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研究課題名(和文) CLIL型短期留学のインパクトに関する縦断的かつ横断的調査

研究課題名(英文) Impact of a Short-term CLIL-based Study-abroad Program on Japanese university students

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研究成果の概要(和文)：これまでに様々な留学・国際教育に関する研究が行われ、その影響・効果について多くのことが明らかになってきた。本研究は、「短期留学」と「専門科目の統合」に焦点をあて、サステナビリティを英語で学ぶことを目的とした6週間米国短期留学プログラムを対象として、参加した日本人学生に与えた影響・変化などを探った混合研究法調査である。留学前・留学後の質問紙調査からは、グローバル・シティズンシップの気づき・社会的責任の変化に大きな有意差が、異文化理解能力・自尊感情・個人的資質等に肯定的変化が見られた。質的データからは、数週間の経験でも環境への気づきや自律学習を十分促すことなどが示された。

研究成果の学術的意義や社会的意義

相互に関係し合う今日の世界において、大学の国際化と学生の双方向交流は重要な課題となってきた。これまで留学の意義や効果について多くの研究が行われており、学位取得留学や1年・1セメスターなどの長期交換留学を対象として、異文化理解能力やキャリア志向への影響はかなり理解されてきた。しかし、近年では、大学間相互交流協定に基づく数週間から1ヶ月未満のコンテンツ科目を目的とした短期留学プログラムが増加してきている。本研究の対象とした6週間のサステナビリティ・プログラムなど、コンテンツ・言語統合型のCLIL型短期留学について示唆が得られたことは、短期プログラムの効果的な実施運営への示唆となると考える。

研究成果の概要(英文)：In today's interconnected world, internationalization for universities has become important. The number of short-term study-abroad programs based on inter-institutional agreements has increased and needs more research to understand their effects. With this background, this study investigated the effects of a 6-week customized CLIL program in Arizona on the participating Japanese university students by using a quasi-experimental mixed methods approach. The results showed a high statistical significance with their development of global citizenship awareness, and social responsibility, while their intercultural competence, self-esteem, and personal abilities also improved. The qualitative data from interviews and journal writing tracks the detailed practical changes in personal development (self-resourcing, appreciating social resources, and future orienting in career and academic orientation).

研究分野：Applied Linguistics, Bilingualism, Study Abroad

キーワード：Study abroad CLIL Quasi-experimental study

## 1. 研究開始当初の背景

In today's highly interconnected world, internationalization for higher education institutions (HEI) has been a key issue in any part of the world. With the increased focus on fostering global *jinzai* (human resources), the national policies for sending Japanese students abroad as well as the international collaborations between HEIs have become immensely important. As a result, inter-institutional short-term study-abroad (SA) global student mobility has been rising, although it was temporarily interrupted during the COVID-19 pandemic. More than 70 % of the outbound programs from Japan were either shorter than one month, or one to three months in recent years (JASSO, 2018).

SA factors impacting Japanese students had been investigated by major research studies (e.g., Kuroda, Sugimura, Kitamura, & Asada, 2018; Yokota, Ohta, & Niimi, 2017, to name a few). Having said that, existing SA research had concentrated on the effects of longer sojourns of more than a year and medium lengths of three to six months and, in terms of domains, concentrated largely, and perhaps somewhat narrowly, on measuring intercultural competence (Anderson, Lawson, Rexeisen, & Hubbard, 2006; Mapp, 2012). However, the impact of SA on shorter lengths of several weeks has not been fully understood (Llanes & Munoz, 2009). In addition, inter-institutional customized content programs or Content and Language Integrated Learning (CLIL) (Coyle, Hood, & Marsh, 2010; Smit & Dafouz, 2012) programs have not been fully examined as to how the program goals are achieved. The CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood & Marsh, 2010, p. 1).

