

フィリピンとベトナムにおける 英語教員セミナー講師としての 実践授業 ～アジアの物語をCLIL授業の 内容として～



坂本 ひとみ
(東洋学園大学)

本日の流れ

1. 英語授業にもっとアジアを
2. アジアで開催される英語教育学会
3. フィリピンとベトナムにおける英語教員セミナーでのボランティア講師の経験
4. CLIL授業のcontentにもっとアジアの物語を

1. 英語授業にもっとアジアを

“Learning More About Asia in EFL Classes”

(Sakamoto, 2012『東洋学園大学紀要 第20号』)

- 小学校から大学に至るまで、英語授業において、グローバルな視点を養う上で、もっとアジアのことを学ぶユニットを入れてバランスをとるべき。 ← 中学英語教科書6社のものを点検した結果の考察。
- 学生たちが将来、英語を使って仕事をするときにコミュニケーションをとる人はアジアの人であることが多い。

2. アジアで開催される英語教育学会

CambodiaのCamTESOL

IndonesiaのTEFLIN

VietnamのSEAMEO RETRAC

➡ Ton Duc Thang University & Danan

ThailandのThai TESOL

Asia TEFL

MalaysiaのMELTA

APPRA (Asia Pacific Peace Research
Association) 平和教育学会

3. フィリピンとベトナムの英語教員 セミナーのボランティア講師

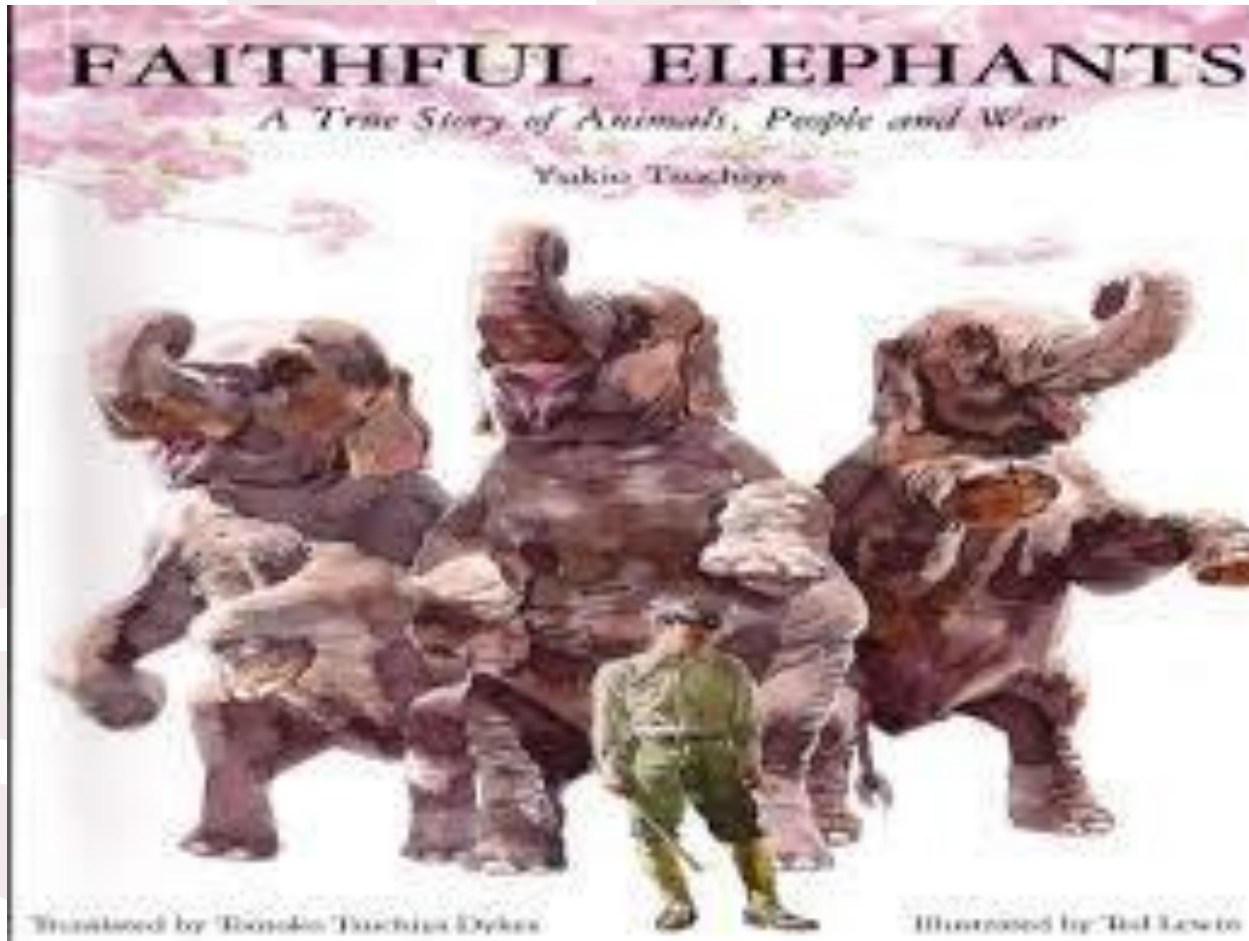
<https://www.boltoutreach.org/>



**BOLT: Balsamo
Outreach for
Learning and
Teaching**

**東北大学
Dr. Peter
John
Wanner**

Faithful Elephants



Amani = Peace



物語を小さなカードにして 並べ替えるタスク→retelling



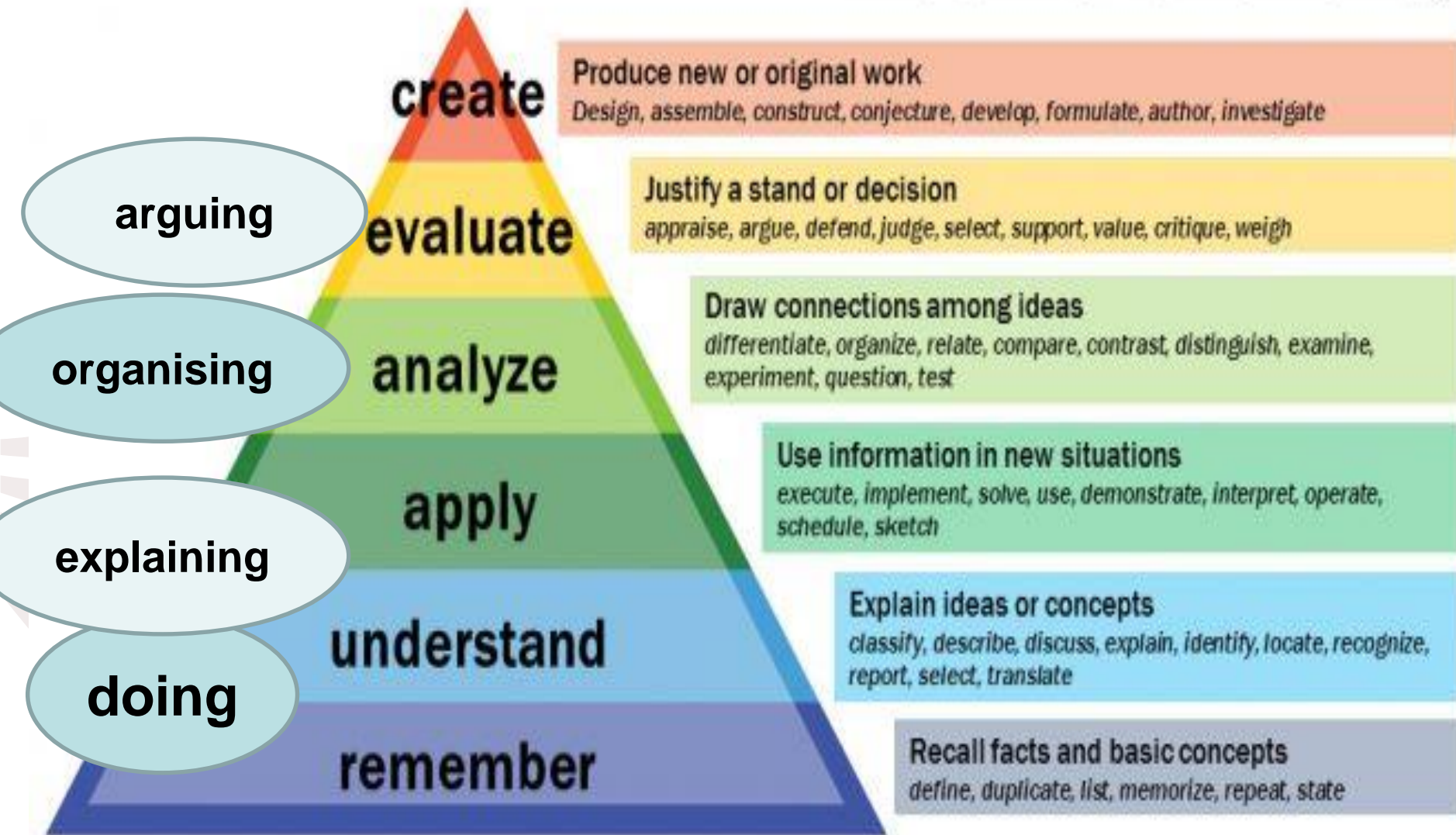
平和教育のための英語教育

～CLILによって、スキルだけに
偏らない英語教育のあり方を
アジアの英語教員に示すことができた～

- CLILの枠組みを用いて、「考える」タスクを工夫する。 Cognition
- Contentとして、日本の戦争中の物語を使う。 ➡ Culture
- CLILのCommunityの視点から、ペアワーク、グループワーク、クラス全員でシェアするタスクを入れる。



Bloom's Taxonomy revised by Anderson and Krathwohl (2001)



Teaching about Vietnam for a Graduation Project Using CLIL



Hitomi Sakamoto
(Toyo Gakuen University)

