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 HELP & FAQs

Global Education: Integrated Language and Content (ILC) Instruction for University Students

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Technological progress in the field of transportation and communication media has led us to a so-called global age. However, this age is also accompanied by a number of global problems. An ever-increasing number of those global problems have drawn the attention of a number of educators and led some of them to believe in the educational necessity of providing students with the knowledge and concepts needed in this global era.

This paper proposes that university English teachers adopt global education as integrated language and content (ILC) instruction and explores how activity and gender in this type of global education affect students' enjoyment, interest in overall global issues, and language-learning related interest and self-confidence. A factorial ANOVA analysis revealed that one cognitive-demanding activity (debate) more effectively promoted students' content-related interest and the other activity accessible to students (presentation) enhanced students' language-learning related interest and self-confidence. It also found that there was no orientation to a specific activity according to gender.

今日の交通、通信の技術的な進歩はグローバル化時代をもたらした。しかし、それは様々な問題をも伴う。ゆえに、グローバル時代に必要な知識と概念の教育の必要性を感じている教育者も多い。本稿では大学英語教育者へILC教授法でのグローバル教育を提唱するとともに、どのような活動が生徒の楽しみに関連し、グローバル問題への関心や、言語学習への興味および自信に関与するのかを研究する。Factorial ANOVAの分析はより複雑な作業を要求する活動のほうが生徒の内容に関する興味を高める一方で、取り組みやすい活動は言語学習に関する興味と自信をより高めることを示し、また男女による活動への著しい志向差はないことも明らかとした。

Global education as integrated language and content instruction

World problems are commonly referred to as global issues and that field of education is generally referred to as global education. Courses for global education are generally based on two major types of objectives: (a) those that have political, economic, and ideological focuses and (b) those that have ethical focuses (Selby, 2002). The former provides students with education based on global trend of labor, materials, and wealth from political, economical, and ideological points of view (Jones, 2000; Rhoades & Slaughter, 1991; Stromquist & Monkman, 2000). The latter enhances education by focusing on humane and environmental ethics (Selby, 2002) through several educational spheres such as peace education, human rights education, development education and environmental education (Cates, 1996).

Learning opportunities for global education with its focus on ethics have been mainly provided through social studies classes both in Japan and other countries (Selby, 2002). However, with English becoming an international language, and an increasing number of global problems being perceived among educators, the application of global education in English classes has attracted the attention of a number of English teachers. The *Global Issues in Language Education* Special Interest group (GILE SIG) of the Japan Association for Language Teaching (JALT) defines global education as “a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems” (cited in Cates, 2003, p.24).

In addition, the advisory report issued by the Educational Council, an affiliate of the Ministry of Education, Science, and Culture (2000) noted the significance of English education in this era of worldwide globalization and emphasized the need to develop students’ English proficiency, especially at higher education institutions, as a means of acknowledging, conveying, and discussing global scale issues internationally. For these purposes to be achieved, these reports also suggested that English language educators and higher education institutions adopt course content and teaching methodology suitable to developing presentation, discussion, and debate skills as well as promoting general English language proficiency.

Asakawa (1996) argued that this type of global education in English language classes should integrate the acquisition of communication skills with the knowledge, skills and attitudes required in globalization. This type of education may be referred to as integrated language and content (ILC) instruction where students learn a second language as they learn content through that language (Snow, Met, & Genesee 1989). ILC instruction is often contrasted with content-based language learning instruction in which language development is the primary goal and content is used as a vehicle for language learning and instruction (Christian & Rhodes, 1997). However, both of these approaches involve some combination of attention to academic language and academic content, with the focus and degree of attention determined by the educator and the purpose of instruction (Crandall, 1993; Crandall & Tucker, 1990).

ILC instruction, in which a focus is put on meaning rather than on form and little overt error correction, works toward both content and language objectives (Christian & Rhodes, 1997). If global education is adopted in the second language learning

class as ILC instruction, these two levels of objectives should be applicable, although the degree of attention given to each may vary. Perhaps, in global education English classes, it might be ideal to define students' mastery of the knowledge of a specific global issue and the needed language as content and language objectives.