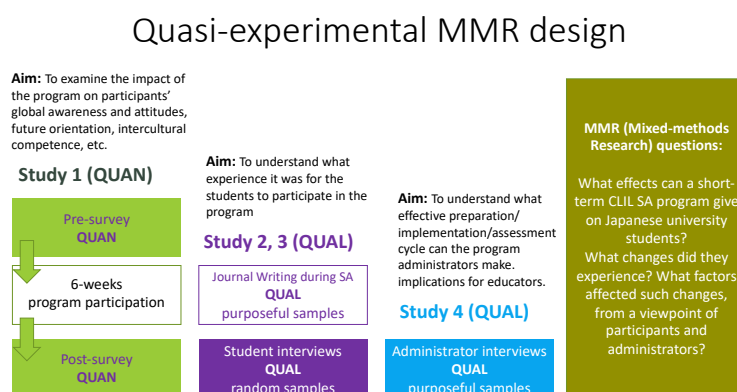
With this background in mind, the targeted program of this study was a six-week sustainability SA program with pre-departure and post-program sessions, administered in collaboration with a private university in central Japan and a university in Arizona in the US. The cohort characteristics were that participants were sophomores majoring in Global Liberal Studies with CEFR B1 level English proficiency on average. The program goals were to develop sustainability content knowledge, academic orientation, global citizenship awareness, English proficiency, and intercultural competence enhancement.

## 2. 研究の目的

Being motivated by the aforementioned background, the major aim was to generate knowledge regarding the impact of a short-term CLIL program abroad on Japanese university students. Firstly, to understand the participants' perceptual changes over time, we conducted a pre/post questionnaire survey consisting of 60 question items in eight categories to compare the participants' attitudes and perceptions. Secondly, qualitative inquiries through participant interviews and journal writing were also attempted to understand how they perceived their SA experience. Finally, to discuss how these programs can be effectively designed for better performance to achieve the goals, program administrators' voices were also examined through interviews.

## 3. 研究の方法

The approach to this research was a quasi-experimental mixed-methods approach as a program assessment, particularly as to what impact a short-term sustainability SA program has had on the participants. Four sets of data were collected by integrating quantitative and qualitative inquiry as follows:



**Study 1:** This step included a pre/post questionnaire survey ( $N = 104$  for pre-survey and 106 for post-survey) consisting of question items of

**Figure 1: The Design**

eight categories: *Identity as a Global Citizen (IGC)*, *Social Responsibility (SR)*, *Global Competence (GC)*, *Global Civil Engagement (GCE)*, *Career and Academic orientation (CAO)*, *Self-Esteem (SE)*, *Personal Quality (PQ)*, and *Intercultural Competence (IC)*. (Concepts came from Morais & Ogden (2011), Yokota et al. (2017), and Yashima (2010) and items are partly adapted from them.) Participants' perceptual changes over time were identified.

**Study 2:** Participants' post-program interviews ( $N = 4$ ) were done and thematic analysis was attempted to generate themes and theorization.

**Study 3:** SA journal writing ( $N = 13$ ) during the program was done. Text-mining by using KH-Coder (Higuchi, 2014) was conducted for two analyses: 1) Co-occurrence networking of all the word entries and 2) discriminant analysis by week, by previous overseas experience (none, short trip, short SA, living experience), and by English proficiency.

**Study 4:** Administrators' interviews ( $N = 4$ ) were conducted.

For each of Studies 2, 3, and 4, the ethical clearance for personal information protection was obtained from the University's Ethics Committee. Consent was gained from the participants before the onset of data collection.

#### 4. 研究成果

A quantitative survey, Study 1, was intended as a targeted assessment of a 6-week sustainability study-abroad program. The results of the pre-post comparison *t*-tests suggest that (1) the participants' awareness of global citizenship (IGC) and social responsibility (SR) had developed with a high statistical significance. This can be attributed to the program's distinctive feature that was designed and customized to study sustainability on the university's campus in the US; (2) intercultural communication skills (IC and GC), self-esteem (SE), and personal quality (PQ) also improved; (3) although it was short-term, this SA program was highly effective in not only broadening the participants' perspective toward sustainability, but also augmenting their autonomy through active engagement in project-based learning at the host university or through communication with people in Arizona; and (4) the results should be

