

English Immersion Camp and International Posture

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This study focuses on how children, aged 8-12, built “international posture” through an English immersion camp, at which the instructors, mostly nonnative English speakers, helped the children develop confidence in using English. The paper details (a) how participants’ attitude toward English changes; (b) how instructors motivate children to use English; and (c) what are considered key factors to acquiring international posture (e.g., Yashima, 2009). Several suggestions are made for teaching English in elementary schools in Japan.

この研究は8歳から12歳の子どもたちがイングリッシュイマージョンキャンプ（キャンプリーダーの多くが英語を母語としない者であり、子どもたちが英語を使うことに自信を持てるようにサポートする）を通してどのようにして国際的志向性（e.g., 八島, 2009）を養うのかに注目する。本稿では（1）英語に対する参加者の態度がどのようにして変わるのか、（2）どのようにしてキャンプリーダーたちが子どもたちの英語を使うモチベーションを高めるのか、（3）国際的志向性を養うためにはどんな要素が必要とされるのか、加えて、日本における小学校における英語教育の一助となる提案を試みたい。

It is important to show students how English proficiency can expand their opportunities in the future and how English can be used in any profession and position, according to Five Proposals and Specific Measures for Developing Proficiency in English for International Communication by the Ministry of Education, Culture, Sports, Science and Technology (MEXT; 2011). In order to do this, the ministry proposes providing children with a “global perspective” to enhance their motivation for English learning. As Yashima (2009) suggested, international posturing, the acquisition of a tendency to see oneself as connected to the international community, plays a central role in achieving this goal.



Kumon English Immersion Camps (EIC) held for the past 10 years, provide an optimal environment where participants can shape their internal posture. Over the past 3 years, EICs have been held in Hotel Biwako Plaza by Lake Biwa in Shiga prefecture.

Four 1-week camps were held in August 2012. Camp leaders took care of the children and communicated with them in English. The camp leaders were from 17 countries or regions, including America, Botswana, Colombia, Indonesia, and Russia. Most of the leaders were nonnative speakers of English but spoke English fluently as they had learned English as their second or official language. In this respect, all of them shared recognition of the importance of World Englishes (Kachru, 1992) or English as a global language (Crystal, 1997). The goals of these camps are to help children accept each other's differences, have successful experiences communicating in English, and contribute to the global community. One of EIC's core beliefs is that it is meaningful for children to be able to communicate with people from different countries and backgrounds in order to accept cultural differences and become more confident in their own English. With its slogan "Don't be afraid of making mistakes! Let's try communicating in English," EIC is committed to the following three objectives:

1. offering children plenty of opportunities to experience successful communication while using English as a global language;
2. allowing children to share a communal lifestyle with people from different countries and to realize the importance of understanding each other; and
3. fostering a conducive atmosphere for building confidence, allowing children to actively challenge the unfamiliar and to strive for higher goals.

These are the features that distinguish EIC from other English camps held in Japan, and they are essential in studying international posture. Through EIC, participants experience diversity and success in communicating in English with people from different countries and regions. Regarding how that happens, MEXT (2011) argued that "gaining overseas experience at an impressionable age allows one to interact with people of diverse cultures and backgrounds, to expand one's view and to deepen one's insight, which is important for cultivation of human resources able to play an active role in the global community."

The Study

We hypothesized that EIC would have an impact on developing international posturing and the participants' motivation to learn English. Except for a few studies that have examined changes in variables such as willingness to communicate and communication anxiety in an immersion and a nonimmersion program (e.g., Baker & MacIntyre, 2000; MacIntyre, Baker, Clément, & Donovan, 2003), the correlation between international posture and English learning motivation in a short-term English immersion camp has never been studied. Therefore, we deemed that it was our task to attempt to elucidate the outcomes of our program with the two research questions:

1. How did participants' attitudes towards English change throughout the program?
2. What key factors are necessary for raising international posture?

Out of the four camps, we chose the third camp, held August 15 to 20, for our study. The total number of participants was 86. Participants ranged from 3rd to 6th grade (ages 8-12). Their English ability was equivalent to STEP Eiken (Test of Practical English Proficiency) level 4 or above.

Method

Due to the nature of this study, which required both quantitative and qualitative analysis, three methods were utilized: a pre- and postquestionnaire, interviews, and video-recorded observations.

Questionnaires

In devising a questionnaire for this study, we drew on the questionnaire used in a large-scale motivational research study by Taguchi, Magid, and Papi (2009) because the questionnaire was well organized with questions that could be divided into 16 categories based on the type of attitude or motivation. In our questionnaire, the 86 participants were asked to self-evaluate their attitudes towards English and their motivation for studying English on a 6-point Likert scale. Considering the differences in our research setting compared to that of Taguchi et al., we selected 42 questions (see Appendix B) under 18 categories (see Appendix A), along with two open-ended questions that were significant for our motivational study and that could supplement responses to the Likert-scale questions. Eight questions were included under two new categories we developed and labeled *International posture* and *Tolerance for world Englishes*. The questions were arranged in random order on the questionnaire. Also, taking participants' age into consideration, we translated all the questions into Japanese and used simple wording so that children would have no trouble understanding the questions.

Interviews

To take part in the interviews and observations, one representative student, Hiroto (alias), was selected based on both his responses to the questionnaire and self-confidence in his own English skills prior to the camp. Hiroto was a 6th grader who had already passed STEP Eiken level 3. In order to bet-

ter understand motivational changes in him, we conducted three types of interviews: a preinterview, a postinterview, and a daily interview. The preinterview was structured, as almost all questions were prepared in advance. We asked him why he had decided to participate in the program, how he usually studied English, why he thought he needed to study English, what his dream for the future was, and so forth. The postinterview with Hiroto was unstructured in that we had not prepared a set of questions because we assumed that it would be better for him to talk frankly about how he felt about the program. In addition to those two interviews, Hiroto was also interviewed at the end of each camp day and asked what activity was the most enjoyable, how he thought his English skills had improved, and what he wanted to try the following camp day. Except for a couple of questions asked in English, all the questions in the interviews were in Japanese. All the interviews were videotaped for later analysis.

Observations

Observations were used to understand how Hiroto communicated with camp leaders, how he changed in the ways he responded to them, and ultimately how he became motivated to use English more spontaneously. So as to not hinder him by making him too conscious of our existence, we videotaped him during the following four activities only.

Love chain

This activity enables participants to learn about and accept differences in cultures. Camp leaders explain some differences related to culture, such as food, greetings, and how to eat. One of the ETC aims, to share a communal lifestyle with people from different countries, and to realize the importance of understanding each other, is particularly connected to our research.

Traveling Around the World

In this activity, participants learn about the different countries and cultures of the camp leaders. The presentations are hands-on. Participants experience national dance, food, traditional clothes, and so on. By doing this, participants are able to expand their views, learn more, and boost their interest in other countries of the world.

Wonder-Land

Participants listen to a presentation about world problems, such as global warming and poverty. They learn about the reality of what is happening in the world. They start to think about what they can do for society and take self-motivated action.

World Food Market

Participants learn how to negotiate in English as well as have fun and discover different foods of the world. They are given a set amount of money and a recipe for one international dish. Camp leaders work at a market, selling ingredients for the foods at stalls. Participants go shopping and buy the necessary ingredients by negotiating for a lower price.

Unlike most classroom observations in which a camera is set up on a tripod, we carried around a hand-held camcorder during the four activities so that we could quickly approach Hiroto and zoom in on the scene with him. In so doing, we expected that we could examine what type of activity was effective to elicit a meaningful response from Hiroto and how he responded to camp leaders' questions (e.g., by smiling or by spontaneous speech). Since the four activities centered on the importance of cultural or international understanding, the evidence we gathered from the observations demonstrated that the activities nurtured Hiroto's international posture and helped to change his attitude toward English over time.

Data Analysis and Results

Questionnaires

Applying a *t* test to the questionnaire data, we found that answers to 15 out of the 42 question items showed significant differences ($p < .05$) before and after the camp. Table 1 shows the results of the *t* test.

Table 1. Questions That Showed a *t*-Test Significant Difference ($N = 57$)

Category	Question no.	Mean		SD		<i>p</i> -value
		pre	post	pre	post	
(1)	Q31	4.473	4.982	1.141	1.017	< .001
(2)	Q24	4.035	4.482	1.128	1.124	.028
(6)	Q13	3.053	2.500	1.563	1.362	.031
	Q39	4.321	3.875	1.501	1.669	.004
(11)	Q21	4.315	4.789	1.230	1.135	.003
(12)	Q37	4.105	4.631	1.346	1.070	.005
(13)	Q7	4.363	3.236	1.312	1.560	< .001
	Q34	4.596	3.105	1.268	1.459	< .001
(15)	Q30	3.160	3.642	1.372	1.368	.027
(17)	Q3	4.561	4.929	1.124	0.988	.013
	Q15	5.196	5.446	0.989	0.822	.038
	Q36	4.232	3.821	1.253	1.151	.037
(18)	Q9	4.456	3.157	1.229	1.507	< .001
	Q23	4.789	4.263	1.088	1.207	.002
	Q29	4.982	4.526	1.177	1.141	.009

Nine categories out of 18 showed significant differences, such as (13) *English anxiety*, (17) *International posture*, and (18) *Tolerance for world Englishes*. Therefore, we concluded that through this par-

ticular EIC, participants were motivated to learn English, raised their international posture through activities such as Traveling Around the World, and decreased their fear and anxiety about speaking English by communicating with camp leaders. Furthermore, we can argue that through this program, participants came to realize that English is a useful tool for communicating with people from different countries and backgrounds.

Correlational Analyses

In order to understand the motivational factors related to raising international posture, a correlation analysis was applied to the data collected after the camp. Question items that we found correlated with the questions measuring international posture (Q3, Q15, Q28, and Q36) are shown in Table 2. According to the results, four factors are related to international posture. In particular, Q15 “I study English to make friends with people from different countries” was inversely correlated to Q7, “I feel uneasy when I see foreigners who speak English,” and is strongly correlated to Q6, “I want to get to know people from different countries.” Also, Q17 “Studying English is important to me because English proficiency is necessary for what I want to do in the future,” in the *Ideal L2 self* category, shows a moderate correlation with three questions (Q3, Q28, Q36) in the *International posture* category. Furthermore, Q30 “I like English magazines, newspapers, and books,” in the *Cultural interest* category, also shows a moderate correlation with three questions in the *International posture* category. From these results, it can be argued that three key factors are important to raise international posture through the program: (a) it is imperative to remove fear, nervousness, and anxiety about speaking English; (b) it is necessary to become more interested in cultures and customs of different countries; and (c) it is desirable for participants themselves to feel the need to study English in order to pursue their own future goals.

Table 2. Questions Correlated With International Posture Questions

Intern. post. Q.	Positive correlation		Negative correlation	
	Moderate*	Strong**	Moderate***	Strong****
Q3	Q6, Q17, Q18, Q19, Q21, Q24, Q25, Q28, Q30, Q35, Q37, Q40	none	none	none
Q15	Q1, Q2, Q12, Q14, Q18, Q21, Q28, Q30, Q31, Q37, Q38, Q40	Q6, Q35	Q7	none
Q28	Q1, Q2, Q3, Q12, Q14, Q15, Q17, Q19, Q22, Q30, Q32, Q36, Q37, Q38, Q42	Q6, Q21, Q35, Q40	none	none
Q36	Q2, Q17, Q20, Q25, Q28, Q29, Q30, Q39, Q41	none	none	none

Note. * $.4 < r \leq .7$; ** $.7 < r < 1$ *** $-.7 < r \leq -.4$; **** $-.4 < r < 1$

Interviews and Observations

The data collected from interviews and observations were also examined. Before the camp started, target participant Hiroto self-evaluated his own reading and writing skills as 5 on a scale of 1 (less confident) to 5 (more confident) on the prequestionnaire. However, he gave a relatively low score to his listening and speaking skills, each of which was 3. In the precamp interview, he also stated that he had never had meaningful communication in English with people from other countries.

