

## Global Learning Through International Collaboration

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This paper is a report about the authors' international collaborative project teaching global issues using the content and language integrated learning (CLIL) framework. A major difficulty in learning English in an EFL context is limited opportunities for authentic target language use (Cheon, 2003). Therefore, international interaction projects are specifically meaningful because they provide learners with rich authentic target language use. In CLIL, authenticity is highly promoted (Coyle, Hood, & Marsh, 2010) because it motivates learners (Pinner, 2013). The authors implemented a 4-week project using authentic materials and activities to observe their students' motivation. First 18 Vietnamese and 79 Japanese female students studied about girls' right to education by watching online videos from CNN and BBC and listening to both native and nonnative English speakers. Then the students exchanged their reflections on their learning and responded to their foreign partners. Questionnaire results and narrative data showed the students were significantly motivated by the project's authenticity.

この論文は、筆者達が地球規模の問題を内容言語統合型学習 (CLIL) の枠組みを使って教えた国際交流プロジェクトの報告である。外国語として英語を学習することの難しさの理由の1つは、その言語を本物のコミュニケーションにおいて使う言語使用の機会が限られていることである (Cheon, 2003)。従って、国際交流プロジェクトは、豊かな本物の言語使用の機会を学習者達に提供してくれるため大変有意義である。CLILでは、学習者の動機づけになるため (Penner, 2013)、authenticity (本物志向) を推奨している (Coyle, Hood, & Marsh, 2010)。筆者達は、本物の教材と活動が学生達の英語学習の動機づけになるかどうかを見るために、4週間のプロジェクトを行った。18人のベトナム人と79人の日本人の女子学生達が、インターネット上

のCNNとBBCのビデオを視聴して少女達の教育の権利について学習し、感想を書き、それを交換して読み、返事を書いた。事後アンケートの結果と学生達を書いた文書から、このプロジェクトの本物の言語使用が学生達への英語学習の強い動機づけになったことが分かった。

One of the major difficulties in learning English in an EFL context is limited opportunities for authentic target language use (Cheon, 2003). Interaction projects between long-distance partners are specifically meaningful in foreign language learning because they provide learners with the experience of rich authentic target language use via the Internet and computers, used as powerful L2 learners' assistance tools (Warschauer, 2000). This paper is a report about the authors' international collaborative project to teach global issues to Vietnamese and Japanese students in a content and language integrated learning framework. The research specifically focused on L2 learners' motivation.

### Content and Language Integrated Learning (CLIL)

CLIL, a bilingual education pedagogy, is based on a belief that integrating content learning and L2 learning enhances both students' L2 learning and their content learning the best (Coyle, 2007; Coyle, Hood, & Marsh, 2010). CLIL contains a set of theories including the 4Cs framework (Coyle, 2007): content, communication (language), cognition, and culture and community. CLIL theories indicate that acquisition of language knowledge and skills (communication), acquisition of content knowledge and skills (content), and development of thinking skills (cognition) are closely related. Furthermore, when classes and activities are designed and implemented to enhance these three dimensions, as well as cross-cultural awareness and cooperative learning, students learn both the content and the target language most effectively. In addition, CLIL encourages teachers to teach global issues because one of the major purposes of the CLIL pedagogy is to foster global-minded people.

In this project, students studied girls' rights to education (the content, a global issue) in English (communication) and deepened their thoughts by writing reflections on their

study, exchanging them with their foreign pen pals, responding to them, and reading the responses (cognition, culture, and community).

### CLIL and Authenticity

Another main principle of CLIL is promoting authenticity. According to Pinner (2013), use of authentic materials in CLIL lessons can motivate L2 learners. Tomlinson and Masuhara (2010) explained authenticity in L2 material development with a Venn diagram with three overlapped or intersecting circles (Figure 1): (a) authentic texts, (b) authentic tasks, and (c) authentic language in use.

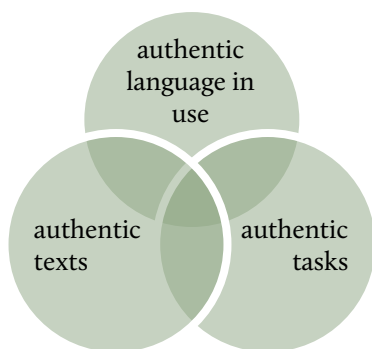


Figure 1. Authenticity (adapted from Pinner, 2013).