Language and content objectives in this study

However, in applying this type of global education in my English class, my first concern was how to enhance students' interest in global issues and English learning, and how to develop their linguistic self-confidence through their enjoyment of the experience. Williams and Burden (2002) argued that enjoyment and interest generated by an experience is closely connected with motivation to perform an act. Also Keller (cited in Ellis, 1994) argued that interest is one of the main factors affecting overall motivation and Ellis (1994) regarded self-confidence as one of the most important elements of motivation in second language learning.

I also believed that students' overall interest in global issues and learning English, and self-confidence in using English enhanced through positive learning experiences could lead them to develop a more global perspective and greater English proficiency. Therefore, in my global education English class, the objectives were defined as making the course enjoyable, as enhancing students' overall interest in global issues and in learning English, and as promoting students' self-confidence in speaking English.

Activities

Once the specific content and language objectives have been defined, hands-on, cognitively engaging, and collaborative/cooperative activities should be planned in ILC instruction (Met, 1994). This, however, begs the following question: What kinds of activities effectively lead to the achievement of the three goals mentioned above? In addition to this, I also intended to examine how gender would affect students' enjoyment of activity, interest in global issues and learning English, and self-confidence in speaking English, because, although a great deal of research has reported on gender influences on the orientation toward activities, the results vary according to the context. These findings interested me in investigating possible gender effects in my particular course.

The research questions addressed in this study are as follows:

1. To what extent do global education activities affect the students' enjoyment?
2. To what extent do these activities affect the students' overall interest in global issues and in studying English?
3. To what extent do these activities affect the students' self-confidence in speaking English?
4. To what extent does gender affect students' enjoyment, overall interest in global issues and studying English, and self-confidence in speaking English?

As a first step in this study, based on the advisory report by the Educational Council (2000), I adopted debate and group presentation as activities in order to examine their effects on the three course objectives and to investigate any gender effect that may be present. Though both these activities are collaborative/

cooperative activities, they differ on the level of accessibility and cognitive engagement. Nakamura and Valens (2001) reported, in their data-based study, that presentations are more accessible than debates, because presentations mainly require the one-way communication of information while debates require interactive and reciprocal communicative ability and more attention to the other party.

Also, at the cognitive level, according to Byron (1993) debates encourage the fuller exploration and understanding of an issue, because they require an in-depth analysis of relevant data from dual-dimensional points of view. Debates also demand a high degree of preparation including anticipating opposition points. As noted above, these two types of activities were adopted to examine their effects on the three objectives, the details of which are stated as follows.

Activity 1: Debate on one development assistance issue in which the students are engaged in cooperative work involving research, analysis, and assessment, and the communicative practice of questioning and answering. (Agenda: Developed countries should give economic aid to developing countries or not.)

Activity 2: A group presentation on the other development issue in which the students are also engaged in cooperative work involving research, analysis, and assessment, in which they effectively use visual aids. (Title: The effect of development on the global environment.)

Both activities are student-centered and require cooperative work and discussion inside and outside the classroom. The teacher nominates the topics and procedures for both the debate and the presentation.

Method

Participants

Thirty-two Japanese sophomores, sixteen females and sixteen males, majoring in humanities at a national university located in the Northern Kanto area participated in this study. Their ages ranged from 19 to 20 years. The students were similar in terms of English proficiency level, as all of the sophomores majoring in humanities were placed into advanced, intermediate, and beginner's classes according to their scores on General Tests of English Language Proficiency administered by the International Testing Service, which they took at the beginning of the term. The participants in this study were in one of the advanced classes. Also none of them had been abroad for more than one month.

Survey materials

A four-item questionnaire using a five point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree) was written by the author. Each item was presented in Japanese so as to explore to what extent the participants enjoyed the activity, became more interested in global issues, became more interested in learning English, and became more confident in speaking English. The questionnaire also contained background questions on gender, age, and experiences living abroad.

Question items

1. I enjoyed debate (presentation) activity.
2. I became more interested in overall global issues through debate (presentation) activity.
3. I became more interested in learning English through debate (presentation) activity.
4. I became more confident in speaking English through debate (presentation) activity. (*See Appendix*)

Procedure and data analysis

The participants took part in the two activities (debate and presentation) in May and July, 2003. First, participants took part in the debate on economic aid to developing countries. Two months later, they gave a presentation on the effect of development on the global environment. The questionnaire was administered immediately after each activity. The participants were not required to fill in their names. For each item, one statistical measure (a 2x2 Factorial ANOVA) was applied in order to examine the relationship among the two independent variables, activity and gender, and the dependent variable, questionnaire score.