However, in the postinterview a month later, Hiroto said that he now enjoys exchanging emails in English with some of the camp leaders. In addition, one significant change for him is in regards to his future dreams. According to the postques-

tionnaire, after the EIC his dream changed from “becoming a doctor” to becoming an “internationally minded doctor” who can contribute to the world. Also, his attitude toward studying English changed. To an open-ended question in the postquestionnaire that asked about his reasons for studying English, Hiroto responded by stating “for myself and for my future job.” Moreover, to a question that asked what kind of English skills he wanted to acquire, he wrote, “I want to speak (English) without being afraid of making mistakes.” Therefore, it is safe to say that through successful communication with camp leaders and by participating in meaningful activities, his fear, nervousness, and anxiety about speaking English were considerably lessened.

Conclusion

Through the EIC, participants became more motivated to learn English, improved their international posture through activities, and decreased their fear and anxiety about speaking English by communicating with camp leaders, according to the *t* test results. It would appear that participants had come to realize that English is a useful tool for communicating with people from different countries and backgrounds.

In the correlational analysis, we found three important points to consider in fostering international posture. On the basis of the results, we can argue, though with minimal certainty, that (a) relieving the fear or anxiety that they have when they use English; (b) stimulating them to take a strong interest in a variety of cultures and customs; and (c) encouraging them to develop a clear awareness of their own objectives of learning English may all play a crucial role in helping participants build their international posture.

We strongly believe that if these three points are incorporated into English education at the elementary school level, there will

be a noticeable impact on children’s English ability and motivation. English language education will be more effective if an environment where children can communicate in English with people from different countries and backgrounds is created. In the future, it will be feasible for children in Japan to have such opportunities by utilizing available resources in the community where their school is located.

Bio Data

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Appendix A

Motivational Categories

- (1) Criterion measures / Intended effort
- (2) Ideal L2 self
- (3) Ought-to L2 self
- (4) Parental engagement / Family influence
- (5) Instrumentality-promotion
- (6) Instrumentality-prevention
- (7) Linguistic self-confidence
- (8) Attitudes toward learning English
- (9) Travel orientation
- (10) Fear of assimilation
- (11) Ethnocentrism
- (12) Interest in the English language
- (13) English anxiety

- (14) Integration
- (15) Cultural interest
- (16) Attitudes toward L2 community
- (17) International posture
- (18) Tolerance for world Englishes

Appendix B

Question Items in English

Note. Category numbers are shown in parentheses.

- Q1. I like English. (14)
- Q2. I find learning English really interesting. (8)
- Q3. Studying English is important to me because I would like to work in different countries. (17)
- Q4. I think that I am doing my best to learn English. (1)
- Q5. I am sure I will be able to write in English comfortably if I continue studying. (7)
- Q6. I want to get to know people from different countries. (16)
- Q7. I feel uneasy when I meet a foreigner who speaks English. (13)
- Q8. I think I have a talent for English learning. (7)
- Q9. I think we shouldn't make mistakes when we use English. (18)
- Q10. My parents encourage me to study English. (4)
- Q11. It is important to me to study English because I want to travel abroad. (9)
- Q12. It is important to communicate even though pronunciation may be different. (18)
- Q13. I have to study English because if I do not study it, people will think I'm not a good student. (6)

- Q14. I like the rhythm of English. (12)
- Q15. I want to get along with people from different countries by studying English. (17)
- Q16. Because of the influence of the English language, I think the Japanese language has been corrupted. (10)
- Q17. Studying English is important to me because English proficiency is necessary for what I want to do in the future. (2)
- Q18. I like English music, like pop music. (15)
- Q19. It is important to study English because if I can use it, I can work anywhere in the world. (5)
- Q20. Learning English is necessary because people surrounding me expect me to do so. (3)
- Q21. I am very interested in ways of thinking and customs of other cultures. (11)
- Q22. If I make more effort, I am sure I will be able to master English. (7)
- Q23. It is important to speak perfect English as foreigners who speak English do. (18)
- Q24. I can imagine a situation where I am speaking English with foreigners. (2)
- Q25. I always look forward studying English. (8)
- Q26. I think that there is a danger of Japanese people forgetting the importance of Japanese culture as a result of internationalization. (10)
- Q27. My parents encourage me to take every opportunity to use my English (e.g., speaking and reading). (4)
- Q28. I want to understand different cultures of various countries by studying English. (17)
- Q29. I should learn perfect English pronunciation. (18)
- Q30. I like English magazines, newspapers, and books. (15)
- Q31. If an English course was offered in school or somewhere else in the future, I would like to take it. (1)
- Q32. Studying English can be important to me because I think it will someday be useful for getting a good job. (5)
- Q33. I study English because with English I can enjoy traveling abroad. (9)
- Q34. I would feel uneasy speaking English with a foreigner who can speak English. (13)
- Q35. I want to get along with people from countries where English is spoken. (14)
- Q36. I study English because I want to contribute to the world. (17)
- Q37. I feel excited when hearing English spoken. (12)
- Q38. I respect the ways of thinking and customs of other cultures. (11)
- Q39. I have to study English because I don't want to get bad marks or fail in it (e.g., STEP). (6)
- Q40. I want to know more about people from different countries. (16)
- Q41. I have to study English, because if I do not study it, I think my parents will be disappointed in me. (3)
- Q42. If I keep on studying English, I think I will be able to read English sentences comfortably and understand it. (7)

Films for Language Learning and Global Issues

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In this paper we demonstrate how films can be used to provide students with vital knowledge of global issues in addition to vocabulary and language practice. We explain why and how film-based lessons are conducted in EFL classes by describing two cases in which a 3-stage viewing process was adopted to use films that covered peace, international understanding, and environmental conservation. In addition, how students perceive viewing films in classes is explored, showing results from end-of-the-year surveys. Finally, the importance of fostering attitudes towards language learning while raising awareness of global issues is discussed.

本稿は映画が学生や生徒の語彙や言語の上達ばかりでなく、グローバル問題に必須な知識を獲得する目的で、有効利用できる方法を提示している。ここでは外国語としての英語のクラスで映画を教材として使用した理由と方法を説明し、国際理解、国際平和、文化の多様性、環境保全などの例を用いながら、三段階の映画鑑賞方法を使った2つの授業の事例を紹介する。加えて生徒が教室で映画を観ることについてどのように考えるかが(年度末のアンケートの結果を用い)提示される。最後に、言語学習とグローバル問題を解決しようとする意識を養う重要性について論述する。

FILMS TRANSCEND all barriers and differences and they inform us about the human condition (Niemi & Wedding, 2008, p. 1). Therefore, many students enjoy watching films. Language teachers are interested in using film in their lessons, but need proof that they promote language learning.

In this paper we reveal the findings of a study using films and their positive EFL outcomes, providing students with increased awareness of global issues. Global issues cover world problems (e.g., war, hunger, environmental destruction) as well as concepts including peace, human rights, and social responsibility. Global education can be defined 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” (Cates, 2013, p. 24).

The first part of this paper addresses the basic questions of why films have value in EFL classes, how they might be used, and how they were employed to teach two global issues: peace, using the World War II film *Hell in the Pacific*, and recycling via *Toy Story 3*. The second part shows what students think about viewing films in their EFL classes, implying the possibility of using films to foster language learning and interest in global issues.



Why Use Film?

Previous studies have suggested that bringing the outside world into the language classroom has a remarkable effect on Japanese students, considering (a) the limited opportunities students get to practice vocabulary and language in classrooms (Nishino & Watanabe, 2008) and (b) the fact that authentic textbooks often gloss over such topics as international understanding or cultural diversity (Teaman, et al., 2003). Stempleski and Tomalin (2001) wrote:

The value of film as a language teaching and learning resource is self-evident. It is motivating, and it provides a source of authentic and varied language. It is very effective at bringing the outside world into the classroom and providing a stimulating framework for classroom communication and discussion. (p. 1)

Bramford (1998) suggested that motivated students can review and expand foreign language knowledge through movies while students with little motivation may take interest in foreign culture and language. On global issues, Fukunaga (1998) agreed that movies are “a useful strategy, especially when the issues seem too difficult, too time-consuming, or too remote from students’ lives” (p. 7). In other words, films may reach out to a wider range of students, engage them in class activities, and educate them about global issues including international understanding and environmental conservation.

How Can Films Be Used?

King (2002) remarked that teachers need to make the most of the learning opportunities of using films in order to justify their use in the classroom. This reminds us that teachers are accountable and that they need to guide their students and help them develop their knowledge through the viewing process. Models for

the use of film in classrooms have been provided by educators. For example, Holden (2000) used an 8-step procedure and had students keep film response journals, while Roell (2010) profiled a variety of films for intercultural training and constructed a 3-step procedure for teaching film, a sample teaching unit, and a list of films.

For this research, a model of 3 stages, pre-, mid-, and post-viewing, was developed to facilitate students’ learning with films. Following is a brief explanation of how films can be used for language learning in each of the 3 stages charted in Table 1.

Pre-Viewing

Before watching the film, the topic of the film needs to be introduced and key vocabulary usually needs to be taught. The pre-viewing phase is ideal for input, that is, reading or listening activities that provide background information, but the teacher may also want to set the context by having students speak about what they know about the topic in group or whole class discussions.

Mid-Viewing

During the film, a variety of tasks can be incorporated using dialogue, subtitles, note taking, and so on. Speaking activities could also take place at breaks in the action to reflect on what has happened or predict what might happen next. We inject a note of caution, however. It is not advisable to pause a film too often, as students may lose interest. They should be allowed to become engrossed in the film. But spending entire lessons watching movies is not recommended either. Teachers are advised to try to balance film viewing with language learning activities. Each teacher will need to decide how often and how much class time should be dedicated to film viewing, depending on the aims and objectives of the curriculum and the needs of the students.

Post-Viewing

This is an ideal time for output activities. Students can speak or write their opinions about the film. Input may also take place in the form of further information introduced in the target language via reading and listening activities.

Table I. Three Stages for Using Films in Classrooms

Stage	Activity	Example
Pre-viewing	Input activities	Introduce topic, teach vocabulary
		Discussion about what students already know
Mid-viewing	Incorporate tasks	Use dialogue, subtitles, note taking, etc.
		Speaking activities for reflection or guessing what will happen
Post-viewing	Output activities	Students voicing opinions
		Input of further information in target language

Two Case Studies

The following case studies demonstrate how using films in the high school classroom can provide students with knowledge of global studies while they are immersing themselves in spoken English.

Case I: Learning About World War II in a Japanese EFL Class (Fast)

The topic of World War II is something that English Course students at a private Japanese high school often have to deal

with during their compulsory 2nd-year study abroad. This is particularly so for those who go to Australia as they take part in the nation's annual ANZAC Day Ceremony each year, a memorial for Australian and New Zealand soldiers who fought for their countries. Students report that their host family members, friends, and others often want to hear Japanese students' thoughts about the war. Students often seem to be frustrated by this because they lack the language skills or the background knowledge to form their own opinions. Teaching them about World War II before they go abroad seemed to be helpful, but should this be done in an English class? What are they taught in history and other subjects?

I questioned the students' social studies instructor, who explained that English course students do not have any lessons that deal directly with the history of World War II, but that they cover the politics and economics of the era in their 3rd-year Modern Society (現代社会) class. Their text *Saishin Nihonshi B* (最新日本史) is officially authorized by the Japanese Ministry of Education. It is a redesigned version of *Shinpen Nihonshi* (新編日本史), which received heavy criticism from the governments of China and Korea for its erasure of Japanese wartime atrocities (Nozaki & Selden, 2009).

Given that the students receive no formal lessons about World War II prior to study abroad, I concluded that it might be beneficial to at least introduce the topic in my English lessons. I chose the 1968 film *Hell in the Pacific* for this purpose and showed it to 28 first-year English course students about to study abroad, as well as 16 recently returned 3rd-year students in December 2011. My aims were to

- create an interest in this key event in history and encourage further independent study;
- give them opportunities for language learning and skills practice; and

- get them to think critically of what they might have done had they been alive during that era and better relate to the experiences of their elders.

