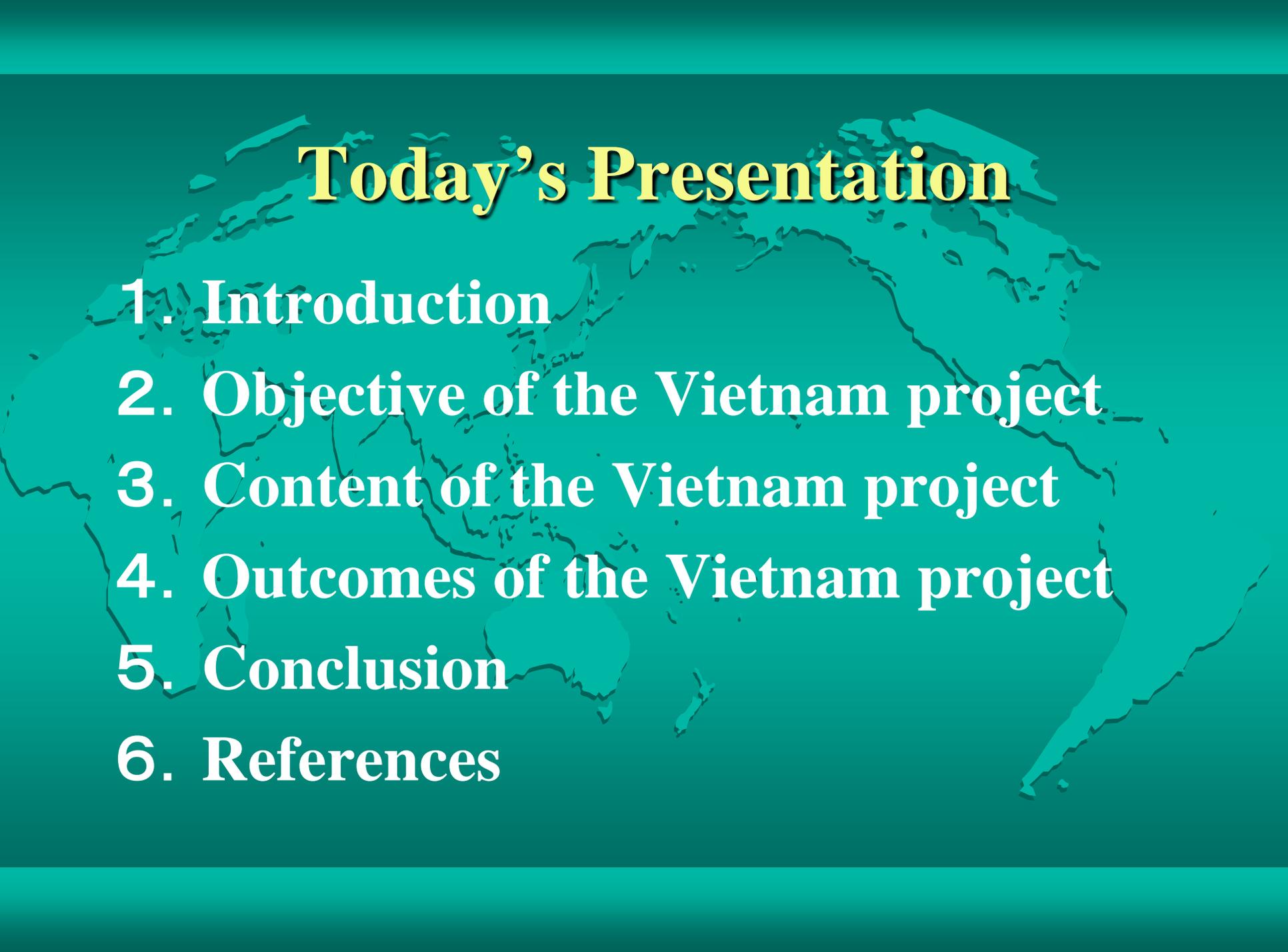


Using CLIL to Teach about Vietnam at the University Level

Hitomi Sakamoto

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Today's Presentation



- 1. Introduction**
- 2. Objective of the Vietnam project**
- 3. Content of the Vietnam project**
- 4. Outcomes of the Vietnam project**
- 5. Conclusion**
- 6. References**