Today's Presentation

- 1. Introduction**
- 2. Objective of the Vietnam project**
- 3. Use of CLIL and collaborative learning**
- 4. Content of the Vietnam project**
- 5. Visit to an elementary school**
- 6. Outcomes of the Vietnam project**
- 7. Conclusion**
- 8. References**

1. Introduction

1. Team-teaching with an intern from Vietnam

2. Last year marked the 40th anniversary of the end of the Vietnam War.

3. Significance of teaching more about Asia in EFL classes in Japan

4. Sponsoring a child in northern Vietnam

Our Vietnamese Intern : Tam Nguyen



イルド Vang Thi My とその家族のプロフィールです。



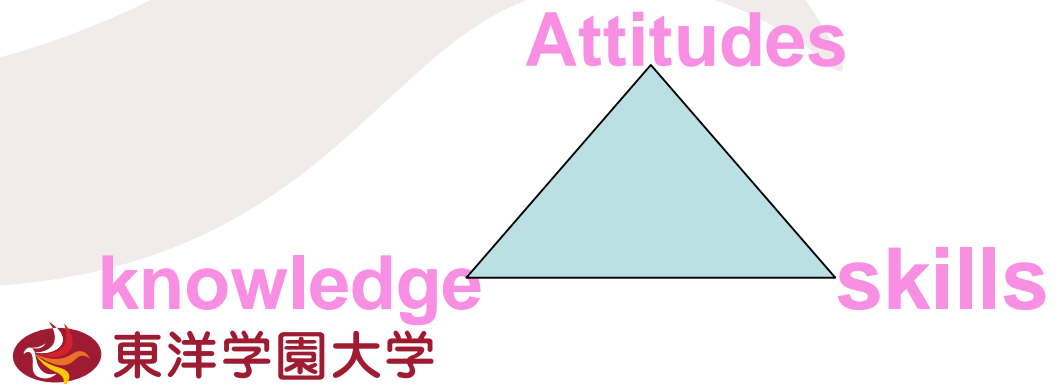
5064-714 003309 Vang Thi My
Sponsored Child is My

暮らしについて

水の供給

2. Objective of the Vietnam Project

1. To foster students' **attitudes** to understand history and culture of Vietnam
2. To deepen and widen students' **knowledge** about Vietnam
3. To enhance students' research **skills** and presenting **skills** in English



Global Education

Global education is 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.

(Kip Cates, 1992)

3. Use of CLIL and collaborative learning

*** CLIL is global education .**

(Ikeda, 2013)

*** Global education means CLIL.**

(Matsumoto,2013)

→ **CLIL was applied to
the Vietnam project.**

Content and Language Integrated Learning (CLIL)

CLIL is an educational approach developed in Europe to enhance students' communicative ability by improving the quality of foreign language education, which integrated content with non-native language education.

(Coyle, Hood and Marsh, 2010; Ikeda, 2011; Mehisto, Marsh and Frigols, 2008)

The 4 Principles of CLIL

~ 4Cs ~

- **C**ontent : subject matter
- **C**ommunication : language
- **C**ognition : cognitive skills
- **C**ulture / **C**ommunity : realization and appreciation of other cultures or communities

(Coyle et al, 2010 ;
Mehisto et al, 2008)

The 4Cs of CLIL lesson syllabus of learning about Vietnam

unforgettable story of Vietnam for my students. The following is the CLIL lesson syllabus of this project-based learning about Vietnam.

	1 st Class	2 nd Class	3 rd Class	4 th Class
Content	Students learn about Vietnam from the Intern.	Students make presentations on various aspects of Vietnam.	Students read <i>The Lotus Seed</i> and prepare for the paper puppet show.	Students practice the paper puppet show for teaching young learners.
Communication	Vocabulary to introduce Vietnam	Vocabulary to explain various aspects of Vietnam	Vocabulary learned in the story entitled <i>The Lotus Seed</i>	Vocabulary used in the paper puppet show
Cognition	Think of questions to ask the intern during and after her presentation	Analyze the various aspects of Vietnam and think about them	Think how to summarize the story	Think of the characters' feelings in each scene of the story
Culture/Community	Try to understand the Vietnamese culture	Try to understand the Vietnamese culture	Work on the paper puppet show in collaboration	Work on the paper puppet show in collaboration

Table 1: 4Cs of CLIL lesson syllabus of learning about Vietnam

The following is the CLIL lesson plan on the story entitled *The Lotus*

Community

- ➡ Learning Community
- ➡ Collaborative Learning
- ➡ Communication / Cognition

アクティブラーニングの狙いは、外言語を経由した内言語による自問自答（＝思考）



相手のアウトプットは、自分のフィードバック（インプット）になる
頭の中でも話し合う（自問自答）～協同学習（アクティブラーニング）と思考力～

One's output is
another's input.

➡ Communication
is important.

Collaborative
learning deepens
students' cognition.