**Table 1: Effects of CLIL SA (pre/post comparison) (Shikano & Kagohashi, 2021)**

Scales	PRE N = 104		POST N = 106		T-tests		
	Mean	SD	Mean	SD	t	p	
IGC2	consciousness as an Asian	3.45	1.013	3.76	0.981	-2.2677	0.0122 ***
IGC3	consciousness as a global citizen	3.34	1.020	3.79	0.933	-3.3772	0.0004 ***
IGC4	desirability to be a global citizen	3.91	0.977	4.29	0.804	-3.0667	0.0012 ***
SR6	my behaviors and actions affect people overseas	2.99	1.242	3.9	0.98	-5.8425	0.0000 ***
SR7	feeling connected with people overseas	3.35	1.237	4.06	1.022	-4.5334	0.0000 ***
SR10	being able to take different perspectives	3.36	0.913	3.73	0.911	-2.9454	0.0018 ***
GC8	interest in foreign diplomacy and international relations	4.09	1.025	4.3	0.841	-1.6623	0.0490 **
GC9	interest in news programs about international issues	3.59	0.972	3.81	0.947	-1.6972	0.0456 **
GC11	sense of living together with people of diverse values	3.91	0.790	4.17	0.762	-2.3935	0.0088 ***
GC45	practical English skills	3.05	0.954	3.33	0.933	-2.1573	0.0161 **
GC53	not worrying about my own awkward cultural	3.03	1.038	3.23	1.012	-1.4085	0.0802 *
GC55	fair judgment about people of diverse backgrounds	3.49	0.870	3.86	0.951	-2.928	0.0019 ***
CAO22	concrete ideas about my own career	2.76	1.075	2.98	1.087	-1.4852	0.0695 *
CAO23	positively engaged in study	3.54	0.913	3.71	0.988	-1.3367	0.0914 *
SE19	high self-efficacy	3.42	0.932	3.84	0.917	-3.2651	0.0006 ***
SE20	high self-esteem	3.16	0.996	3.53	1.007	-2.6396	0.0045 ***
SE25	feeling my own growth	3.68	0.978	3.98	0.956	-2.2356	0.0132 **
SE27	coping with situations when things do not go well	3.32	0.948	3.61	0.823	-2.4136	0.0083 ***
SE28	being confronted with a difficult situation	3.38	0.876	3.64	0.771	-2.301	0.0112 **
PQ33	strong leadership	2.87	1.100	3.09	1.167	-1.4063	0.0806 *
PQ35	high critical thinking competence	3.38	1.058	3.57	0.976	-1.3297	0.0925 **
PQ37	high logical thinking skills	3.30	0.873	3.61	0.932	-2.5014	0.0066 ***
PQ38	special knowledge or skills	2.63	0.767	2.91	0.941	-2.3149	0.0108 **
PQ40	problem-solving skills	3.35	0.871	3.67	0.859	-2.6759	0.0040 ***
PQ54	like trying new things	3.61	0.949	3.86	0.980	-1.898	0.0295 **
IC44	knowing society, customs, and culture of host country	3.31	0.960	3.91	0.857	-4.722	0.0000 ***
IC46	having intercultural competence	3.60	0.830	4.01	0.787	-3.7008	0.0001 ***
IC52	how to cope with stress in a new environment	2.99	1.110	3.52	1.016	-3.5959	0.0002 ***
IC57	liking people of different interests and preferences	4.19	0.813	4.42	0.779	-2.0263	0.0220 **

reinforced by qualitative analysis to track the detailed practical changes in personality that might not be fully captured in this study (such as the career and academic orientation (CAO)). (Reported in the 2021 NAFSA annual conference. Poster #968901) (Table 1)

To complement the Study 1 survey, Study 2 post-program interviews were conducted with four randomly selected participants (A male student of B2 English proficiency; three female students with B2, B1, and C1 respectively). The research questions were: (1) What changes, if any, did the students experience through participating in a CLIL-based short-term SA program?; (2) What factors affected such change? The interview data were analyzed by thematic analysis (Braun & Clarke, 2006) through the steps of coding, developing emergent themes, and defining/naming themes. As a result, four themes emerged: 1) Self-resourcing (proactivity, self-efficacy, and autonomy), 2) Appreciating social resources (social capital, interdependency, catalysts), and 3)

Future orienting (career/academic/ lifestyle orientation). The study can conclude that the CLIL-based short-term SA can lead to self-change in several value-added dimensions and that the changes are interrelated, as illustrated in Figure 2. (Reported in the 2021 Annual CamTESOL Conference, Poster.)

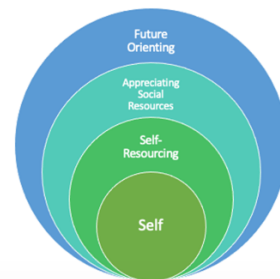


Figure 2: Inside Out Connections (Shikano, Deacon, & Yamagishi, 2021)