Results and discussion

In this study the three null hypotheses below were tested.

1. There is no effect on questionnaire scores for activity.
2. There is no effect on questionnaire scores for gender.
3. There is no interaction effect on questionnaire scores for gender and activity.

The use of the factorial ANOVA allows us to determine whether the three hypotheses for each question can be rejected

or not and it is effective to see interaction effect. Also the use of eta squared score allows us to determine how much of the variability for each questions can be accounted for by independent variables. Hatch and Lazaraton (1991) suggested that eta squared values from .40 to .60 show a strong effect of the independent variable(s). In this study, the overall alpha level was set at .05. and 4.000 was critical F value for df 1 and df 60. The distribution of scores in each sample met the assumptions of the ANOVA and Levene's test of Equality of Error Variances showed no significant differences in variance across groups.

Question 1 concerned the degree to which the students enjoyed the activities. As can be seen in Table 1, a 2 (debate and presentation) \times 2 (gender) factorial ANOVA analysis showed that the score was not affected by activity but was affected by gender. Also there was no interaction effect. As can be seen in the Table 2, females were more likely to enjoy the activities regardless of the type of activity. Also, according to eta squared for gender in Table 1, 50.4% of the variability can be accounted for by gender.

Question 2 asked whether the activity made the students more interested in overall global issues than before. In this case, there

Table 1. Tests of between-subject effects on question 1 by factorial ANOVA

	Type III SS	df	Mean square	F	Sig.	Eta squared	Observed power
Activity	.563	1	.563	.954	.333	.016	.161
Gender	36.000	1	36.000	61.060	.000	.504	1.000
Activity Gender	0.063	1	0.063	.106	.746	.002	.062

Table 2. Mean scores of each question

Activity	Gender	Question 1		Question 2		Question 3		Question 4	
		<i>X</i>	<i>SD</i>	<i>X</i>	<i>SD</i>	<i>X</i>	<i>SD</i>	<i>X</i>	<i>SD</i>
Debate	Male	2.63	.89	4.06	.77	2.06	.77	2.31	.87
Debate	Female	4.19	.66	4.19	.66	3.06	.57	2.88	.72
Presentation	Male	2.88	.89	2.56	.81	3.44	.81	3.88	.89
Presentation	Female	4.31	.60	2.94	.68	4.19	.66	4.13	.72

was neither gender nor interaction effect as is shown in Table 3. However, the activities differed significantly in terms of students becoming more interested in global issues. As is indicated in Table 2 above, the debate made the students interested in global issues more effectively than the presentation, regardless of gender. Also 48.4% of the variability in the scores was accounted for by activity as is shown in Table 3.

Question 3 asked whether the activities made the students more interested in studying English. As is indicated in Table 4, the

factorial ANOVA revealed that both gender and activity affected the score on Question 3. However, in this case as well, activity was more significant than gender because the eta squared for activity was 45.2% and that for gender was 28.8%. Therefore, as can be seen in Table 2, we can say that presentation was more effective in making students more interested in learning English than debate.

Question 4 asked whether the activity made the students more confident in speaking English. The factorial ANOVA analysis

Table 3. Tests of between-subject effects on question 2 by factorial ANOVA

	Type III SS	<i>df</i>	Mean square	<i>F</i>	Sig.	Eta squared	Observed power
Activity	30.250	1	30.250	56.279	.000	.484	1.000
Gender	1.000	1	1.000	1.860	.178	.030	.269
Activity Gender	.250	1	.250	.465	.498	.008	.103

Table 4. Tests of between-subject effects on question 3 by factorial ANOVA

	Type III SS	<i>df</i>	Mean square	<i>F</i>	Sig.	Eta squared	Observed power
Activity	25.000	1	25.000	49.587	.000	.452	1.000
Gender	12.250	1	12.250	24.298	.000	.288	.998
Activity Gender	.250	1	.250	.496	.484	.008	.107

in Table 5 indicates that confidence in speaking English was affected by activity and gender. However, the effect of activity was much stronger than that of gender, for eta squared for activity was 45% while that for gender was only 6.4%. Therefore, as can be seen in Table 2, in this case as well, we can say that the presentation was more effective in making students more confident in speaking English, regardless of gender.