1. Introduction

- 1. Team-teaching with an intern from Vietnam**
 - 2. This year marks 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**
- 

Rationale

Asian globalization has become a growing force in the 21st century, and globalizing Asia needs English as a tool for communication within Asia and with the rest of the world. However, EFL teachers in Japan have been apt to deal with more European and American cultures in classes. In order to foster global citizens who respect every country equally, we should teach more about Asia in EFL classes.

Our Vietnamese Intern : Tam Nguyen



Vietnamese Language

6 tones:

Ma mà má mả mã mạ

Difficult?



Child Vang Thi My とその家族のプロフィールです。



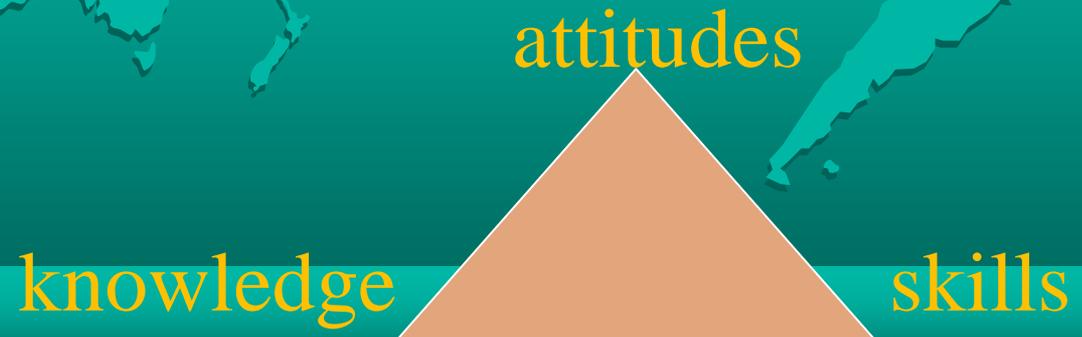
5064-714 003309 Vang Thi My
Sponsored Child is My

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, 2012)

CLIL for Global Education



*** 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)

Benefits of Using CLIL

- * CLIL motivates students and promotes their positive attitudes toward learning about global issues and presenting their opinions.
- * If they deepen their learning of the content by CLIL approach, they can overcome their language anxiety and increase their willingness to communicate.

(Sakamoto and Takizawa, 2015)

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*

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- ing	Group

3. 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



Vietnamese Language

6 tones:

Ma mà má mả mã mạ

Difficult?



Xin Chao = Hello

Vietnamese food



“Pho”



