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Title	Written genres in CLIL-based university level history courses: a study of their language and instruction
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Abstract	本研究ではCLIL（内容言語統合型学習）に基づく英語による世界史の授業において、日本人大学生が5つのエッセイのジャンルでどのように評価的な言語を使用しているかを分析し、質問紙調査を実施した。その結果、選択体系機能言語学を文章指導に導入するために3つの教育的枠組みを提案する。FACTS（感情、活動、状況、変化、尺度）は、書き手が根拠を提示して効果的に評価を行う際に役立ち、VOICES（視点、他者の見解、解釈、要約、展開、尺度）は、書き手が学術的談話を構築して読者の視点を形成する一助となる。FORCES（感情、結果、理由、因果連鎖、展開、尺度）は、説明的文章を読解・分析するための枠組みである。 This study investigated how Japanese university students, as second language writers, use evaluative language across five distinct essay genres in English-medium world history courses based on CLIL (Content and Language Integrated Learning). The research involved both textual analyses and questionnaire surveys. Based on the findings, we propose three pedagogical frameworks for integrating Systemic Functional Linguistics into writing instruction. FACTS (Feelings, Activities, Circumstances, Transformations, Scale) supports writers in presenting evidence and making effective evaluations. VOICES (Viewpoints, Other perspectives, Interpretations, Compression, Elaboration, Scale) helps writers construct academic discourse and shape readers' perspectives. FORCES (Feelings, Outcomes, Reasons, Causal Chains, Elaboration, Scale) provides a framework for facilitating the critical reading and analysis of explanatory texts.
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研究課題名（和文）Written Genres in CLIL-based University Level History Courses: A Study of Their Language and Instruction

研究課題名（英文）Written Genres in CLIL-based University Level History Courses: A Study of Their Language and Instruction

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研究成果の概要（和文）：本研究ではCLIL（内容言語統合型学習）に基づく英語による世界史の授業において、日本人大学生が5つのエッセイのジャンルでどのように評価的な言語を使用しているかを分析し、質問紙調査を実施した。その結果、選択体系機能言語学を文章指導に導入するために3つの教育的枠組みを提案する。FACTS（感情、活動、状況、変化、尺度）は、書き手が根拠を提示して効果的に評価を行う際に役立ち、VOICES（視点、他者の見解、解釈、要約、展開、尺度）は、書き手が学術的談話を構築して読者の視点を形成する一助となる。FORCES（感情、結果、理由、因果連鎖、展開、尺度）は、説明的文章を読解・分析するための枠組みである。

研究成果の学術的意義や社会的意義
This study applies Systemic Functional Linguistics to diverse L2 essay genres, highlighting L2 writers' challenges with academic discourse. The adaptable pedagogical frameworks support writing instruction through group or pair work tailored to learners' proficiency levels and classroom contexts.

研究成果の概要（英文）：This study investigated how Japanese university students, as second language writers, use evaluative language across five distinct essay genres in English-medium world history courses based on CLIL (Content and Language Integrated Learning). The research involved both textual analyses and questionnaire surveys. Based on the findings, we propose three pedagogical frameworks for integrating Systemic Functional Linguistics into writing instruction. FACTS (Feelings, Activities, Circumstances, Transformations, Scale) supports writers in presenting evidence and making effective evaluations. VOICES (Viewpoints, Other perspectives, Interpretations, Compression, Elaboration, Scale) helps writers construct academic discourse and shape readers' perspectives. FORCES (Feelings, Outcomes, Reasons, Causal Chains, Elaboration, Scale) provides a framework for facilitating the critical reading and analysis of explanatory texts.

研究分野：Applied Linguistics, Second Language Writing

キーワード：Second Language Writing　appraisal　discussion genre　CLIL　grammar pattern　evaluative language　history　SFL

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１．研究開始当初の背景

In recent years, there has been growing interest among researchers and educators in CLIL (Content and Language Integrated Learning) (e.g., Coyle, Hood, & Marsh, 2010; Ikeda, 2013). CLIL is defined as “an educational approach in which a foreign language is used as the medium of instruction to teach content subjects for mainstream students” (Nikula, Dalton-Puffer, & Llinares, 2013, p. 70). In Japan, interest in CLIL has been encouraged by ministry guidelines promoting English-medium instruction in content areas, leading several universities to launch English-medium degree programs (see Global 30 Initiative, MEXT, n.d.).

