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研究課題名(和文) Integrating English Study With the Learning of Basic Principles of Politics and Economics: A Self-Study System for Individuals and Small Groups of Japanese University Learners

研究課題名(英文) Integrating English Study With the Learning of Basic Principles of Politics and Economics: A Self-Study System for Individuals and Small Groups of Japanese University Learners

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研究成果の概要(和文)：大学の英語カリキュラムへの「統合的かつ多次的」導入実現のための研究と考察である。ここでは、政治・経済関連の内容を英語学習に組み込む方法の理論と実践を概説する。このアプローチにより次の2点が実現可能となる。1) 個々の学生の長所や独自性の伸長支援 2) 教員の負担軽減。そのための方策として具体的に次の3点を研究した。1) e-ラーニング用の学習管理システム(LMS)の活用、2) 「クリエイティブ・オンライン・アカデミック&コミュニティ・ハブ」(COACH)の活用 3) LMSとCOACHとクラス授業との関連性。この研究により、教材作成は柔軟性を持ち、授業や成績評価もよりシンプルになる。

研究成果の学術的意義や社会的意義

The study shows 1) ways of integrating university English learning with whole-person education and the teaching of subjects other than English 2) that radical educational innovation can be win-win, without being disruptive of existing approaches.

研究成果の概要(英文)：The study introduces an "integrated and multidimensional" approach to university English curriculum. It outlines theoretical principles that support practical ways in which to integrate the study of English with content related to politics and economics. This approach makes it simultaneously possible to 1) support the development of individual students' personal strengths and uniqueness 2) design instruction so that there is "more learning through less teaching," thereby freeing university faculty to have more time for research activities. The system is comprised of three integrated parts: 1) a Learning Management System (LMS) for e-learning 2) Small-group classes and 3) a "Creative Online Academic and Community Hub" (COACH). A wide range of innovative teaching materials and new approaches to evaluation are described. The system supports ongoing student and teacher participation in the creation of new materials.

研究分野：Education

キーワード：holistic education learner autonomy curriculum design English learning materials design Japanese education e-learning TESOL

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## 1. 研究開始当初の背景

(1) The study was based on the roughly 30 years of experience of the principal investigator (PI) in curriculum innovation within the School of Political Science and Economics of Meiji University. The overarching theme of this work was very much in tune with Meiji University's educational slogan 個を強くする大学, or "We strengthen the Individual." The PI has conducted research in the areas of autonomy, e-learning, learner corpus work and materials writing. He has taken part in and developed pedagogical projects that included simulation games, drama productions and student creation of study materials. The PI has also written about the need for integrating these approaches within an overall educational philosophy that emphasizes an understanding of curriculum from the point of view of **quality of experience**. In other words, rather than see curriculum as a list of subjects and skills to be mastered, curriculum is seen in this study as an interconnected set of experiences that treat students as whole human beings first and learners of particular subjects second.

The co-investigator, who had been in the department for two years at the time the project was conceived, participated as someone with broadly compatible educational goals who could act as a sounding board for the PI's ideas and investigate the possibilities explored by the PI from his own perspectives and his own experiences within the department.

(2) The present study is multi-disciplinary. **Complexity, Identity and Autonomy** are the main areas of applied linguistics that inform this project. Applied linguistics approaches to these do not sufficiently address the need for **integrative** and **holistic** thinking, which is articulated with greater clarity and practical applicability in the fields of education, coaching and business.

## 2. 研究の目的

The study was initiated in response to the need perceived by the investigators for a working prototype to illustrate for colleagues in the investigators' faculty (the School of Political Science and Economics of Meiji University) the possibility of an English curriculum that can address multiple problems that include these in particular:

- a. How to concurrently increase English proficiency while also emphasizing enjoyment of English study;
- b. How to reduce the teaching burden on teachers by instituting a substantial e-learning component and combining English study with the study of politics and economics;
- c. How to promote a stronger sense of community for all participants in the