(Sato, 2012)

<http://blog.goo.ne.jp/hidefujita/e/328b0c18c501f8329ce3175faeb2cff7>

『学習とコミュニケーションのユニバーサルデザインとゼロベース』



東洋学園大学

4. Content of the Vietnam Project

~ 1st Class ~

1. Vietnam Quiz

- ~Many of our daily things are from Vietnam.
 - ~People from Vietnam in Japan are increasing in number, and they are ranked in the 5th.
 - ~National flag of Vietnam
 - ~ Size in area and population
- ex. Which population is bigger, that of Vietnam or that of Japan?



Tam's presentation on Vietnam



2nd Class : Students' Presentations on Various Aspects of Vietnam

“Environmental Problems in Vietnam : Air & Water Pollution” (Model presentation by Tam)



Ton Duc Thang Universityの大学生との環境問題についての英作文交換

- Hello. My name is Kio Ito. I am a student of Toyo Gakuen University in Tokyo. Let me explain about my hobbies first as my introduction to you. One of my hobbies is playing the guitar. I have been playing it for more than 10 years. I play any kinds of music. I also like to go to mountains and collect insects. I am a nature lover, in short.
- I am studying environmental issues. In the course of the studying, I realized that being aware of environment could be the main key to resolve the issues. Therefore, I would like to share what is happening in both your country and our country. Personally, I am concerned myself with endangered animals including plants. I would like to know more about not only endangered animals but also other things you concern about and what you think about environmental issues, and I am looking forward to your reply.

Vietnam War (1955 – 1975)

Date	1 November 1955 – 30 April 1975
Location	South Vietnam, North Vietnam, Cambodia, Laos

Other names:

- ▶ Second Indochina War
- ▶ American War
- ▶ Resistance War Against America

2 million Vietnamese left their country as **refugees**. ➔



Teaching about the Vietnam War

- **Vocabulary** : Use word games (invasion, surrender, etc.).
- **Timeline** : Have students study or create a timeline of the war, practice expressions (before, after, etc.), then choose and discuss 3 most important events.
- **Research** : Have students do research, then give a report or presentation (Vietnam War and Okinawa, agent orange, etc.).
- **Newspaper articles** : Have students read newspaper articles on April 30th, 2015.
- **Symposium** : Have students attend a symposium regarding the Vietnam War.

(GILE Newsletter #99)



Symposium on the Vietnam War

日本女子大学文学部・文学研究科主催

2015 年度 学術交流研究企画

ベトナム戦争終結40周年を迎えて

米帰還兵詩人が語る戦争の真実



Photo: John Spragens, Jr.

基 調 講 演 : W. D. エアハート (詩人・ベトナム戦争帰還兵)

“They Want Enough Rice”: Reflections on the Late American War in Vietnam

日本語通訳あり

コメンテーター : 和田 春樹 (歴史家・東京大学名誉教授)

「1968-1970 年のベトナム反戦運動と反戦米兵たち」

コメント・司 会 : 白井 洋子 (日本女子大学教授)

間違い？ベトナムが間違いだって？

何てこった。調子のいい二枚舌の権力者たちが力づくでこの世界を造り替えるための、計算ずくの計画だったとは。やつらが俺たちを道連れにして沈んでいったその奈落とは、およそ底なしとしか言いようのないほど深いものだった。アメリカ、アメリカ、何という恥さらし。

エアハート著『ある反戦ベトナム帰還兵の回想』より

2015 年 6 月 27 日(土) 14:00-17:00 参加費／申し込み 不要

日本女子大学目白キャンパス 新泉山館 1 階 大会議室

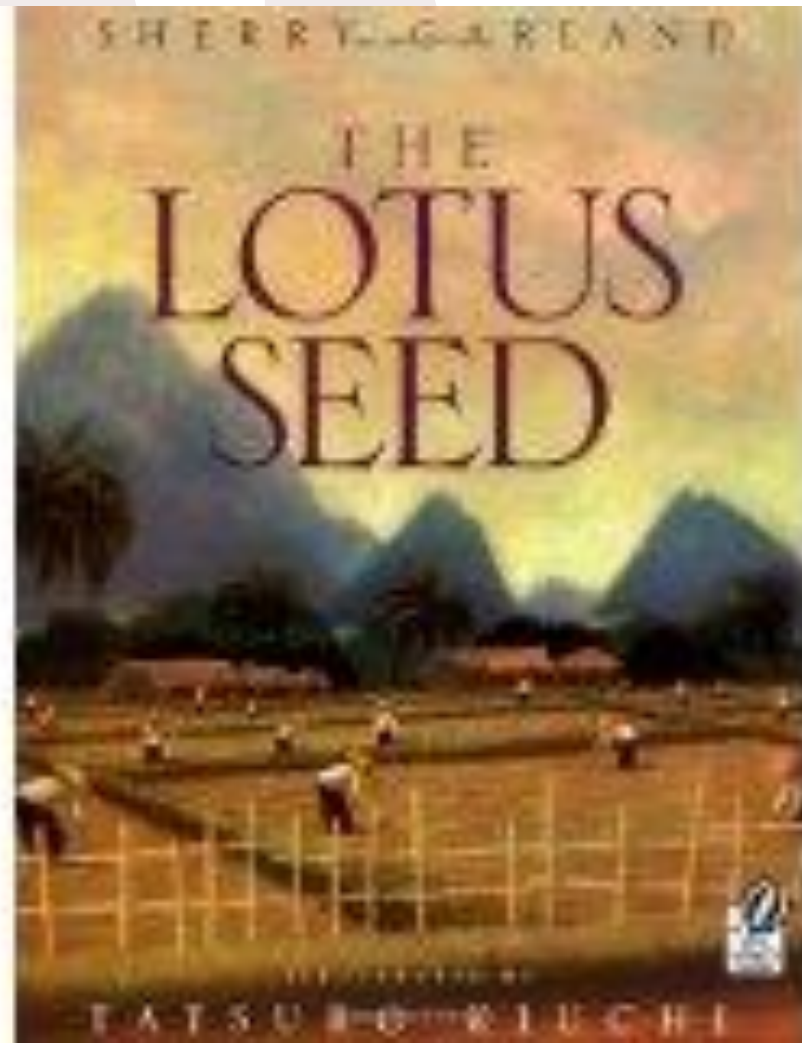
問い合わせ先：英文学科 白井洋子 (tel: 03-5981-3547 e-mail: yshirai@fc.jwu.ac.jp)

