

令和 5 年 6 月 8 日現在

機関番号：34315

研究種目：若手研究

研究期間：2019～2022

課題番号：19K13290

研究課題名（和文）Multilingual acquisition at third-level education in Japan and Spain: an analysis of the professional prospects of young graduates

研究課題名（英文）Multilingual acquisition at third-level education in Japan and Spain: an analysis of the professional prospects of young graduates

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交付決定額（研究期間全体）：（直接経費） 2,700,000円

研究成果の概要（和文）：本研究では、スペイン・カタルーニャ地方と日本の多言語教育におけるアプローチや態度を比較・対比することで、既存の言語政策や第三次教育における外国語習得と職業的成功の認識の関係を特定することを目的とした。研究期間中には言語教育者を対象とした調査と、第三次教育機関に属する大学生を対象とした調査を行った。その結果、日本はモノリンガルで大学卒業に語学の授業が必須であることが多く、スペインはマルチリンガルで言語習得は個人の自由であるが、背景や状況は違っても多言語学習の重要性は両国に共通しており、将来、より良い仕事に就くためには多言語学習は不可避であることを明らかにした。

研究成果の学術的意義や社会的意義

本研究は、独特な社会言語特性を持つ二つの国の第三次教育における外国語習得の比較研究であるという独自性があるとともに、高等教育における外国語習得に関する現在の政策と実践を評価し、学部生の多言語主義の利点に対する認識を高め、日本の雇用者が雇用機会を提供する際に外国語能力を優先するよう促す可能性という点で意義があると考えられる。

研究成果の概要（英文）：The purpose of this study was to compare and contrast approaches and attitudes in multilingual education in Catalonia, Spain and Japan in order to identify the relationship between foreign language acquisition and perceptions of professional success in existing language policies and tertiary education. During the study period, a survey of language educators and a survey of university students in tertiary education institutions were conducted. The results showed that although Japan is monolingual and language classes are often required for university graduation, and Spain is multilingual and language acquisition is a matter of individual freedom, the importance of multilingual learning is common to both countries despite differences in backgrounds and circumstances, and that multilingual learning is inevitable for better job prospects in the future.

研究分野：英語教育学、比較文学・文化学

キーワード：Multilingual acquisition third-level education job perspectives comparative research education policy

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1. 研究開始当初の背景

In Japan, the higher education system is undergoing significant changes at all levels to improve the quality of education and internationalize. The objective of these changes is to produce new graduates who are *global jinzai* capable of addressing the increasingly international issues faced by Japan. Currently, English proficiency is demanded in most new graduates. To this end, the Japanese government is investing substantial funds and human resources in introducing new courses, hiring native speakers, and implementing the latest trends in English education. For instance, under the Global University Project, 37 universities were selected and divided into two groups based on innovativeness, comprising 13 top-tier universities including Kyoto University. The government intends to strengthen the international competitiveness of Japan's higher education system by investing 7.7 billion yen over ten years (2014–2024) (Ministry of Education, Culture, Sports, Science, and Technology, 2014)ⁱ. Following the enactment of the University Deregulation Law in 1991, policymakers largely ignored foreign languages other than English. Consequently, there is no foreign language education policy at the tertiary education stage in Japan. The Ministry of Education, Culture, Sports, Science, and Technology does not interfere with defining the role of foreign languages in tertiary education, developing curricula, evaluating, providing teacher education, conducting research on foreign languages, or leaving the policy on foreign language learning to individual universities. The study of a second foreign language elicits a very negative attitude among students because of their perception that it is purposeless. Therefore, several universities do not offer this option and require enrollment only in English classes. Hence, research on multilingual education programs, including a second foreign language that can be applied to students in all fields in the language education plan of tertiary education, can be said to be a relatively unexplored academic field even today.

2. 研究の目的

This study aimed to strengthen educational programs pertaining to multilingual acquisition among undergraduate students, excluding English students, in the social science field in both Japan and Spain. The purpose of this study was twofold. First, to evaluate the current status of knowledge in two settings, Japan and Spain, concerning the advantages of multilingualism from the perspectives of faculty and students, and based on this, to reveal trends in policy and practice for foreign language acquisition in tertiary education. Second, to define the potential of language planning at the tertiary level in Japan. Through this, it is believed that it will be possible to a) raise the level of student awareness regarding the benefits of multilingualism, b) encourage a proactive attitude among students, and c) contribute to the creation of a curriculum for higher-quality education.

3. 研究の方法

Initially, the definition of "global jinzai" as sought by Japanese universities and businesses was verified. Subsequently, surveys on attitudes towards foreign language acquisition were conducted, targeting teachers responsible for language education at tertiary educational institutions in both countries, as well as university students. Qualitative and quantitative data were collected. In selecting teachers and universities participating in the study, common criteria were applied, and a questionnaire-based survey method was used. Given that the Japanese respondents included teachers whose mother tongue was a language other than Japanese, the questionnaire was translated into English. For the respondents in Catalonia, the questionnaires were translated into Catalan or Spanish. Distribution was conducted using the Qualtrics software. The

contents of the first questionnaire survey were presented orally and are currently being written in an academic paper. The content of the second questionnaire survey will be presented orally and published as an academic paper.