Despite CLIL’s increasing popularity, challenges remain in effectively integrating language and content, particularly concerning which language features should be targeted and how language development occurs through CLIL (Llinares, Morton, & Whittaker, 2012). One linguistics-based method for analyzing content language is the Appraisal framework, part of Systemic Functional Linguistics (SFL), which focuses on evaluative meaning (Martin & White, 2005). Research applying SFL in L1 secondary school contexts has yielded insights into genre-based language use. Coffin (2006) identified nine school history genres within three families: Recording (e.g., Biographical Recounts), Explaining (e.g., Factorial Explanations), and Arguing (e.g., Expositions, Discussions). Each genre displays distinct evaluative patterns, with arguing genres showing the greatest variation.

However, little research has explored how L2 writers use language in these genres (see Miller, Mitchell, & Pessoa, 2014, 2016; Morton & Llinares, 2016). In a previous study, we analyzed essays from a CLIL-based history course at a Japanese university using the Appraisal framework (Myskow & Ono, 2018). Interestingly, students often evaluated historical actors’ emotions—mainly using adjectives and verbs—rather than employing nominalizations typical of expert writing. This tendency shaped causal chains but lacked the destabilizing nuance seen in expert texts.

２．研究の目的

This study aimed to examine how second language (L2) writers use evaluative language across different essay genres—Biographical Recount, Factorial Explanation, Discussion, Exposition, and Challenge—alongside survey data from university students about their in-class analytical group work in CLIL-based, English-medium world history courses. The overarching purpose of this project is to contribute to a better understanding of 1) the particular types of language that should be targeted in CLIL-based history courses and 2) the classroom practices that can improve students’ facility with this language.

３．研究の方法

Research was conducted in four stages. In Stage 1, the Appraisal framework—specifically Attitude resources including Affect, Judgment, and Appreciation—was used to code 62 Biographical Report essays written by Japanese university students for evaluative features. Two researchers assessed the essays and categorized them as high-graded (HGEs) or low-graded (LGEs). The essay data had already been collected, and a preliminary analysis had been completed. This stage investigated differences between HGEs and LGEs in evaluation frequency, use of supporting evidence, and language patterns.

In Stage 2, Exposition essays (n = 20) were analyzed using additional components of the Appraisal framework, focusing on argumentative features such as concessions and hedges. Classroom observations

and survey data were also collected to evaluate instructional practices.

In Stage 3, Discussion (n = 16) and Challenge (n = 19) essays were examined using the same methods as in Stage 2, with particular attention to comparing features across the Exposition, Discussion, and Challenge genres. The findings informed recommendations for sequencing writing tasks.

In Stage 4, the survey data were analyzed, and findings were synthesized and prepared for publication and presentation at academic conferences in Japan and abroad.

４．研究成果

The analysis of 62 biography essays revealed minimal differences between high-graded essays (HGEs) and low-graded essays (LGEs) in their preferences for evaluation subtypes, and no significant differences in their use of positive or negative evaluative loadings. These results suggest that the effectiveness of evaluations depends more on how evidence is mobilized to support them than on the types of evaluations themselves.

Moreover, findings regarding L2 university students' use of key discourse features in Historical Discussion essays showed that LGEs exhibited a weaker authorial voice compared to HGEs. Specifically, writers of LGEs tended to express their views less explicitly and relied more heavily on evaluative positions from source materials to convey arguments. In contrast, HGEs demonstrated more effective integration of source material and featured a more dynamic authorial voice that orchestrated discussion and guided readers through the argumentation.

Another notable finding was the tendency in LGEs to commit the logical fallacy of false equivalency, or both-siderism. The study also suggests that different genres may be prone to different logical fallacies (e.g., Discussion: False Equivalence; Exposition: Laplace's Principle; Challenge: Strawman Fallacy). These patterns appear to have been influenced by curriculum choices—particularly the requirement that students write a single-genre essay on a topic of their choosing. As such, we offer two pedagogical recommendations: (a) prescribe both the topic and genre, and (b) model all three genres so students can select the one most aligned with their rhetorical goals.