The 4Cs of the 3rd CLIL lesson on *The Lotus Seed*

role-playing are most effective for this educational purpose.

Content	Communication (The teacher)	Communication (Students)	Cognition	Culture / Community
Greeting	Hello, everyone! How are you?	Hello, Professor S! I'm ~.	Understand- ing Applying	Class Solo
Intro- duction	Show the cover picture of the picture book and ask: "What's this?" "What's this story about?" "Tell me anything you can think of."	A lotus flower! Is it a Vietnamese story?"	Imagining	Solo
Activity 1	Use some pages of the picture book and introduce new words: "throne / bombs / pod"	throne / bombs / pod	Understand -ing	Class
Activity 2	Read the story aloud: "Now, let's listen to the story."		Understand -ing	Class
Activity	Give a small picture		Remember	Group

The Lotus Seed by Sherry Garland



Post-reading activity

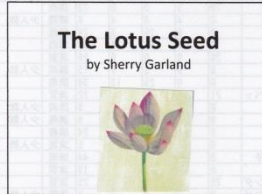
~Placing the cards in the right order~



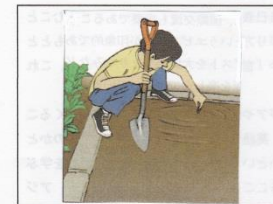
After placing the cards in the right order, students talk about their favorite scenes.



Students summarize the story

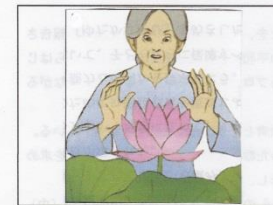


















Making a paper puppet theater with collaboration

➡ 4th Class : Practicing with
collaboration



5. The visit to an elementary school on October 30th, 2015



Let's learn about Vietnam!

Hitomi Sakamoto
Ayaka Ishijima
Yuki Iwakami
Haruna Kitahara
Yuri Sakamoto
Kengo Takise
Hiroto Okubo
Natsuki Ono



Where is Vietnam?

~ Catch & Find ~

The 6th graders
got too much
excited!



* What do you know
about Vietnam?

Look around and find
something made in Vietnam!

“What is from Vietnam?”

Vietnamese food

Vincent likes
“Pho” best!



“Pho”



Vietnamese sandwich



Vietnamese Salad



Spring rolls



Tam's greeting



Tam's lesson of Vietnamese language



Vietnam Quiz

* Which is the national flag of Vietnam?

A



Turkey

B



Vietnam

C



Bhutan

*Which is larger in size,
Japan or Vietnam?

A : Japan

B : Vietnam

➡ **A**

Japan : 378,000km² (61st)

Vietnam : 331,000km² (65th)



*Which has a bigger population, Japan or Vietnam?

A : Japan

B : Vietnam

➡ **A**

Japan : 127,000,000 (10th)

Vietnam : 90,000,000 (14th)

*Which is the traditional costume of Vietnam?



A



B



C

*Which is the capital of Vietnam?

A : Hue

B : Hanoi

C : Ho Chi Minh City

*Let's watch Tam's video again!



B



Girl named My in northern Vietnam



No tapped water.
The spring is far away.

No toilet.

5064-714 003309 Vang Thi My
Sponsored Child is My

Her birthday is September 15th, 2008.