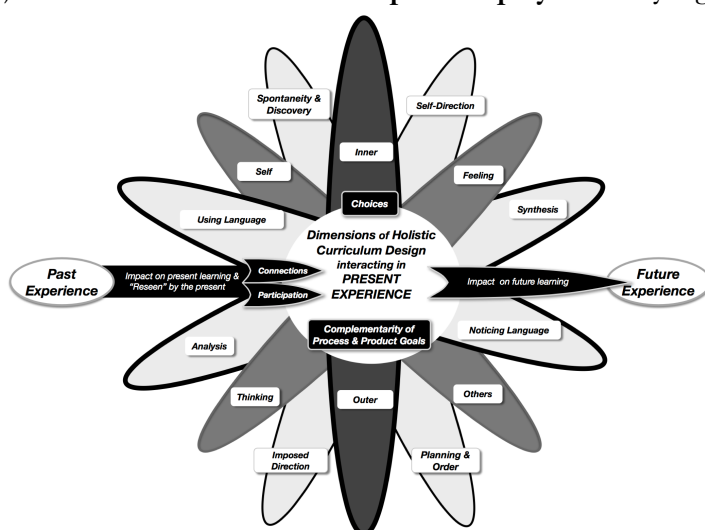
- curriculum;
- d. How to promote a workplace for students and staff that is more psychologically comfortable;
  - e. How to give students an educational experience that develops their own individual strengths;
  - f. How to maximize opportunities for students to 1) make connections between their personal life experiences and their studies and 2) make connections within and between the different subjects they are studying;
  - g. How to create a curriculum and a set of teaching materials that is integrated and multidimensional while also able to dynamically adapt itself and grow;
  - h. How to facilitate radical innovation in a way that is neither disruptive nor coercive.

Taken as a whole, these problems can be expressed as two overarching research questions:

- A. How can students be supported in their growth as individual human beings?
- B. How is it possible to improve learning while reducing the time and energy required for teaching?

### 3. 研究の方法

(1) The broad educational philosophy underlying this study has been inspired by



and developed from many sources, but John Dewey's writings, in particular his writings on **experience** in education, have informed the PI's work over the years. For the purpose of illustrating his approach to **curriculum and materials design**, the PI used Figure 1 as part of his presentation at the 2019 international conference of the British Association of Applied Linguistics (BAAL).

Figure 1: Dimensions of Experience for Curriculum and Materials Design

(2) Figure 2 gives a broad overview of the view taken of curriculum for this study. Figures 1 and 2 give a simplified overview of how the teaching materials and activities developed over the course of the study were informed by an educational philosophy. The research basically consisted of extensive documentation of teaching. The project adapted and evolved considerably in response to the pandemic, with online teaching unexpectedly being the form of instruction for the second and third years of the project, which were the PI's final years of teaching before retirement. Being able to record lessons and small-group breakout rooms on Zoom provided a huge amount of data that will take years to make full use of.

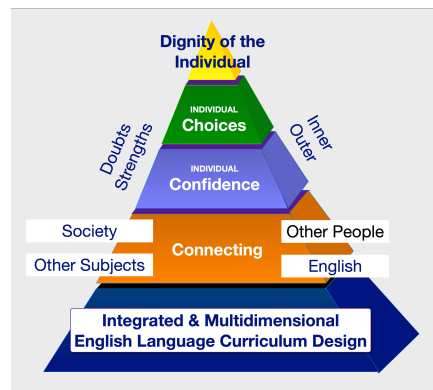


Figure 2: An Integrated and Multidimensional Approach to Curriculum

Put very simply, there were three kinds of data from the class video recordings and also video, audio and paper submissions made by students on the Learning Management System (LMS) that came into use at the same time. These were:

1. Interactions that offer insights into the mindset of learners and the PI;
2. Evidence of the effectiveness of various activities and materials;
3. Extensive examples of learner language that indicate the gap between what learners are able to do with the language for a given task and what they would ideally be able to do.