Another qualitative inquiry, Study 3, was a text-mining analysis of SA journal writing, in which thirteen students (five male and eight female students; one with C1 level of English proficiency in CEFR, one with B1 (high), eight with B1 (intermediate), three with B1 (low) and one with B2 proficiency) participated. They wrote a diary journal once a week for six weeks, focusing on significant incidents of the week, including their associated emotions and awareness. Research questions were (1) What kind of experience was their study abroad in the US, as reflected in their journals?; (2) How do students' journal entries change from Week 1 to Week 6?; and (3) Were there group differences? To answer the RQs, co-occurrence networking of the journal entries (Figure 3) and discriminant analysis were attempted. In conclusion, ten labels in three larger themes were given to the networks: *Being a student at an American university* (tackling class assignments, difficulty of using English for study, class and instructors, size of university facilities); *Encountering new cultures* (attitudes of local people, new cultural experience, cultural awareness); *Turning anxiety into gratitude* (anxiety, friends as external resources, gratitude for the study abroad opportunity). The results of the discriminant analysis showed that journal entries were different between 'first time abroad' students and 'been abroad before (even a short trip)' students, while English proficiency did not show distinct gaps. (Reported as a journal article in 2023.)

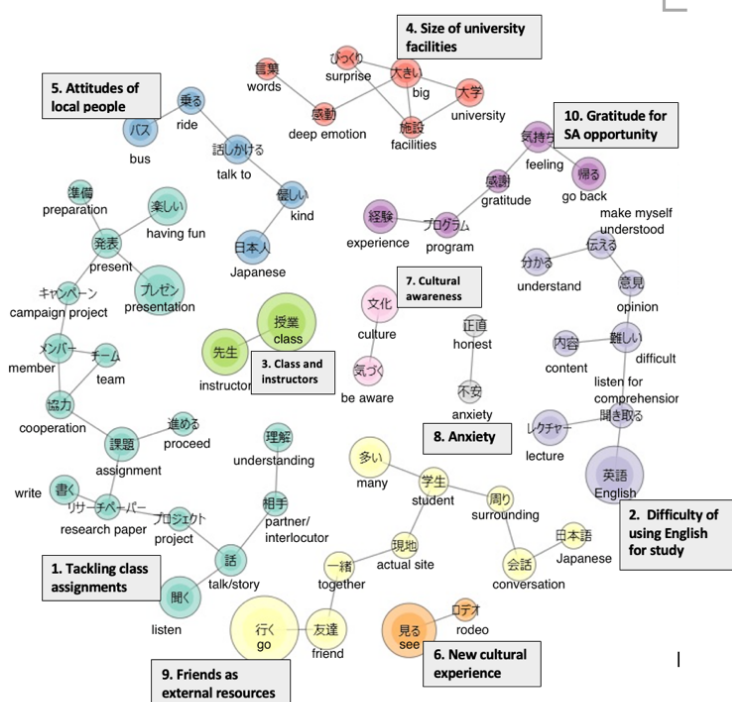


Figure 3: Co-occurrence Networks of Frequently Used Words in Journals (Shikano, Deacon, Yamagishi, & Kagohashi, 2023)

Finally, Study 4 focused on the program administrators' voices (interviews with two Japan-side administrators and US-side administrators) in conjunction with the whole cycle from the point of designing, preparing for, and implementing the program, to the point of assessing and reflecting on the program. From the senders' perspectives, there were three important aspects in selecting counterparts: 1) being capable of content-language integration; 2) choosing an established institution having CLIL-experienced teaching staff; and 3) building mutual trust so that both the sending institution and receiving institution can place any agenda on the discussion table at any point. In the preparation stages, the administrators (program founders) spent more than two years designing it. From the receivers' viewpoint, it was indicated that the teaching staff paid maximum attention to the program, by having frequent online meetings (via Slack) and face-to-face communication to exchange their observation on the participating students. In the post-program

stages, there were reflection meetings to discuss what worked and what did not work well. By doing this, an effective PDCA (plan-do-check-act) cycle was possible. (Reported as a journal article in 2023).

In conclusion, quantitative data (in Table 1) showed that the participants' awareness of global citizenship (IGC) and social responsibility (SR) had developed with a high statistical significance. This can be attributed to the program's CLIL design and customization with clear target goals. Intercultural communication skills (IC and GC) through interactions involving



participants and the host university faculty and students, and the local people in Arizona also improved, in addition to the positive changes in self-esteem (SE) and personal quality (PQ). This short-term CLIL SA was highly effective in broadening the participants' perspective toward pro-environmental sustainability, and also augmenting their autonomy through active engagement in hands-on experience and project-based learning. The qualitative analysis (in Figures 2 and 3) tracked the detailed practical changes in personal development (self-resourcing, appreciating social resources, and future orienting in career and academic orientation). We hope the implications of this study will be useful for SA educators and administrators.

