

Enhance English language and global learning in the CLIL framework

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Abstract

The Content and Language Integrated Learning (CLIL) has been popular in Europe since the 1990s as a new L2 pedagogical theory and practice. It proposes to achieve two goals in foreign language classrooms: (1) to foster multilingual citizens with intercultural and global perspectives; (2) to achieve academic success (Coyle, 2007). It is a kind of bilingual education but is specifically designed for L2 learning. Due to use of authentic materials, L2 learners can develop their language skills for real life use and communication while learning meaningful content and developing cognitive skills. Coyle (2007) developed the 4Cs framework to provide a practical base to develop CLIL lessons: content (subject matter), cognition (learning and thinking), communication (language), and culture (social awareness of self and 'otherness") (Coyle, 2007; Coyle et al., 2010). In Japan, CLIL has recently attracted administrators, researchers, and practitioners' attentions and the Japanese version of 4Cs, in which 'culture" was replaced by 'community' to promote cooperative learning, has been implemented. This presentation will explain CLIL theories and some practices using the Internet implemented by the presenter both in the college and senior high school context to develop her students' global mindset and English language skills for real life use.

Keywords: CLIL, global issue

Introduction

The content and language integrated Learning (CLIL) has been popular in Europe specifically in non-English speaking countries for a decade. Though it has originally been promoted by the Council of Europe and other EU organizations to foster multilingual European citizens (Do Coyle, 2007), it has also attracted attention among researchers, teachers, and government officers as a promising foreign or second language acquisition pedagogy in many non-English speaking countries. In Japan, despite our high academic achievement (In 2013, 98.4% of the students who graduated from a junior high school, which was compulsory, continued their study at high school.) , international evaluation of Japanese competence of English language is quite low. To reverse this situation, CLIL has recently attracted administrators, researchers, and practitioners' interest. This paper will first explain original CLIL theories for readers who do not know CLIL theories much, then will discuss how CLIL has been introduced into English education in Japan. Finally, I will report some of my CLIL implementation both at high school and college level to promote adopting this new method in English education.

Original CLIL Theories

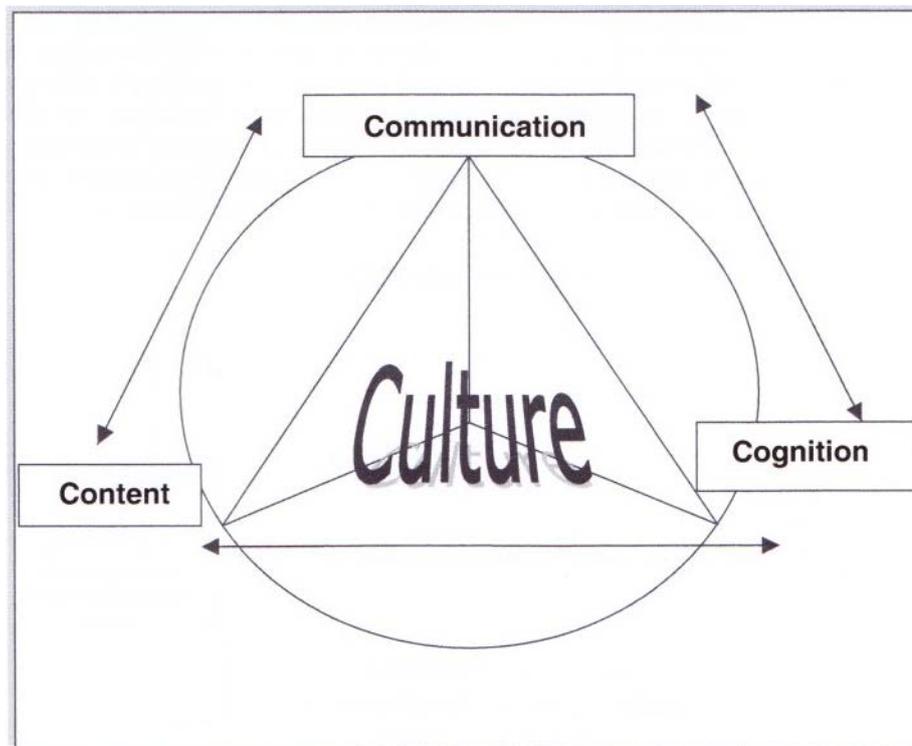
The 4Cs framework.

CLIL is a bilingual education pedagogy which believes that integrating subject content learning and L2 learning enhances both students' cognitive learning and their L2 learning the best (Coyle, 2007, Coyle et al, 2010). Meyer (2010) additionally indicated that much research had verified that CLIL students learned subject contents equally successfully as students learning the same subject contents in their L1 did. Therefore, learning subject contents in their L2 seems to be beneficial for students because they can acquire their L2 proficiency while they learn subject contents they are supposed to learn at school. Though it

is a bilingual education pedagogy, CLIL is different from traditional bilingual education pedagogies which have been implemented in special contexts such as at international schools and immersion schools. It is because CLIL classes are designed and implemented to achieve explicit dual goals, one in content learning and the other in the target language learning, without preference for either. In other words, CLIL classes are specially designed and implemented to develop learners' proficiency of the target language while teaching the subject contents in the target language for example in English. On the other hand, in many international schools and immersion schools, subject contents have been taught in a foreign language for example in English but learners' language acquisition has mostly relied on natural acquisition while learners are exposed to the target language. In these respects, CLIL resembles some pedagogies such as English for Special Purposes and content-based language instruction which base on recent language acquisition theories (Coyle, 2007). CLIL is actually an umbrella term or a set of theories adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC) in the mid-1990s indicating a certain type of bilingual education pedagogy to foster multilingual European citizens (Coyle, 2007). Since English is "a core skill whose absence in the repertoire of learners 'disabled' them, not only in terms of their employment prospects, but also in the simple matter of their chances of getting along in the world - of being able to access information and communicate (Ball, 2015)", CLIL pedagogy is mostly implemented in English and is flourishing in non-English speaking European countries.

As discussed earlier, CLIL is a set of theories often explained with the 4Cs framework (Coyle, 2007). See Figure 1 for what are main components of the 4Cs framework and how they are connected.

Figure 1: The 4Cs Framework of CLIL



Adapted from "Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies" by D. Coyle, 2007, *The International Journal of Bilingual Education and Bilingualism*, 10(5), p. 551. Copyright 2007 by D. Coyle.

Figure 1 shows how main components of CLIL are related to enhance students' learning. *Communication* indicates the target language. This label also implies that the purpose of the target language acquisition in CLIL is to communicate with others in the target language. In CLIL, the target language English, for example is treated as just a medium of communication and learning without any connotation of appreciating English native speakers' culture and norms. As Figure 1 shows, CLIL pedagogy believes that acquisition of language knowledge/skills (communication), acquisition of content knowledge/skills (content), development of thinking and learning skills (cognition) are deeply related and when lessons are designed and implemented to enhance these three dimensions, students learn most effectively. Coyle (2007, 2010) additionally indicated that

culture-specific world views, customs, ways of life were reflected on and expressed in language as well as in people's cognition. Furthermore, since CLIL teachers intend to prepare their students for this globalizing world (originally in Europe, to foster European citizens who willingly work together beyond national, racial, cultural differences), they are encouraged to raise their students' cross-cultural awareness and encourage their students to become interested in and enjoy cultural differences. Therefore, three Cs (communication, content, and cognition) surround "culture."

What knowledge and skills are learners expected to acquire?

In CLIL lessons, learners are expected to acquire the target language knowledge and skills. The language knowledge the students are expected to acquire is twofold: (1) vocabulary which is specific to a particular subject or topic and (2) language which is necessary for learning (e.g., language to discuss, write an essay, classify, compare, and contrast). The first type of language is called *content vocabulary* (Chadwick, 2012), *content-obligatory language* (Snow et al., 1989), *language of learning* (Coyle et al., 2010), or others. On the other hand, the second type of language is named *functional language* (Chadwick, 2012), *content-compatible language* (Snow et al., 1989), *language for learning* (Coyle et al., 2010), or others. Regarding grammar, CLIL teachers don't explain grammar rules explicitly because CLIL intends to develop learners' language fluency rather than accuracy as well as to foster students' autonomous attitude. However, since CLIL focuses on both content and language learning, CLIL teachers raise their students' awareness in grammatical accuracy using various corrective feedbacks (e.g., recasts, clarification requests, metalinguistic feedback, elicitation, repetition). Students are also expected to acquire the target language skills: listening, speaking, reading, and writing (Coyle, 2007, 2010).

CLIL pedagogy specifically focuses on developing cognitive skills such as thinking

and learning skills. Coyle (2007) agrees with Baker on his suggestion that thinking could be the fifth skill of language acquisition (listening, speaking, reading, and writing). In CLIL framework, the development of learners' thinking skills is designed based on revised Bloom's taxonomy (See Appendix A). CLIL teachers are encouraged to include tasks to develop learners' higher order thinking skills (HOTS) such as analyzing, evaluating, and creating in addition to lower order thinking skills (LOTS) such as remembering, understanding, and applying (Coyle, 2007, 2010).