The film *Hell in the Pacific* reduces the entire war down to two soldiers, one Japanese and one American, who are trapped on a deserted island together. They must decide whether to try to fight to the death or work together to get off the island. The film has no subtitles. The main characters speak their native languages and the viewers are forced to identify with whichever character they understand.

Lesson Plan for Hell in the Pacific

I designed a four-class lesson plan using the film, as shown in Table 2.

In Lesson 1, I started with the question: *What would you do if you were trapped on an island in the middle of the Pacific Ocean? You are not alone — there is an American there with you, and by the way, it's 1945.* At first students commented they might befriend the American but quickly realized that 1945 was wartime and America was the enemy, leaving them unsure how to answer. They watched the first 20 minutes of the film and spent the remainder of class answering questions 1-4 on their handouts (Appendix A), which dealt mainly with comprehension of the director's intent, for example, *Why were there no subtitles?* and *Why were the fight scenes so childish?*

Before watching the second portion of the film in Lesson 2, students familiarized themselves with key vocabulary by matching words with English definitions. During the film, students were asked to think about how, if they were the Japanese character in the film, they would use English to convince the American to help build a raft to get off the island. They then role-played their answers in pairs during the post-viewing.

For Lesson 3, students finished watching the film and wrote

their answer to Question 6: *Why did the film end so abruptly?* They then shared their answers in a class discussion. For homework, students wrote their own alternative endings to the film (Question 7) and opinions on whether or not WWII should be taught in their EFL lessons (Question 8).

Finally for Lesson 4, students peer edited their alternative endings and read them aloud in groups. The groups then selected their favorites and shared them with the rest of the class.

Table 2. Lesson Plan for *Hell in the Pacific*

Time of use	Materials	Activity
Lesson 1	DVD	Pre: <i>What would you do if you were on a deserted island with an American soldier in World War II?</i>
		Mid: Watch first part of film.
		Post: Discuss Questions 1-4 in groups.
Lesson 2	DVD	Pre: Vocabulary matching
		Mid: Watch second part of film.
		Post: Write answers for Question 5 and role-play with a partner.
Lesson 3	View: DVD to the end	Mid: Watch film to the end.
		Post: Write answers for Question 6, then share answers in groups. Write answers for Questions 7 and 8 for homework.
Lesson 4		Post: Peer edit answers to Question 7 <i>Write your own ending</i> and read in groups. Have students read their alternative endings in groups and share their favorites with the rest of the class.

Note. For handout, see Appendix A.

Students' Reactions to the Assignment

Question 8 on the handout asked students to answer the question: *Do you think it's important to study World War II in English Classes? Why? Why not?* Following are quotes taken from the students' written answers:

- I'll go to Australia next year. In the old days, Australia was the enemy. So I have to learn about WWII. If I don't know about it, I'll feel ashamed.
- Learning about WWII was really valuable for me. I had a hard time in Canada when people asked me my opinion about WWII. I knew what happened by I never thought about it from a Japanese or other country's point of view. I wish I had studied it before I left.
- The people of the world won't forget WWII. Many countries still bare the scar of the war.
- It is important for students to be taught about the War from teachers who are not Japanese. Students can learn other points of view. I think the government should provide more EFL classes to study about WWII.

The students were overwhelmingly in favor of studying World War II in their English lessons, however there were two students who felt the opposite:

- I don't want to rake up history. If I do, I'll cry. I don't know what happened in the past, but now is now. I want to go forward.
- I don't think it's important to study WWII in EFL class. WWII is scary for me and everyone too. We haven't forgotten this war, but Japan lost. So I don't think it's important to study it.

The students' opinions, both positive and negative, reinforced my view that studying World War II with these particular stu-

dents was a valuable experience. Students were exposed to new vocabulary and practiced their language skills. They were also able to better understand the time period, as well as the filmmaker's opinion about the war. Hopefully they were also able to begin developing opinions of their own.

Case 2: Learning About the 3Rs in a Japanese EFL Class (Harada)

This section introduces a 3-step lesson plan on teaching the 3Rs (reduce, reuse, and recycle) using a scene from the film, *Toy Story 3*, at a high school. Students' responses are shared at the end of this section. This lesson was designed to help students connect the story from the film to their real lives by writing their own experiences related to environmental issues followed by viewing the film, reading the script out loud from the film scene, and reflecting on the film.

Reduce, reuse, and recycle are keywords for environmental issues. According to Kolenbrander, Todd, Schaefer Zarske, and Yowell (2005), *reduce* means minimizing the production and consumption of items that are made from new, not recycled, materials; *reuse* means extending the life of an item by using it again, repairing it, or creating new uses for it instead of throwing it away; and *recycle* means processing waste and using it as raw material for new products. In Japan, many students are already familiar with routines related to the 3Rs, such as placing used plastic bottles in the recycle bin.

The two main reasons for choosing 3Rs as a theme of this activity were (a) to remind the students that debris from the Great East Japan Earthquake and tsunami in 2011 is still an important environmental and social issue in Japan and (b) to allow students to share their ideas for an eco-friendly lifestyle.

Thirty-one female 3rd grade high school students at the advanced proficiency level took part in three 50-minute lessons

as an activity for a 2012 grammar elective course. In 2011, their seniors requested watching *Toy Story 3*. It was the winning entry for an in-class movie film poster design contest. I let them make their term test questions and answers related to the film. Blasco and Moreto (2012) remarked that from their experience with medical students, “Movie experiences act like emotional memories for developing attitudes and keeping them as reflective references in daily activities” (pp. 24-25). I felt viewing *Toy Story 3* would encourage students to keep their emotional memories. I continued to use it in 3rd grade classes the following year because one student suggested that they were in a similar condition in that they would soon graduate and move to the new stages of lives as Andy, a teenage boy in the film, did.

In the story, Andy had three options for his old toy’s destination: a box labeled “college,” a bag to be placed in the attic, or a trash bag. His younger sister Molly was asked to select which of her toys could be donated to the children in the daycare center because she had too many. I decided to connect this story with the 3Rs in my class.

Lesson Plan for *Toy Story 3*

As exemplified in Table 3, three class hours were used for students to view a 1-minute and 24-second scene from Chapter 4. In the first class, the students reviewed the keywords for the 3Rs by filling out a worksheet (see Appendix B) and writing down experiences, especially their own, related to the 3Rs. Then they watched the scene. They were also encouraged to give examples from a recent school trip illustrating their daily life.

Table 3. Lesson Plan Using a Scene from *Toy Story 3*

Time of use	Materials	Activity
Lesson 1	DVD Chapter 4	Pre: 3R Vocabulary
		Mid: Watch film segment. Post: Write about the discoveries from students’ experiences related to 3Rs.
Lesson 2	DVD Chapter 4 (2nd viewing)	Pre: Information gap pair work
		Mid: View film and check gap fill answers. Post: Show answers to their partner. Answer the questions including Question 2 on <i>Toy Story 3</i> .
Lesson 3	DVD Chapters to the end	Pre: Check spellings of the gap fill answers.
		Mid: View film.
		Post: Write comments about the film.

In the second class, students made pairs and read the script of the scene in Chapter 4 that I had transcribed from the subtitles of the film, designed as an information gap activity. They took turns saying their lines from the script while their partner spelled out the words in blanks. I asked them to check their spelling by showing the English subtitles from the film. Finally, on a separate worksheet (Appendix C), students were asked to write their answers to the questions including Question 2: *If you were a toy, would you be happy to be donated to a daycare after the owner grew up and no longer played with you? Why do you think so?*

In the third class, students refreshed their memories by checking their answers again on the printed answer sheet. Finally, they finished viewing the rest of the story and wrote brief comments about the film on their assessment sheet, which is collected every week at the end of the lesson.

Students' Reactions to the Assignments

Students were asked to write something about their experiences with their 3Rs in the post-viewing stage in the first class. Student A wrote about going to a glass factory on her school trip to Hokkaido remarking, "I discovered processing the glass and using it as raw material for new glasses . . . The glasses were beautiful even [if] they were recycled." Several students wrote about the glass factory as an example. In addition to applying the keywords from the worksheet using such words as *processing*, *raw material*, and *recycle*, one of them expressed her view that the recycled glasses were just as beautiful as new glasses.

As an example of using the 3Rs in daily school life, Student B illustrated a case of striking the stage set after a school event. She wrote, "When I dismantled a stage setting with my friends, we took away a golden [I]ace. We handled it carefully and put [it] away. . . . We are going to use it for another stage setting. They will cut down on expenses." Her writing indicates her club reused the stage set and she went as far as to explain how this decision contributed to cost saving.

Question 3 in Appendix C covered the question that emerged from the film: *Would you be happy to be donated to a daycare if you were a toy no longer played with by your owner?* Student C stated, "I think I would be happy . . . if the other toys there were not evil like in the movie. I think I'll have a good time, better than just being in the attic," which was a positive response. Contrastingly, Student D wrote, "I might feel sad because I played with the owner for a long time. I would love my owner, so I don't want [sic] to be donated to a daycare." Their answers may not be directly related to reuse or recycle, but show how they used their imaginations to understand the situation from the toy's viewpoint. Their answers led to them thinking about love and humanity as they expressed their opinions in English.

Student Opinions Regarding Films in the Classrooms

The two case studies indicate that film seems to be one of the best ways to immerse students in a new language environment and to cause them to consider issues they have never encountered. O'Bannon and Goldenberg (2008) claimed that the classroom climate will improve when students are told they will be watching a film. The following sections from the yearend surveys highlighting student opinions exemplify how they felt about learning from films.

Student Opinions: The Case of International Understanding Class

Students in the 2nd and 3rd grade ($N = 280$) taking a high school International Understanding class (not associated with Case Study 1) had an opportunity to share how they felt about having been shown films in class. In their yearend survey they were asked, "Did you learn a lot from watching movies?" Students were instructed to put a mark indicating their opinion and write their thoughts. A mark close to the frown face "☹" on the left end would indicate disapproval, the closer the mark to the face, the stronger the feeling. Likewise, if they felt positive, they were instructed to mark the side closer to the smiley face "☺" on the right end.

After viewing three films (*Babies*, *Slumdog Millionaire*, and *Mad Hot Ballroom*) over the course of a year, the majority of students indicated that they strongly felt they had learned a lot from the films shown in class. Most students also wrote comments, some of which are included below:

- They say "Seeing is believing." Movies make understanding easy.
- I have learned there are many things that I don't know in the

world. Movies are interesting and easy to understand.

- *Babies* taught me about the differences of the environments where each baby lives. *Slumdog Millionaire* taught me about the problems of poverty in slums, and *Step* [*Step Step Step*—also known as *Mad Hot Ballroom*] taught me about many cultures and traditions.
- Movies are good for aural comprehension.
- I learned how to use colloquial English.

Student Opinions: The Case of Grammar Elective Class

The 3rd graders in the grammar elective class in Case Study 2 were asked to review what they learned in the class after viewing scenes from four films over the year (*Toy Story 3*, *Harry Potter and the Prisoner of Azkaban*, *High School Musical*, *The King's Speech*). One of the questions was, "Which of the following activities do you think would be interesting if you were to join next year's class?" More than 70% of 21 students who handed in the questionnaire selected *Seeing movies and reading the original novels in English* out of eight items. Some of their comments included the following:

- I liked the movies a lot. So I am happy.
- Watching movies was a lot of fun.
- Seeing the movies with English subtitles was practical and I liked it [original in Japanese].
- Filling out the blanks in the scripts of the movie while watching the scenes on screen helps you understand the contents [original in Japanese].

The students' voices in both cases point out that they tried to understand and learn about the society, culture, and language in the films.