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- Shikano, M., Deacon, B., Kagohashi, K., & Yamagishi, T. (2020). An overview of core domains impacting a short-term CLIL-based study-abroad program. *Academia Literature and Language*, 107, 115-144.
- Shikano, M., Deacon, B., & Yamagishi, T. (2021). Investigating Japanese students' perspectives on a CLIL-based study-abroad program on sustainability: A qualitative study. Paper presented at *The 17<sup>th</sup> Annual CamTESOL Conference* on February 7, 2021.
- Shikano, M. & Kagohashi, K. (2021). Impact of a CLIL-based study-abroad program on Japanese college students. Poster presented at the *NAFSA 2021 Annual Conference* on June 2, 2021.
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## 5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 0件 / うち国際共著 0件 / うちオープンアクセス 2件）

1. 著者名 Shikano, M., Deacon, B., Yamagishi, T., & Kagohashi, K.	4. 巻 112
2. 論文標題 Short-term Study-Abroad Experience Reflected in Journals: A Quantitative Content Analysis	5. 発行年 2023年
3. 雑誌名 Academia	6. 最初と最後の頁 1-22
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1. 著者名 山岸敬和・鹿野緑・竜橋一輝・Brad Deacon	4. 巻 112
2. 論文標題 CLIL型海外短期留学におけるプログラム策定・管理者の役割 Nanzan-ASU Sustainability Programを事例として	5. 発行年 2023年
3. 雑誌名 アカデミア文学語学編	6. 最初と最後の頁 51-82
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1. 著者名 Midori SHIKANO, Brad DEACON, Kazuki KAGOHASHI, Takakazu YAMAGISHI	4. 巻 Vol. 107
2. 論文標題 An Overview of Core Domains Impacting a Short-Term CLIL-Based Study-Abroad Program	5. 発行年 2020年
3. 雑誌名 Academia, Language and Literature, Nanzan Academic Society	6. 最初と最後の頁 115-144
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〔学会発表〕 計9件（うち招待講演 1件 / うち国際学会 6件）

1. 発表者名 Midori Shikano, Brad Deacon, & Takakazu Yamagishi
2. 発表標題 Investigating Japanese students' perspectives on a CLIL-based study-abroad program on sustainability:
3. 学会等名 17th Annual CamTESOL Conference（国際学会）
4. 発表年 2021年

1. 発表者名 Midori Shikano, Kazuki Kagohashi, & Brad Deacon
2. 発表標題 Impact of a CLIL Study-abroad Program on Japanese University Students: Integrating Quantitative and Qualitative Methods
3. 学会等名 AILA (International Association of Applied Linguistics) World Congress (国際学会)
4. 発表年 2021年

1. 発表者名 Midori Shikano & Kazuki Kagohashi
2. 発表標題 Impact of a CLIL-Based Study-Abroad Program on Japanese College Students
3. 学会等名 NAFSA 2021 Annual Conference (国際学会)
4. 発表年 2021年

1. 発表者名 Midori Shikano, Brad Deacon
2. 発表標題 Investigating Japanese students' perspectives on a CLIL-based study-abroad program on sustainability: A qualitative study
3. 学会等名 17th Annual CamTESOL Conference (国際学会)
4. 発表年 2020年

1. 発表者名 Midori Shikano, Kazuki Kagohashi
2. 発表標題 Impact of a CLIL-Based Study-Abroad Program on Japanese University Students
3. 学会等名 NAFSA 2021: Association of International Educators (国際学会)
4. 発表年 2021年

1. 発表者名 Brad Deacon, et al.
2. 発表標題 Building Intercultural Competence through CLIL
3. 学会等名 JALT 2020 46th Annual International Conference , JALT (国際学会)
4. 発表年 2020年

1. 発表者名 鹿野 緑、Brad DEACON, 籠橋一輝、山岸敬和
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3. 学会等名 南山学会シンポジウム2019 (招待講演)
4. 発表年 2019年

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2. 発表標題 "Promoting Active Learning In and Out of the Classroom"
3. 学会等名 第11回JACET関東文部大会
4. 発表年 2018年

1. 発表者名 Deacon, Brad
2. 発表標題 "Examining Active Learning in Lectures"
3. 学会等名 13th International Conference on Language, Innovation, Culture & Education 2019
4. 発表年 2018年



〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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