Regarding contents, learners are expected to acquire declarative knowledge/skills and procedural knowledge/skills. Ball (2015) indicated that content which CLIL learners were expected to learn had three dimensions: (1) *conceptual knowledge*, (2) *procedural knowledge*, and (3) *linguistic knowledge*. Conceptual knowledge is something like "Columbus sailed to the Americas in 1492. (Ball, 2015)" and can be tested with closed questions. On the other hand, procedural knowledge can be tested by asking learners to apply what they learned to a new situation by using their HOTS, for example, "What were the implications of Columbus' discovery of the Americas, and what is your opinion with regard to these implications? (Ball, 2015)" Linguistic knowledge is called Cognitive Academic Language Proficiency (CALP) which is required to learn the content as well as to think and implement the task. Ball also suggested that teachers should adjust the level of these three types of content as they turned up or down volume of the sounds in a mixing studio.

How are these knowledge and skills related?

One of the major CLIL beliefs is that each subject or topic (content) requires specific language and terminology. In other words, learners should acquire specific language in the new subject/topic area to acquire knowledge/skills in the new area. For example, when students learn about global warming, they should first learn new vocabulary such as green

house effect and CO2 emission. Therefore, language and contents are closely connected. Regarding relationships between content and cognition, types of teachers' questions as well as task design determine cognitive load which a teacher asks his/her students for. Another important CLIL belief is that language and thinking are closely related. In other words, we need language when we think. Therefore, when tasks and/or teachers' questions require students to use their higher order thinking skills, the students need to learn more language to think. Furthermore, this need of language is heightened when learners are asked to produce the language (e.g., speak or write). Therefore, to enhance students' learning, Swain's suggestion of *pushed output* in her output hypothesis highly promoted in CLIL. Briefly, language knowledge/skills (communication), content knowledge/skills (content), cognitive skills (cognition) are closely related in CLIL lessons as Figure 1 shows.

CLIL in Japan

Japanese background of interest in CLIL

Japanese students' score on international standard English tests are quite low. For example, according to ETS report in 2014, the mean Japanese score on the TOEFL (Test of English as a Foreign Language) was 70, which ranked 33 among 36 Asian countries. Regarding IELTS (The International English Language Testing System), according to their 2012 data, the mean Japanese test score was 5.8 (academic version) and ranked 27 among 36 countries on the data. Japanese performance was better in IELTS probably because IELTS is less popular in Japan and only people who seriously intend to study in the U.K. take IELTS while even low-level learners who are interested in studying abroad specifically in the U.S.A and Canada take TOEFL. Briefly, Japanese English competence is rather low even though they have spent much time and money on English education.

On the other hand, according to OECD report on PISA (a global test of 15 years

olds' skills and knowledge in reading comprehension, mathematics literacy, and science literacy given by OECD) given in 2012, Japanese students' performance ranked first in both reading and science and second in mathematics among OECD member countries. Therefore, Japanese school education seems to have been successful compared to other countries in the world, except in English education. However, in sharp contrast to Japanese students' good performance in knowledge and skills, their openness to problem solving was much lower than the OECD average. Only 32% of Japanese students answered they would seek explanations for things (the OECD average was 61%) and only 19% of Japanese students answered they like to solve complex problems (the OECD average was 33%). These results may reflect Japanese traditional school culture in which students are expected to listen to their teacher obediently and remember the knowledge as well as practice and acquire the skills their teacher transfers to them.

Responding to these results, the Japanese Ministry of Education, Culture, Sports, Science and Technology as well as private schools have been searching for effective methods to improve Japanese students' English skills as well as problem-solving competency and they have recently been interested in CLIL. In Japan, CLIL implementation has been twofold in main stream schools, but not in international schools or immersion schools. One is teaching school subjects such as science, social science, mathematics, and home economics in English. The other is teaching some subjects or topics (contents) in language classes, mainly in English classes. The former is original CLIL classes having been implemented in Europe and are taught by content teachers while the latter is taught by language teachers in language classes specifically in English classes. In this paper, I will focus on the second type.

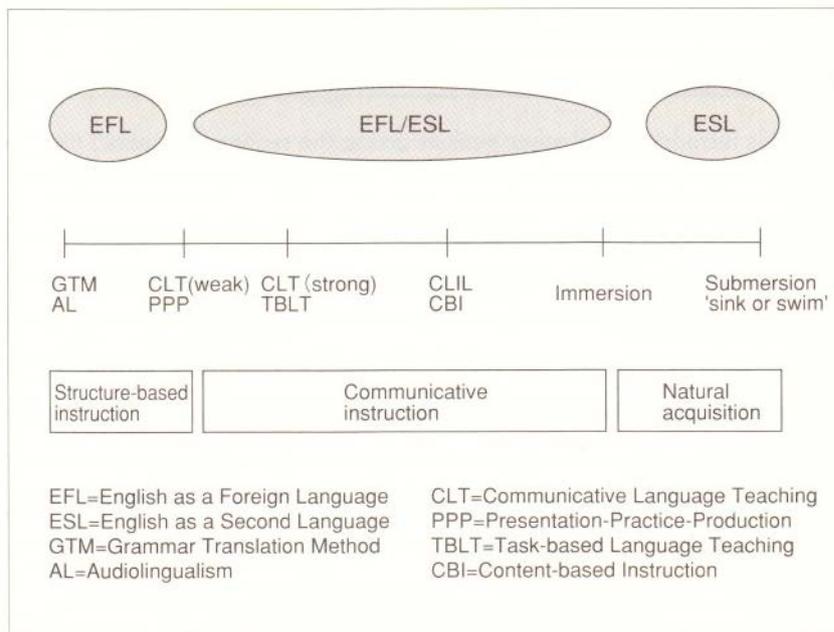
Sophia University academic English CLIL project

Regarding implementing CLIL in English classes, most conspicuous

implementation in Japan is the Academic English program at Sophia University. Sophia University is one of the most prestigious universities in Japan and has been famous for its English education. Despite their reputation in English education, they have recognized problems in their English education specifically in English education to non-English major students. Therefore, Sophia University intended to create an English program that meets their students including non-English major students' needs and provides them with high-quality academic English course suitable for college students. Their final answer was initiating a new English program using CLIL framework and trying it as elective courses. In the program, freshmen study learning skills (e.g., note taking skills, discussion skills, and skills to integrate information from different resources and write academic essays) to prepare them for studying academic subjects in English. Then, sophomores study academic subjects in English (e.g. Japanese society from an anthropological perspective in English, natural science and human happiness in English, and intercultural communication from linguistic perspectives in English) (Watanabe et al, 2011; Izumi et al., 2012).

They locate CLIL in the middle of continuum of English education between traditional English education in English as a foreign language (EFL) environment such as English education in Japan and English education in English as a second language (ESL) environment such as English education in English speaking countries as well as the one in international schools and immersion schools where all subjects are taught in English (see Figure 3).

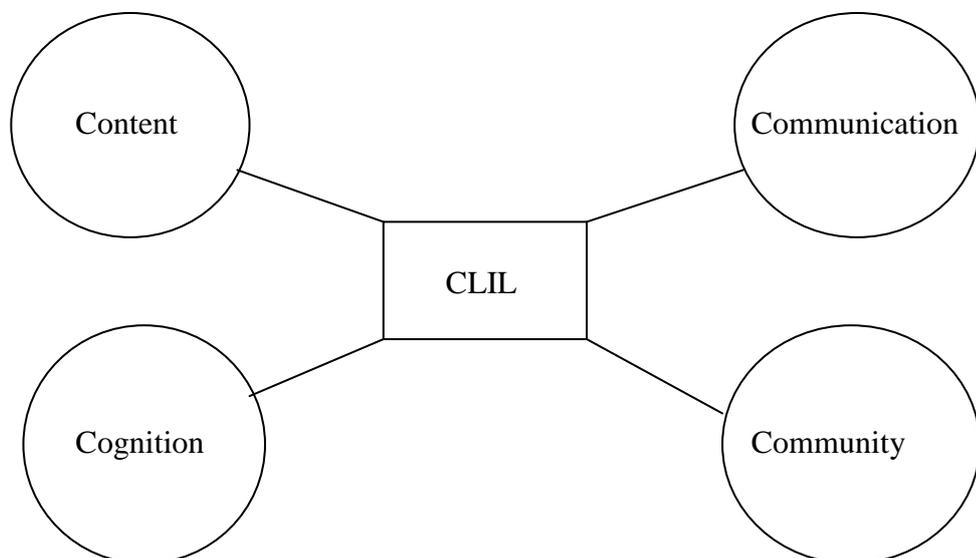
Figure 2: Location of CLIL in English Education Methods



Adapted from Izumi et al., 2012, *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University; Volume 2: Practices and Applications*, p. 2.

Dr. Yoshinori Watanabe, Dr. Makoto Ikeda, and Dr. Shinichi Izumi, the core members who have developed and organized the new English program of Sophia University, suggested a Japanese version of CLIL framework shown in Figure 2.