Vietnamese sandwich



Vietnamese Salad



Spring rolls

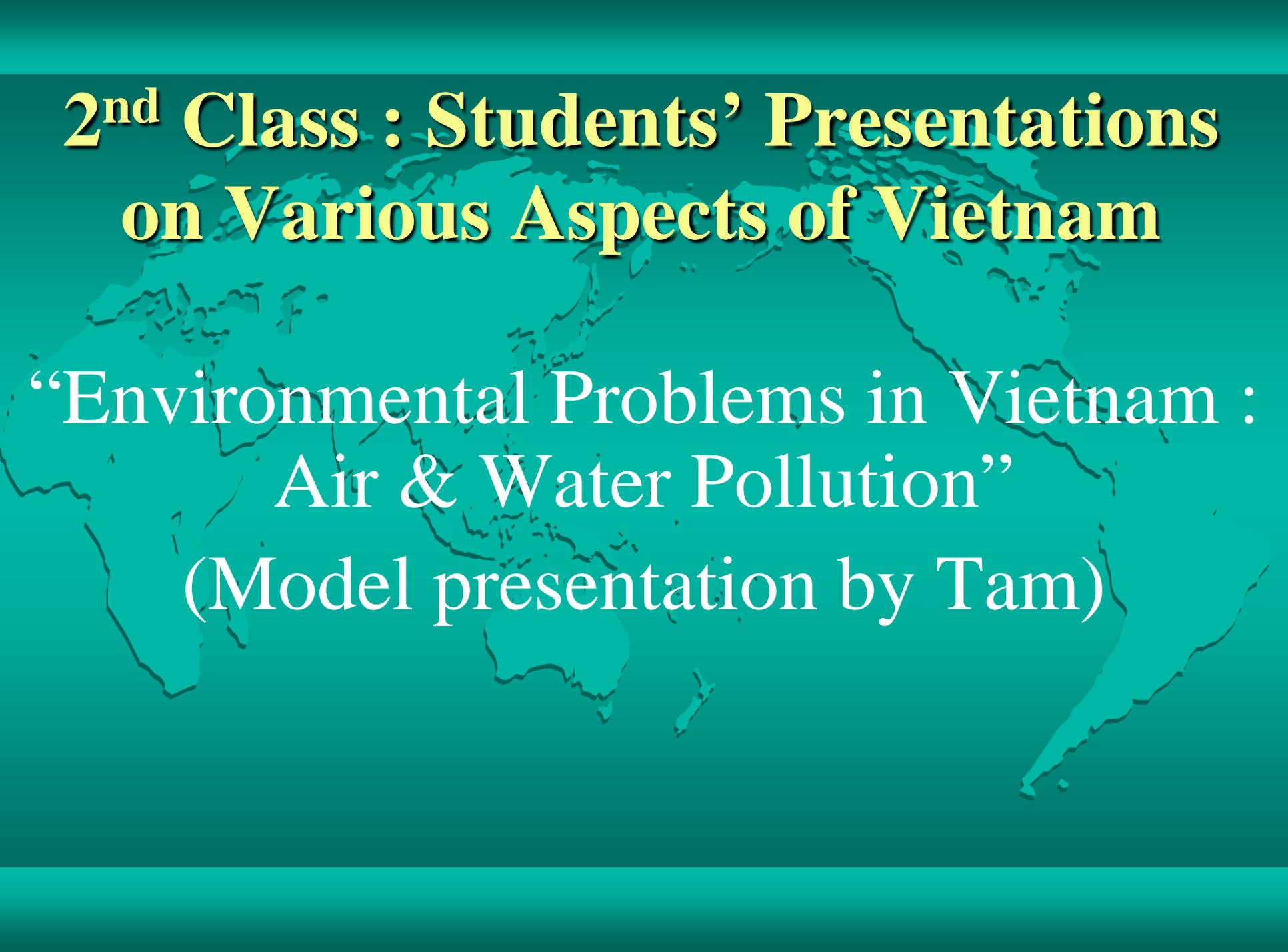
Traditional clothes



Japanese Kimono



Vietnamese "Ao dai" (long dress)



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

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

Ho Chi Minh City

- 2,095 km²
- 7.4 million inhabitants (2010)

Tokyo

- 2,188 km²
- 13.35 million inhabitants (2014)



Air Pollution

- *“Air quality in Vietnam is lagging among the ten worst nations in the world ranking ” (2014)*
- <http://aqicn.org/map/>



MAIN REASONS:

- Inadequate infrastructure
- Lack of public transport system
- Weak in urban planning

Water Pollution

- “Vietnam’s water quality is ranked **95th** in the world by the Environmental Performance Index (EPI).” (2014)
- Vietnam has more than 2000 rivers, total about 10,000km².
- Mainly used for **agriculture** activities (80%)
- However, main source of water pollution is **industry**.



