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研究課題名(和文) An investigation into the use of digital stories to reduce culture shock of Japanese students

研究課題名(英文) An investigation into the use of digital stories to reduce culture shock of Japanese students

研究代表者

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交付決定額(研究期間全体)：(直接経費) 3,300,000円

研究成果の概要(和文)：この研究によって、研究者はより深く理解することができました。そこから、このテーマを改革し、より良い結果を得ることができました。この助成金によって、私はいくつかの国際会議に出席することができ、デジタルストーリーをより良いものにすることができました。この研究の結果、研究者はこのテーマについてより深く理解することができました。このことから、このテーマを改革し、より良い結果を得ることができました。

研究成果の学術的意義や社会的意義

The field of digital videos for study abroad has not been explored in Japan. This is especially true of students at the university level in Japan. Thus, the results of this research fill a gap in the field and will allow for future researchers to investigate this area of study.

研究成果の概要(英文)：This research presented the researcher with a greater understanding of the topics of digital stories and anxiety of Japanese students when studying abroad. From this, the topic was able to be reformed and better results achieved. With this grant I have been able to attend several international conferences which have allowed me improve the digital stories. The result of this research have presented the researcher with a greater understanding of the topic. From this, the topic was able to be reformed and better results achieved. With this grant I have been able to attend several international conferences which have allowed me to talk with similar minded researchers and improve the digital stories. I have also been able to publish some papers related to this topic. The funds have also encouraged me to continue with this subject in the future.

研究分野：Study Abroad

キーワード：Study abroad Anxiety Japanese University students

1 . 研究開始当初の背景

The concept of this research came from viewing Japanese students when studying abroad. Their level of anxiety prevented them from fully participating in their studies. Due to this anxiety, Japanese students were not able to focus on their English studies and could often return to Japan with a negative image of their time overseas. This negative image could be a life changing event that would prevent them from every trying to study English or from travelling abroad. This anxiety was not just related to studying in a foreign country, but also related to daily life activities. Daily activities included basic communication with homestay families, taking public transport, and communicating with class members from countries other than Japan. I would previously inform the students of the best practices when studying abroad. However, I quickly realized that my words were had few results. Thus, I theorized that rather than me just telling the students what the experience would be like during their study abroad experience, that it would be more productive to receive this information from students who had already studied abroad. The best means of doing this was to create videos of their experience that could be shared with future students. Through watching these videos prior to their departure, the students would be able to reduce their anxiety levels and get greater results in relation to English. They would also have a more enjoyable time, which could have an impact on their lifelong image of English. In addition, making a video while studying abroad allowed the students to express themselves in the digital format and again reduce their anxiety. It also created a memory of their experience which they could save.

2 . 研究の目的

The purpose of this research was to create a system in which students were able to watch videos from previous years to reduce their anxiety and produce videos to relieve the stress and anxiety of studying abroad. As mentioned above, this anxiety was not just related to the classroom, but many aspects of daily life including communication with class members from countries other than Japan, communicating with homestay families, and taking public transport. The videos were produced by the students using their own devices and became a database for future students to use for their own study abroad experience. By being able to watch the experiences of students who had already studied abroad, the students who were about to study abroad had a more in-depth knowledge of the environment they were going to study in. They also became more accustomed to the culture of the country through these videos.

3 . 研究の方法

At first, I surveyed all students who were intending to study abroad to gain a clear understanding of what they believed would cause the most anxiety. Through this I gain

some key knowledge of where the major anxiety problems were coming from. Interestingly enough, the results of this showed that the homestay and general life activities were the main areas that caused anxiety. From this discovery I requested that the students make a short digital stories. The stories were to be done in groups, be 5 minutes long, and focus on some key elements of studying abroad such as classroom interaction, general daily life, homestay life, and an interview with someone not from Japan about their experiences. After watching the videos, I surveyed students to gain a greater understanding of what they believed caused them stress. From this I was able to improve the instruction and make better quality video. As each year progressed, I modified the content of the videos to match the areas of anxiety. I now have a database of study abroad videos that can be used to reduce anxiety.

4 . 研究成果

This result of this research has presented the researcher with a greater understanding of the topic. Beyond the researcher, the students who have been able to watch videos made by other students were able to decrease their anxiety and have a better study abroad experience. As mentioned above, the videos were reformed every year based on the feedback provided by the student and better results achieved. With this grant I have been able to attend several international conferences which have allowed me to talk with similar minded researchers and improve the digital stories. I have gained a great amount of knowledge in relation to digital stories and their ability to reduce anxiety of students studying abroad. This was a worthwhile topic to investigate.