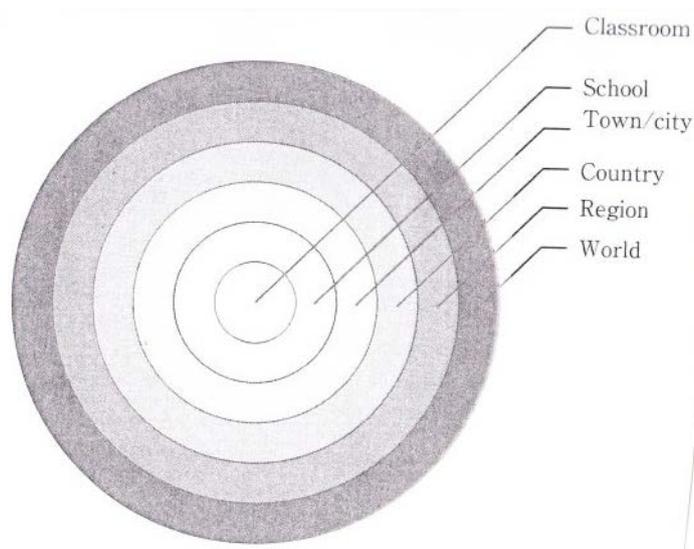
Figure 3: The new 4Cs Framework of CLIL



Adapted from Watanabe et al., 2011, *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University; Volume 1: Principles and Methodologies*, p. 5.

The main differences between Watanabe et al.'s version of 4Cs Framework CLIL and original framework of CLIL that has been used in Europe is that (1) *community* has replaced *culture* and 4Cs work like four wheels of a car instead of a triangular-shaped structure where *content*, *communication* (language), and *cognition* work around *culture*. In CLIL framework, community includes two concepts. One is cooperative learning (promotion of pair works and group works) and the other is concept of community where learners belong to (see Figure 3). As a CLIL principle originally intends to foster global European citizens who are interested in and respect each others' cultural differences and willing to work together with other members in Europe, the concept of community in CLIL intends to foster students who are willing to work with other members in their community with respecting other people's different strong points (such as Gardner's Multiple Intelligence). Students are then encouraged to gradually broaden their perspective starting from their classroom to the world.

Figure 4: Concept of Community in CLIL

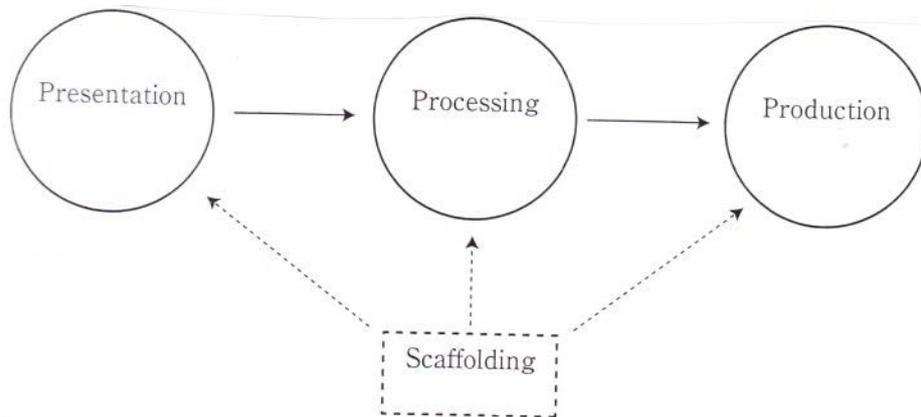


Adapted from Watanabe et al., 2011, *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University; Volume 1: Principles and Methodologies*, p. 9.

Therefore, ultimate goals of Watanabe et al.'s version of CLIL (see Figure 2) is to foster global citizens who are willing to study, think, discuss, solve global problems with other members of global community using English as a lingua franca and English classes should be used to equip students with necessary knowledge and skills to achieve that purpose (Watanabe et al, 2011; Izumi et al., 2012).

Watanabe, Izumi, and Ikeda suggested a three step model to design CLIL classes (see Figure 4). CLIL teachers first present the content. Then, students acquire knowledge and skills their teacher taught them by working on tasks. Finally, they are asked to show their understanding by production such as in presentation or in writing. Since in CLIL classes challenging contents are taught. So scaffoldings both on content and language are provided by teachers.

Figure 5: Procedure of CLIL Class



Adapted from Watanabe et al., 2011, *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University; Volume 1: Principles and Methodologies*, p. 22.

To study this version of CLIL deeply, I audited one of the core members of Sophia University's CLIL project, Dr. Makoto Ikeda's graduate school class on CLIL in the spring semester of 2015. To deepen my understanding of CLIL methodology, I implemented CLIL activities in my English classes both at high school and at college contexts. In the following sections, I will report one of my CLIL implementations at high school about Rwanda genocide both at the high school and at college.

My research questions are

- (1) How much knowledge will students learn about Rwanda genocide?
- (2) Will the project help students broaden their perspectives and get interested in what is happening in the world?
- (3) Will the project help students become educated about peace?

Method

Participants & Class

Participants at the high school are 68 Japanese female second-year senior high school students who are 16-17 years old. They are divided into three classes based on their homeroom class regardless of their English competency. Their English level is A2 to B1 level in the Common European Framework Reference for Languages: Learning, Teaching Assessment (CEFR) framework. Even though English education was recently introduced into elementary school curriculum in Japan, many current high school students began to study English at the age of 12-13. However, the participants have attended the private school in Tokyo from the elementary-level and began to study English when they were the 1st grade students. Some students are returnees who lived in English speaking countries when they were elementary school pupils. The class is an Oral English class.

On the other hand, college student participants are 20 Japanese female freshmen students who attend a college in the suburb of Tokyo. Their major is international communication. The course is a reading course and their English proficiency in reading is B1 in the CEFR framework. For both the high school students and the college students, it was the first time for most of them to read and listen to authentic English. The project was implemented at both schools in the first trimester/semester when the students started their study at the new school/grade.

Purposes of the Rwanda project

One of the purposes of the Oral English class at the high school is to broaden students' perspectives to the world by teaching global issues as a part of the curriculum. In the first trimester, I invited a couple, a Rwandan husband and a Japanese wife, who had made artificial limbs for free to more than 6,000 people who had lost their limbs from Rwanda genocide as well as mines. Therefore, the purpose of the project was to prepare

students for their lecture by giving students some basic knowledge about Rwanda and the genocide which occurred in 1994. On the other hand, college students read about the disabled who lived positively in their previous class and this project was implemented as an extended study.

Project Sequence

Table 1 is a project sequence used in the project at the high school. Please refer to the actual teaching materials in Appendix B and C. The project was designed based on the CLIL method. Basically, (1) students learned about demographic statistics on Rwanda to acquire basic information about Rwanda (see Appendix B). The statistics were taken from the World Bank report. First, I asked students to guess the number of statistics. Then, the actual statistical data was given. Finally, students discussed about what they can learn from the data. Since CLIL promotes teaching students how to read charts and graphs, which is a necessary skill in academic study, a skill of how to describe a simple graph was taught while studying demographic statistics. Students were asked to describe a graph of Rwanda's population by using given vocabulary and expressions. Students were asked to implement all activities in groups. After the group work, the answers were shared in class, and then I corrected their mistakes and added more information if necessary. (2) Students read an article from BBC News site and learned about Rwanda genocide. Students were asked to read the article and work on the worksheet (see Appendix C) in groups, share the answers with the class, and discuss what they learned. I corrected their mistakes and added information while listening to students' answers and utterances. (3) Students took a field trip to Okinawa where grueling ground battles happened during World War II, for peace education. (4) Students listened to a Rwandan husband and his Japanese wife's lecture and learned what actually happened in Rwanda and how they had helped the disabled who had

lost limbs in the genocide as well as explosion of landmines. (5) Finally, students gave an individual speech on what they learned from the project. The knowledge and skills they had learned from the project were tested in their final examination. Additionally, to explore students’ attitude, a questionnaire was given anonymously after the project.