Shortage of Clean Water

- Only **39% of the rural population** has access to safe water and sanitation.
- Resources and Environment states that almost **80% of the diseases** in Vietnam are caused by polluted water.



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

Belligerents



● Anti Communist Forces

- South- Vietnam
- United States
- South Korea
- Australia
- Thailand
- New Zealand
- Khmer Republic
- Kingdom of Laos

▶ Communist Forces

- ▶ North Vietnam
- ▶ Viet Cong
- ▶ Khmer Rouge
- ▶ Pathet Lao
- ▶ **Supported by:** China, Soviet Union, Cuba, North Korea, Bulgaria

Casualties & Losses

▶ South Vietnam:

- ▶ 195,000 – 430,000 civilian dead
- ▶ 220,000 – 313,000 military dead
- ▶ > 1 million wounded

▶ United States:

- ▶ 58,220 dead . 300,000+ wounded

South Korea, Australia, New Zealand,
Thailand, Philippines: 5000+ dead, 15,000
wounded

▶ North Vietnam & Viet Cong

- ▶ 50,000 – 65,000 civilian dead
- ▶ 400,000 – 1,100,000 military dead or missing
- ▶ 600,000+ wounded

China, Soviet Union: 1000+
dead, 4000+ wounded

In total, up to **3.8 million people died** and **2 million people wounded**
during the Vietnam War