In sum, activity had the strongest effect for content-related interest, almost the same value for language-related interest and confidence, and little effect on enjoyment. Also, there was no significant gender effect on either interest in studying English

and confidence in speaking English or interest in the content, except for effect on enjoyment of the activity. It follows from these findings above that debate that can be regarded as more cognitive demanding promoted the students' overall interest in global issues more effectively than presentation. Presentation that can be regarded as more accessible to the students more effectively enhanced the students' interest in learning English and self-confidence in speaking English than debate. There was no interaction effect throughout the study, which means there was no orientation to a specific activity according to gender.

One possible explanation for the results that the more cognitive demanding activity effectively promoted the students' overall

Table 5. Tests of between-subject effects on question 4 by factorial ANOVA

	Type III SS	<i>df</i>	Mean square	<i>F</i>	Sig.	Eta squared	Observed power
Activity	31.641	1	31.641	49.071	.000	.450	1.000
Gender	2.641	1	2.641	4.095	.047	.064	.513
Activity Gender	.391	1	.391	.606	.439	.010	.119

interest in global issues while the more accessible activity was more effective in enhancing the students' interest in learning English is that most of the students may have had a considerable gap between their cognitive and English proficiency levels. It is possible that they were at a high stage of cognitive development for thinking and problem solving while their English proficiencies did not fully correspond to the demands made on their cognitive levels.

Conclusion

Adopting global education in English classes as ILC instruction may be a challenge for English teachers, because it requires them to define their position as a language and content teacher. However, because of globalization and its increasing demand for the knowledge of global issues and a command of the English language, English teachers should understand that they are situated in one of the most appropriate places to adopt global education for their students. However in such cases, how to combine the degree of attention to language and content learning may become a significant problem. This study found that that debate more effectively promoted interest in overall global issues, presentation more effectively enhanced interest in learning English and self-confidence in speaking English, and there was no orientation to a specific activity with the Japanese university students in this study. Though there are some limitations, these findings have implications for ILC global education in English classes. First, it may be better for teachers to choose activities that are accessible to the students in terms of the linguistic demands placed upon them, if we want to promote the students' interest in English as well as their self-confidence in using English. Second, in order to enhance students' interest in the course content, activities requiring an

in-depth analysis of data relevant to the topic may be preferable. Third, these may have overall effects regardless of gender. Finally, accessibility and cognitive demand of the activities should be balanced according to the purpose of instruction in ILC global education approach.

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Appendix

学習活動に関するアンケート

Bio data

- 性別(男 女) (gender) 年齢 () (age)
- 外国にいったことがありますか。(Have you ever been abroad?) はい/いいえ (Yes/ No)
- Yes と答えた方にその滞在期間をお伺いします。(If yes, how long have you been?)
 - 1週間以内 (less than 1 week)
 - 1週間以上1-2週間以内 (1 to 2 weeks)
 - 2週間以上-1ヶ月以内 (2 weeks to 1 month)
 - 1ヶ月以上3ヶ月 (1 month to 3 months)
 - 3ヶ月以上1年未満 (3 months to 1 year)
 - 1年以上 (more than 1 year)

Study

今回の学習活動についてお伺いします。

当てはまる番号に○をしてください。

- 1=まったくそう思わない (strongly disagree)
- 2=どちらかというとそう思わない。(disagree)
- 3=どちらでもない (neither agree nor disagree)
- 4=まあまあその通りである (agree)
- 5=まったくその通りである。(strongly agree)

- 楽しんでディベート(プレゼンテーション)活動ができた。
I enjoyed the debate (presentation) activity.
1__2__3__4__5
- ディベート(プレゼンテーション)活動で世界の問題に以前より興味を持つようになった。
I became more interested in overall global issues through the debate (presentation) activity.
1__2__3__4__5
- ディベート(プレゼンテーション)活動で英語の学習により興味を持つようになった。
I became more interested in learning English through the debate (presentation) activity.
1__2__3__4__5
- ディベート(プレゼンテーション)活動で英語を話すのにより自信ががついた。
I became more confident in speaking English through the debate (presentation) activity.
1__2__3__4__5