Enhancing Knowledge of Global Issues and Language Skills

Why do the students find films in class attractive? Crystal (2004) suggested that as we live in a televisual culture, we need "to use that culture to foster our initiatives, and to show young people that they can do the same, by making the technology available to them" (p. 28). Teenagers who have grown up equipped with personal computers and cell phones are familiar with audio-visual resources. With the support of audio and visual effects, they find it easier to understand the contents of films compared to simply using authentic textbooks.

What would be an effective way for today's teenage students to learn? Prensky (2001) stated that teachers today need to rethink the *legacy* content of a traditional curriculum (e.g., reading, writing, arithmetic) and combine it with *future* content, including digital and technological areas (e.g., software, robotics) and those that go with them (e.g., ethics, sociology, language) for their students, who are native speakers of digital languages. In other words, educators who are accustomed to teaching a traditional curriculum are encouraged to select materials and teaching methods appropriate for learning styles in the digital era. Films dealing with global issues that help students foster social awareness and enhance their language skills would be an example of how to merge legacy and future content.

Conclusion

Two case studies of high school EFL classes using films related to global issues were presented in three steps: pre-, mid-, and post-viewing. *Hell in the Pacific* was employed to discuss World War II and the peace movement and *Toy Story 3* was used to learn about the 3Rs to improve the environment. Students in both cases had opportunities to think critically about specific issues treated in the films they saw.

The opinions of the students who took part in this research suggest that watching films can be interesting, an aid to understanding, and something they like to do. With teachers' guidance, viewing a film in class and exchanging opinions with their peers, instead of passively studying via the materials of a traditional curriculum, help students increase their awareness of global issues.

Consequently, using films related to global issues will give synergistic benefits to the students by learning language while learning about global issues. Students can acquire vocabulary and grammar through film and familiarize themselves with issues such as environmental conservation or peace. We hope that by considering issues that are central to students' lives and by exchanging their opinions with their peers after viewing films, students will start recognizing the real problems in the global society and will try to find solutions for the future.

As a final addendum to this paper, we have attached a list of recommended films that was compiled when we asked the participants at our JALT2012 session to brainstorm the titles of films on global issues. See Appendix D for their film selections.

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The authors of this paper would like to thank all participants at the workshop for sharing the titles of their favorite movies. In addition, we would like to thank our students and colleagues for their feedback. Most of all, we are grateful to our students who have inspired us with their comments.

Bio Data

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Appendix B

Case 2: Definition and Activities Related to the 3Rs

Worksheet Used for Toy Story 3

Grade: _____ Class: _____ No.: _____ Name: _____

3R

Vocabulary

3R: 3R is an acronym for _____, _____, _____.

composting: A process in which food, yard and animal wastes decomposes into new soil.

recycle: Processing waste and using it as raw material for new products; that is, making trash into something useful instead of just throwing it out. It is often called "resource recovery" because it is actually recovering and reusing natural resources.

reduce: Minimizing the production and consumption of items that are made from new, NOT recycled, materials. Not creating trash in the first place and lessening in amount, number or other quantity (recycling).

reuse: Extending the life of an item by using it again, repairing it, modifying it, or creating new uses for it instead of throwing it away.

Adopted from Teach Engineering
http://www.teachengineering.org/view_lesson.php?url=collection/cub_/lessons/cub_environ/cub_environ_lesson05.xml#vocab

(2) Write what you discovered from your experience.

(1) When you were on a school trip, what kind of 3R did you discover?

When: _____

Where: _____

What type of 3R was it?

(3) Write what you learned from the scene in Toy Story 3.

Worksheet by Naoko Harada

Appendix C

Case 2: Handout for Toy Story 3

<i>Toy Story</i> Chapter 4	Grade: _____	Class: _____	No.: _____	Name _____
Q1. Write out the sentence structures using S, V, O, C.				
(a) I'm not leaving.				
(b) Come on.				
(c) You have more toys than you know what to do with.				
(d) Some of them could make other kids really happy.				
(e) You choose the toys you want to donate.				
(f) They're junk.				
Q2. Why do you think Andy did not want his sister Molly to touch his toys?				

Q3. If you were a toy, would you be happy to be donated to a daycare after the owner grew up and no longer played with you? Why do you think so?				

Q4. What other ways to reuse or recycle toys can you think of?				

Q5. Write your idea about recycling unused clothes.				

Worksheet by Naoko Harada

Appendix D

Videos and Books on Global Issues Recommended by Conference Attendees

Title	Year
<i>12 Angry Men</i>	1957
9B	1988-
<i>Babies</i>	2010
<i>Baraka</i>	1992
<i>Bend It Like Beckham</i>	2002
<i>Chalk</i>	2006
<i>Freedom Writers</i>	2007
<i>Full Metal Jacket</i>	1987
<i>Gran Torino</i>	2008
<i>Guess Who's Coming to Dinner</i>	1967
<i>In the Heat of the Night</i>	1967
<i>Mad Hot Ballroom</i>	2005
<i>Mississippi Burning</i>	1988
<i>Motorcycle Diaries</i>	2004
<i>Philadelphia</i>	1993
<i>Rabbit-Proof Fence</i>	2002
<i>Rize</i>	2005
<i>Sen to Chihiro no Kamikakushi [Spirited Away]</i>	2001
<i>Shall we Dance?</i>	2004
<i>Shomuni</i>	1998-
<i>Slumdog Millionaire</i>	2008
<i>Stand and Deliver</i>	1988
<i>Supe Size Me</i>	2004
<i>Tampopo</i>	1985

Title	Year
<i>Teachers</i>	2001-2004
<i>The Color Purple</i>	1985
<i>The Crying Game</i>	1992
<i>The Gods Must Be Crazy</i>	1980
<i>The Long Walk Home</i>	1990
<i>UN Works</i>	Un- known
<i>WALL-E</i>	2008
<i>Whale Rider</i>	2002

Note: All titles were released as movie films except for *Shomuni* and *Teachers* broadcasted as TV series and *UN Works*, which was a collection of video clips.

The films recommended by the participants were mostly in English or Japanese, but other foreign language films, such as in Spanish, were also suggested.

Learning to Make a Difference at the Model United Nations

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Reference Data:

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Japanese language students have few opportunities to use English in authentic settings and, for many, the view of English as an academic subject to be studied rather than as a language to be spoken is limiting and damaging. A Model United Nations (MUN) event is a simulation of a challenging authentic environment that can provide meaningful learning contexts that go beyond the logistic and metaphysical constraints of the classroom. This paper illustrates how preparing for and participating in an MUN provides strong motivation to communicate and allows students to improve language and critical thinking skills while achieving a challenging, realistic objective. More importantly, the experience opens a door to a world where it can be seen how proficiency in English really makes a difference. Practical advice explains how to incorporate an MUN into a curriculum.

日本の英語学習者は、英語を役に立つ生きた言語として使う機会が少ない。彼らの多くは、英語を生きた言語というよりも、学校の教科の一つとして認識していることが多い。こういったとらえ方には、英語学習において限界があり、妨げにもなり得る。模擬国連は、教室における物理的な壁と、頭の中で出来上がってしまっている英語に対するイメージの壁から抜け出すことのできる、多くのすばらしい方法が集まった生きた言語環境へのシュミレーションである。この論文では、学生が、準備の過程を経ながら、模擬国連という、やりがいのある、重要な役割に実際に取り組むことで、学習意欲のモチベーションを高め、英語の上達とともに、分析し考えることのできる能力を得る事が出来るということを実証する。さらに重要なのは、この経験によって、英語への新しい考え方をもち、また英語の力によって、世界をも変える事ができるのだという事に学習者達が気付いてくれる事である。模擬国連をカリキュラムに組み入れる方法についても、説明する。

THE KANSAI High School Model United Nations (KHSMUN) is a 3-day English-language event that invites several hundred delegates to come together to devise solutions to current global issues in a simulation of the activities of the United Nations General Assembly. It is dedicated to fostering foreign language development and greater global understanding and has grown in scale on a yearly basis since 1990. This paper will illustrate how an MUN event may be organized on a large or small scale. The author hopes to depict the potential for language and critical-thinking gains and, through discussion of student feedback, how students derive greater motivation from the learning environment. An analysis of an excerpt from a classroom debate will illustrate the high level of student autonomy and vocalization in classes.

The Model United Nations for EFL Students: Lessons From an ESL Context

Many language teachers who work in countries where English is neither widely spoken nor especially valued are envious of those teachers in contexts where the target language is extensively used in the community. English language students studying in these two learning environments, known as Foreign Language and Second Language, typically show far greater progress in the overseas (ESL) context (Gunderson, 2009, p. 121). For ESL students, the motivation to acquire communication skills is immediate and the means to do so more accessible in classrooms where the target language may be the lingua franca and daily life consists of multiple opportunities to reinforce learned structures. Language teachers in the EFL world may be frustrated by the fact that many good students view English primarily as an academic subject in which short-term memorization is a convenient route to achievement in tests, a view of learning which does not necessarily transfer to the kind of fluency acquired in ESL settings.

Many teachers have looked to ESL-derived methodology for inspiration in breaking this test-oriented motivation for language learning. The KHSMUN was created as one such attempt to open students' eyes to a world in which English functions as a communication tool rather than as an academic discipline.

Description of the Kansai High School Model United Nations

Students participating at the KHSMUN are senior high school students from high schools around Japan. At Kyoto Gaidai Nishi High School (KGNHS), the founder and sponsor, around 60-80 students prepare for and participate in the event each year as the culminating project in a 3-year content-based curriculum. Students are typically 17 or 18 years old and are streamed into

classes ranging from low intermediate to advanced levels. The classes are around 70% female. Students have about 10 weeks to prepare and take either five or ten MUN classes weekly, depending on their enrollment stream. MUN students take on roles of delegates from United Nations member countries, research topical world problems, prepare potential solutions to the problems, formulate an action plan, debate and amend the plan with their peers, and finally vote on the amended plan. Curricular assumptions are that using English to negotiate tangible solutions to real-world problems provides a more meaningful learning context than test-orientated study. Furthermore, this motivating environment allows opportunities for parallel learning objectives deriving from the lesson content and problem-solving tasks. The following methodologies have most strongly influenced the MUN curriculum at KGNHS.

Methodologies Pertaining to Model United Nations for EFL Learners

Content-Based Instruction

Originally, the guiding methodology was Content-Based Instruction (CBI). In CBI programs, learning is approached top-down with little or no direct language instruction. Students are expected to take account of how language is used in input materials while pursuing parallel, content-orientated goals (Brinton, Snow, & Wesche, 1989; Stryker & Leaver, 1997). There is an obvious appeal for teachers if subject knowledge can be imparted at the same time, and without deficit, as skills in a foreign language. Moreover, there is strong academic support for CBI (see Adamson, 2010, for a review) but much of the research has been conducted in ESL settings and the transferability of findings is questionable. In more recent years, teachers at KGNHS have expressed concerns about the suitability of such a strong form of CBI being used in an EFL setting with young students. Some

of the major concerns have been the suitability of the language the students are being exposed to at this stage in their language study, the balance between time devoted to language and content goals, and the cognitive load placed on students who have limited vocabulary and little schematic knowledge of the issues. These issues are discussed further in the section “Other Considerations When Planning an MUN.”

Content/Language Integrated Learning

Content/Language Integrated Learning (CLIL) is a near relative of CBI that has evolved in the EFL settings of Europe rather than in the bilingual or immigrant communities of North America. It has been too loosely defined in literature (Edelenbos, Johnstone, & Kubanek, 2006), but essentially allows for more direct language instruction and form focus, often in short “pop-up grammar” stages. It is eclectic and may draw on other popular methodologies from Communicative Language Teaching (CLT). Recently, the program at KGNHS has moved in this direction with more extensively scaffolded materials and a greater focus on language needs.