Table 1: Project Sequence on Rwanda Genocide at the High School

<u>1. Demographic statistics on Rwanda (Reading & working on the handout in groups)</u>		
Content	Declarative knowledge:	Demographic knowledge on Rwanda
	Procedural knowledge:	How to describe line graphs
Communication	Language knowledge:	Vocabulary to understand the content (Language of learning) Vocabulary to describe line graphs (Language for learning)
	Language skills:	Reading authentic texts, writing, listening, speaking
Cognition	LOTS:	Remembering, understanding, applying
	HOTS:	Analyzing, evaluating
Community/Culture	Cooperative learning:	Group work
	Global awareness:	Demographic knowledge on Rwanda
<u>2. Rwanda genocide (Reading an article of BBC News & working on the handout in groups)</u>		
Content	Declarative knowledge:	Historical events
	Procedural knowledge:	Key words on genocide
Communication	Language knowledge:	Vocabulary
	Language skills:	Reading authentic text, writing listening, speaking
Cognition	LOTS:	Remembering, understanding
	HOTS:	Analyzing
Community/Culture	Cooperative learning:	Group work
	Global awareness:	Knowing about Rwanda genocide
<u>3. Field work (Peace education in Okinawa)</u>		
Content	Declarative knowledge:	Ground battles in Okinawa in WWII

Community/Culture	Cooperative learning:	Group work
4. Guest speaker's lecture (Given in Swahili and translated into Japanese)		
Content	Declarative knowledge:	Knowledge about Rwanda genocide
	Procedural knowledge:	Key words about genocide
Communication	Language knowledge:	Vocabulary
	Language skills:	None
Cognition	LOTS:	Understanding
	HOTS:	Analyzing, evaluating
Community/Culture	Cooperative learning:	None
	Global awareness:	Learning local people's perspective that can be different from information on the Internet
5. Individual speech & Q&A		
Content	Declarative knowledge:	Students may learn something from their classmates' speech.
	Procedural knowledge:	Vocabulary on Rwanda genocide (language of learning) Expressions for presentation (language for learning)
Communication	Language knowledge:	Vocabulary on Rwanda genocide (language of learning) Expressions for presentation (language for learning)
	Language skills:	Speaking, listening
Cognition	LOTS:	Understanding, applying
	HOTS:	Analyzing, evaluating, Creating
Community/Culture	Cooperative learning:	Questions & Answers
	Global awareness:	Raising global awareness by listening to their classmates' speech

On the other hand, Table 2 shows the project sequence in the college reading course.

(1) First, students read the same online article from BBC News as the high school students read and worked on the same work sheet (see Appendix C) in groups of four. Then, they

shared their answers in class and discussed what they had learned from the article. I corrected their mistakes and added more information if necessary. (2) Second, students watched an online video from CNN International and worked on the worksheet (see Appendix D). In this video, a survivor of Rwanda genocide who moved to the USA explained that for Rwandans, July 4 was not only American Independence Day but also the day when Tutsis liberated from 1994 genocide. She complained that other nations did almost nothing to save targeted Rwandan’s lives even though they knew the genocide was happening in Rwanda. Then, she appealed that people who enjoyed freedom and human rights like Americans should do something to save others whose lives were threatened because of who they were. After watching the video, as they did in the previous activity, students shared their answers in class and discussed what they had learned from the video. I corrected their mistakes and added more information such as knowledge about American Independence Day. (3) Finally, students were asked to write an essay about what they had learned from the project on Rwanda genocide and how they would make use of what they had learned from the project in their life and in their future study. The students major in international communication though they had just started their first year study. Knowledge on Rwanda genocide was asked in the final examination.

Table 2: Project Sequence on Rwanda Genocide at College

1. Rwanda genocide (Reading a BBC News article, discussion)

Content	Declarative knowledge:	Historical events
	Procedural knowledge:	Key words on Rwanda genocide
Communication	Language knowledge:	Vocabulary
	Language skills:	Reading authentic text, writing, listening, speaking
Cognition	LOTS:	Remembering, understanding, applying
	HOTS:	Analyzing

Community/Culture	Cooperative learning:	Group work
	Global awareness:	Knowing about Rwanda genocide
<hr/>		
2. Rwanda genocide (Watching an online video of CNN International news, discussion)		
Content	Declarative knowledge:	Historical events, meaning of July 4 for both Americans and Rwandans, what Rwandan genocide survivors in the U.S. want to appeal to the world
	Procedural knowledge:	Key words on Rwanda genocide
Communication	Language knowledge:	Vocabulary
	Language skills:	Listening to authentic news, writing speaking
Cognition	LOTS:	Remembering, understanding, applying
	HOTS:	Analyzing
Community/Culture	Cooperative learning:	Pair work
	Global awareness:	Knowing about Rwanda genocide and what the survivors want to appeal to the world
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3. Essay writing & peer editing		
Content	Declarative knowledge:	Students may learn additional knowledge on Rwanda genocide from their autonomous research.
	Procedural knowledge:	Key words on Rwanda genocide, Terminology on essay writing
Communication	Language knowledge:	Terminology on essay writing
	Language skills:	Writing
Cognition	LOTS:	Applying
	HOTS:	Analyzing, evaluating, creating
Community/Culture	Cooperative learning:	Pair work
	Global awareness:	Thinking of meaning of learning Rwanda genocide in their life and their future study
<hr/>		

Results

Results from the Final Examination

Table 3 shows the results from the final examinations. Since only the high school students studied demographic statistics of Rwanda, worked on a vocabulary activity, and described Rwanda's population, the college students' data lacks results on these questions.

Table 3

Mean of students' scores in the final examinations

Question	High school students	College students
Vocabulary	8.06/10 (81%)	None
Demographic statistics of Rwanda	5.72/7 (82%)	None
Knowledge on Rwanda genocide	10.3/20 (51%)	15.9/20 (80%)
Description of Rwanda's population	1.93/3 (64%)	None

As you see in Table 3, high school students scored only 51% on questions about knowledge on Rwanda genocide, the most important content of this project though college students scored 80% on the same questions. High school students scores 64% on description of a graph on Rwanda's population, which was under my expectation. On the other hand, high school students scored more than 80% on questions about both demographic statistics of Rwanda and vocabulary in which students were asked to choose definition of difficult key words.

Results of questionnaire given to high school students were quite positive. Nearly 80% of the students answered that the project was interesting to them (see Table 4). Similarly, about three fourth of the students answered that the project had helped them become interested in what was happening in the world (see Table 5).

Results from the Questionnaire

Table 4

Was this Rwanda Genocide project interesting to you?

Answers	N / 68	
Interesting	54	(79%)
To some extent	13	(19%)
Not much	1	(2%)
Not interesting	0	(0%)

Table 5

Has this project helped you become interested in what is happening in the world?

Answers	N/68	
Yes, I think so.	52	(77%)
To some extent.	14	(21%)
Not much.	1	(1%)
No, I don't think so.	0	(0%)

Regarding their autonomous attitude, 60% of the students answered that they would autonomously study about Rwanda genocide and 31% of the students showed some interest in doing it (see Table 6).

Table 6

Would you like to autonomously read books or search on the Internet about Rwanda Genocide?

Answers	N/68	
Yes, I think so.	41	(60%)
To some extent.	21	(31%)
Not really.	6	(9%)
No, I don't think so.	0	(0%)

Considering each activity, most students answered that Mr. and Mrs. Rudasingwa’s lecture was interesting (see Table 9). To be precise, 85% of the students were interested in their lecture and 9% of them showed some interest in their lecture. Among the reasons that students were interested in Mr. & Mrs. Rudasingwa’s lecture asked in the same questionnaire, 16 students answered that the couple’s lecture was interesting because they were able to listen to the actual activists’ lecture face-to-face and their stories were very vivid. Additionally, 10 students answered that Mr. & Mrs. Rudasingwa’s lecture was interesting because they were able to know the world that they had not known. Regarding reading authentic English online texts (see Table 7), which was probably the first experience for most students, 62% of the students answered that it was not as much difficult as they had thought while 34% of them felt that it was difficult. Considering activity of describing graphs (see Table 8), only 35% of the students confidently answered that they had understood how to describe graphs in English. Actually, 43% of the students answered that they had understood the skill to some extent and 22% of them responded negatively.

Table 7

What did you think when you read authentic English texts (statistics from World Bank website & an online article from BBC News)?

Opinions	N/68	
It was not as much difficult as I had thought.	42	(62%)
It was difficult.	23	(34%)
No answer	3	(4%)

Table 8

Did you understand how to describe graphs in English?

Answers	N/68	
Yes, I understood.	24	(35%)
To some extent	29	(43%)
Not much.	12	(18%)
No, I couldn't understand.	3	(4%)

Table 9

Was Mr. & Mrs. Rudasingwa's lecture interesting?

Answers	N/68	
Yes, I think so.	58	(85%)
To some extent	6	(9%)
Not so much.	3	(4%)
No, I don't think so.	0	(0%)
No answer	1	(1%)

Regarding speech in which students were asked to integrated what they had learned from Rwanda genocide and their experience from their field trip on peace education,

Table 10

Did preparation of the speech and the actual performance help you develop your ideas about peace?

Answers	N/68	
Yes, I think so.	41	(59%)
To some extent	19	(28%)
Not much	3	(5%)
No, I don't think so.	4	(6%)
No answer	1	(1%)

Briefly, most high school students seem to have interested in the project and successfully took the first step in reading authentic English materials and studying about global issues even though some students still feel difficulty in working on them.

College students' attitude toward this project was analyzed from their essays. They combined what they had learned from the project and their current life and study as well as recent topics in Japan (see Appendix F). Many students were shocked to know people killed even their spouse and neighbors because of his/her ethnicity. A student wrote that she recognized that ethnicity could be very important in many countries in the world even though it was not in Japan. Many students also wrote they were shocked to know this incident had occurred not a long time ago but only two years before they were born. Some students indicated hate propaganda broadcasted on the radio during the genocide could be a major cause of this tragedy. A student also indicated that many governments and dominant power used this strategy even in the current world. Another student indicated the importance of studying world history. Some students would like to know more about Rwanda genocide and showed interest in visiting Rwanda and joining volunteer activities to help them. Students also realized importance of knowing what was happening in the world and stated that the project motivated them for their future study at college. Many students also indicated that they should know other people's needs in the world from their study. Other students discussed by referring to current topics in Japan as well as killing by atomic bombs in the World War II. To sum up the project seems to have successfully helped students broaden their perspectives.