In this project, students studied girls' rights to education by watching web videos from CNN International and BBC News and studied data from United Nations and World Bank in the online material created by the second author (authentic texts). They also exchanged their reflections on the study with actual foreign pen pals (authentic tasks and authentic language use).

### L2 Motivation and World Englishes

The researchers were interested in L2 learners' motivation because it is an important factor in L2 learning (Ellis, 2008). The two traditional classifications of L2 learners' motivation are extrinsic motivation and intrinsic motivation. Extrinsic motivation depends on rewards and punishment; intrinsic motivation is based on L2 learners' interest and

curiosity being aroused and sustained (Ellis, 2008). Gardner (1985) explained L2 motivation as the interplay of *integrative* motivation and *instrumental* motivation. Integrative motivation is a constructive disposition toward the L2 community including a desire to become similar to a member of the community; on the other hand, instrumental motivation relates to potential practical benefits, such as future acquisition of a better job or a higher salary (summarized in Dörnyei, 1994). Dörnyei (2009) suggested explaining L2 motivation in relation to the *self* such as Higgins' *ideal self* and *ought self*. Ought self is a L2 learners' self related to his or her duties, obligations, or moral responsibilities. Ushioda (2012) indicated that L2 motivation was a process of "internal identification with aspired identity as international or global citizens" (p. 19), rather than a desire to become similar to a member of the target language community. Ushioda's definition seems to be the most appropriate in an Asian context and with CLIL, because English is used much more frequently between nonnative speakers than between native speakers or with native speakers in a globalizing world, and this is especially true in Asia (Kachru, 1998). The current project was intended to stimulate students' intrinsic motivation by providing them with authentic texts, authentic tasks, and authentic language use. Additionally, in part 1 of the project, students deepened their thoughts about girls' right to education by listening to Ms. Malala Yousafzai and Pakistani students who were in the same generation as their own. These Pakistanis' confident attitudes when expressing themselves in English, even as nonnative speakers and learners of English, could have given the participants integrative motivation and opportunities to imagine their ideal selves.

### Research Questions

The project was intended to motivate students to study English as a means of global communication and to broaden their perspectives. The project was also designed to help students realize the necessity of comprehending authentic English spoken by both native and nonnative speakers. Therefore, research questions were the following:

- RQ1. Did students enjoy the project?
- RQ2. Did the project motivate students to study English?
- RQ3. Did the project encourage students to listen to both native speakers' and nonnative speakers' authentic English? Were there any differences in students' attitude towards listening to native speakers' English and nonnative speakers' English?
- RQ4. Did the project broaden students' perspectives?

## Methodology

### Participants and Classes

Participants included 18 Vietnamese college freshmen majoring in English in Hanoi, Vietnam and 79 Japanese 2nd-year senior high school students in Tokyo, Japan. The English level of all the participants was around B1 in the Common European Framework of Reference. The Vietnamese participants were Vietnamese students who attended a compulsory academic English class and their Japanese counterparts were in an elective English course focusing on listening skills.

All participants were female. The Vietnamese classes from which the first author collected the data happened to have all female students, and the school the Japanese participants attended was a girls' school. The Japanese participants were divided into three classes according to their homeroom classes and worked on the project as in-class activities. On the other hand, the Vietnamese students were chosen using purposive sampling, a method by which researchers select students having certain criteria from the targeted population (Dörnyei, 2003). In this case, the criteria included their English level and their consent to join the project as volunteers because the project was not a part of the official curriculum.

The disparity between the number of Vietnamese and that of Japanese occurred because the Vietnamese author could only implement the project with volunteers from her two classes (18 out of 40 students), but the Japanese author simply gave the same opportunities to all students because she implemented the project as in-class activities.

### Procedure

The project consisted of Part 1 (study about girls' right to education) and Part 2 (an international pen pal project). The researchers had the participants in both countries study the same online materials about Malala Yousafzai designed by the second author (<http://girlseducation2014225.blogspot.jp/>) by watching web videos from CNN International and BBC News and doing related comprehension tasks for 4 weeks (Part 1). After the 4 weeks, the students were asked to write reflections in English about their study. Those reflections were then collected by the teachers and exchanged with their foreign pen pals for their responses. On receiving the responses, the students read them (Part 2). Due to the disparity between the number of Vietnamese and Japanese participants, Vietnamese students responded to 4 to 5 Japanese students' reflections and received responses from 4 to 5 Japanese students on average. At the end of the project, students answered a questionnaire about the project.

