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研究課題名（和文）Developing Intercultural Communicative Competence through CLIL in Japan and China

研究課題名（英文）Developing Intercultural Communicative Competence through CLIL in Japan and China

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研究成果の概要（和文）：本研究は、日本と中国の大学英語学習者を対象とした言語内容統合学習（CLIL）の授業において、異文化コミュニケーション能力（ICC）を育成するための効果的な教育法を探ることにあつた。研究成果は以下の3点にまとめられる。(1) 言語教師の異文化コミュニケーション能力に対する認識と実践を調査したこと、(2) CLILプロジェクトにおけるオンラインコミュニケーション技術の使用を通じて英語学習者のICCを評価したこと、(3) 日本のCLIL授業中に異文化コミュニケーション能力を導入する方法を実証したことである。

研究成果の学術的意義や社会的意義

This study can broaden CLIL's outlook by presenting empirical cases in Japan, thus overcoming CLIL's strong Eurocentric orientation. It can offer successful CLIL models to make intercultural citizenship education the content of CLIL language classes in Japan, China and other Asian countries.

研究成果の概要（英文）：The study aimed to explore effective pedagogy to develop intercultural communicative competence (ICC) in Content and Language Integrated Learning (CLIL) classrooms for university English learners in Japan and China. The research achievements included: (1) Investigating language teachers' perceptions and practice of ICC; (2) Evaluating English learners' ICC through using online communication technologies in the CLIL project; (3) Demonstrating how to introduce ICC into CLIL language courses in Japan.

研究分野：CLIL，異文化コミュニケーション能力

キーワード：CLIL 異文化コミュニケーション能力 global citizenship 異文化間市民教育

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1. 研究開始当初の背景

Coyle, Hood and Marsh (2010) proposed the 4Cs framework of CLIL, which outlines how CLIL can contribute to the development of content (subject matter), communication (language learning and use), cognition (learning and thinking processes) and culture (developing intercultural competence and global citizenship). The intercultural communicative competence (Byram, 1997, 2021) model includes intercultural knowledge, skills, attitudes, and critical awareness. Intercultural citizenship (Byram, 2008) is defined as the development of competencies to engage with others in political activity across linguistic and cultural boundaries both within and across state frontier. Online intercultural collaboration projects also reflect in many ways CLIL classroom practices. A recent overview of the current CLIL methodology identified various characteristics that fit perfectly with online collaborative learning.

Theoretical developments and research of intercultural citizenship education have recognized the unique contribution that foreign language teaching can make to intercultural citizenship education that promotes action at the transnational level. CLIL has revolutionized education but its current conceptualizations and realizations tend to be structural and Eurocentric. There is a strong Eurocentric orientation despite the acknowledged need to focus on contexts outside Europe. Moreover, CLIL is generally implemented in secondary school contexts, focusing little on the higher education sector.

However, little attention has been paid to how ICC theory can be realized in the CLIL curriculum. There are very few empirical studies testing these ideas in the field of CLIL, except those that have been reported by Byram, Golubeva, Hui and Wagner (2017). Therefore, this study addresses this gap by examining intercultural competence in CLIL classrooms in Japanese universities.

2. 研究の目的

The study aimed to (1) Investigate CLIL teachers' perceptions and classroom practices of ICC in Japan and China. (2) Evaluate English learners' ICC using online communication technologies in CLIL classrooms. (3) Demonstrate the theory of ICC can be implemented in university CLIL language classrooms in Japan.

3. 研究の方法

This study conducted mixed research methods to demonstrate and analyze how foreign language teaching can develop intercultural competence in CLIL language classroom practice in Japan. Data collection included a self-assessment tool of ICC, open-ended survey, interview, Autobiography of Intercultural Encounters (Byram, 2008), and students' presentation PPT. Data analysis includes thematic analysis (Creswell, 2011) and content analysis (Cohen et al. 2007).

4. 研究成果

In the first year (FY2019), I designed one action research, presented two times at international conference, attended three fieldworks, published one paper and one textbook. There were 5 research action plans: (1)

One action study was conducted to explore effective pedagogy to develop Competences for Democratic Culture (CDC) in CLIL classroom for university English learners at Soka University. (2) I presented the pilot study of the first action plan in “The 2nd J-CLIL Teacher Education Seminar in 2019” at Radboud University, Nijmegen, The Netherlands. One paper about the study was published in the special issue of the proceedings from the J-CLIL Teacher Education Seminar. (3) I presented another action research about the development of ICC and intercultural citizenship in CLIL class at “Global English Education China Assembly” in July 2019 in Hangzhou, China. (4) Three research fieldworks were conducted in China and Netherlands. The first one was “The 2nd J-CLIL Teacher Education Seminar in 2019” at Radboud University, Nijmegen, The Netherlands; The second filed work was CLIL investigation in Harbin city in China; The third filed work was about intercultural education cooperation with Shanghai Jiaotong University in Shanghai, China. (5) One CLIL textbook was published by SANSHUSYA in February 2020: “CLIL Intercultural Awareness”.

In the second year (FY2020), I designed one action research about CLIL-Intercultural Awareness teaching at Kanto Gakuin University, one China-Japan Telecollaborative Global Citizenship Project, and presented one time at an international conference. There were 3 research action plans: (1) CLIL Intercultural Awareness: The action study aimed to explore effective CLIL pedagogy to develop Competences for Democratic Culture (CDC) for English learners at Kanto Gakuin University. The data collection includes pre- and post-survey of CDC, students' final report and PPT. The teaching material is the CLIL textbook which I edited in FY2019. (2) The telecollaborative Global Citizenship Virtual Project was conducted in 4 universities in China and Japan. The project aimed to cultivate students' global citizenship by developing their English academic skills and intercultural communicative competence. The Chinese and Japanese university students worked together through ZOOM and discovered different reactions to the COVID-19 pandemic in each other's countries. The findings showed that virtual exchange effectively develops learners' ICC for global citizenship education. I present the project at one international conference. (3) CLIL Intercultural Communication: In FY 2020, I analyzed the CDC survey data I collected in FY 2019 at Soka University. The result showed that students developed CDC through CLIL- Intercultural Communication class.