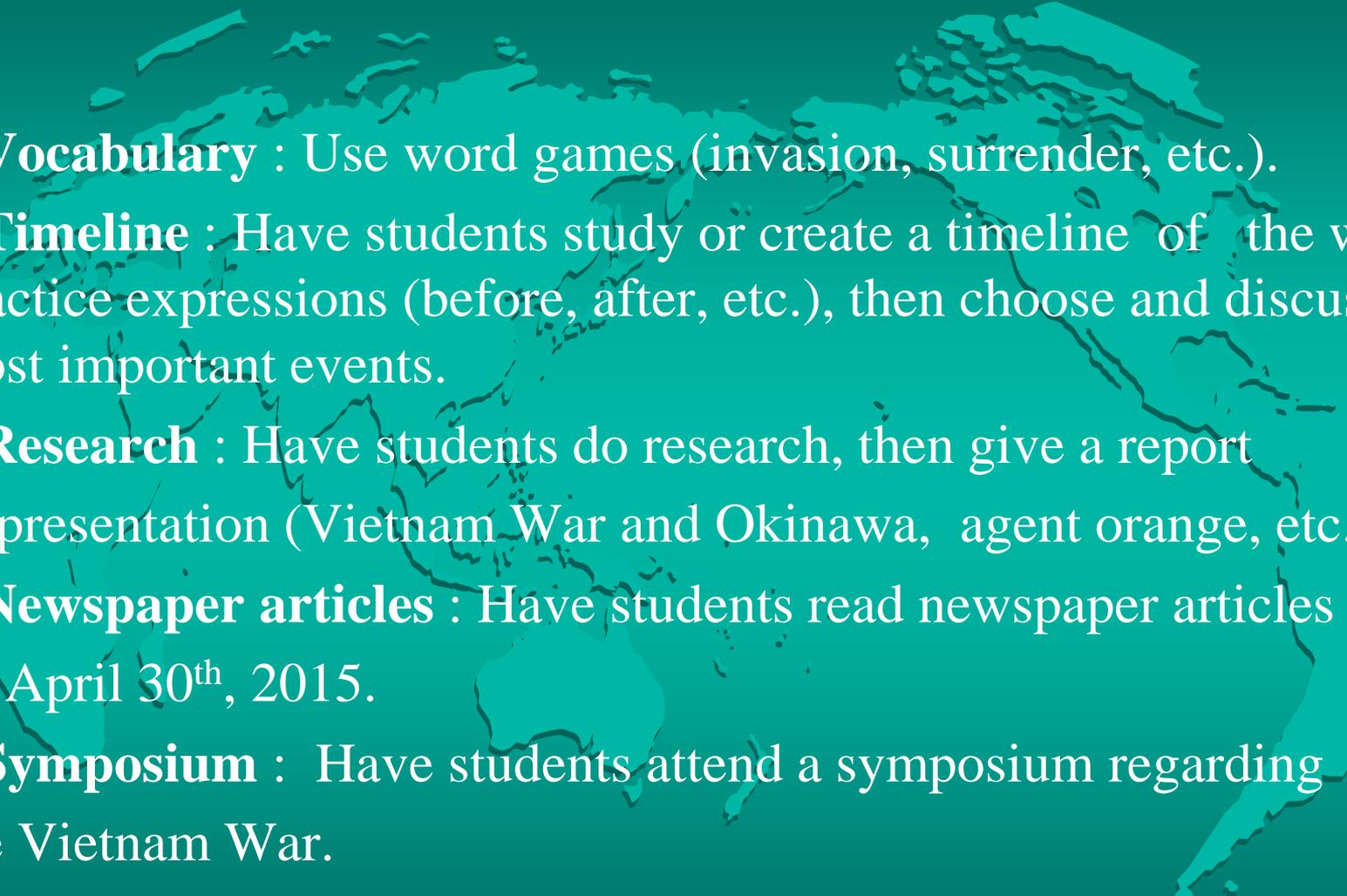
Aftermath

- Over **3 million** people left Vietnam, Laos, and Cambodia in the Indochina refugee crisis. Most Asian countries were unwilling to accept these refugees, who were known as **boat people**.
- Between 1975 and 1998, an estimated 1.2 million refugees from Vietnam and other Southeast Asian countries resettled in the United States, while Canada, Australia, and France resettled over 500,000. China accepted 250,000 people.



Vietnamese refugees fleeing Vietnam,

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.