Constructivism

A great deal of the preparation work in the course arises from the constructivist notion that learners build an understanding of the world, and potentially the language required to delineate it, through experience and the creation of mental models. A constructivist view of pedagogy argues that effective learning stems from active agency and that notions of self and society are created through the ordering of experiences (Mahoney, 2004). In the KGNHS program, students are exposed to problems and given support and instruction to help them resolve the issues in a considered, logical manner. By taking on the roles of delegates, students are encouraged to empathize with the citizens of their

chosen nation. In this way, their ability to critically analyze an issue and formulate a solution is enhanced through direct experience. Much of the work pertaining to problem resolution takes place necessarily in Japanese, which may be criticized by some who insist on English-only classrooms, but some recent research has claimed advantages to L1 discussion in the L2 classroom, particularly in terms of understanding and retention (Storch & Wigglesworth, 2003; Swain, 2006).

Preparing for an MUN

Preparation for an MUN is a challenge for teachers and students alike. Teachers face the difficulties of integrating language-learning objectives into accessible, up-to-date learning materials in which the source documents are complex and potentially overwhelming. Furthermore, depending on the scale of the meeting, the logistics of building an MUN into the curriculum may require institutional support and a certain amount of funding and facilities, though this need not be extensive for a small event. These small hurdles may explain why the majority of MUNs tend to be represented at the club level rather than in curricular classes (Zenuk-Nishide, 2009).

From the perspective of the students, the challenges are a markedly greater cognitive load than usual. They are asked to use their developing English skills to deal with issues of which they have little schematic knowledge. Moreover, they are still expected to learn English and perform well in tests measuring language, content, and negotiation skills. Overall, an MUN is not without challenges but teachers may expect the reward of watching energized and motivated students exceed themselves (McIntosh, 2001; Zenuk-Nishide & Hurst Tatsuki, 2009). Students, through their own testimony, report strong gains in short- and long-term motivation, problem-solving skills and content knowledge. These gains will be discussed in a later section in more depth.

Student Gains Through an MUN

What can teachers expect from an MUN? The literature on MUNs is not extensive but it underlines how motivation leads to progress in language learning (Hazleton, 1984; McIntosh, 2001; Zenuk-Nishide & Hurst Tatsuki, 2009). Yashima and Zenuk-Nishide (2008) showed quantitative language gains and a greater sense of international posture among learners, comparing favourably with the kind of gains experienced by students who had participated in homestays in the USA. Echoing constructivist theorists, McIntosh (2001) reported better retention of content material in his International Relations classes and felt that his students showed greater critical understanding of the subject and an enhanced ability to negotiate:

There is energy in a class simulation that can't be matched in even the best lectures. Lectures and discussions are also improved when students and professors link their experiences to the concepts and data of international relations. For all the importance of reading and hearing about IR, nothing matches the experience of doing it. Short of granting our students power over real countries, simulations like the Model United Nations are among the best ways to teach the theory and the practice of international relations. (p. 275)

MUN events exist in various forms throughout the world but are most commonly held in either the L1 of the host country or in English. In most cases, there is little or no language support for low-level learners and so the events tend to attract either native-level or highly advanced speakers (Zenuk-Nishide & Hurst Tatsuki, 2009). This is discouraging to teachers who may feel that an MUN is only for those who can “handle” the language required in the debates. However, there are very few unbreakable rules about hosting an MUN and teachers ought to let the level, abilities, and interests of their students dictate the

manner of the event, not the other way round. A perfectly satisfying classroom MUN simulation can be held by 15 students (McIntosh, 2001). Nonetheless, as much of the student feedback in debriefings mentions the experience of communicating with strangers in English, it is likely that at least some of the reported motivation gains arise from the novelty and greater sense of challenge in an interclass or interschool event. Broadly speaking, a greater sense of occasion is likely to instill motivation to perform well. For the KHSMUN, held in a conference center, the delegates wear business attire and the event includes an opening ceremony with addresses from diplomats, a delegates' party and a closing ceremony with certificates of achievement. This creates excitement and helps the teachers motivate the students in the crucial preparation classes.

How to Prepare Students for an MUN

First Steps

The following paragraphs describe the KHSMUN, which is a simulation of the General Assembly that has been adapted for EFL students. Other MUNs may follow slightly different formats that may have greater complexity.

The KHSMUN begins with the setting of a theme and a number of topics to debate. The theme in 2012 was The Rights of The Child and four issues were scheduled for debate:

1. rescuing child soldiers,
2. the rehabilitation of child soldiers,
3. defining acceptable conditions for child work, and
4. education as a means to escape poverty.

Depending on course pathway, students spent approximately 50 or 100 class hours preparing. It is not essential to allocate such extensive class time to preparation and other schools spend far less, but to cover the necessary content, meeting pro-

ocols, and debate practice, it is advisable that teachers consider the amount of available class time and then decide the complexity of the simulation and topics. Simpler topics may present less cognitive load and allow the teacher to focus on skills rather than content. There is no reason why the forum cannot discuss a worldwide smoking ban, for example, or the latest retirement from AKB48.

Learning About the Country and Region: Regional Blocs

Once the topic has been set, the students choose countries and conduct some background research before making an assessed country presentation that has relevance to the theme. Countries are organized by teachers into regional or economic blocs and meeting time is allocated during preparation, and at the event, for blocs to cooperate on issues that affect their region. Assigned bloc leaders are required to run meetings and coordinate delegates and an Internet bulletin board system (BBS) is set up by KGNHS to allow further negotiation and networking between the schools. At the 2012 KHSMUN, the regional blocs were

1. Asia,
2. Africa and the Middle East,
3. Latin America and the Caribbean, and
4. Europe and Others (an economic bloc of wealthy countries).

The Draft Resolution: An Action Plan to Solve a Problem

The primary objective of each bloc is to come up with an action plan to resolve one of the four issues. This document, called a Draft Resolution (DR), will be debated, amended, and finally voted on at the end of each debate session. Each bloc is given

the responsibility of writing one DR. The bloc's objective is to get the resolution passed with a minimum of objectionable amendments. The objective of the other countries may be to support it, if it is good and in the interests of their country; to amend it for improvements or to safeguard national interests; or to oppose it for whatever reasons—including naked self-interest. A clear understanding of this document is crucial to an effective MUN. At the KHSMUN, the students meet on the first day of the event to write their DR, though they have already previously collaborated on the BBS and at the rehearsal. To scaffold these discussions for lower level speakers, the Day 1 meetings have a clear agenda and a set language for each session. An abbreviated example of a DR can be seen in Appendix A.

Developing Critical Thinking and Negotiation Skills

In class, before collaboratively drafting a realistic solution to a complex issue, students learn to engage with the topic from the perspective of a needs analysis. Some simplified background information is presented to them, in English, through lectures, readings, and role-plays. They are expected to conduct further individual research at home and occasionally by using smartphones in class. This information is then translated, if necessary, and compiled in an assessed country portfolio. Students learn how to consider causes and effects of problems in the long- and short-term, the interconnectivity of issues, and the long- and short-term causes and effects of any actions they sponsor. Typically, the first response is to send money to the affected countries. Later in the program, through direct instruction and better understanding of the process of international intervention, more sophisticated solutions begin to emerge. At an early stage, for example, a student recommended easing the plight of poor women in sub-Saharan Africa by giving direct aid to young women. Later the same student was able to write a confident speech about low-interest bank loans to allow women

to start businesses. In another group, a student researched a program that offers a female sheep to girls allowed to graduate elementary school, though her country team had reservations about this, feeling it might contribute to a “reward” culture. Not all solutions are as sophisticated. One boy felt the best way to rescue child soldiers would be to surround them until they had run out of bullets. Nonetheless, with a well-chosen theme, there is a growing sense of ownership of topic and country in MUN classes as well as a clear sense of purpose, enthusiasm, pathos, and fun. This positive classroom experience is strongly underlined by research (McIntosh, 2001; Yashima & Zenuk-Nishide, 2008; Zenuk-Nishide & Hurst Tatsuki, 2009).

By this stage, the delegation teams should be able to display reasonably extensive knowledge of the topic areas, have prepared four speeches outlining solutions to the issues, and be ready to contribute their ideas to the formulation of the DR. Since blocs are multischool, all suggestions for the DR must be posted on the BBS for consideration in advance of bloc meetings on Day 1. Teachers may consider alternatives to this, including drafting the resolutions themselves to simplify the process.

While students are learning about the issue and considering their responses, they also begin the process of learning how to justify and question ideas in debate practice. In debates, protocol must be strictly adhered to by all delegates. A confident Chairperson is selected to oversee discussion with the assistance of Secretaries and all stages are strictly timed.

An MUN meeting runs as follows:

1. The Chair opens the meeting and reads the roll call.
2. The Chair asks which countries wish to make a speech and secretaries add their names to the speakers list using magnetically attached country names. This is the order for speeches.
3. The Chair opens formal debate in which countries make speeches on the issue.
4. After several speeches, a delegate from the bloc that drafted the DR asks to be allowed to introduce it to the floor. The debate can now begin in earnest.
5. The Chair returns to formal debate.
6. Delegates may then continue with speeches or make a motion to enter one of three other stages. These stages are repeated multiple times at their discretion:
 - » Informal debate in which they ask questions or make points about the DR;
 - » Caucusing in which they suspend the meeting to network and discuss the DR informally (this may take place in Japanese); and
 - » Amendments through which they attempt to alter the DR using an OHP to explain the proposed change to the floor. If they are unable to secure the agreement of the sponsoring bloc, the amendment is dubbed “unfriendly” and must be voted on at the end of the session.
7. The closure and completion of the speakers’ list.
8. The closure of debate.
9. Voting on unfriendly amendments.
10. Voting on the DR with successful amendments.
11. End of the meeting.

Learning the protocol and required set expressions takes time but, once learned, they can be used to debate any topic. A pictorial representation of an MUN can be seen in Figure 1.

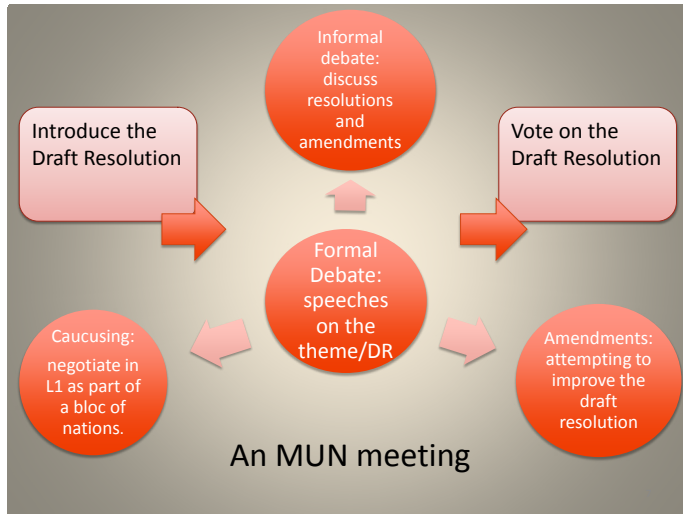


Figure 1. An MUN Meeting

In debate, students begin to understand the importance of evidence; the need for compromise and the difficulties of negotiation, not least the power of persuasion; the power of alliances; and the frustration that stronger communicators sometimes win the day. As McIntosh (2001) wrote, they also start to “realize that informal negotiations are running parallel to the formal statements. Like any real multinational conference, much of the most important work happens in the hallway” (p. 273). This sentiment was echoed by the U.S. Consul General, Patrick Linehan, in his 2012 address to the delegates. Lessons like these are at the heart of the experience, taking language students beyond the classroom, inferring more genuine understanding of the need for global communication, and illustrating the way in which international negotiation is conducted.

Learner Gains Made During Preparation for and Participation in the KHSMUN

Many of the gains made through participation at an MUN come through increased motivation. Teachers in this program report a high degree of on-task participation and student responses in feedback are invariably highly positive in debriefing discussions and questionnaires. Student feedback from a questionnaire relating to the 2012 event can be seen in Table 1.

