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研究課題名(和文) Multicultural Japan: Effective Methodologies for Teaching Language and Culture to Japanese University Students

研究課題名(英文) Multicultural Japan: Effective Methodologies for Teaching Language and Culture to Japanese University Students

研究代表者

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研究成果の概要(和文)：学習者の文化的背景を基礎とした英語テキストの有効性について調査研究を行い、語学力4スキルの伸長を確認することができた。上記文化的背景を盛り込んだ教材は英語学習効果に顕著な影響を与える。英語習熟度全レベルにおいて非常に高い教育効果を示す。教材は、初級から上級レベルまで容易に準備し教育現場に適用可能。研究成果まとめとして、英語以外の他言語や文化への適用が可能であることを確認した。

研究成果の学術的意義や社会的意義

We presented research at numerous conferences and published many articles that detail our methodology, materials development, and results. We hosted a symposium to share ideas and research on this topic (Multicultural Japan Research and Methodologies for Teaching Language and Culture, Dec 2019).

研究成果の概要(英文)：We conducted a survey into university textbooks and culturally familiar materials in English language education. The conclusions are: (a) In university settings, culturally familiar material significantly improves foreign language acquisition and retention. (b) These materials can be easily developed and adapted for all the proficiency levels. These findings are significant for all language teachers.

研究分野：English

キーワード：EFL CLIL English Language Education Culture

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様式 C - 19、F - 19 - 1、Z - 19 (共通)

1 . 研究開始当初の背景

When we began this project, very little research had been done into English-language education and textbook use at the university level in Japan. Part of the reason for this was there is no standard textbook at many universities, and individual teachers select texts they use in their courses. Any study of university textbooks is also complicated by the multiple purposes of English education at the university level. Therefore, based on research that demonstrated that culturally based second language textbooks had been effective in other countries, this project took the hypothesis that using culturally familiar materials would promote greater language gains in Japanese university students as well.

2 . 研究の目的

This research project had two objectives. First, our scholars assessed the usage of the most common English-language textbooks at Japanese universities through a survey to uncover the role of culturally familiar materials in tertiary education. Second, we designed materials and studies in order to demonstrate the efficacy of culturally familiar language materials for second language acquisition in Japanese universities. Based on the findings of our research, we developed text and learning materials that were based on Japanese culture and relied on culturally familiar contexts to allow for greater foreign language gains in Japanese university students.

3 . 研究の方法

Over the course of four years, this research project completed the two major lines of research. First, we conducted a survey of 215 university instructors of English as a foreign language into textbook preferences and usage. This research indicated that while teachers recognized the importance of culturally familiar language teaching materials, few educators put this into practice. Our second, and more important thread of research was into the efficacy of using culturally familiar materials in language education across all four skills: speaking, reading, listening, and writing. This research was conducted over the course of four years by a series of crossover studies, each targeting one of the four skills.

4 . 研究成果

Two of our researchers, Mr. Robert Sheridan and Dr. Kathryn M. Tanaka, together with Mr. Nicholas Hogg, conducted a pilot crossover study in 2016, prior to the beginning of this research project. This pilot study was published in *Language Education in Asia*, Volume: 7(2) in 2017. Building on their initial findings, then, the researchers designed and conducted studies into the efficacy of culturally familiar materials in language education across all four skills. In their initial research into the efficacy of culturally familiar materials, reading, and vocabulary recall in the EFL classroom, Mr. Robert Sheridan and Dr. Kathryn M. Tanaka, together with other researchers, found that the usage of such materials improves vocabulary recall, comprehension and interest (Sheridan, R., Tanaka, K.M. & Hogg, N. (2019). Foreign Language, Local Culture: How Familiar Contexts Impact Learning and Engagement. *TESL-EJ*, 23(1); Sheridan, R., Tanaka, K. & Tang, D. (2019). The Benefits and Use of Culturally Familiar Materials in Japanese University EFL Classrooms. *Osaka JALT Journal*, 6). Mr. Gordon Carlson (2019), with the assistance of other researchers, (Listening Comprehension Through Culturally Familiar Contexts: A Case Study in Japan, *PASAA: Journal of Language Teaching and Learning*, 58) demonstrated that students who listened to culturally unfamiliar passages had significantly higher perceived barriers and active filters, although his work further demonstrated that with adequate instruction there were near equal gains with both culturally familiar and unfamiliar listening passages. Mr. Daniel Tang studied what the effects of culturally familiar topics, nouns and images were on speaking activities. He found a statistically significant increase of vocabulary level and use (lexical resource), although this did not apply to measures of fluency and coherence. Qualitatively, students reported feeling more confident discussing Japanese topics, thus enabling them to overcome shyness or confidence barriers in speaking tasks. This was presented in "Speak about what your students know - the effects of culturally familiar material on speech", at the 16th Annual CamTESOL conference in 2018. A research article based upon these findings is in progress. Mr. John Jackson measured writing gains in students when they performed writing activities based on culturally familiar or unfamiliar prompts. He found that adjective use differed depending on whether or not the material was familiar, with more descriptive language used when the context was Japan based. Further, he demonstrated that students wrote slightly longer passages when the context was familiar. His work was summarized in "Using Culturally Familiar Material to Measure Gains in Listening & Writing Skills, a presentation at the symposium, "Japan in the World, the World in Japan" in 2017. In addition

