, heritage language education

キーワード：CLIL Heritage

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1 . 研究開始当初の背景

The number of mixed marriages within Japan and the UK with one parent being Japanese has continued to increase over the last decade along with the number of children born within these international marriages. This phenomenon has enormous educational implications on how the bicultural children within these families learn and maintain their minority or heritage language. Utilizing Cummins' SLA theories and the Baumann's concept of 'ethnicity as culture' framework this longitudinal study will attempt to examine how CLIL (Content and Language Integrated Learning) can be adopted as an appropriate educational framework for the teaching of the heritage language and culture in the context of supplementary education. Content and language integrated learning (CLIL) originally came from Europe and is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. CLIL can be defined as is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. There is an emphasis on the importance of cognitive engagement that facilitates effective learning. Activities such as group work, collaboration, problem solving, and questioning help students learn the process of "constructing knowledge which is built on their interaction with the world" (p.29). The four C's of culture, cognition, content, and communication can be considered the cornerstones of CLIL. These allow for a classroom setting that engages the learner in an environment with clear content and linguistic objectives. It is hypothesized that CLIL syllabus design and implementation can both help to build the child's identity as a bicultural bilingual speaker and to enhance the child's transition from Cummins (1979) BICS to CALP.

2 . 研究の目的

As a methodology the CLIL approach has not been widely applied or examined in terms of its potential in the context of supplementary schools for heritage language education and research in the area is limited. In the UK, although bilingual educational programmes and CLIL have attracted interest, there has been little research involving languages other than English, especially with regards to heritage languages. This research examined case studies of international families within Japan and the UK with young children who attended supplementary schools for heritage language learners. It examined the ways these children were brought up bilingually and the educational methods used. This was done through interviews with the parents and children. The research also investigated the supplementary schools that heritage language learners attend and the pedagogical approach employed by heritage language teachers at these schools. The main research areas of the research were based on the following research questions:

1. How is CLIL perceived by bicultural heritage language learners, their parents and the teachers who teach them?
2. Is teacher education sufficient in relation to heritage language teaching and the use of CLIL?
3. Can the CLIL approach have an impact that goes beyond language and subject matter acquisition and help identity formation?
4. Is there a relationship between heritage language proficiency and a developed sense of ethnic identity?

3 . 研究の方法

The advent of COVID 19 during this research seriously impeded how this research was conducted. Due to COVID 19 travel restrictions I was unable to carry out many of the plans I had arranged which meant that the research methodology was pushed to online procedures for the most part. The outbreak of COVID 19 during this research meant that many of the strategies for promoting CLIL in the classroom through team teaching and collaboration were cancelled and the research shifted to an online environment for workshops and seminars. The outbreak also limited time spent with the families raising their children to speak their heritage language. The sections below illustrate the basic ways data was collected for this study.

Heritage language school visits

Limited due to COVID 19 travel restrictions (Many visits were cancelled).

Surveys were initially sent to teachers regarding their teaching practices at their schools. During school visits I observed classes, interviewed heritage language teachers, the pupils, and their parents. This was followed with some household visits of the children within the study. Questionnaires and online interviews with the parents and their children continued yearly throughout the study.

Surveys and workshops for heritage language teachers

(Given to heritage language teachers (expanded from Japan and UK to Europe and America)

Surveys were given to teachers of Japanese as heritage language through connections made through the Japan Foundation in London.

These surveys looked at heritage language teachers:

perception and knowledge of CLIL.

willingness to incorporate CLIL into their teaching.

These surveys were followed up with online seminar workshops which included CLIL activities and ideas for heritage language teachers given by the researcher.

Interviews - in person and online

Interviews and discussions with:

Heritage language teachers within heritage language schools across Europe.

Parents and their children who attend their schools.

Institutional representatives of educational organizations such as 'The Japan Foundation' and the International Children's Bunko Association.

Professors who conduct research within this area.

The quantitative and qualitative data was analyzed using SPSS28, NVIVO12 and MAXQDA2020

4 . 研究成果

A basic summary of some of the main findings are given below in their respective categories. More detailed analysis is found in the published papers and presentations in addition to future publications that are under way.

Perception of CLIL

Heritage language teachers

Results from interviews and questionnaire data from heritage language teachers showed that even though

many heritage language teachers think CLIL can be a good fit for their classroom, their knowledge of CLIL, and how to integrate CLIL into their classes is something they are keen on improving and learning (Kavanagh, 2021b,2022). Many teachers were unaware of the principles and foundations of the CLIL philosophy and the differences between soft and hard CLIL (Kavanagh, 2021b).

Perceptions of CLIL differed between American and European based teachers who were confused between CBLT and CLIL which are content based teaching approaches from America and Europe respectively. See Kavanagh, 2021d for a discussion of the differences in similar content-based methodologies.

Perception of CLIL varied based on the experience and qualifications of the heritage language teacher. Many teachers are volunteers (Kavanagh, 2019) while others are veterans who have a preferred way of teaching (Kavanagh, 2022b). Majority of teachers however open to innovative approaches such as CLIL. However, there was concern regarding the amount of time it takes to create CLIL materials, the guarantee that it would be effective (worry about parents complaining if it isn't or if parents cannot see the point of CLIL) (Kavanagh, 2022b)

These teachers were then invited to take part in online workshops conducted by the author designed to show how CLIL can be a useful approach for the Japanese heritage language learner and how it can be implemented within the heritage language curriculum. Examples of classroom activities were given, and teachers commented that they would try them in their classes. Feedback towards the workshops was positive with many teachers describing what they do as something close to CLIL and that the workshops created good ideas which could be incorporated within their teaching practices at their own schools (Kavanagh, 2022a, b). Teachers suggested that CLIL can be a good fit as it

- helps learners to bond and have a stronger connection with their heritage culture and language (Kavanagh, 2018a, b).
- Helps learners understand their heritage culture better.
- Creates foster intercultural competence / Global citizenship
- However, we need:
- CLIL knowledge / teacher training.
- Effort – takes a lot of hard work to create materials and ideas.
- Partial CLIL (A couple to a few classes) in a course can be a good start.

Due to COID 19 it was impossible to visit schools and give face-to-face training and help teach CLIL classes. Helping teachers online has had its challenges but I am hoping teachers will implement partial CLIL or CLIL activities within their classrooms and that their employers or school administrators look to officially implemented CLIL within their schools. Based on CLIL lessons and activities I would like to get more teacher, student, and parent feedback to extend what I have currently, and this is what I am currently working on as this research project comes to a close.

Parents and pupils' perspective of bilingual education and CLIL

Parents generally have a lack of knowledge of teaching pedagogies and the general principles and goals of CLIL.

After discussing CLIL with parents many felt CLIL would be a good option for their children to achieve their heritage language learning goals.

Advice was given to parents on how to raise their children bilingually and how a CLIL approach can help even through home schooling done by the parents. Through CLIL handouts created by the researcher led to

a positive reaction from parents. Many heritage language pupils in the study perused traditional arts and even martial arts in Japanese which helps them build a better understanding of their heritage culture as well as improving their L2 language skills (Kavanagh, 2018a, 2018b, 2021b, 2021c). Pupils enjoyed CLIL classes and activities as it cemented their heritage identity and connected them with their heritage culture (Kavanagh, 2020).

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3. 雑誌名 Data Science in Collaboration	6. 最初と最後の頁 43-49
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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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

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〔国際研究集会〕 計0件

8 . 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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