Table 1. Summary of Student Self-Assessment Questionnaire

Self-assessment	Percent positive responses
Increased motivation to study in class	96%
A feeling that language gains were made	84%
Increased knowledge of the world	100%
Increased problem solving ability	92%
Better negotiation skills in English	71%
Better negotiation skills in Japanese	76%
Improvements in other skills	67%

Note. Sample of 30 students

Many of the comments in the feedback relate to an increased understanding of the need for information and better English skills. “My English was not good enough to explain my idea” is a common feeling. Such comments were not necessarily counted as negative if other responses suggested positive motivation and

indeed, much of the feedback is couched in terms of comments such as “I need to study English more.” This may be seen as indicative of increased self-awareness and positive motivation to make progress. Nonetheless, some of the more negative remarks relate to frustration at being unable, or too shy, to communicate. “I couldn’t do that” is one rather poignant remark. Many comments report a sense of achievement. One student in a position of responsibility had doubted his ability to carry out his leadership role in English but noticed an increase in confidence when he found that he could. The same student also wrote eloquently of an increased understanding of the difficulties of achieving compromise when his DR failed. He has since applied for university courses in the field of international relations.

Classroom tests during the MUN preparation are typically of the group-assessment type and are measured differently from the individual testing done in other parts of the program, making direct comparisons problematic. Anecdotally, teachers feel that the students have a markedly higher level of compliance with homework and class tests.

MUN practice is fun and classes are lively. Table 2 shows analysis from a practice debate transcript after learners had mastered the meeting protocols. The students were discussing ideas they had written pertaining to the rehabilitation of child soldiers. Prior to the debate the teacher collated these ideas into a DR. Students had several minutes to read and understand the proposals before the debate. The teacher did not speak. Even after removing the recasts and set speech (addressing the Chair or thanking the delegates for their answers), the students asked 14 questions on a difficult topic within 14 minutes. Impressively, they were able to answer 12 questions by drawing on notes and knowledge of the topic. Such figures indicate a high level of student autonomy and a degree of student discourse that will hopefully impress any teacher committed to communicative lessons. Once the students have mastered the debate process, there is no barrier to using it again in class.

**Table 2. Analysis of a Practice Debate
(Total Sample 14.02 Minutes)**

Discourse type	Count
Total student speaking time	11.36 minutes
Total speaking time minus speech relating to set protocol	10.06 minutes
Number of questions asked (not including requests for repeats)	14
Number of answers given (not including repeats)	12

Note: Informal debate title “Rehabilitation of Child Soldiers” (15 participants)

Other Considerations When Planning an MUN Cognitive Overload

MUN classes lie in the field of content-based language teaching. One challenge in this field is that learners can become overwhelmed by the demands of studying difficult content in a second language. Corin (1997) showed learners progressing faster with language learning with L1 schema to transfer to L2 content. Stryker and Leaver (1997) wrote, “If the students are not ready, in terms of both the linguistic and cognitive schemata, they may be overwhelmed by the quantity of new information and may, ultimately, flounder” (p. 292). Teachers can, and should, overcome this lack of schematic knowledge by scaffolding input materials as much as possible and allowing their students a certain amount of collaborative work in Japanese. The use of smartphones in class has been very helpful in this regard and the students respond very positively to being

allowed to research in this way. Teachers should be also be active in prioritizing vocabulary which satisfies learner needs over low-frequency items that are mainly required to understand content. Low-priority language is better glossed and vocabulary tests should not reflect the most difficult items in the input but rather the most valuable. I have experimented with Vocabprofile (Cobb, 2006) when screening the vocabulary in input materials to best match students' vocabulary needs (Adamson, 2010), but teachers' instincts are also generally reliable in this regard.

Another concern is findings by Musumeci (1996) who showed how lessons become teacher-centered when the content is extensive and language-learning goals are overlooked, even when teachers are in favor of interactive language teaching. Again, scaffolding should be a priority but teacher awareness and clear planning is the key. Realistic targets for content should be prepared in advance and sufficient time allocated for language learning. More self-conscious planning of this kind has improved the program in recent years. The school currently releases prepared materials in pdf format on the KHSMUN webpage, which may be helpful to anyone considering an event or class project.

Logistics

To run an effective MUN, it is necessary to consider the following:

- number of participants, available staff, funds;
- highest and lowest English level, age, learner needs;
- contexts in which L1 and L2 will be used;
- language and content-learning outcomes; and
- theme of the meeting.

Careful consideration should be given here to selecting a topic which is interesting, suits the learning and institutional require-

ments, and allows all countries to participate. KHSMUN now rotates the themes of Water, Food Supply, and The Rights of the Child to reduce material development.

It is also recommended to prepare:

- placards with country names and national flags;
- country names with attached magnets for the speakers' list;
- OHP, transparencies, and pens for amendments;
- facilities to print the DR;
- paper to carry messages between delegates during debate (if possible); and
- microphones (if necessary).

Conclusion

In discussions of education in Japan, much rhetoric is dedicated to the nature of the global society and the need for Japanese young people to look beyond their borders and acquire English as an essential communication tool in a media-driven, borderless world. The reality in most language classes falls far short of such lofty posturing. For most high school or university students, a global society requiring English proficiency is remote and the majority study English with more concern for their GPA than any pressing regard for internationalism. This may be understandable, but given the more rapid progress of students in ESL environments, it is incumbent on EFL teachers to do as much as they can to create environments where the rhetoric about globalism may become tangible. A Model United Nations is not an alternative to a solid language-focused program, but as a feature of a balanced curriculum, it has the potential to give students some experience of an elusive world where people do need English to get things done and speaking a foreign language genuinely does make a difference.

Bio Data

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Appendix

A Draft Resolution

- Resolution: GA/A/1
- Agenda: The Rights of the Child
- Topic 1: Child Soldiers
- Issue 1: Rescuing Child Soldiers
- Author: Africa and the Middle East Bloc

The General Assembly

Strongly affirming that children should not be enlisted, voluntarily or otherwise, by armies or armed groups and should not participate in combat under any circumstances;

Recognizing that effective disarmament and demobilization must be organized quickly and efficiently after combat with separate plans for children;

Requests that educational program be made for children and adults in developing countries that show guns are dangerous and are not part of normal life; and

Demands that governments that have child soldiers give out official demobilization papers within 3 years.

Note. Students are only responsible for writing the (numbered) operative clauses above. A good DR would normally contain 10-12 succinct operative clauses.

グローバル人材基礎力育成事業の一例

Nurturing Global Competence Through an English Immersion Program

尾中 夏美
岩手大学

Natsumi Onaka
Iwate University



Reference Data:

Onaka, N. (2013). グローバル人材基礎力育成事業の一例 [Nurturing global competence through an English immersion program]. In N. Sonda & A. Krause (Eds.), *JALT2012 Conference Proceedings*. Tokyo: JALT.

文部科学省は現在グローバル人材育成のための教育的な取り組みを推進している。本研究は、中学生対象の英語イマージョンプログラムをケーススタディとして、参加者の意識や態度の変化に着目し、この種の事業のグローバル人材基礎力養成についての有用性を検証することを目的とする。ここで取り上げる英語イマージョンプログラムはグローバルな社会に関心を持ち、異文化の人々とコミュニケーションをとりとうとする意欲を育成するために、岩手県沿岸部の中学生を対象に実施した。二日間という短い研修期間の研修であっても、参加中学生の英語学習に対する動機づけやコミュニケーション意欲の向上が、事前と事後の調査データの比較から明らかとなり、グローバル人材3要素の基礎力養成に資することが検証できた。

The Ministry of Education is currently promoting initiatives in education to generate global human resources. An English immersion program which aims to nurture the foundation of the global competence initiatives was organized for junior high school students living on the coast of Iwate prefecture in order to draw their attention to the global society and inspire them to communicate with people from other cultural backgrounds. Even though the program lasted only for 2 days, the data collected before and after the program revealed that the students were more motivated towards English study after the program and have improved their willingness to communicate, which serves to nurture the foundation of the 3 components of global human resources. This case study analyzes the potential of the English immersion program by examining the changes in students' awareness and attitudes.

社 会のグローバル化に伴い、外国語教育、特に英語教育の意味付けが急速に変化してきた。英語は海外との接点があるごく一部の人たちが特殊な職業能力の一つとして使用するという位置づけから、グローバル社会での競争に勝ち抜くために多くの職業人が幅広く使用する重要なツールとして位置づけられるようになり、文部科学省でも英語コミュニケーション能力を含めた「グローバル人材」の育成に力を注いでいる。

グローバル人材とは以下に挙げる3要素の資質・能力を持つ人材であると定義されている。(グローバル人材育成推進会議、2011)

- 要素Ⅰ: 語学力・コミュニケーション能力
- 要素Ⅱ: 主体性・積極性、チャレンジ精神、協調性・柔軟性、責任感・使命感
- 要素Ⅲ: 異文化に対する理解と日本人としてのアイデンティティ

文科省は高等教育機関において、上記の3要素を育成する教育プログラムを展開するように求めているが、初等中等教育との関連性についても言及しており、英語教育の強化、高校留学の促進等の初等中等教育の諸課題について「潜在的候補者層を厚く形成していく上では、その基礎として、初等中等教育段階の実践的な英語教育を抜本的に充実・強化することが不可欠である。特に、小中高を通じて英語・コミュニケーション能力

等の育成を図るとともに、児童・生徒の国内外における異文化体験の機会を充実させることが重要である。」としている（グローバル人材育成推進会議、2012）。

グローバル人材の基礎能力育成は英語教育だけが担うものでないことは言うまでもないが、英語・コミュニケーション能力に限定した場合、現状の英語学習活動や評価制度でさらに英語を学習したいという動機づけや、外国語によるコミュニケーションに対する意欲を十分に育成しているのだろうか。

ベネッセ教育研究開発センター（2009）が全国の中学2年生を対象にした調査によれば、好きな教科としての英語は9教科中8位で、約6割の生徒が英語の授業をあまりわかっていない（酒井、2009）という現実が明らかになっている。また、同調査を通して酒井は英語学習のやる気が高かった時期については中1の始め頃が43.6%で最も高く、続いて、中学校に入学する前で14.1%だと報告している。苦手と感じるようになった時期については中1の後半が26.6%で最も高く、続いて中1の始め頃で16.2%および中2の始め頃で12.9%と報告している。この結果は、文法や訳読などの学習活動が増えるにつれ、英語が暗号解読のような無味乾燥な科目として受け止められているからではないだろうか。

中学校での英語学習の動機づけのための取り組みについては、「英語の授業以外で英語を使用する機会を設けるために、スピーチやディベート等の大会を行っている学校は全体の40.3%にのぼるが、イングリッシュ・キャンプ等を行っている学校は4.0%に留まる。」とある（文科省、2011）。学校以外での取り組みとしては小学校高学年から高校生までを対象としたイングリッシュ・キャンプの取り組みが北海道で実施されており、その教育効果が報告されている（白鳥、2012）が、専門知識と時間や人的ネットワークが必要なこのような事業は文科省のデータに表れているように取り組み数が少ないのが実態である。データでは実施することが比較的容易なコンテスト系が主流となっているが、暗記したスピーチやルールに則って実施するディベート等を通して養成される技能は、グローバル人材で求められるコミュニケーション能力と同一ではない。コンテスト系事業での成功体験も試験での体験と同様に外部からの評価であり、自己内発的な達成感に基づく動機づけとは異なる場合が多い。

グローバル人材の3要素は、外国語の知識よりグローバルな社会と積極的態度で関わろうとする姿勢を重視していることから、基礎力を育成する観点からは、グローバルな社会と関わりたいという動機づけやコミュニケーションを取りたいという意欲の育成が重要であろう。外国語学習の動機づけの研究については、Brown (1987) が Gardner, Lambert, Spolskyらの