### Data Analysis

Because the data collection involved a questionnaire and students' written reflections, the researchers collected both quantitative and qualitative data. The data analysis procedure, thus, was a combination of quantitative and qualitative approaches, in which the researchers processed the questionnaire and then triangulated the results with more insightful answers from the students' reflections. Content analysis method, in this case, was a solution to process such qualitative reflections in a systematic way. As proposed by Zhang & Wildemuth (2009), the researchers followed eight steps:

1. preparing the data,
2. determining data analysis units,
3. building a coding scheme,
4. testing the scheme on an example,
5. coding all the data,
6. checking the consistency,
7. drawing conclusions,
8. reporting.

## Results and Discussion

### Research Question 1: Students' Enjoyment

The Vietnamese students' very positive attitude was shown in their answers to this question. As shown in Table 1, no Vietnamese students answered negatively about both parts of the project. Actually, 17 out of 18 students answered that they strongly or mostly thought that they had enjoyed Part 2 of the project. Similarly, 92% of the Japanese students answered affirmatively about Part 1 and 94% answered affirmatively about Part 2. Some Japanese students mentioned this in their reflections as *valuable*, *interesting*, *a good chance*, and *a good opportunity* (Japanese students J3, J12, J19, and J20).

**Table 1. Did the Students Enjoy the Project?**

Categories	Nationality	Positive answers (%)	Negative answers (%)	No answer (%)	
Parts	Part 1	Vietnamese	17 (94.4)	0 (0)	1 (5.6)
		Japanese	73 (92.4)	6 (7.6)	0 (0)
	Part 2	Vietnamese	18 (100)	0 (0)	0 (0)
		Japanese	74 (93.7)	4 (5)	1 (1.3)
Activities of the project	Content	Vietnamese	17 (94.4)	1 (5.6)	0 (0)
	learning	Japanese	78 (98.7)	0 (0)	1 (1.3)
	Writing a reflection	Vietnamese	17 (94.4)	1 (5.6)	0 (0)
		Japanese	67 (84.8)	10 (12.7)	2 (2.5)
	Reading the reflection	Vietnamese	18 (100)	0 (0)	0 (0)
		Japanese	72 (91.1)	6 (7.6)	1 (1.3)
	Writing comments	Vietnamese	17 (94.4)	1 (5.6)	0 (0)
		Japanese	72 (91.1)	6 (7.6)	1 (1.3)

Note. N = Vietnamese 18, Japanese 79; Part 1 = Study of the online materials about girls' rights to education; Part 2 = Pen pal project.

Table 1 also shows whether the students enjoyed each activity. All Vietnamese students wrote they had enjoyed reading their foreign pen pals' reflections. All of them except for one stated that they had enjoyed all the other activities including the content of the study. All Japanese students except for one enjoyed the content of the study.

Students' reflections also indicated their positive evaluation of each activity in the project. All Vietnamese students appeared inspired by the videos' contents, leaving many insightful opinions about girls' right to education and Malala's activities. Positive adjectives were used frequently to describe what they had seen from the videos, such as *incredible*, *amazing*, *inspiring*, and *admirable*. Japanese students shared these opinions and regularly referred to the contents as *wonderful*, *great*, and *interesting* in their reflections. Furthermore, Vietnamese students expressed their enthusiasm when giving responses to their foreign pen pals' reflections. The responses were often in paragraphs of three to seven sentences with full explanations of their opinions. The same attitude could also

be seen in Japanese students' responses to their pen pals' reflections. Besides explaining their responses in detail, Japanese students often added their appreciation of the ideas' exchange, stating that they were *happy* and *grateful* for the opportunity.

### Research Question 2: Students' Motivation for Studying English

As can be seen in Table 2, around 90% of the students believed the project had motivated them to study English. Regarding Part 1 of the project, 89% of the Vietnamese and 94% of the Japanese students answered affirmatively when asked if the project had motivated them. Similarly about Part 2 of the project, 94% of both Vietnamese and Japanese students answered affirmatively. It is notable that 83% of the Vietnamese students said they strongly or mostly thought that Part 2 of the project had motivated them to study English more.