Discussion

(1) How much knowledge will students learn about Rwanda genocide?

Regarding knowledge on Rwanda genocide, high school students scored only a half while college students scored 80% on the same questions. Since college freshmen were two years older than the second year high school students and the college students majored in international communication, their more life experience and interest in the global community might have impacted on the difference in their scores. On the other hand, high school students scored more than 80% on vocabulary questions. I intentionally placed vocabulary questions before the content questions. In vocabulary questions, I asked them to choose definition of difficult key words so that they could use the knowledge when they answered the content questions. Interestingly, high school students could score more than 80% on vocabulary questions but they did not seem to make use of the knowledge when they answered the content questions. Another interpretation of their scores is that high school students may have reviewed language aspects more before the final examination even though I had asked them to review both the language and the content.

(2) Will the project help students broaden their perspectives and get interested in what is happening in the world?

Table 5 shows that 77% of the students answered that this project had helped them become interested in what was happening in the world and 21% of the students answered that the project had helped them become interested in the global issues to some extent. Since it was the first time for them to study global issues, this result can be understandable though I had expected better scores.

College students also seem to have become interested in global issues through this project. In their essay, many students connected Rwanda genocide, being happened in a far away country, to Japanese current issues (e.g., Two Japanese being killed by Islamic State, a big national debate on revision of laws that allow Japanese defence force to use weapons even outside of the country, and others) . One student indicated importance of learning world

history and another student recognized importance of learning global issues. Another student wrote that this project had motivated her to study hard on world-related subjects in the college program to accomplish her mission as a cosmopolitan in the future.

(3) Will the project help students become educated about peace?

From the perspective of peace education, as Table 10 shows, about 60% of the high school students answered that the speech activity helped them develop their ideas on peace and about 30% of the students felt the project helped them develop their ideas on peace to some extent. Therefore, about 90% of the high school students seem to have deepened their thoughts on peace. Furthermore, in their speech, most students eagerly talked how terrible the killing was and expressed their wish to help people in the world whose life was threatened. Similarly, as seen in Appendix F, many college students wrote that they were shocked to know that when people were brainwashed by hate propaganda, they even killed their family and neighbours. Many students also mentioned that they appreciated peace they had.

Conclusion

CLIL has been one of the most popular methods in foreign language education in Europe for two decades. In Japan, it recently attracted much attention of administrators, researchers, and teachers as a promising English education method. To implement it in Japanese mainstream schools and colleges, Watanabe, Izumi, and Ikeda, the core members of English-education innovation project of Sophia University created Japanese version of the CLIL pedagogy focusing on English education.

To understand the theories of this new English teaching method well, I audited Ikeda's class for graduate students at Sophia University for four months. Then, to try out what I had studied, I taught Rwanda genocide in both high school and college context using

the CLIL framework. This paper reported the implementation. In conclusion, the CLIL framework seems to be promising in English education and more research and implementation in this area is expected.

However, my students still seem to think that they are supposed to study mainly on language such as grammar and vocabulary in English classes. However, English and any foreign languages are a medium to understand and communicate with people who do not share the mother tongue. So the content of what they say and write is very important. Therefore, I will encourage my students more to focus on the content, and then synthesize what they learned from the materials, and think deeply. We English teachers should foster students who can express their deep thoughts in English and are willing to work with people in the world peacefully as a global citizen. From this perspective, CLIL seems to be an ideal pedagogy not only in Europe but also in Asia.

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Appendix A

The Cognitive Process Dimension (adapted from A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, edited by L. W. Anderson et al., 2001, pp. 67-68. Copyright 2001 by Addison Wesley Longman, Inc.)

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
1. REMEMBER —Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
2. UNDERSTAND —Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of the events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th-century events in France)
3. APPLY —Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
4. ANALYZE —Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, intergrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE —Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist’s conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE —Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Rwanda Genocide (1) Demographic Data of Rwanda

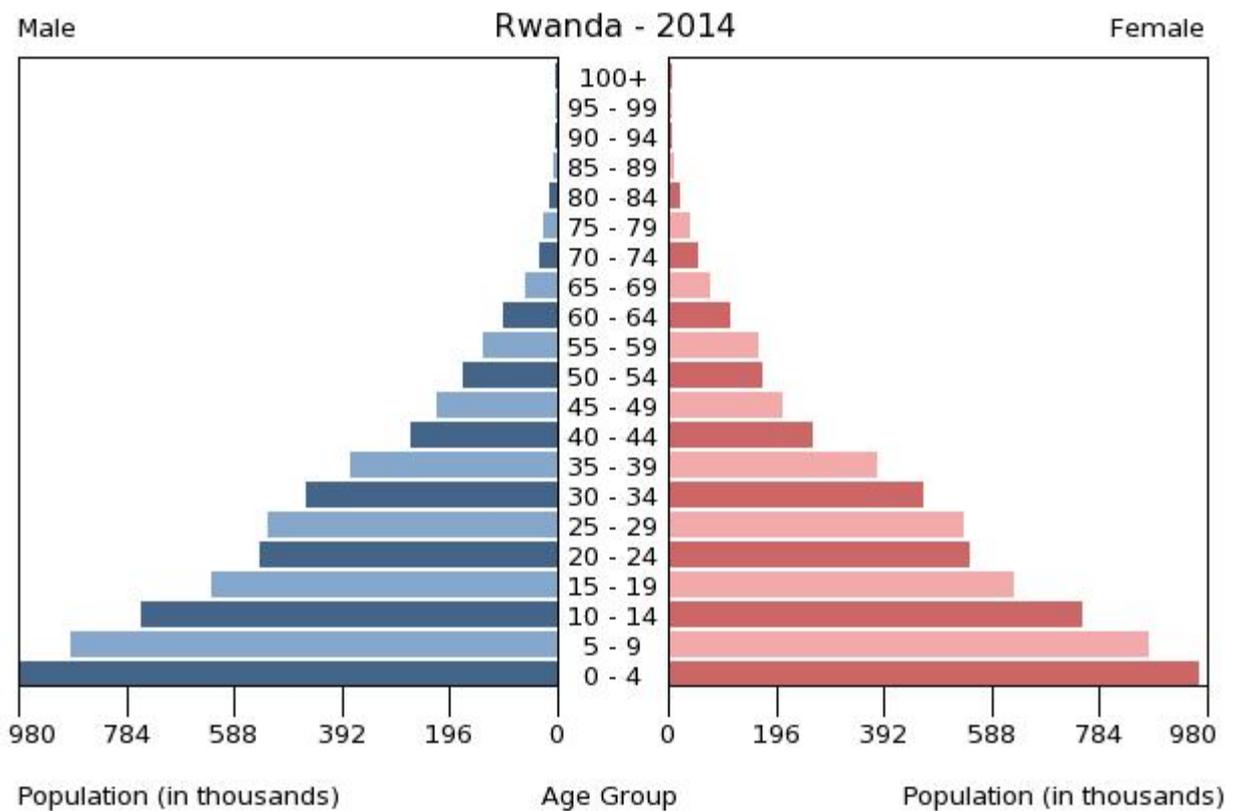
Where is Rwanda? Describe the location on the right of the map.



The World Factbook (Central Intelligence Agency (CIA) of the U.S.) 2014

Cited from <https://www.cia.gov/library/publications/the-world-factbook/geos/rw.html>

Population 12,337,138



Life expectancy at birth	Rwanda	vs. Japan
	57.73 years (Male)	80.0
	60.83 years (Female)	87.0

note: Estimates for this country explicitly take into account the effects of excess mortality due to AIDS; this can result in lower life expectancy, higher infant mortality, higher death rates, lower population growth rates, and changes in the distribution of population by age and sex than would otherwise be expected (July 2014 est.)

- ★estimate = 評価; take into account = 考慮に入れる; effect = 影響;
- excess = an amount of something that is more than necessary; mortality = death;
- life expectancy = the average period that a person may expect to live;
- distribution = 分布

HIV/AIDS - adult prevalence rate	2.85%
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Ethnic groups	Hutu	84%
	Tutsi	15%
	Twa (Pygmy)	1%

Languages	Kinyarwanda only	93.2%
	Kinyarwanda & other language(s)	6.2%
	French and other language(s)	0.1%
	English and other language(s)	0.1%
	Swahili (or Kiswahili)	0.02%

Religions	Roman Catholic	49.5%
	Protestant	39.4%
	Other Christian	4.5%
	Muslim	1.8%

★Muslim = a follower of the religion of Islam

Literacy	Age 15 and over can read and write	
	Total population	70.5%
	Male	73.2%
	Female	68%

Economy Rwanda is a rural country with about 90% of the population engaged in subsistence agriculture and some mineral and

agro-processing. Tourism, minerals, coffee and tea are Rwanda's main sources of foreign exchange.