4. 研究成果

- (1) 「グローバル人材」に対する企業と大学の定義の比較と大学の今後の役割について
(“Comparison of Corporate and University Definitions of 'Global Jinzai' and Future Roles of Universities. Kansai Branch March Meeting, Doshisha University Imadegawa Campus, Japan Association of Comparative Culture, March 13, 2021)

The concept of nurturing “global jinzai” began to be recognized in the 1990s; since serious discussions began in the 2000s in government, corporations, and universities, the term “global jinzai,” a neologism understood only in Japan and not derived from English, has become an important concept in Japanese corporations and universities. As Yoshida (2017)ⁱⁱ pointed out, the corporate definition of this term was initially “Japanese people employed in Japan and dispatched overseas, locally hired foreigners or Japanese people, and international students employed in Japan,” an internal issue for corporate management, but has now expanded to higher education, forcing universities to respond. Thus, it has become a key requirement for university faculty teaching language to cultivate students into “global jinzai,” as it is strongly demanded by government, corporations, and universities alike. However, the definition of “global jinzai” varies between corporations and universities. Therefore, this study, after examining recent trends in “global jinzai,” investigates what Japanese corporations value in “global jinzai” and their expectations of universities, and specifically examines the issues that educational institutions in Japan, including universities, should address to cultivate “global jinzai” and its related education that Japanese universities are practicing. Finally, an appropriate definition of “global jinzai” is proposed because while it has been a key word in corporations in recent years, its definition remains ambiguous in both Japanese corporations and universities, and should continue to be discussed. Clearly, education in understanding different cultures at universities, particularly cultural practices and the development of debate skills, are crucial foundational strengths for cultivating “global jinzai.” Lastly, it is crucial for universities to understand and relate as much as possible to the understanding of different cultures and debate skills learned in high school, especially as Japan’s economic decline is a concern, and for universities and high schools to work together in this endeavor.

- (2) 語学教員から見た第三期教育における多言語主義の現状と未来 –日本とスペインの比較研究–

(“The Current Status and Future of Multilingualism in the Third Phase of Education as Seen by Language Teachers: A Comparative Study between Japan and Spain,” 44th National Convention and 2022 International Academic Conference at Yamagata University Kobayakawa Campus, the Japan Association of Comparative Culture, May 21, 2022)

This report presents an analysis of the results of a survey conducted among faculty members working as language teachers in universities in Japan and Spain. This survey was conducted from December 2019 to January 2020 with the aim of understanding the perceptions based on the experiences of undergraduate foreign language education experts on student motivation and engagement. This study analyzed the following three research questions: 1) What policies are in place in Japan and Spain regarding the qualifications and skills emphasized when working as a language teacher, and are there differences in these policies? 2) Are there differences in student motivation for language learning between countries where language education is compulsory at the higher education level, like in Japan, and those where it is not, as in Spain? 3) Do both countries have a common understanding of the future direction of foreign language learning? The results

revealed significant differences between Japan and Spain in terms of whether language learning is incorporated as a compulsory subject in universities and the degrees or skills required. Despite these significant differences in the language learning systems in Japan and Spain, teachers in both countries believed that students' motivation for language learning was relatively high. Moreover, teachers in both countries believed that students would need to learn more foreign languages in the future after becoming working adults. This project aims to contribute to the development of a core curriculum for foreign language education that has common goals, assessment methods, and educational approaches required for tertiary education.

- (3) Comparison of Japanese Companies' and Universities' Perceptions of *Global Jinzai*ⁱⁱⁱ (*Comparative Culture Studies*, No.150, the Japan Association of Comparative Culture, February 28, 2023)

The concept of *global jinzai* is independently defined by various institutions and remains vague. Therefore, this study analyzes recent trends in the understanding and definition of *global jinzai* in Japan and the expectations of Japanese companies regarding *it* by comparing the survey results of companies by Keidanren and those of universities. Subsequent examination targeted abilities necessary for nurturing *global jinzai* within university environments. This included a focus on the current situation and definition of this concept within such institutions. In conclusion, responding to societal demands for education, especially leadership and communication skills, to promote intercultural understanding in universities will lead to the preparation of Japanese university students to access a globalized labor market.

ⁱ Ministry of Education, Culture, Sports, Science and Technology. "Support for the Creation of Super Global Universities." Retrieved from https://www.mext.go.jp/b_menu/houdou/26/09/icsFiles/afiedfile/2014/09/26/1352218_01.pdf

ⁱⁱ Yoshida, A. (2017). "Global human resource development" and university education in Japan: From the perspective of "localism" in discussion among actors. *Educational Studies in Japan*, 11, 83–99.

ⁱⁱⁱ This paper is a revised and augmented version of the oral presentation made under (1).

5. 主な発表論文等

〔雑誌論文〕 計1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 0件）

1. 著者名 Aya Luckel-Semoto	4. 巻 150
2. 論文標題 Comparison of Japanese Companies' and Universities' Perceptions of Global Jinzai	5. 発行年 2023年
3. 雑誌名 比較文化研究	6. 最初と最後の頁 79-90
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 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 -

〔学会発表〕 計2件（うち招待講演 0件/うち国際学会 1件）

1. 発表者名 ルッケル瀬本 阿矢
2. 発表標題 語学教員から見た第三期教育における多言語主義の現状と未来：日本とスペインの比較研究
3. 学会等名 日本比較文化学会 第44回全国大会・2022年度国際学術大会（国際学会）
4. 発表年 2022年

1. 発表者名 Aya Luckel-Semoto
2. 発表標題 「グローバル人材」に対する企業と大学の定義の比較と大学の今後の役割について
3. 学会等名 日本比較文化学会関西支部3月例会
4. 発表年 2020年～2021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			
米国	Columbia University			
米国	BART Charter Public School			
スペイン	the Central University of Barcelona			