to our research publications, our researchers have all also conducted workshops at international conferences into material design and creation, primarily through international conferences such as JALT, KoTESOL, Thai TESOL and CamTESOL. We aimed to make our methods accessible and available for educators to easily adapt to their own classrooms. These workshops met with generally positive feedback. In addition to demonstrating the efficacy of culturally familiar materials, Mr. Robert Sheridan noted that not only did students have significant language gains when reading culturally familiar materials, informal feedback indicated that students seemed to prefer culturally familiar materials and be more motivated to study them. Therefore, in order to trace this line of inquiry our preliminary studies tangentially opened Mr. Robert Sheridan led a study with Mr. Barry Condon to determine whether students have a preference for culturally familiar over unfamiliar texts when choosing course materials clustered around the topics they are interested in studying. Results revealed participants preferred culturally familiar texts to a statistically significant degree, and selected “lighter” topics more frequently than “heavier” topics. Further analyses revealed L2 proficiency had a significant effect on the cultural context that learners selected, and gender had a significant effect on the topics they chose. These findings provide important insights to EFL educators and material designers as they show learners strongly prefer culturally familiar materials, and the results further indicate broadly the kinds of cultural topics students find most interesting. This work appeared in summer 2020 (Letting Students Choose: How Culture Influences Text Selection in EFL Reading Courses, *The Journal of AsiaTEFL* 17 (2)). Jointly as a research group, we produced a culturally based textbook that was designed by Mr. John Jackson, with Mr. Robert Sheridan developing several units, and Mr. John Jackson, Dr. Jonathan Aliponga, Mr. Daniel Tang, Mr. Gordon Carlson, Ms. Jeanette Kobayashi and Dr. Kathryn M. Tanaka each contributing two chapters. The main editors are Mr. Jackson and Mr. Sheridan. This book, entitled *iNotice*, is currently under review with Cengage National Geographic. We also have a second textbook in progress that we expect to complete in the next year. Finally, in addition to presenting our work at international symposia over the course of three years, we were also able to host two symposia at Otemae University about the use of culturally familiar materials in language education. The first was a two-day event held in conjunction with Japan in the World, the World in Japan, which focused on teaching Japan-related content in language and CLIL courses. The second focused specifically on the topic of our research and provided a forum for language educators to talk about culturally familiar content in English language education. During this event, we summarized our research findings and previewed copies of our textbook, *iNotice*. We were further able to welcome guest speakers Dr. Stephen Krashen and Dr. Gerry Yokota, and to interview them on their work in the field of language education and their thoughts on culturally based language education. These interviews, by Mr. Gordon Carlson and Mr. Daniel Tang respectively, were published in Otemae’s *Journal of Research and Pedagogy* Volume 6. Mr. Robert Sheridan and Mr. John Jackson also conducted an interview with Dr. Krashen that will be forthcoming in *The Language Teacher*. Taken as a whole, this research project achieved significant results. We demonstrated through our textbook surveys that language teachers in Japan recognize a need for culturally familiar language teaching materials. While the need was recognized, there was little research into how effective these materials would be in a Japanese university context. This research collectively demonstrated significant language gains across all four skills when using culturally effective materials. It also demonstrated that students often prefer culturally familiar materials and when given the choice will self-select such materials. These results are significant for not only English language educators, but teachers of other languages in Japan as well. The results are also significant for Content and Language Integrated Learning instructors and teachers who use English as a Medium of Instruction methods. This work provided important groundwork for further research into culturally familiar materials in Japan and demonstrated that there are measurable gains and significant benefits to the use of these materials in language classes in Japan.

5. 主な発表論文等

〔雑誌論文〕 計10件（うち査読付論文 8件 / うち国際共著 3件 / うちオープンアクセス 6件）

1. 著者名 Robert Sheridan, Kathryn M. Tanaka, & Jeanette M. Kobayashi	4. 巻 9(2)
2. 論文標題 Culture and Constructivism: A New Approach to Student-Centered English Language Education in Japan.	5. 発行年 2018年
3. 雑誌名 Kindai University Center for Liberal Arts and Foreign Language Education Journal (Foreign Language Edition)	6. 最初と最後の頁 33-56
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 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 Robert Sheridan & Kathryn M. Tanaka	4. 巻 43(2)
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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 有
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1. 著者名 Sheridan, R., Tanaka K. M., & Hogg, Nicholas	4. 巻 7(2)
2. 論文標題 English Through Culturally Familiar Contexts: A Pilot Study in Japan	5. 発行年 2016年
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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 有
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 該当する

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2. 論文標題 The Benefits and Use of Culturally Familiar Materials in Japanese University EFL Classrooms	5. 発行年 2019年
3. 雑誌名 Osaka JALT Journal	6. 最初と最後の頁 5-33
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 有
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 -

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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 -

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3. 雑誌名 Journal of Research and Pedagogy: Multicultural Japan Research and Methodologies for Teaching Language and Culture	6. 最初と最後の頁 49-61
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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1. 著者名 Gordon Carlson	4. 巻 6
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3. 雑誌名 Journal of Research and Pedagogy: Multicultural Japan Research and Methodologies for Teaching Language and Culture	6. 最初と最後の頁 151-156
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 オープンアクセスではない、又はオープンアクセスが困難	国際共著 -

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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 -

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3. 雑誌名 TESL-EJ	6. 最初と最後の頁 n.p.
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 有
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 該当する

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1. 発表者名 Jonathan Aliponga
2. 発表標題 EFL Students' Perceptions of Using Local and International Social Issue Texts in the Classroom
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1 . 発表者名 Robert Sheridan, Shirley Ando, John Jackson, Gordon Carlson, and Daniel Tang
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4 . 発表年 2019年

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4 . 発表年 2019年

1 . 発表者名 Sheridan, R. and Condon, B.
2 . 発表標題 Letting Students Chose: How culture influences text selection in EFL reading courses
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4 . 発表年 2020年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

We hosted the symposium Multicultural Japan: Research and Methodologies for Teaching Language and Culture in December of 2019.
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6. 研究組織

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