研究を引用しながら、動機づけは道具的動機づけと統合的動機づけに大別されるが、第二言語習得にとっては言語やその文化に好意を持つ統合的動機づけがはるかに重要であると述べている。Gardner (2009) によれば、この統合的動機づけの高い生徒は語学学習に熱心で、学習が必要でなくなっても言語コミュニティと接触を持ち続ける可能性が高いと指摘している。Ryan and Deci (2000) は内発的動機づけ (intrinsic motivation) と外発的動機づけ (extrinsic motivation) という用語を用いて、ある事柄について肯定感や興味関心があるときに生じる動機づけを内発的動機づけ、別の外的理由に起因する動機づけを外発的動機づけとして区別している。グローバル人材基礎力育成には英語学習そのものに興味関心を持たせることが必要であることから、統合的動機づけや内発的動機づけを育成することが重要と言えよう。また、コミュニケーションしようとする意欲 (Willingness to Communicate, WTC) との関係にも着目しなければならない。八島 (2003) は、学習者が自分の英語力を肯定的に認知し、すでに知っている知識を活用できる環境にあることが、自らコミュニケーションを取ろうとする意欲を引き出すための鍵となり、このような実体験を通して「教科」であった英語が「ことば」であるという実感が生まれるとしている。

学校英語でもコミュニケーションを中心とした英語運用能力育成の重要性が認識されており、ペアワークやゲームなどが授業にも取り入れられている。しかし、授業の中心と学習評価はやはり文法、翻訳中心と言わざるを得ない。酒井 (2009) は「第1回中学校英語に関する基礎調査」の生徒調査から、英語学習で生徒が示したつまずきやすいポイントとして、「文法が難しい」(78.6%)、「英語のテストで思うような点数が取れない」(72.7%)、「英語の文を書くのが難しい」(72.0%)が上位を占めていると指摘している。加えて、英語が本来の意味でコミュニケーションのための道具として使用される機会もないのが現状である。英語の学習成果がテストの成績に直結するもの以外は評価されにくい現状が垣間見える。

事業の構成と特徴

本稿で取り上げるイングリッシュ・キャンプ事業は、東日本震災の被災地である岩手県釜石市の担当者からの教育支援要請で始まった。しかし、この取り組みが現在文科省で推進しているグローバル人材の基礎を構築する内発的な動機づけやWTCを形成する可能性があることから、事前・事後の調査データの比較とコメント等を分析し、一つの実践例としてグローバル人材基礎力育成に関する効果を検証する。

本事業は中学生が英語を使って行う活動を、日本人大学生と英語母語話者であるアメリカ人大学生が共同作業で企画・運営し、招待された中学生は

英語イマージョン状況で一泊二日の合宿を過ごすという事業である。英語指導助手は大学生らが企画するプログラムを支援する。参加者の内訳は以下の通りである。

中学生：22名（中1:8名、中2:6名、中3:8名）

米国人大学生：8名

日本人大学生：8名

英語指導助手：5名

参加中学生は岩手県の釜石市、宮古市、田野畑村から教育委員会や学校を通した呼びかけで募集した。参加理由には「英語を上手になりたい」、「外国に関心がある」、「英会話を上手になりたい」と英語への関心の高さを述べるものがある一方で、「得意ではないので上手になりたい」、「英語が苦手なので克服したい」といった課題克服を目的に参加した生徒もいた。

事業開始直後に日本語でのオリエンテーションを行った後は全て英語のみで運営した。オリエンテーションでは日本語の使用は一切禁止であること、英語が思いつかなくてもジェスチャーを使うことでコミュニケーションが可能であること、わからない時には“How do you say xxx in English?”と尋ねることで英語での表現を教えられることなどコミュニケーションのヒントを教えた。活動の単位は45分刻みで7つ準備し、米国人学生と日本人学生が混在する4チームが、それぞれ担当する時間帯の活動を企画・運営した。企画にあたっては、中学生が使用する英語の教科書を参照することで既習内容を知り、ゲームや活動の説明は絵やジェスチャーを多用することで英語がわからなくても内容理解ができるよう工夫するように指導した。また自信のない中学生にも積極的に働きかけコミュニケーションができるような雰囲気作りに努めるよう指示した。就寝の時も、各部屋に英語母語話者と日本人大学生、そして1～2名の中学生を配置した。同室になる中学生は、所属も学年も異なる生徒をマッチングすることで、全く新しい人間関係が形成されるように配慮した。

参加中学生の態度の変化についての調査結果と分析

本事業を通しての参加学生の態度の変化を調査するために、プログラムの事前と事後にアンケート調査を実施した。以下に、選択肢による回答と自由記述による回答および著者の観察を総合して分析する。なお、アンケートはグローバル人材育成に求められる要素と対比して出題し、中学生に分かりやすい表現での質問形式と限られた質問数になっているため、データは本事業で見られる傾向を表し限定的であることを申し添える。

英語の学習意欲

参加中学生の居住地は歴史的に住民の入れ替わりが少なく、少子高齢化が著しい過疎地域で、土地柄見知らぬ人との交流が少ない。全般的に言語による意思疎通が苦手で人見知りする人の多い地域である。中学生へのアンケート調査から、中学生にとっては参加者が「外国人」「大学生」「他中生（他の中学校の生徒）」という3つのカテゴリーに区分されていたことがわかった。このことから、個々の参加者にとって他の中学校からの参加者との交流も「異文化交流」として位置づけられていたことが推測される。

合宿開始時、中学生は緊張した表情だった。アイスブレイキングは体を動かした活動や追いかけっこなどの身体活動を中心として行い、これにより中学生の表情が次第にほぐれてきた。一日目午後と二日目の午前では、生徒の親しさを表す態度にも変化が見られた。

事後アンケートの英語学習に関するモチベーションについての結果が図1である。「今後英語をもっと勉強してみようと思う」という文に対して、22名中21名の生徒が「とてもそう思う」と学習意欲を向上させた。

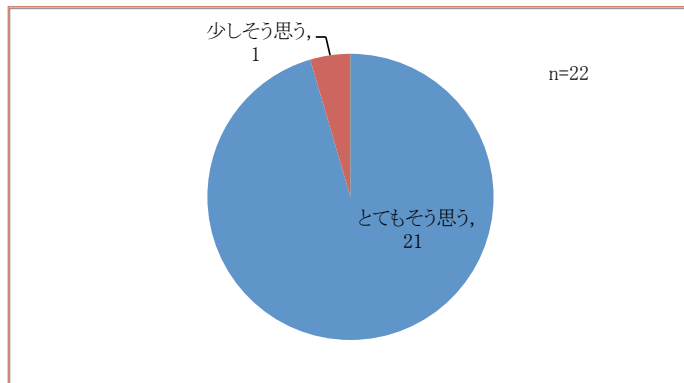


図1. 今後英語をもっと勉強してみようと思うか

生徒の記述には「もっと英語を覚えたいと思った」（中3女子）、「もっと英語を勉強して、大学生みたいに英語を完璧に話せるようになりたい。英語を話せるようになったらこんな企画をしてみたいと思った。」（中3女子）、「大学生等の話し方に憧れた。これからもっともっと英語を頑張って上手に話す

ことが、今の自分の夢になった。」(中1女子)とある。「英語ができる」ということにテストの点数があがるといった間接的な達成ではなく、より自己内発的動機づけが与えられたと言えよう。日本人大学生を始めとする「英語を目的に応じて使いこなしている」人々を実際に目にする事により、達成目標が具体化したために学習意欲が強まったと推測できる。

語学力・コミュニケーション能力(グローバル人材要素1)

事後調査の中に事前調査の内容と同じものも含め、態度の変化を比較した。22名の内遅刻者が2名いたため、事前事後の比較対象とする生徒数は20名である。

グローバル人材の要素1に「語学力・コミュニケーション能力」が挙げられている。この基礎には英語でのコミュニケーションへの肯定感と、外国語がわからない場合に否定的感情を持たず、自己の英語運用力の限界に対する寛容性や、その上で自らができる範囲でさらにコミュニケーションを図ろうとする忍耐力が重要となる。これらの能力が養成されたかどうかに関する比較を行った。

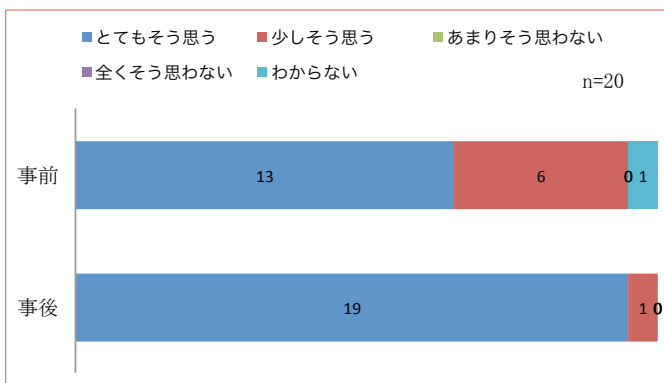


図2. 英語でのコミュニケーションは楽しい(要素1)

図2は英語でのコミュニケーションについての肯定感を比較したものである。事前調査では「英語でのコミュニケーションは楽しい」に対して「とてもそう思う」が13名、「少しそう思う」が6名であったが、事後調査では全

員が「とてもそう思う」「少しそう思う」のいずれかを選択した。「外国の人と話をしてももう怖くないし、なんかしゃべれるような気になった。」(中1男子)や「最初英語で話されてもまったくわからなくて緊張してしまったけれど、少しずつ会話を頭の中でわかる単語をつなげていくとだいたいわかって、次第に笑顔になれた。」(中2女子)という記述から、英語でのコミュニケーションに対する「恐怖感」が「わかる喜び」に変化したことが窺える。

図3は外国語でのコミュニケーションのために特に重要な能力である、わからないことに対しての寛容な態度や理解できるまで忍耐する気持ちがどの程度変化したかに関する調査結果である。

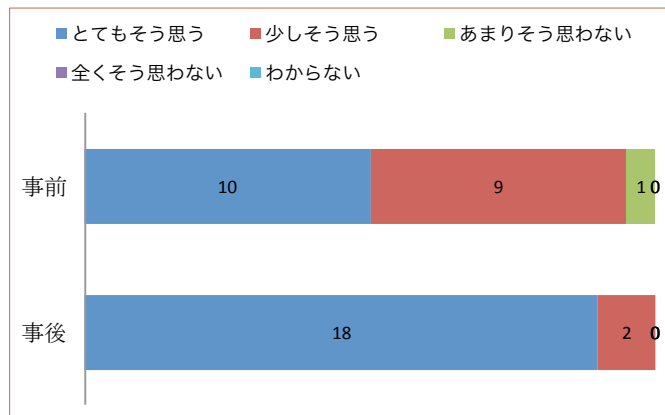


図3. 自分は英語の単語が少しくらいわからなくても、工夫してコミュニケーションをとる努力をする(要素1)

事前事後調査を比較して特記すべきことは、「自分は英語の単語が少しくらいわからなくても、工夫してコミュニケーションをとる努力をする」に対して「とてもそう思う」と回答した生徒が飛躍的に増加したことである。そして事後調査の時点では、全員が「わからない」ことを恐れるのではなく受容する態度を身につけていることも注目できる。「『伝えたくても、伝わらない。』ということにもどかしさを感じた。しかし、身振り手振りでなんとか伝えたり、”How do you say ~ in English?” で聞いたりしながら乗り越えた。やっと伝わった時の『うれしさ』は一生忘れられない物となった。」(中1男

子)という記述から推測できるように、なかなか伝わらず苦労はしてもそれを乗り越えて成功した時の達成感を通して、「正しくできる」ことよりも「コミュニケーションできた」ことの重要性を実感したようである。

異文化に対する理解(グローバル人材要素Ⅲ)

グローバル人材育成に関する報告書(産学人材育成パートナーシップグローバル人材育成委員会、2010)の中で、異文化理解・活用力を構成する態度の一つに「異文化の差を良い悪いと判断せず、興味・理解を示し、柔軟に対応できること」が挙げられている。異文化の理解は、将来的に国境を越えた異なる文化を理解する態度を養成する前段階として、まず自分自身が普段慣れ親しんでいる文化や考え方が異なっているものに対して、寛容な態度を示したり異なることに興味を示したりするという態度が基盤である。帰属意識に縛られず、自分の所属から離れたところで人間関係を作り、それを楽しむ能力を身につけることが重要であると言えよう(尾中、1997)。本事業では「異文化」の対象として「外国人」「大学生」「他の中学校からの参加者(他中生)」がいるが、ここでは「外国人」と「他中生」との交流が参加中学生にどのように影響したかを検証する。