★rural = Rural places are far away from large towns or cities;
engage in = participate in; subsistence = the condition of just having enough food or money to stay alive; agro- = agricultural;

The update focuses on Rwanda's agriculture and its impressive gains over recent years. However, it describes how risks such as pests, adverse weather, plant diseases, and price volatility have created significant economic losses that could have been avoided.

★pest = a destructive insect or other animal that attacks crops, food, livestock, etc.
 gain = obtain; adverse = unfavourable; volatility

(The World Bank, Feb. 25, 2015 cited

from <http://www.worldbank.org/en/news/press-release/2015/02/25/the-rwanda-economic-update-managing-uncertainty-for-growth-and-poverty-reduction>)

The following charts were cited from United Nations, Department of Economic and Social Affairs

<http://esa.un.org/umpd/wpp/unpp/p2k0data.asp>

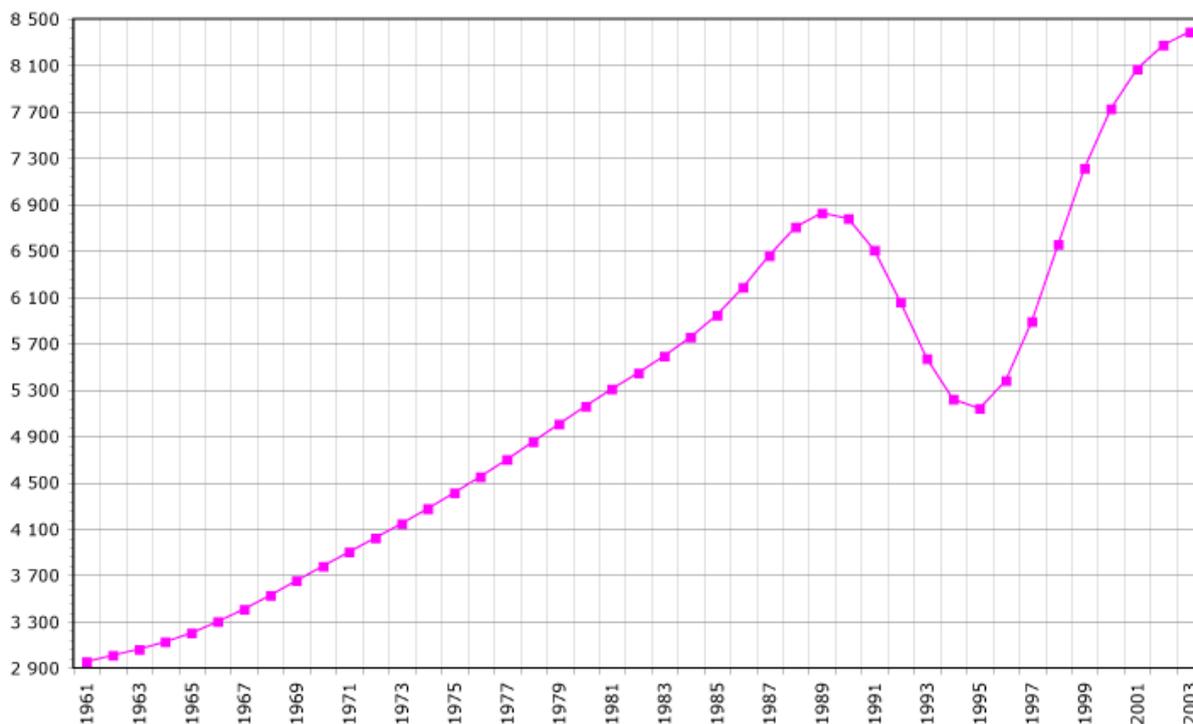
(Charts are omitted.)

What do we learn from the above data? Describe conspicuous features of Rwanda.

★conspicuous = clearly visible

Rwanda Genocide (2) How to Describe the Graph

A graph showing Rwanda's total population, Data of FAO, year 2005; Number of inhabitants in thousands. (Cited from CIA the Fact Book)



Describe the above graph. Refer to the following vocabulary.

How to describe the line graph / chart

1. Start with outlook such as...

The graph shows how ~ changed between ~ and ...

The chart illustrates ~ from ~ to ...

2. Describe the graph

- The consumption of electricity **rose gradually**.
- **There was a gradual rise in** the consumption of electricity.

< Useful expressions >

According to the graph / chart,

Verbs

★Use the past tense (the present perfect tense / the past perfect tense) of the verb.

increase / grow / rise / climb / go up

decline / decrease

drop / fall

plunge

fluctuate

continue to

peak at..., reach its highest point (in...)

Adverbs & adjectives

Dramatically, dramatic

significantly, significant

considerably, considerable

slightly, slight

steadily

Expressions to contrast the difference between two items

~ However, (since...,)

~ while ...

Appendix C

Rwanda Genocide (3) Why did the genocide happen?

Read the following articles and fill out the worksheet on the *Rwanda Genocide (4)*.

Article 1

The indigenous population consists of three ethnic groups. The Hutus, who comprise the majority of the population (85%), are farmers of Bantu origin. The Tutsis (14% before the genocide, probably less than 10% now) are a pastoral people who arrived in the area in the 15th century. Until 1959, they formed the dominant caste under a feudal system based on cattle holding. The Twa (pygmies) (1%) are thought to be the remnants of the earliest settlers of the region.

★indigenous ethnic group	native social group of the population that is set apart and bound together by common ties of language, nationality, or culture;
comprise	consist of;
of Bantu origin	Their ancestor is originally from Bantu area;
pastoral	cattle raising
dominant caste	class which has power and influence over others;
cattle holding	possession of cattle such as cows and oxen;
pygmy	a member of a group of very short people who live in Africa or south-east Asia;

(cited from Wikipedia: Demographics of Rwanda at http://en.wikipedia.org/wiki/Demographics_of_Rwanda)

Article 2

Rwanda genocide: 100 days of slaughter (BBC News, 7 April, 2014)

Cited from <http://www.bbc.com/news/world-africa-26875506>

In just 100 days in 1994, some 800,000 people were slaughtered in Rwanda by ethnic Hutu extremists. They were targeting members of the minority Tutsi community, as well as their political opponents, irrespective of their ethnic origin.

★slaughter	kill people or animals in a cruel or violent way:
extremist	a person who holds extreme political or religious views,
especially one who	supports illegal, violent, or other extreme action;

political opponent	a politician who has different aims or policies;
irrespective	not taking into account (in this case, people who don't care about what ethnic group he/she belongs to)

Why did the Hutu militias want to kill the Tutsis?

About 85% of Rwandans are Hutus but the Tutsi minority has long dominated the country. In 1959, the Hutus overthrew the Tutsi monarchy and tens of thousands of Tutsis fled to neighbouring countries, including Uganda. A group of Tutsi exiles formed a rebel group, the Rwandan Patriotic Front (RPF), which invaded Rwanda in 1990 and fighting continued until a 1993 peace deal was agreed.

★overthrow	remove from power with violence;
monarchy	a form of government with a monarch (e.g., a king, queen, or emperor) at the head;
flee	("Fled" is the past tense of "flee".) run away from a place of danger;
exile	a person who lives away from their native country;
rebel	a person who rises in opposition or armed resistance against an established government;
patriotic	If someone is proud of their country, you say that they or their feelings are patriotic;
invade	enter a country to take complete control of it;
peace deal	peace agreement

On the night of 6 April 1994 a plane carrying their President Juvenal Habyarimana, and his counterpart Cyprien Ntaryamira of Burundi - both Hutus - was shot down, killing everyone on board. Hutu extremists blamed the RPF and immediately started a well-organised campaign of slaughter. The RPF said the plane had been shot down by Hutus to provide an excuse for the genocide.

★counterpart	another person that has a similar function or position in a different place
blame	declare that someone or something is responsible for an accident or misfortune
campaign	an organized course of action to achieve a goal

How was the genocide carried out?

With meticulous organisation, lists of government opponents were handed out to militias who went and killed them, along with all of their families. Neighbours killed neighbours and some husbands even killed their Tutsi wives. At the time, ID cards had people's ethnic group on them, so militias set up roadblocks where Tutsis were slaughtered, often with machetes which most Rwandans kept around the house. Thousands of Tutsi women were taken away and kept as sex slaves.

★meticulous	very careful and precise (accurate and detailed)
militia	a military force that is raised from the civil population
roadblock	a barrier or barricade on a road
machete	a broad, heavy knife mostly used to harvest sugar cane

Did anyone try to stop it?

The UN and Belgium had forces in Rwanda but the UN mission was not given a mandate to stop the killing. (Since it was) a year after (when) US troops were killed in Somalia, the US was determined not to get involved in another African conflict. The Belgians and most UN peacekeepers pulled out after 10 Belgian soldiers were killed. The French, who were allies of the Hutu government, sent a force to set up a supposedly safe zone but were accused of not doing enough to stop the slaughter in that area. Rwanda's current president has accused France of taking part in the massacres - a charge is denied by Paris.