Survey data from 180 university students showed that over 90% found the activities useful and engaging, regardless of genre. However, perceived difficulty varied: 12.7% (Biographical Recount) and 13.9% (Factorial Explanation) found the tasks somewhat difficult, compared to higher rates for Discussion (33.3%), Exposition (57.9%), and Challenge (44.4%).

Based on these findings, we propose three pedagogical frameworks for introducing SFL in accessible ways.

- FACTS (Feelings, Activities, Circumstances, Transformations, Scale) helps students present evidence and use evaluation effectively.
- VOICES (Viewpoints, Other perspectives, Interpretations, Compression, Elaboration, Scale) guides students in constructing academic discourse and shaping reader perspectives.
- FORCES (Feelings, Outcomes, Reasons, Causal Chains, Elaboration, Scale) supports critical reading and analysis of explanatory texts.

The proposed pedagogical frameworks can serve as facilitation tools for writing instruction, as they can be adapted for group or pair work depending on students' proficiency levels and classroom needs.

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５．主な発表論文等

〔雑誌論文〕　計5件（うち査読付論文　3件／うち国際共著　1件／うちオープンアクセス　1件）

１．著者名 Myskow, Gordon	４．巻 29
２．論文標題 Genres as social processes: The engines of content and language integration	５．発行年 2023年
３．雑誌名 Studies in Language Sciences: Graduate School of Language Sciences	６．最初と最後の頁 1-17
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 無
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 －

１．著者名 Ono, Masumi & Petric, Bojana	４．巻 15(1)
２．論文標題 Direct quotations in the rhetorical structure of literature PhD thesis introductions	５．発行年 2022年
３．雑誌名 English Text Construction	６．最初と最後の頁 30-67
掲載論文のDOI（デジタルオブジェクト識別子） 10.1075/etc.00049.ono	査読の有無 有
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１．著者名 Myskow, Gordon., & Ono, Masumi.	４．巻 41
２．論文標題 A matter of facts: L2 writers’ use of evidence and evaluation in biographical essays	５．発行年 2018年
３．雑誌名 Journal of Second Language Writing	６．最初と最後の頁 55-70
掲載論文のDOI（デジタルオブジェクト識別子） 10.1016/j.jslw.2018.08.002	査読の有無 有
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１．著者名 Myskow, Gordon, & Ono, Masumi.	４．巻 10
２．論文標題 Construing emotion in academic writing: L2 writers’ use of Affect in historical explanation essays	５．発行年 2018年
３．雑誌名 Writing & Pedagogy	６．最初と最後の頁 191-219
掲載論文のDOI（デジタルオブジェクト識別子） 10.1558/wap.32850	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 －

１．著者名 Ono, Masumi	４．巻 147
２．論文標題 Applying the VOICES framework in the EFL content-based classroom: Perspectives from university students.	５．発行年 2026年
３．雑誌名 教養論叢	６．最初と最後の頁 -
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 無
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〔学会発表〕　計3件（うち招待講演　0件／うち国際学会　3件）

１．発表者名 Myskow, Gordon
２．発表標題 SFL arguing genres and the logical fallacies they afford
３．学会等名 The 48th International Systemic Functional Linguistics Conference（国際学会）
４．発表年 2023年

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２．発表標題 Linguistic challenges of inductive discourse: Analysis of L2 writers' historical discussion essays
３．学会等名 The 12th Symposium on Writing Centers in Asia（国際学会）
４．発表年 2020年

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３．学会等名 The 11th Symposium on Writing Centers in Asia（国際学会）
４．発表年 2019年

〔図書〕　計1件

１．著者名 Myskow, Gordon	４．発行年 2023年
２．出版社 Candlin & Mynard ePublishing	５．総ページ数 410
３．書名 The buried grammar of racial injustice and the pedagogical practices for unearthing it. In G. P. Glasgow (Ed.), Multiculturalism, language, and race in English education in Japan: Agency, pedagogy, and reckoning	

〔産業財産権〕

〔その他〕

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６．研究組織

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