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

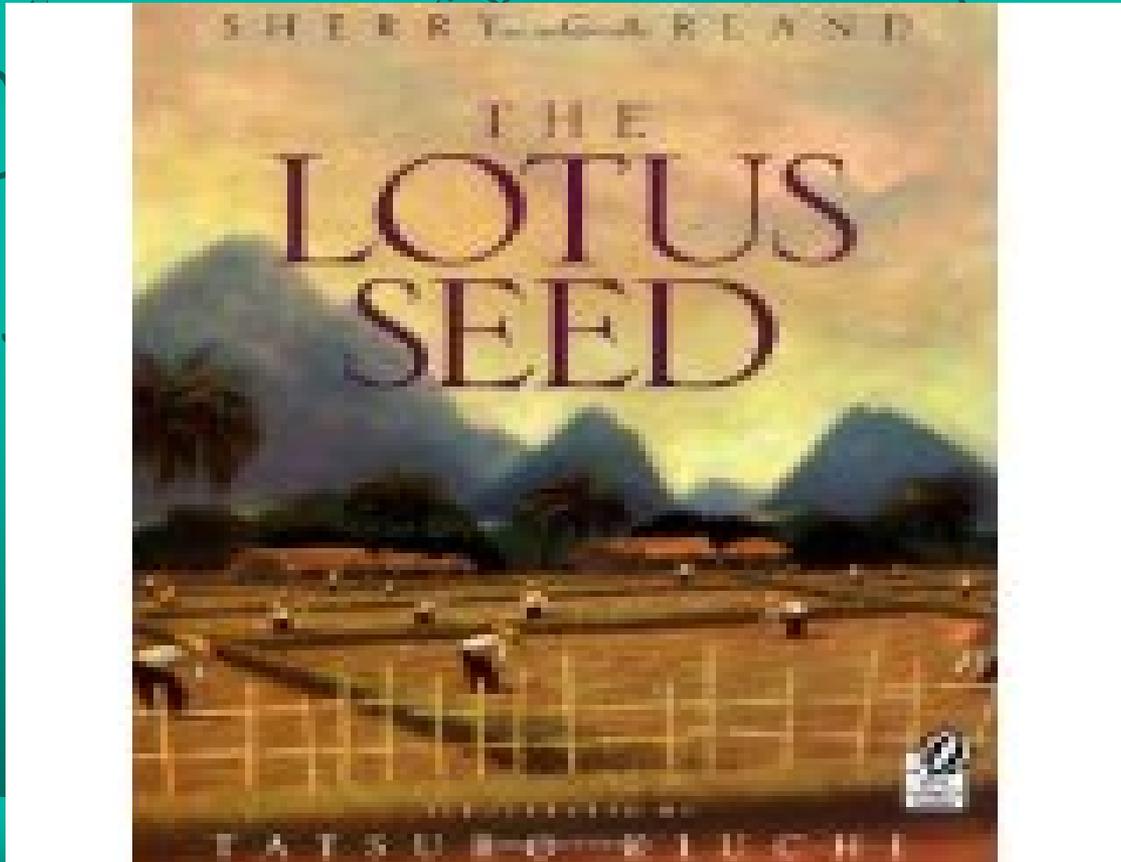
日本女子大学目白キャンパス 新泉山館1階 大会議室

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)