Refugees after the Vietnam War

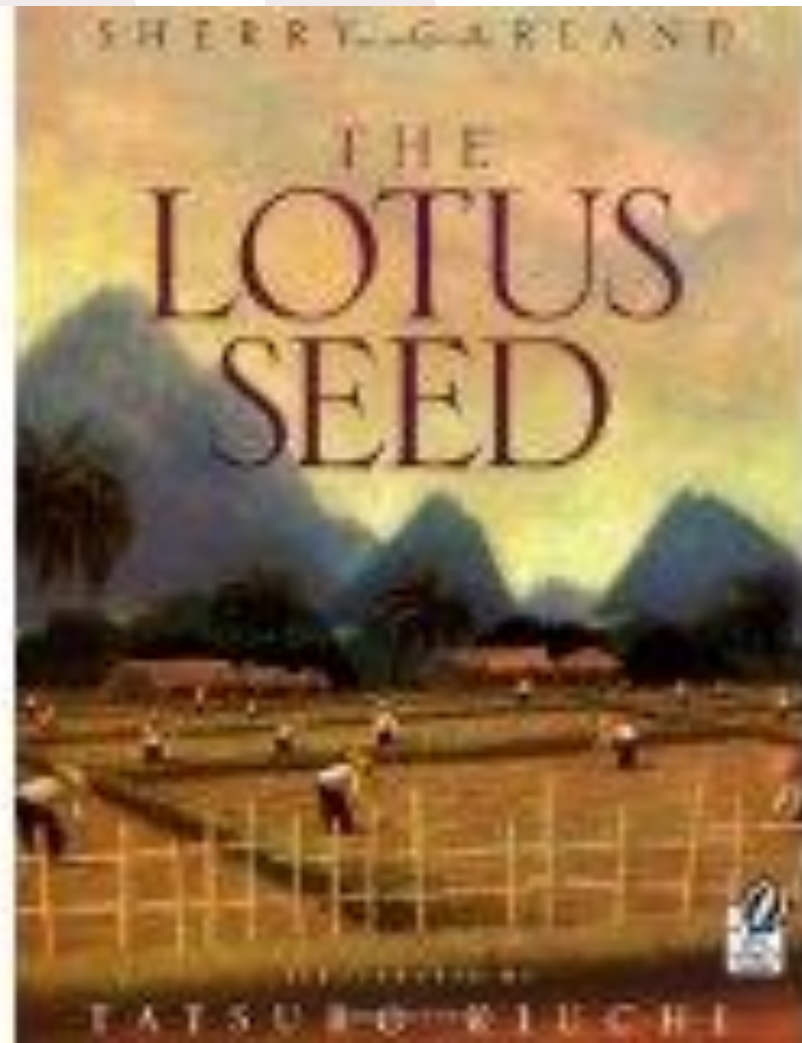
(1955 – 1975)

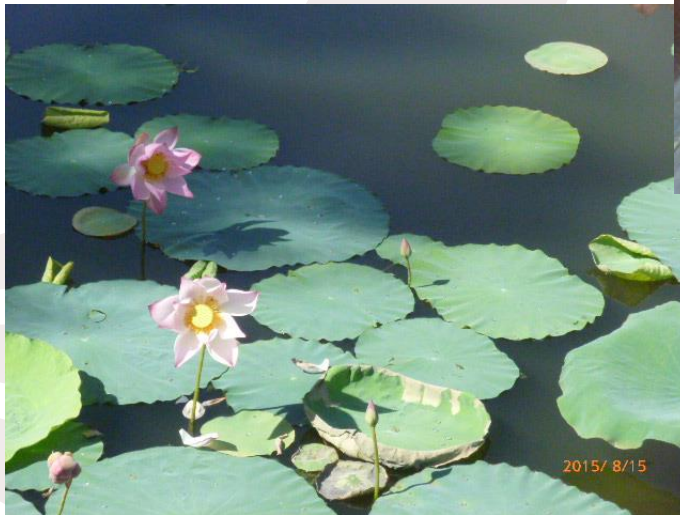
- Between 1975 and 1998, 20,000 refugees from Vietnam and other Southeast Asian countries resettled in the United States and some other countries.
- 今年はベトナム戦争
終結40周年