★force	an organized body of military
mission	a group of people sent on a mission (an important task that people are given to do)
mandate	an official order to do something
troop	soldiers
conflict	a serious disagreement
pull out	leave
ally	a state formally cooperating with another for a military or other purpose
supposedly	generally assumed or believed
accuse	claim that (someone) has done something wrong
massacre	killing of a large number of people at the same time in a violent and cruel way
charge	responsibility for control of something

French forces in Rwanda were accused of not doing enough to stop the killing.

Why was it so vicious?

Rwanda has always been a tightly controlled society, organised like a pyramid from each district up to the top of government. The governing party, MRND, had a youth wing called the Interahamwe, which was turned into a militia to carry out the slaughter. Weapons and hit lists were handed out to local groups, who knew exactly where to find their targets.

★vicious	deliberately cruel or violent
tightly controlled	strictly controlled or ruled
district	an area of a country or city
hit list	a list of people to be killed for criminal or political reasons

The Hutu extremists set up radio stations and newspapers which broadcast hate propaganda, urging people to "weed out the cockroaches" meaning kill the Tutsis. The names of those to be killed were read out on radio. Even priests and nuns have been convicted of killing people, including some who sought shelter in churches.

★propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view
urge	try earnestly or persistently to persuade (someone) to do something
weed out	remove unwanted plants from (an area of ground)
convict	declare (someone) to be guilty of a criminal offense
sought	the past tense of "seek"(attempt to find something)
shelter	a place giving temporary protection from bad weather or danger

How did it end?

The well-organised RPF, backed by Uganda's army, gradually seized more territory, until 4 July, when its forces marched into the capital, Kigali. Some two million Hutus - both civilians and some of those involved in the genocide - then fled across the border into Democratic Republic of Congo (DR Congo), at that time called Zaire, fearing revenge attacks.

★seize	take hold suddenly and forcibly
territory	land which is controlled by a particular country or ruler
civilian	a person not in the armed services or the police force
revenge	復讐

Human rights groups say the RPF killed thousands of Hutu civilians as they took power - and more after they went into DR Congo to pursue the Interahamwe. The RPF denies this. In DR Congo, thousands died from cholera, while aid groups were accused of letting much of their assistance fall into the hands of the Hutu militias.

★pursue	follow or chase
aid	help

What is Rwanda like now?

RPF leader and President, Paul Kagame, has been hailed for overseeing rapid economic growth in the tiny country. He has also tried to turn Rwanda into a technological hub and is very active on Twitter. But his critics say he does not tolerate dissent and several opponents have met unexplained deaths. Almost two million people were tried in local courts for their role in the genocide and the ring-leaders at a UN tribunal in neighbouring Tanzania. It is now illegal to talk about ethnicity in Rwanda - the government says this is to prevent more bloodshed but some say it prevents true reconciliation and is just putting a lid on tensions, which will only boil over again in the future.

★hail	praise enthusiastically
oversee	supervise (make sure that it is done properly)
hub	the effective center of an activity
critic	a person who expresses an unfavorable opinion of something
tolerate	allow the existence of (something that one dislikes or disagrees with)
dissent	holding or expression of opinions opposed to those officially held
ring-leader	a person who initiates or leads an illegal activity
tribunal	a court of justice
illegal	forbidden by law
bloodshed	the killing or wounding of people
reconciliation	the process of becoming friends again after quarrels

Rwanda Genocide (4) Why did the genocide happen? (Worksheet)

Article 1

Read the article on the *Rwanda Genocide (3)* handout and fill in the blanks.

Ethnic groups in Rwanda

- The Hutus ()%
- Job: ()

- The Tutsis ()%
 - They originally came from Bantu.
 - Job: ()
 - They came to the area in the ()th century.
 - They were the () caste under a feudal system based on ().
- The Twa ()%
 - Remnants of the earliest settlers

Article 2

Read the article about the 1994 genocide in Rwanda on the *Rwanda Genocide (3)* handout and learn (1) what happened in Rwanda in 1994 and (2) why it happened. Then, fill in the blanks or choose either "Hutu(s)" or "Tutsi(s)" in the parentheses.

The 1994 genocide in Rwanda (General information)

Who killed who? (Hutus / Tutsis) extremists killed the minority (Hutus / Tutsis) community, political (), irrespective of their ethnic origin.

How many people were slaughtered? About () people.

Why did the Hutu militias want to kill the Tutsis? (Background information)

1. The (Hutus / Tutsis) dominated the country for long time.
2. The (Hutus / Tutsis) removed the (Hutus / Tutsis) monarchy from power in ().
 - Many (Hutus / Tutsis) fled to neighboring countries including Uganda.
 - Those (Hutus / Tutsis) fled to neighboring countries formed a resistance group, RPF, against the Rwanda government. They invaded in Rwanda in () and fought until a peace agreement was agreed in ().
3. On the night of () 6, 1994, an airplane that carried the Rwanda president and his counterpart, who were both (Hutus / Tutsis), was () down and all people on board were killed. Hutu extremists blamed the () for the incident and immediately started a campaign to slaughter the (Hutus / Tutsis). The RPF responded that the plane had been shot down by (Hutus / Tutsis) to provide an excuse for the genocide.

How was the genocide carried out?

Lists of government () were handed out to militias who went and killed them as well as their (). Since ID cards had people's ()

group on them at that time, militants set up barricades on the road, checked their ID cards, and slaughtered (Hutus / Tutsis) often with machetes. Thousands of (Hutus / Tutsis) women were taken away and kept as () slaves.

Did anyone try to stop it?

At that time, the () and () had military in Rwanda. However, the () did not want to get involved in killing between ethnic groups in Rwanda because American troops were involved in a similar conflict in Somalia and were () a year before. The () government, that was an ally of the Hutu government, sent a military to set up a () zone but did not do enough to stop the slaughter.

Why was it so vicious?

The Rwanda government had a () group called Interahamwe, which became a military force to carry out the slaughter. Since they were given () and () () from the government, they knew exactly where they could find their targets.

The Hutu extremists set up () stations and () () which broadcast () propaganda and urged people to () the Tutsis. The names of people to be killed were read out on radio. Even priests and nuns killed people including some who sought shelter in ().

How did it end?

RPF backed by Uganda's army gradually increased their territory in Rwanda and finally gained control of the () on July 4th. Millions of (Hutus / Tutsis) fled into Democratic Republic of Congo, at that time called Zaire, fearing () from the Tutsis. According to human rights groups, after gaining power, the RPF killed thousands of (Hutus / Tutsis) civilians and chased the Interahamwe into DR Congo. In DR Congo, thousands of Hutus died from ().

What is Rwanda like now?

RPF leader and President Paul Kagame has been praised because of his success in

overseeing rapid () growth in Rwanda. He has also tried to turn Rwanda into a () center and is very active on Twitter. However, his critics indicate unexplained () of his opponents. It is now () to talk about people's ethnicity in Rwanda. However, some people say that it just like putting a () on tensions and rather prevents true () among different ethnic groups in Rwanda.

It is because we know many atrocities are still committed in the current world such as in Syria, Congo, Sudan, and Burma. She thinks we should think about what we () do to help people who are suffering there.

(7) What does Murekatete think was the most disappointing thing for the survivors of the genocide in Rwanda?

It was that while the survivors' () were murdered, people in the world knew what was going on in Rwanda but there was no political ().

(8) What does Murekatete think the survivors of the genocide should do to avoid the same kind of tragedy?

They should () out the need for the international community to () to stop atrocities committed in the world.

(9) According to Murekatete, what is the biggest challenge after the genocide in Rwanda?

It is undoing the ideologies and () indoctrinated before the genocide. She thinks that it takes a () time for them to solve this problem.

Rwanda Genocide (5) Script

Remembering Genocide in Rwanda

CNN International:

<http://edition.cnn.com/videos/bestoftv/2012/07/05/exp-nr-jacqueline-murekatete.cnn#>

Michael Holmes (CNN reporter):

★ July 4 = Independence Day

And welcome back to Newsroom International. We're taking you around the world in 60 minutes. All the news that matters overseas. Americans marking independence today, of course, with parades. There's the backyard barbecues, the fireworks. But for one Rwandan American, it is a day of mixed emotions. Jacqueline Murekatete was (1)9 years old when her mother, her father, 6 brothers and sisters were among 800,000, some say up to a million people, slaughtered in Rwanda. (2)She and her grandmother escaped the genocide taking cover with friends and family members. Murekatete's final stop, an orphanage, run by two Italian priests. Her grandmother killed soon after. In 1995 an uncle brought Murekatete to the U.S. Now in an op-ed piece in Sunday's Washington Post, she declares July 4th her day of liberation. Jacqueline Murekatete joins us now live from New York, and thanks for doing so. Good to see you. Jacqueline, you know, having covered the Rwandan genocide myself, back in 1994, I can see where you're coming from. As Americans eat hotdogs and reflect on the good fortune they have in this country, you look at freedom and rights from a different perspective.

(pause) You hear me Jacqueline? Tell me about that perspective you have.