図4は外国人への態度の変化を事前事後で比較した結果である。外国人に対して緊張を感じる(否定的感情)と回答した生徒が事前調査では17名いたが、事後では8名に減少し、態度の変化がみられる。「外国人は近づきがたくてあんまり話したことがなかったが、交流していくうちに気さくな人たちばかりで面白いと思った。今後もこのような機会があればまた参加したい。」(中2女子)や「自分の外人さんに対する見方・考え方が大きくかわった。」(中2女子)という記述から、密着した交流を通して、次第に心を開示するようになり、未知の存在から既知の存在として受け入れられるようになったと推測できる。

また、他の中学校からの参加者との交流についても、全員が肯定的な評価をしていることが、図5からわかる。「友達ができたり、外国の人たちとメールアドレスを交換できたり、初めて外国の人と英語を話した。」(中1女子)、「人見知りをする方だと思っていたが、初めて会う人でも普通に話すことができた。」(中2女子)、「楽しかったことはみんなとスポーツしたりトラップしたりゲームしたりしたこと。上手くできたらほめてくれるし、失敗しても励ましてくれる。たくさん友達もできたとし、こんなに多くの外国人の人たちとコミュニケーションをとれてよい経験になった。」(中3女子)、「他中の人と仲良くなった。自分の名前を早く覚えてもらった。」(中3女子)と自由な意思疎通には不十分な英語を使わなければならないという制約があっても、自分と同じように苦労をしながら英語で活動する他の中学生に励まされ

たり、慰められたりする中で、新しい人間関係を構築できたことに満足している様子が窺える。

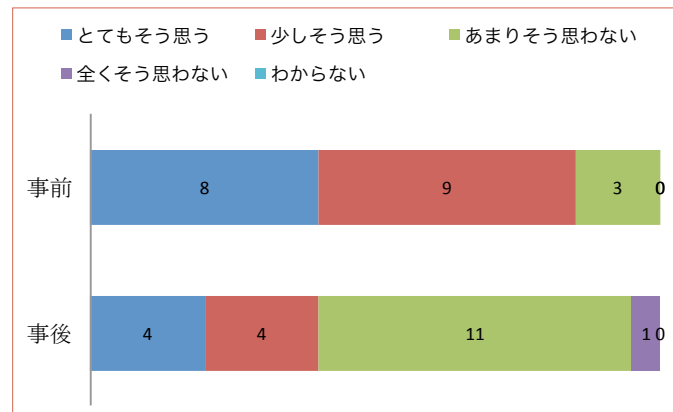


図4. 外国人が近づいてきたらドキドキする(要素Ⅲ)

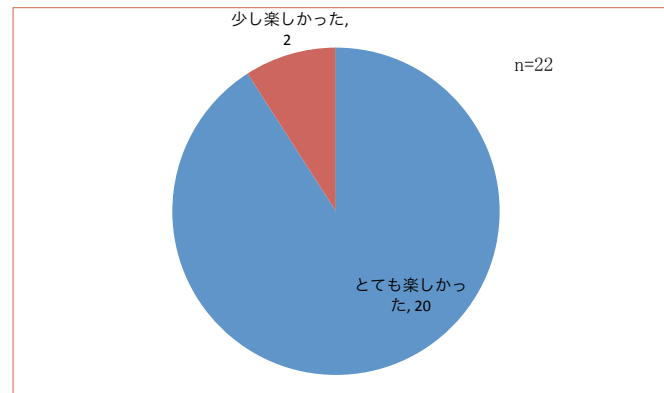


図5. 他の中学校の友達との交流について(要素Ⅲ)

合宿中にたまたま同室になった所属中学校の異なる二人が、実は片方の生徒の学校が津波で被災したために現在同じ棟で授業を受けていたことがわかり、本事業終了後も仲良く交流を続けようと話していた。「被災体験」を共有しているということが、さらに大きな結び付きを形成したと推測される。

態度の変化(グローバル人材要素Ⅱ)

本事業を通して、全ての参加者が、自分自身が変化したと感じていることがアンケート調査から明らかになった(図6)。英語コミュニケーションや異文化理解に直接関係しないが、グローバル人材要素Ⅱと関連する変化の萌芽が観察できた。最初は話しかけるタイミングがわからなかったが、少しして自分から話しかけられた、積極的に活動できるようになりたいと思うといった感想は、グローバル人材の「主体性・積極性」の芽生えと判断できる。また、やればできるといった感想は「チャレンジ精神」と理解できよう。参加理由を「英語が苦手なので克服したい」としていた中1男子が最後に「家に帰っても英語で話すくせがついていると思った。」と記述していることから、短い時間でも英語のイマージョン環境にすることで、外国語でのコミュニケーションへの抵抗感が大幅に軽減されたことがわかる。

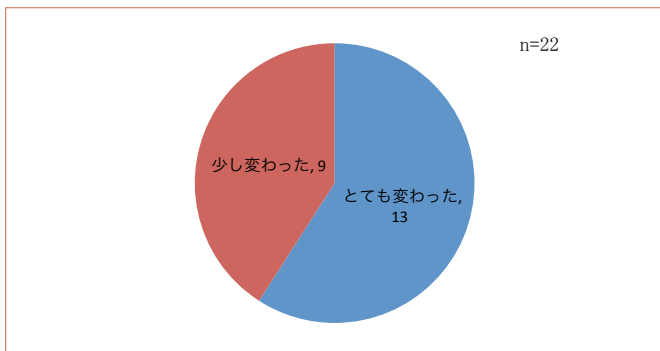


図6. このプログラムを体験して自分は変わったと感じるか

考察及び結論

本稿で紹介した事例は少人数対象のケーススタディであるが、その制約の中で以下の点が明らかになった。

動機づけの観点からは、事後アンケートでほぼ全員が今後英語をもっと勉強してみたいと答えていることから、英語に対する動機づけが高まったと判断できる。英語に対する苦手意識も、基礎的な英単語の羅列であっても意思疎通に使えるという実体験を通して、学習に対する肯定感が生まれもっとやれるようになりたいという統合的動機づけまたは内発的な動機づけにつながったと推測できる。日常的に英語を使う機会がほとんどない状況から、英語が使えるとどんなことができるかが具体的に変わったことも学習意欲に結び付いたと考えられることから、短期間であっても楽しめる英語活動を集中的に実施することで、内発的な動機づけ強化が可能であることが示唆された。

英語でのコミュニケーションを楽しんでいる生徒の割合が増えたこと、少くも単語がわからなくても工夫してコミュニケーションを取る努力をしようと思う生徒の割合が増えたことから、WTCが向上したと推測できる。参加した中学生が帰りのバスの中でそれぞれ一懸命英語を使って会話をしていたという報告があった。八島(2003)が指摘するように、自分の英語力に対する肯定感と、すでに知っている英語の知識が活用できる環境の両方が満たされた状態にあったとみられる。事業は終了しているため英語で話さなければならないという制約が解けているにもかかわらず、自発的に英語でコミュニケーションを取ろうとしていることがWTCの向上を示唆している。英語が苦手な中学1年生が、帰宅してからも「英語の単語が口について出てくる」ように感じていることは英語が「教科」から「コミュニケーションのための道具」であることを実感したとみられ、グローバル人材基礎力に資する活動が実施されたと推測できる。

Brown(1987)は第二言語の学習には肯定的態度が有益で、否定的な態度は学習の動機づけを減退させるが、異文化出身者との現実での接触によりステレオタイプ化された誤ったイメージを矯正することで、否定的な態度を変えることが可能であると指摘している。これは、実際に、「自分の外人さんに対する見方・考え方が大きく変わった。」や「外国人は近づきがたくてあんまり話したことがなかったが、交流していくうちに気さくな人たちばかりで面白いと思った。今後もこのような機会があればまた参加したい。」といった記述から、接触の機会がなかったために否定的イメージがあった異文化出身者との実際の交流を通して態度が変化すると推測できる。この態度の変化はグローバル人材要素3の「異文化に対する理解」の基礎力強化に資するものと言えよう。

「文法がわからなくても通じることがわかった」という発見や、「最初は返事の仕方がわからなかったが、話しているうちに相手の言っていることが分かって、答えられた」との記述から、本事業の参加中学生は限られた英語の知識を精いっぱい駆使して目標を達成することにより、「意思疎通するた

めには文法的に正しい英語を使わなければならない」という強迫観念から解放されたと言えるだろう。Tucker and Lambert (1973) は、外国語による「コミュニケーション能力」は表面的な言語コードの習得以上のものを含んでいるにもかかわらず、社会文化的な側面は全く無視されたり、極めて限定的に扱われていると指摘している。自分の英語レベルにあった表現でのコミュニケーションが可能であるという体験は非常に重要であるが、教室内の英語教育だけでは限界がある。

本稿では今後求められるグローバル人材の基礎力育成に資する事業を一例に取り上げ、その参加者の変容を分析することで、当初目的の達成の可能性を検証した。中学校での限られた授業日数では、本稿で紹介した事業をそのまま実施することは無理であろう。また、一過性で終わらせないためにも持続可能なシステム作りも課題となる。今後、留学生を受け入れている高等教育機関等外部団体と連携により広い視野で教育プログラムを考案することで、英語学習に対する動機づけを向上させる機会を増やすことは可能である。そのような連携の枠組みを作っていくことが、今後の課題であろう。

Bio Data

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資料

事前アンケート調査

今回のプログラムの教育的評価のためにアンケート調査をします。データは数値として処理されるので、それぞれ誰がどんな答えを書いたかが公開されることはありません。該当する項目の○を塗りつぶしてください。

名前

Q1. 英語でのコミュニケーションは楽しい。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q2. もし外国人が自分に近づいてきたら、緊張してドキドキする。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q3. 自分は英語の単語が少しくらいわからなくても、工夫してコミュニケーションをとる努力をする。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q4. 英語をいっしょうけんめい聞けば、何を言っているか大体わかる。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

ご協力ありがとうございました。

事後アンケート調査

今回のプログラムの教育的評価のためにアンケート調査をします。データは数値として処理されるので、それぞれ誰がどんな答えを書いたかが公開されることはありません。該当する項目の○を塗りつぶしてください。

名前

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Q2. もし外国人が自分に近づいてきたら、緊張してドキドキする。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q3. 自分は英語の単語が少しくらいわからなくても、工夫してコミュニケーションをとる努力をする。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q4. 英語をいっしょうけんめい聞けば、何を言っているか大体わかる。

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q5. English Campは楽しかったですか？

とても楽しかった 少し楽しかった あまり楽しくなかった
 全然楽しくなかった わからない

Q6. 今後英語をもっと勉強してみようと思いますか？

とてもそう思う 少しそう思う あまりそう思わない
 全くそう思わない わからない

Q7. 他の中学校の友達との交流はどうでしたか？

とても楽しかった 少し楽しかった あまり楽しくなかった
 全然楽しくなかった わからない

Q8. 大学生との交流はどうでしたか？

とても楽しかった 少し楽しかった あまり楽しくなかった
 全然楽しくなかった わからない

Q9. このプログラムを体験して、自分自身が変わったと感じますか？

とても変わった 少し変わった あまり変わらない
 全然変わらない どちらとも言えない

Q10. このプログラムに参加して、大変だったことはありましたか？それはどんなことですか？どうやって乗り越えましたか？

Q11. この研修に参加して、自分自身についての新しい発見はありましたか？それはどんなことですか？

Q12. 楽しかった思い出はどんなことですか？

Q13. このプログラムに参加してあなたはどんなことを考えましたか？思ったことを何でも書いてください。

ご協力ありがとうございました。