5. 主な発表論文等

〔雑誌論文〕 計9件（うち査読付論文 9件／うち国際共著 8件／うちオープンアクセス 8件）

1. 著者名 Jeremy White	4. 巻 2
2. 論文標題 The Opinions and Perceptions of K1-3 Parents in Relation to BYOD Implementation in Japanese Kindergartens	5. 発行年 2022年
3. 雑誌名 International Journal of TESOL & Education	6. 最初と最後の頁 1-22
掲載論文のDOI（デジタルオブジェクト識別子） 10.54855/ijte2202011	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 Jeremy White	4. 巻 1
2. 論文標題 Digital stories: improving the process using smartphone technology	5. 発行年 2019年
3. 雑誌名 EUROCALL 2019 - CALL and Complexity	6. 最初と最後の頁 402-406
掲載論文のDOI（デジタルオブジェクト識別子） 10.14705/rpnet.2019.38.1044	査読の有無 有
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1. 著者名 Jeremy White	4. 巻 1
2. 論文標題 Japanese and International Student Interaction in Group Based Classroom Activities	5. 発行年 2019年
3. 雑誌名 The IAFOR Conference on Educational Research & Innovation 2019	6. 最初と最後の頁 77-90
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 Jeremy White	4. 巻 1
2. 論文標題 The Use of Digital Videos, LMS, Peer and Self-feedback to Improve Presentation Skills	5. 発行年 2020年
3. 雑誌名 The IAFOR International Conference on Education - Hawaii 2020	6. 最初と最後の頁 69-76
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1. 著者名 Jeremy White, Ryosuke Yamanishi	4. 巻 1
2. 論文標題 Pocket Translation Effectiveness in Real Life Communication Situations	5. 発行年 2020年
3. 雑誌名 The IAFOR Southeast Asian Conference on Education 2020	6. 最初と最後の頁 431-440
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

1. 著者名 Jeremy White, Ryo Hajika, Ryosuke Yamanishi	4. 巻 1
2. 論文標題 The Use of Soramimi for Native Like English Pronunciation in Japanese Students	5. 発行年 2018年
3. 雑誌名 WorldCALL 2018	6. 最初と最後の頁 1-5
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 Jeremy White	4. 巻 1
2. 論文標題 Digital Stories to Improve Study Abroad Orientation	5. 発行年 2018年
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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 該当する

1. 著者名 Jeremy White, Ian Piumarta, Ryosuke Yamanishi, Stephen Jacobs, David Simkins	4. 巻 1
2. 論文標題 Communication Beyond Languages Realized by International Game Jams	5. 発行年 2019年
3. 雑誌名 International Conference on Game Jams, Hackathons and Game Creation Events 2019	6. 最初と最後の頁 1-6
掲載論文のDOI (デジタルオブジェクト識別子) 10.1145/3316287.3316291	査読の有無 有
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1. 著者名 Bjorn Fuisting, Brett Morgan, Jeremy White	4. 巻 20/12/4
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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 該当する

〔学会発表〕 計13件 (うち招待講演 1件 / うち国際学会 8件)

1. 発表者名 White J
2. 発表標題 BYOD: The opinions and perceptions of parents in Japan
3. 学会等名 ASIA ASSOCIATION of COMPUTER ASSISTED LANGUAGE LEARNING (国際学会)
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2 . 発表標題 Digital stories: improving the process using smartphone technology
3 . 学会等名 EUROCALL 2019 - CALL and Complexity
4 . 発表年 2019年

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2 . 発表標題 apanese and International Student Interaction in Group Based Classroom Activities
3 . 学会等名 The IAFOR Conference on Educational Research & Innovation 2019
4 . 発表年 2019年

1 . 発表者名 Jeremy White
2 . 発表標題 The Use of Digital Videos, LMS, Peer and Self-feedback to Improve Presentation Skills
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4 . 発表年 2020年

1 . 発表者名 Jeremy White, Ryosuke Yamanishi
2 . 発表標題 Pocket Translation Effectiveness in Real Life Communication Situations
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1. 発表者名 Jeremy White
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4. 発表年 2020年

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2. 発表標題 The Use of Soramimi for NativeLike English Pronunciation in Japanese Students
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1. 発表者名 Jeremy White
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1. 発表者名 Bjorn Fuisting, Brett Morgan, Jeremy White
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1. 著者名 D. J. Mills, J White	4. 発行年 2018年
2. 出版社 Asian Journal of Distance Education	5. 総ページ数 11
3. 書名 Book review: Implementing mobile language learning technologies in Japan	

1. 著者名 J. White, D. J. Mills	4. 発行年 2018年
2. 出版社 CALL-EJ	5. 総ページ数 5
3. 書名 Book review: Teacher education in computer-assisted language learning: A sociocultural and linguistic perspective	

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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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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