Jacqueline Murekatete (Rwanda genocide survivor):

Yes, I'm sorry. I had tech (technical) issues. But uh, it's uh, you know, today is a special day, uh...you know, now in this country. But, in Rwanda, as you said, (3)today is liberation day, where we remember being liberated from the 1994 genocide. And a lot of us clearly remember, you know, remember it as a day we had hope that we would live again (3)after having spent almost 100 days fearing for our lives simply because of our ethnicity. We are Tutsis in our country that believed that being a Tutsi was a crime deserving of death. So it's a day when we celebrate our liberation, where we celebrate where Rwanda has been and is going since 1994. But personally (3)it's also a time when I think about my own family that I lost in the genocide. My immediate family, as you mentioned, my extended family and friends who are not here today to enjoy the freedoms that we enjoy here in America and that are enjoyed in Rwanda so it's a very significant day for me and it's definitely a day of mixed feelings.

MH: Yes, Suzanne Balbo and I have discussed Rwanda before here on this program, and as I said I will never in my life, I hope, see a horror on that scale firsthand. You know,

what is the message that you want to get to Americans given your perspective? What is it you are trying to say to them?

JM: I think my message today, you know, July 4th, is for us to celebrate and go out and enjoy the barbecue's and picnics and all the ways that we celebrate with our families and friends in this country but (4)I think it's also important for us to realize that those freedoms and those rights that we are enjoying are not commonplace. And that there are millions of people all over the world who are still living in fear of their lives because of who they are, because of who they believe, because of who they look like and really to realize that we shouldn't take those things that we have for granted and we should take individual and collective actions to try and bring those same rights and privileges and freedoms to our brothers and sisters who are in need and deserve of them.

MH: You are of course a Rwandan American and you know I'm curious whether in your years of living here do you think Americans know enough or care enough about what's going on outside their borders and what actually happening overseas can impact the U.S.

JM: (5)Yeah I think there's a growing movement of awareness and I've been sharing my story over the past several years and I travel and I speak to students in schools. You know I speak to other people at conferences. (5)You know I think people are becoming more aware of what goes on around the world and I also think that people are becoming aware of that, as you mentioned, what happens around the world ultimately have consequences for us so we're now living in a global community. But despite the growing awareness I also think there's still a long way to go in terms of being able to prevent these things from happening (6)because as we speak we know that atrocities are being committed in Syria and Congo and parts of Sudan and Burma. We still have a long way to go and I think it's important for all of us as individuals to reflect on what we can do.....

MH: Well on the point Jacqueline, I mean you were in Rwanda, the one mass-killing genocide where the world did absolutely nothing. When you look at Sudan, Somalia and Syria do you feel that there is a responsibility not just for the United States but for the world in general to act?

JM: I think there's a responsibility, I mean one of the most disappointing things for survivors in Rwanda was (7)to learn that while our families were being murdered, many people in the international community knew what was going on. But it was not a will, a political will to intervene. So for us it's our goal (8)to speak out and to talk about the need for the international community to act with our collectively in the face of our atrocities like

that and to speak with one voice (8)because unless we do this, you know it's always going to be a different country but more or less the same tragedy so I think we really need to reflect on that as a nation but also as an international community. We need to do more, and we can do more.

MH: I couldn't agree more. Jacqueline, I want to ask you this, you know I haven't been back to Rwanda since 1994 and those memories seared into my conscience but I've got to ask you. You have been back and I'm curious how you've seen the change. Rwanda is actually doing rather well economically and there have been moves toward the reconciliation process which we've reported on, on this program. How do you see your country when you go back now given what it went through those years ago?

JM: I think Rwanda has come a long way. It's been 18 years now since the genocide in 1994. You know now over a million people had been murdered but our country itself was in ashes. And when you go to Rwanda now it's really remarkable to see where the country is but you know on the other hand there is also still a lot of challenges because for a country to experience what its experienced it definitely going to take a long time and in times of you know, the reconciliation, that's a movement that's going to take a long time because for people to be able to do what they did in 1994. (9)It took a long time, you know, a lot of indoctrination, a lot of teaching of hatred and that's something that's going to take the same amount of time or even longer to undo those kinds of ideologies so I think we're moving in the right direction but definitely there are challenges that we still need to tackle.

MH: I couldn't agree more. There is a long way to go but there have been great strides taken in Rwanda and it's great to talk to you Jacqueline. Really enjoyed your perspective, Jacqueline Murekatete there, thanks so much.

JM: Thank you for having me.

Appendix E

Questions on the final examination

All the following questions were given to high school students while only No. 2 questions were given to college students on the final examination.

1. Read the definitions (1)-(10) and choose the best word that is described in each definition from (a)-(j).

- (1) kill people or animals in a cruel or violent way
- (2) land which is controlled by a particular country or ruler
- (3) run away from a place of danger
- (4) social group of the population that is set apart and bound together by common ties of language, nationality, or culture
- (5) a list of people to be killed for criminal or political reasons
- (6) a person who holds extreme political or religious views, especially one who supports illegal, violent, or other extreme action
- (7) the deliberate killing of a large group of people
- (8) enter a country to take complete control of it
- (9) a politician who has different aims or policies
- (10) information, especially of a biased or misleading nature, used to promote a political cause or point of view

- | | | | |
|---------------|------------------------|--------------|----------------|
| (a) genocide | (b) ethnic group | (c) hit list | (d) slaughter |
| (e) invade | (f) extremist | (g) flee | (h) propaganda |
| (i) territory | (j) political opponent | | |

2. Choose the best answer about demographic data of Rwanda depending on what you learned from class.

Population:	Total population	About 10,000,000
	Aged 0-14	((1) (a) 12% (b) 42% (c) 82%)
	Aged 15-64	((2) (a) 15% (b) 55% (c) 85%)
	Aged 65 or over	((3) (a) 3% (b) 43% (c) 73%)

Ethnic groups:	The Hutus	((4) (a) 1% (b) 15% (c) 84%
	The Tutsis	((5) (a) 1% (b) 15% (c) 84%
	The Twa	((6) (a) 1% (b) 15% (c) 84%
Religions:	Christian	((7) (a) 2% (b) 50% (c) 80%)

3. Choose the best word from ((a)-(l)) and fill in the blanks (1)-(10).

Rwanda Genocide:

- In 1994, Hutu extremists killed about ((1)) Tutsi, their ((2)), and the irrespective of their ethnic origin in ((3)) days.
- The Rwanda government had a youth group called Interahamwe, which became a military force to carry out the ((4)).
- The government gave weapons and ((5)) to the militias in Interahamwe. So they knew exactly where they could find their targets. They went there and killed their targets and their ((6)).
- Since ID cards had people's ((7)) on them at that time, militants set up barricades on the road, checked their ID cards, and slaughtered Tutsis.
- The Hutu extremists set up ((8)) and newspapers which broadcast ((9)) propaganda and urged people to kill the Tutsis. The ((10)) of people to be killed were read out on radio.

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|-----------------------|-------------------------|---------------|---------------|
| (a) slaughter | (b) ethnic group | (c) names | (d) hit lists |
| (e) hate | (f) political opponents | (g) 100 | (h) 300 |
| (i) families | (j) radio stations | (k) 800-1,000 | |
| (l) 800,000-1,000,000 | | | |

4. Describe the following graph.

Appendix F

College students' opinions expressed in their essay

- I think hate propaganda broadcasted on the radio was a major cause of people's killing even their families and neighbors. Therefore, from this incident, we should learn how mass media such as radio, TV, and newspapers can influence people.
- I think Rwanda genocide occurred because people were brainwashed by hate propaganda and made to think that certain people should be killed. I think this type of hate propaganda is still implemented in many countries.
- I learned the importance of studying world history by knowing this incident.
- I learned that the concept of ethnic groups is very important in the world even though we rarely discuss it in Japan.
- I cannot believe people killed even their spouse because he/she was Tutsi.
- I was born in 1996. I cannot believe such an incident happened just two years before I was born.
- I would like to go to Rwanda and learn more about this incident.
- If there are volunteer activities to help Rwandans, I would like to join it.
- Since we live in a global community, we should know what is happening in the world.
- I think I should study hard about various aspects of the world through our academic study at college and then I should accomplish my mission as a cosmopolitan.
- Building good relationships and cooperation among countries are important to . Other countries should have helped Tutsis during 1994 genocide such as accepting refugee. However, it is difficult for each country to intervene this type of situation. Therefore, it is important for countries to build good relationships among them and cope with global issues together.
- We should pay attention to other people's needs and help each other both at a national level and at a personal level.
- I learned that our freedom and rights we enjoyed in Japan were very worthwhile but were not common in the world.
- I would like to help other peoples in the world obtain freedom and rights that we enjoy in Japan.
- Whether we should have strong enough military to protect our country or not is hot issue in Japan. I think Japan should not have a strong military because we may be involved into a war.
- Two Japanese were recently captured and slaughtered by Islamic State. Therefore, slaughter of innocent people is still happening in the world.
- During World War II, many innocent people were instantly killed by atomic bombs. I think

killing people by atomic bombs is a kind of genocide.

- I autonomously searched about Rwanda genocide on the Internet, and then read some articles and watch videos.