**Table 2. Were the Students Motivated to Study English?**

Part	Nationality	Response					
		Strongly think so	Mostly think so	Somehow think so	Don't really think so	Don't think so	No answer
1	Vietnamese	5 (27.8)	7 (38.9)	4 (22.2)	2 (11.1)	0 (0)	0 (0)
	Japanese	22 (27.9)	32 (40.5)	20 (25.3)	5 (6.3)	0 (0)	0 (0)
2	Vietnamese	7 (38.9)	8 (44.4)	2 (11.1)	1 (5.6)	0 (0)	0 (0)
	Japanese	21 (26.6)	31 (39.2)	22 (27.9)	2 (2.5)	2 (2.5)	1 (1.3)

Note. N = Vietnamese 18, Japanese 79; Part 1 = Study of the online materials about girls' rights to education; Part 2 = Pen pal project; ( ) = %.

Data from students' reflections supported this finding. Actually, 15 out of 18 reflections from Vietnamese students showed their willingness to improve their English in general, and listening skills in particular, thanks to the project. They highly appreciated the authenticity in the videos, saying those materials were very informative and exciting to learn, thus should be exploited together with regular textbook listening exercises (Vietnamese students V1, V6, V15, and V17). Most Japanese students also demonstrated their high opinion of the project, indicating that it encouraged them to study English harder. Just like the Vietnamese students, some of them proposed solutions to improve their skills to listen to authentic English (Japanese students J13, J14, J15, J23, J24, and J31).

### Research Question 3: Students' Attitude towards Listening to Authentic English

While studying the online materials, the students listened to both native speakers (e.g., the announcers of CNN International) and nonnative speakers (e.g., Ms. Malala Yousafzai and some Pakistani junior and senior high school students). Table 3 shows the students' answers as to how they felt when they first listened to authentic English spoken by native speakers and nonnative speakers in the video and how they felt about it when they finished the study.

**Table 3. How did Students Feel About Native and Nonnative Speakers' English at the Beginning Versus at the End of the Project?**

Speakers	Time	Nationality	No. of responses (%)			
			Good	Average	Not good	No answer
Native	Beginning	Vietnamese	10 (55.6)	8 (44.4)	0 (0)	0 (0)
	End		14 (77.8)	4 (22.2)	0 (0)	0 (0)
	Beginning	Japanese	26 (32.9)	43 (54.4)	9 (11.4)	1 (1.3)
	End		51 (64.5)	24 (30.4)	3 (3.8)	1 (1.3)
Nonnative	Beginning	Vietnamese	10 (55.6)	7 (38.9)	1 (5.5)	0 (0)
	End		10 (55.6)	7 (38.9)	0 (0)	1 (5.5)
	Beginning	Japanese	25 (31.7)	43 (54.4)	11 (13.9)	0 (0)
	End		44 (55.7)	31 (39.2)	4 (5.1)	0 (0)

Note. N = Vietnamese 18, Japanese 79; ( ) = %; Good = Perfectly, all main ideas, and most main ideas; Average = Could follow and some main ideas; Not good = Couldn't understand much or couldn't understand at all.

In total, more Vietnamese students answered that they were able to understand native speakers' authentic English quite a bit better after the study than before the study (77.8% after, 55.6% before). However, considering nonnative speakers' authentic English, their confidence was not at all improved (55.6% both before and after the study). On the other hand, Japanese students reported that their confidence in listening to authentic English was improved for both native speakers' and nonnative speakers' English. In fact, considerably more Japanese students believed they were able to understand native speakers'

authentic English better after the study than before (64.5% after, 32.9% before). Regarding nonnative speakers' authentic English, many more Japanese students stated that they were able to understand nonnative speakers' authentic English better than before the study (55.7% after, 31.7% before). Furthermore, no Vietnamese students and only about 5% of Japanese students answered negatively regarding their ability to understand after the study.

The Vietnamese students seem to have recognized the importance of listening to authentic English. According to their reflections, they also appreciated learning that they could access various interesting authentic English materials on the Internet. Therefore, regarding the question of whether the students have autonomously listened to authentic English spoken by native or nonnative speakers in addition to the materials of this project since they started this study, all Vietnamese students answered affirmatively about authentic English spoken by native speakers (see Table 4). Actually, in their reflections, Vietnamese students V4, V6, V7, and V8 expressed their autonomy in collecting authentic materials to improve their English skills, because they realized authentic materials were more challenging than their regular practice. Despite being less positive than Vietnamese students, 85% of Japanese students still answered affirmatively. However, regarding authentic English, their attitude was not as positive about nonnative speakers' English as it was about native speakers' English. In their reflections, many of both Vietnamese and Japanese students realized the importance of comprehension of English spoken by nonnative speakers as well as native speakers. However, they still seemed to favor improving their skill by listening to native speakers.