Vietnamese refugees fleeing Vietnam, 1984

The Lotus Seed by Sherry Garland





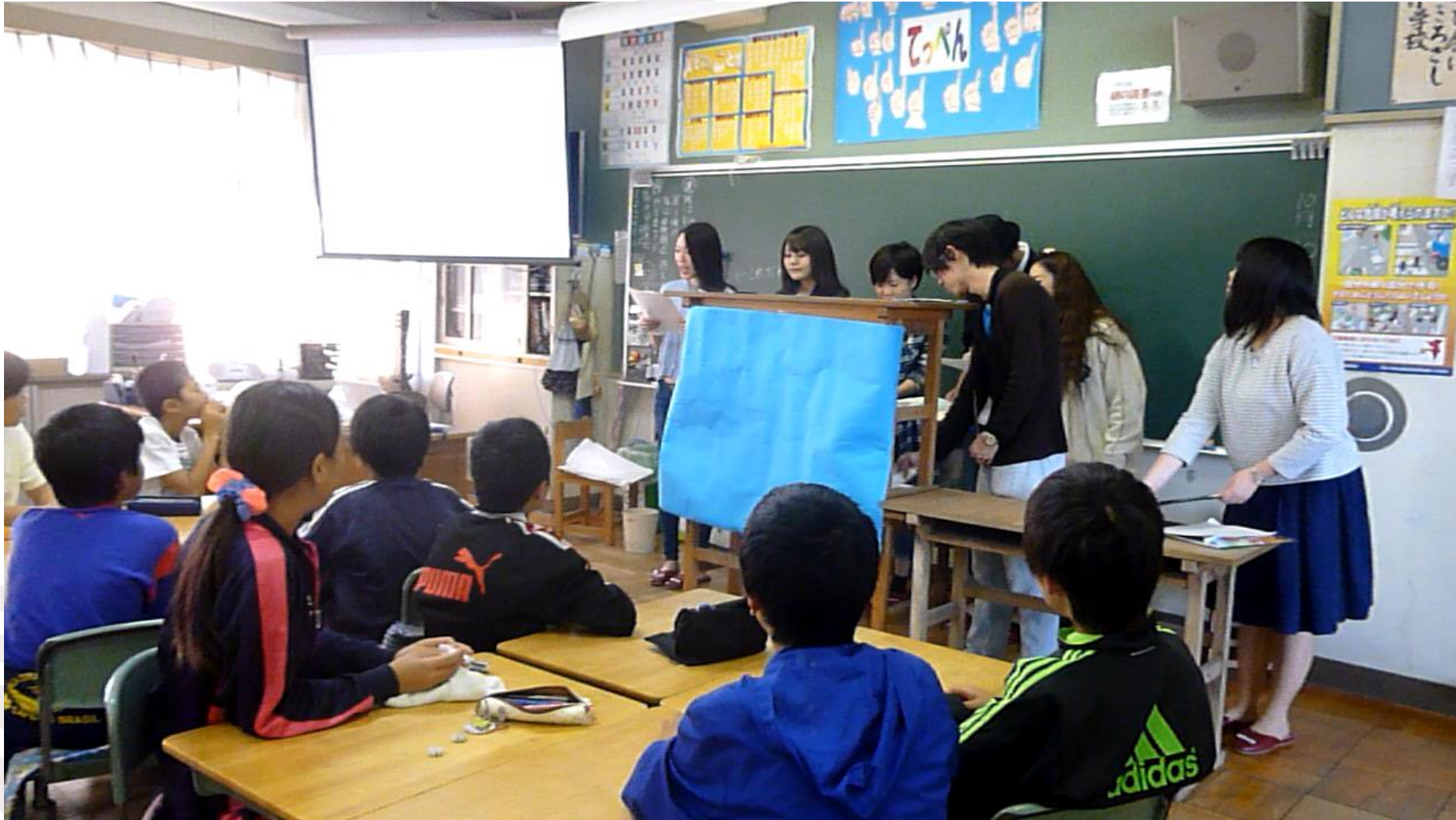
Lotus

Seed

Please enjoy the puppet show!



The Students' Performance



Please place the cards in the right order.



The 6th graders enjoyed this task.



After placing the cards in the right order, students talk about their favorite scenes.



6th graders comments



八木南小学校 6 年生 外国語活動 (2015.10.30)

氏名 齋藤 里央 男・女 ☒ 女

Q 1. 内容がわかりましたか？

1. わかった 2. まあまあわかった 3. あまりわからなかった 4. わからなかった

Q 2. 英語がわかりましたか？

1. わかった 2. まあまあわかった 3. あまりわからなかった 4. わからなかった
(そう答える理由について書いてください。)

習っているから(少しわかる)。

Q 3. 今日の授業でわかったこと、印象に残ったことを書いてください。

クイズ、質問。

Q 4. 授業の中でわからなかったことや難しかったことについて書いてください。

人形劇の英語が難しかった。

Q 5. 今日の授業を聞いて、もっと知りたいことを書いてください。

ベトナム語

Q 6. 人形劇をよくするために提案できることを書いてください。

解説をしてくれるとよくわかる。

Q 7. 今日の授業がいつもの外国語活動とちがう点があったら書いてください。

。DVDのような物を使っていた。

人がたくさんいた。

Thank you very much!
東洋学園大学
坂本ひとみ
児童英語教育ゼミ



八木南小学校 6 年生 外国語活動 (2015.10.30)

氏名 吉野 可馬 男・女 ☒ 男

Q 1. 内容がわかりましたか？

1. わかった 2. まあまあわかった 3. あまりわからなかった 4. わからなかった

Q 2. 英語がわかりましたか？

1. わかった 2. まあまあわかった 3. あまりわからなかった 4. わからなかった
(そう答える理由について書いてください。)

Q 3. 今日の授業でわかったこと、印象に残ったことを書いてください。

えいご、てまもしろい。

Q 4. 授業の中でわからなかったことや難しかったことについて書いてください。

同じいかなでちがういふ

Q 5. 今日の授業を聞いて、もっと知りたいことを書いてください。

とくにたい

Q 6. 人形劇をよくするために提案できることを書いてください。

たい

Q 7. 今日の授業がいつもの外国語活動とちがう点があったら書いてください。

けさかあった

Thank you very much!
東洋学園大学
坂本ひとみ
児童英語教育ゼミ

Summary of the Questionnaire-1

(n=23)

Q1. Did you understand the content?