In the third year (FY2021), I continued to conduct action research about CLIL-Intercultural awareness at Kanto Gakuin University, conducted one Japan-China Telecollaborative Global Citizenship Project at Waseda University, developed Intercultural Communicative Competence (ICC) course at Sophia University, and presented one time at an international conference. There were four research action plans: (1) CLIL-Intercultural awareness: The action study explored effective CLIL pedagogy to develop Competences for Democratic Culture (CDC) for English learners at Kanto Gakuin University. The data collection includes pre- and post-survey of CDC from one English course: CLIL-Intercultural awareness. (2) The telecollaborative Global Citizenship Virtual Project was conducted at two universities in China and Japan. The project developed participants' English academic skills and intercultural communicative competence through online intercultural exchange (Jing & Song, 2021). (3) I designed one Intercultural Communicative Competence (ICC) course at Sophia University for graduate students. This course introduced new theories about intercultural competence and competences for democratic culture. (4) In FY 2021, I finished the data analysis of the action research of CLIL-Intercultural Communication. I analyzed the CDC survey data and presented the results at Cultnet Virtual 2021(Durham University) in April 2021 (Jing, 2021).

The fourth year (FY2022) research focuses on data analysis and publication. The survey, autobiography, and portfolio were analyzed based on Byram's ICC model. All the research results of this project were written as new chapters in the book "Developing Global Awareness for Global Citizenship Education" (Jing, 2023).

The research has achieved the project's objectives. For example, a telecollaborative global citizenship virtual project was conducted between China and Japan. Action research was also conducted in the university CLIL language classroom in Japan. However, due to the influence of the COVID-19 pandemic, it was impossible to investigate CLIL classroom practice and conduct field research in China, Japan, and other countries in the EU.

This project will be valuable in addressing the difficulty of assessing the 4Cs framework for Japanese learners. In addition, it will provide language teachers with a practical CLIL teaching approach to help Japanese students become global citizens. Future research will develop and assess competences for democratic culture (CDC) in CLIL classrooms for university English learners in Japan.

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5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 1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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|---|-----------------------|
| 1. 著者名 Hongtao JING | 4. 巻 2 |
| 2. 論文標題 Developing Competences for Democratic Culture: A Curriculum Design in CLIL Course | 5. 発行年 2020年 |
| 3. 雑誌名 JJCLIL: The Journal of the Japan CLIL Pedagogy Association (J CLIL) Special issue 2 | 6. 最初と最後の頁 140-151 |
| 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 |
| オープンアクセス オープンアクセスとしている（また、その予定である） | 国際共著 - |

〔学会発表〕 計4件（うち招待講演 0件／うち国際学会 4件）

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| 1. 発表者名 Hongtao JING |
| 2. 発表標題 Developing Competences for Democratic Culture in CLIL Classes at Japanese Universities |
| 3. 学会等名 Cultnet Virtual 2021(Durham university) (国際学会) |
| 4. 発表年 2021年 |

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| 1. 発表者名 Jing Hongtao, Song Li |
| 2. 発表標題 The Autobiography of Intercultural Encounters through the Internet: Developing Intercultural Competence in a China-Japan Telecollaborative Global Citizenship Project |
| 3. 学会等名 International conference: Intercultural learning in higher education in China: Global, local and glocal perspectives (国際学会) |
| 4. 発表年 2021年 |

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| 1. 発表者名 Hongtao JING |
| 2. 発表標題 Developing Competences for Democratic Culture: A Curriculum Design in CLIL Course |
| 3. 学会等名 J CLIL Teacher Education Seminar (Radboud University, Nijmegen, the Netherlands) (国際学会) |
| 4. 発表年 2019年 |

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| 1. 発表者名 JING Hongtao, Nick Jungheim |
| 2. 発表標題 Developing Intercultural Competence in CLIL Course in a Japanese University |
| 3. 学会等名 2019 Global English Education China Assembly(Hangzhou, China) (国際学会) |
| 4. 発表年 2019年 |

〔図書〕 計2件

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| 1. 著者名 笹島茂/ 工藤泰三/ 荊紅涛/ Joe Larry/ Hannah Haruna | 4. 発行年 2020年 |
| 2. 出版社 三修社 | 5. 総ページ数 112 |
| 3. 書名 CLIL 英語で培う文化間意識 CLIL Intercultural Awareness | |

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|--|-----------------|
| 1. 著者名 JING Hongtao | 4. 発行年 2023年 |
| 2. 出版社 Springer | 5. 総ページ数 200 |
| 3. 書名 Developing Global Awareness for Global Citizenship Education: English Language Teachers' Beliefs and Practices in China | |

〔産業財産権〕

〔その他〕

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| <p>J-CLILジャーナル (JJCLIL) 特別号2 https://www.j-clil.com/journal 教科書: CLIL 英語で培う文化間意識 CLIL Intercultural Awareness https://www.sanshusha.co.jp/text/isbn/9784384334944/ Jing, H. T. (2023). Developing global awareness for global citizenship education: English language teachers' beliefs and practices in China. Springer Nature Singapore. https://link.springer.com/book/9789819941780</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 |
|-------|--|-----------------------|----|
| 研究協力者 | ユングハイム ニコラス (Jungheim Nicholas) | | |

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 | | | |
|---------|--------------------------------|--|--|--|
| 中国 | Harbin Institute of Technology | | | |