**Table 4. Did the Project Encourage the Students to Listen to Authentic English?**

Speakers	Nationality	No. of responses (%)	
		Positive	Negative
Native	Vietnamese	18 (100)	0 (0)
Nonnative		12 (66.7)	6 (33.3)
Native	Japanese	67 (84.8)	12 (15.2)
Nonnative		37 (46.8)	42 (53.2)

Note. N = Vietnamese 18, Japanese 79.

### Research Question 4: Students' Perspectives and Interests in Global Issues

Table 5 shows students' answers to the two following questions: Did the project broaden your perspectives? Did you become more interested in global issues because of this project?

Table 5. Did the Project Broaden Students' Perspectives?

Question	Nationality	No. of responses (%)		
		Positive	Negative	No answer
Broadening perspectives	Vietnamese	18 (100)	0 (0)	0 (0)
	Japanese	75 (95)	2 (2.5)	2 (2.5)
Enhancing interest in global issues	Vietnamese	17 (94.4)	1 (5.6)	0 (0)
	Japanese	75 (95)	2 (2.5)	2 (2.5)

Note. N = Vietnamese 18, Japanese 79.

Answers to the questionnaire showed that almost all students were positive about effects of the project on their perspectives. All Vietnamese participants reported their views being more or less broadened after the project and the corresponding percentage of Japanese students was 95. Both groups indicated that they were, to a similar extent, more interested in global issues thanks to the project, with around 95% of the participants from each country being positive.

Qualitative data from the reflections also strengthened this opinion. Most Vietnamese students expressed their admiration of Malala and her activities, together with their concerns about girls' rights to education. Student V12 insisted she would never have been informed of this issue without this project; student V5 believed all the videos made her "pay more attention to the people living around, especially the disadvantaged ones." Students V2 and V14 realized they had been "completely lucky to get educated" in a peaceful country and therefore should take the chance more seriously. Similarly, Japanese students emphasized a change in attitude thanks to the project. The majority of them reported taking their lives and rights to education for granted; therefore, they should appreciate their luck more. Student J10, for example, reflected, "We never question our daily life"; students J15 and J16 believed it was so unfair that people who had the chance to study did not appreciate it. Students J7, J28, and J56 also stated that they should work

harder considering how much they were "blessed with the opportunity to attend school and study."

The project also changed students' perspectives towards the use of English in real life. Vietnamese students V2 and V3 reflected on the ultimate purpose of learning English, which was to communicate: "to work, to learn, and even to fight." Some of their Japanese pen pals (Japanese students J6, J23, J24, J29, J33, J37, J44, and J62) shared this idea, saying their focus on and purpose in studying English should be communication. "English exists for communication, not for study," said student J23.

### Conclusion and Implications

Overall, the project was enjoyable for the students and successful in motivating them. In fact, they enjoyed the 4-week project as a whole and also enjoyed each activity, showing their appreciation for the chance to communicate with foreigners and the chance to exchange ideas. In addition, the project also motivated the students to learn English and to listen to English spoken by both native and nonnative speakers despite their preference for natives speakers' authentic English, which can be justified by the difficulties they reported about dealing with nonnative English. Furthermore, thanks to the project, students of both countries could broaden their perspectives about their own lives as well as their purposes when studying English and most importantly about global issues.

Some implications, therefore, can be drawn from these findings. First, teachers should provide opportunities for students to be exposed to authentic English by both native and nonnative speakers. This could, in turn, prepare students for future situations when they have to encounter real-life English. Second, more international collaborative pen pal projects of this kind should be promoted, because they can both give students rich authentic language experiences and equip them with language and knowledge while carrying out such cross-cultural activities. Last but not least, similar collaboration among Asian teachers in English education should also be encouraged. This is not only because such cooperation could bring about more authentic English practice for students, but also because it could help them be more prepared for the future working world as economic relationships between Japan and other Asian countries become closer.

The researchers, however, believe that the project could have been more effective if (a) the number of participants had been more similar in size (the number of Japanese students much outnumbered that of Vietnamese students in this project, 79 and 18 respectively), (b) materials that facilitated students' understanding of the discussed problems had been more abundant (further reading, documentary videos, and statistics), and (c) the students had had more chances to give and exchange their ideas. Studies involving

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projects which last longer and provide more authentic opinion exchange between international students could very well fill the gaps from such limitations.

### Bio Data

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