- | | | |
|-------------------------|------------|-----|
| 1. Well understood. | 5 students | 22% |
| 2. Yes, to some extent. | 17 | 74% |
| 3. Not very well. | 1 | 4% |

Q2. Did you understand English?

- | | | |
|-------------------------|------------|-----|
| 1. Well understood. | 6 students | 26% |
| 2. Yes, to some extent. | 11 | 48% |
| 3. Not very well. | 6 | 26% |

Summary of the Questionnaire -2

Q3. What impressed you most?

- * Puppet theater story 9 students
- * Quiz 2 students
- * Vietnamese history 1 student
- * Vietnamese food 1 student
- * Vietnamese costume 1 student

Summary of the Questionnaire-3

Q4. What was the most difficult?

- * None : 11 students (48%)
- * English : 9 students (39%)
- * Vietnamese language : 2 students (8%)
- * Explanation : 1 student (4%)

Summary of the Questionnaire-4

Q5. What do you want to learn more about?

- * Vietnamese language 4 students
- * Other aspects of Vietnam 2 students
- * World heritage in Vietnam 1 student
- * Vietnamese food 1 student
- * Stories in other countries 1 student
- * Food in other countries 1 student
- * Other countries 1 student

Summary of the Quesitonnaire-5

Q5. What's your idea to improve the today's puppet theater?

- * It was perfect! 1 student
- * Speak more clearly, loudly, slowly.
3 students
- * Add some explanation in Japanese
at the end of the story. 3 students
- * Add some effective sounds. 1 student
- * Lower the stage. 1 student

Summary of the Questionnaire-6

Q7. What was the difference between today's English class and regular classes?

- * Puppet theater
- * Many visual aids such as Powerpoint
- * Many teachers (= student teachers)
- * Focus on Vietnam



6. Outcomes of the Vietnam Project

- Seminar students' reports on the project
- Seminar students' feedback comments after attending the symposium on the Vietnam War

“The most important message he would like to tell us was that the war had been wrong. I feel the seminar is really helpful and meaningful for people around the world, especially for Japanese young people, who don't know wars. The attendance of this symposium gave me an opportunity to reflect on miserable wars.”

7. Conclusion

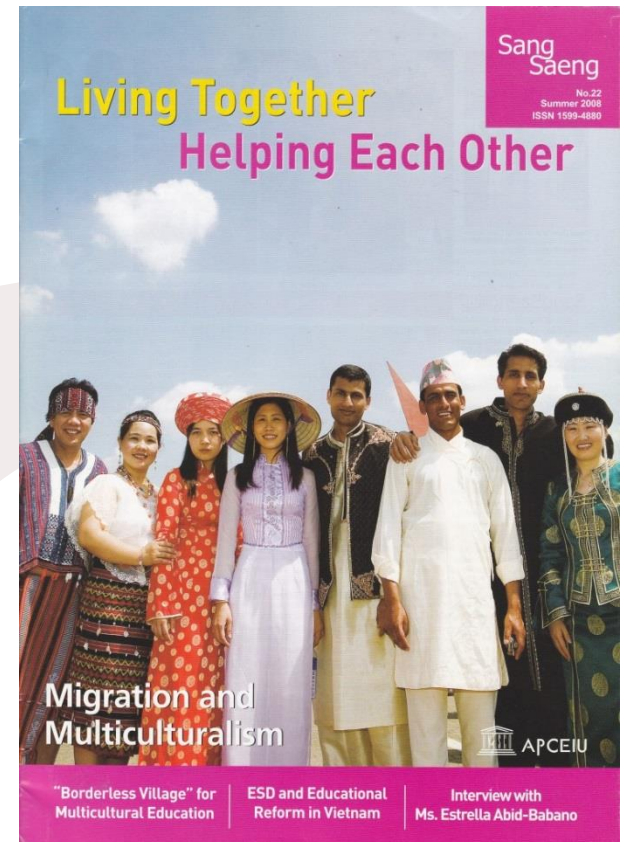
- * CLIL is a student-centered approach to motivate students' learning of content and willingness to use the target language and to promote their collaborative learning and their intercultural awareness. They deepened their learning about Vietnam.
- * Using CLIL and collaborative learning in EFL classes could have students become aware of the importance of English as a global language for them to express their messages as global citizens.

Teaching English as a global language for international understanding and peace education

“Living Together,
Helping Each Other”

➡ CLIL

➡ Collaborative Learning



4. CLIL授業のcontentにもっと アジアの物語を

- APCEIU (Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO) ***Journey around Asia***
- Indonesiaの物語
The Yellow Eggplant
- Bhutanの物語
ATHANG-TSO
- iEARNのプロジェクト 『まちゃんと』

8. References

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Protect the country.
Keep the youth.