#### 4. 研究成果

##### (1) A Tripartite Portfolio System

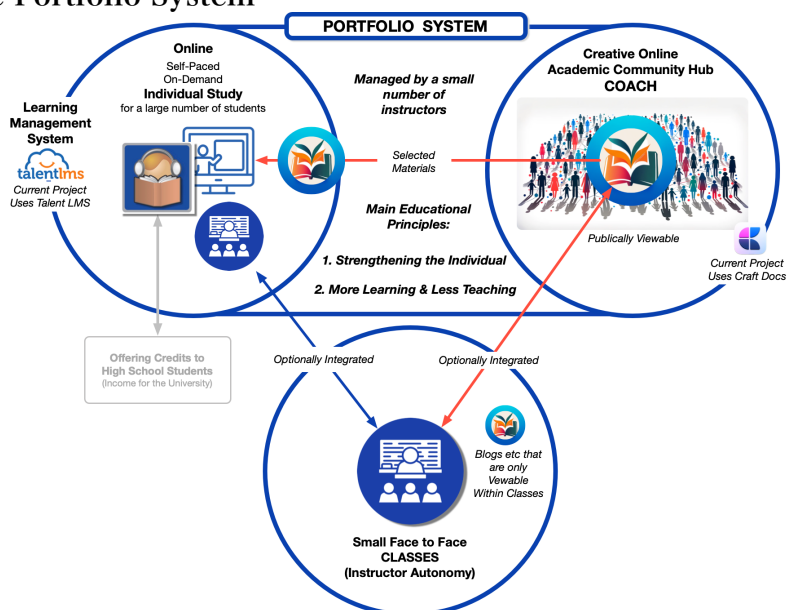
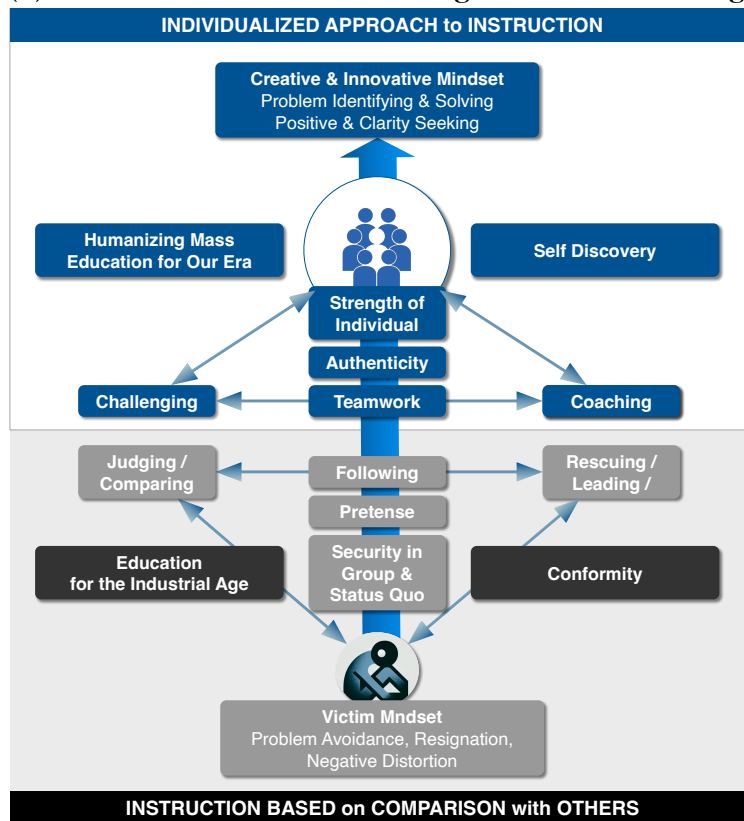


Figure 3: A Tripartite Portfolio System

One achievement of the research is to be able to provide many examples of innovative materials and actual student performance that support the idea of a Tripartite Portfolio System as illustrated in Figure 3. The idea is to make extensive use of e-learning, shown in the upper left circle. This incorporates a wide range of materials for self-study that range from TOEIC study to materials that are tied to students' economics and politics classes. To these a range of materials can be regularly added by teachers and students, subject to teacher adding. Some of these can come from COACH, a Creative Online Academic Community Hub. The data gathered in this study provide substantial examples of how students can enjoy creating materials that are shared with other students, and also show how selections of such materials can be edited for use in the LMS. The study also suggests that COACH can be used as an online academic journal for publishing teacher and student research. The third part of the tripartite portfolio system consists of regular English classes in which teachers teach independently of the system, but with the option of making use in their classes of the LMS and COACH. The system can thus be seen as a way of introducing radical change in a way that does not threaten teachers who feel comfortable with more traditional approaches. The study also shows how learner language can dynamically be made use of to add to the stock of materials used in the LMS.

## (2) A New Instructional Paradigm Based on Strengthening the Individual



The study offers many video examples that illustrate the possibility of moving instruction in the direction of individualization and what can be called a "coaching" approach to instruction. It also shows possibilities for the portfolio system to encourage students to be more accountable to themselves rather than to external authority. New forms of evaluation are exemplified in the study. Figure 4 captures the essential elements of the new paradigm, which is a shift from education designed for the industrial age to one for today.

Figure 4: Individualizing Instruction

5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 0件 / うち国際共著 0件 / うちオープンアクセス 1件）

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2. 論文標題 How Computer Mediated Learning can Mitigate the Tension Between Collaboration and Teaching Autonomy	5. 発行年 2022年
3. 雑誌名 明治大学教養論集	6. 最初と最後の頁 7-20
掲載論文のDOI（デジタルオブジェクト識別子） 10.22492/issn.2432-4604.2024.32	査読の有無 無
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〔学会発表〕 計2件（うち招待講演 0件 / うち国際学会 2件）

1. 発表者名 Kevin Mark and Kizuna Fuse
2. 発表標題 Self-Teaching French in the Context of an English Seminar: A Learner's Story
3. 学会等名 JALT Japan Association for Language Teaching（国際学会）
4. 発表年 2021年～2022年

1. 発表者名 Kevin Mark
2. 発表標題 Hacking into the CIA: Making Educational Sense of Complexity, Identity and Autonomy
3. 学会等名 British Association for Applied Linguistics（国際学会）
4. 発表年 2019年～2020年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔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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