3rd Class : *The Lotus Seed*

by Sherry Garland

~ To understand feelings of refugees ~



Post-reading activity

~Placing the cards in the right order~





2015/ 3/17

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



Students summarize the story

The Lotus Seed
by Sherry Garland





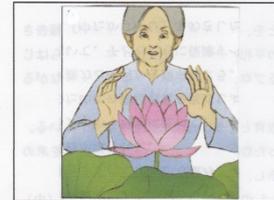












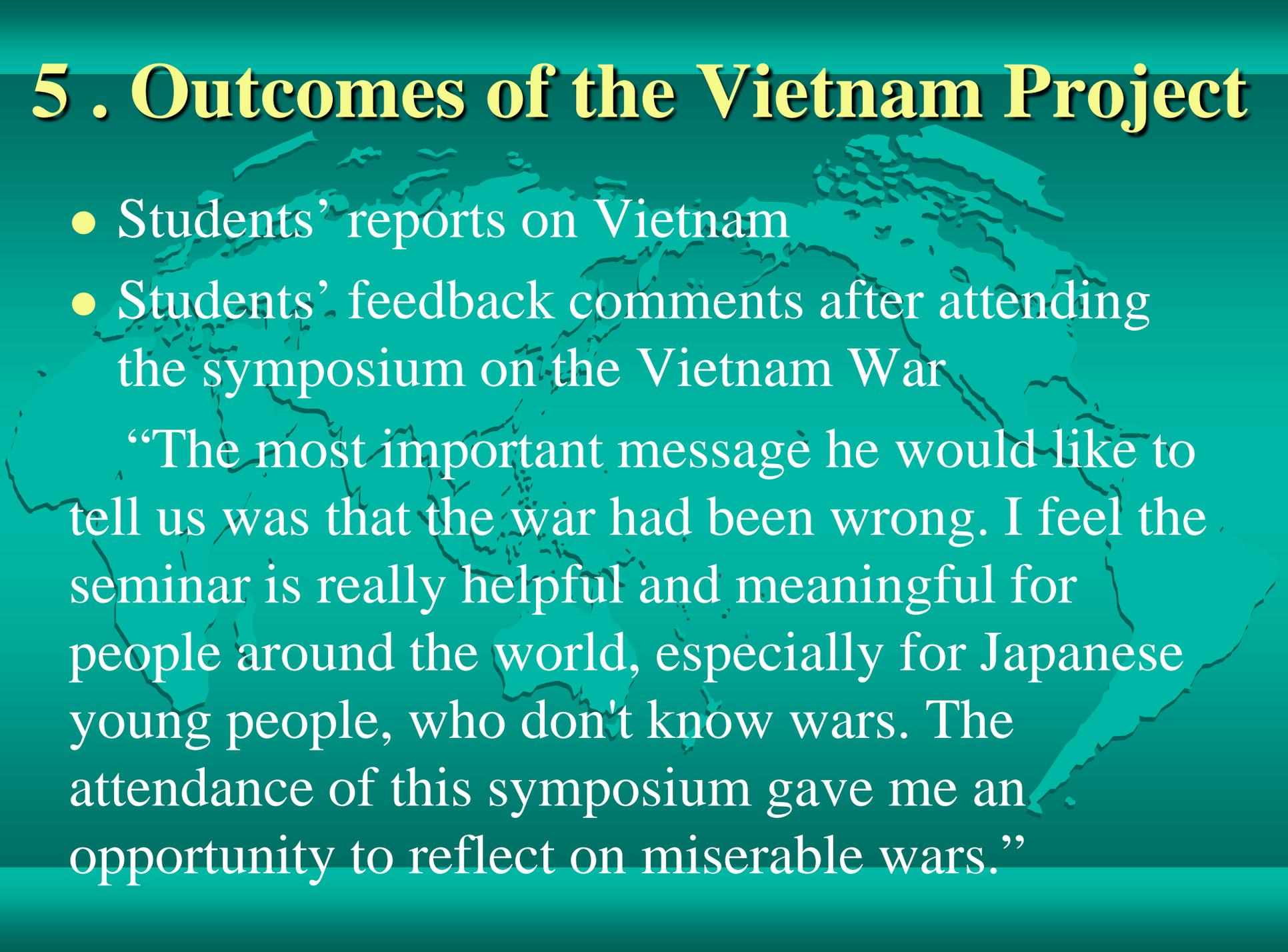


Making a paper puppet theater

➔ 4th Class : Practicing



5 . Outcomes of the Vietnam Project



- Students' reports on Vietnam
- Students' feedback comments after attending the symposium on the Vietnam War

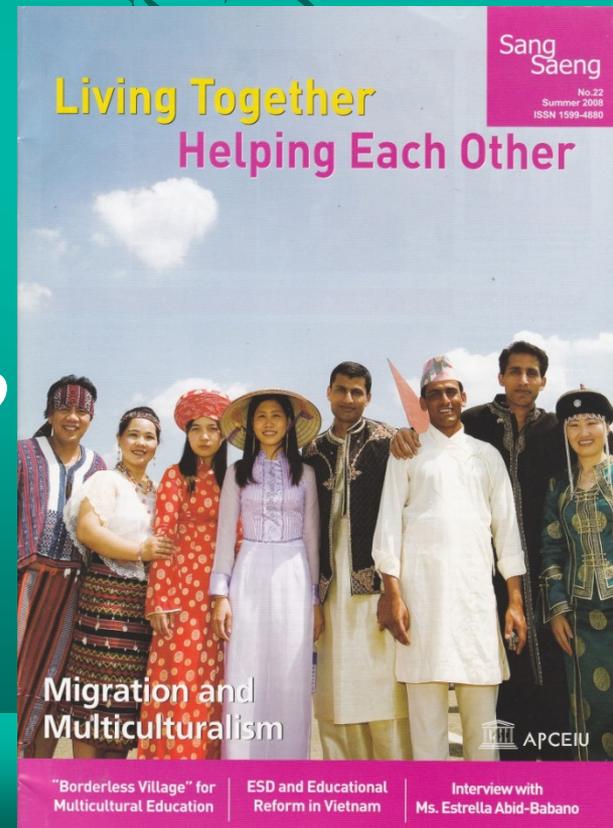
“The most important message he would like to tell us was that the war had been wrong. I feel the seminar is really helpful and meaningful for people around the world, especially for Japanese young people, who don't know wars. The attendance of this symposium gave me an opportunity to reflect on miserable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

6. 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 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”



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**Thank you very much
for your attention.**



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