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研究課題名(和文)アクションリサーチの手法を用いた言語教育改善:CEFRの教育理念を参考にして

研究課題名(英文) Language education reform using the action research approach: Consulting the CEFRs educational principles

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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)：本研究ではCEFRの教育理念に基づいた言語教育をCEFRの能力記述文を使用していかに改善・実行する過程を詳説した CEFR-focused AR Model (CARM) モデルを提案した(Birch et al., 2021)。そして、本モデルを検証するために7件の本モデルを使用した授業改善のケーススタディを行った。さらに、アクションリサーチやCEFRの応用研究のワークショップをそれぞれの専門家を招いて開催した。最終的には、CARM、7件の実証研究、モデルの批判的検証、本プロジェクトの検証を1冊の著書としてSpringerから出版予定である。

研究成果の学術的意義や社会的意義

これまでに蓄積された多くの言語教育改善に資する研究成果の批判的検証を基に、本研究により、実際に言語教育改善を促し、実行を支援する方略や仕組みを構築し、学会発表、ワークショップの開催、論文や著書の公刊、CEFR-LP研究会のホームページなどにより、国内外に広く公開し、国内外の言語教育改善を促したことは、大きな社会的貢献の1つと考える。さらにCEFRの教育理念に基づいた教育改善を、CEFR-focused Action Research modelを使用して、国内外の教員が教育改善を実際に試みたことに、本研究の大きな意義があると思う。

研究成果の概要(英文)：This research project developed and suggested a AR model by using the CEFR. It is called CEFR-focused Action Research Model (CARM), which was introduced in December 2020 and was published in an article (Birch et al., 2021). For conducting the projects we asked research collaborators to conduct case studies in their specific context to see if the CARM model fits the needs of the practitioners. 7 case studies were successfully carried out and reflected on. Finally the research team conducted a meta-study AR study on the whole research project to evaluate critically the endeavour. The results of these case studies and the project as whole were prepared and submitted for a book publication with Springer. The CEFR and Action Research are a perfect match with several commonalities for conducting small scale interventions to improve teaching.

研究分野：Foreign Language Education

キーワード：CEFR Action Research Teacher development Mediation

様式 C - 19、F - 19 - 1 (共通)

1. 研究開始当初の背景

This collaborative Kaken research project entitled “Language Education reform using action research: Putting CEFR’s educational principles into practice” starting in 2020 introduces a CEFR-focused action research approach aiming to support teacher-researchers through this project. The Common European Framework of Reference for Languages (CEFR; COE, 2001; CEFR Companion Volume; CEFR/CV; COE 2020) is being used to serve as a point of reference for discussions on educational reform. Practitioners can examine through classroom-based research their own teaching. This is where the CEFR as a conceptual tool for reflection can meet Action research (AR) as methodological approach for conducting systematically guided research on their teaching and interventions. This project shows the vital connection between the CEFR and Action Research to support practitioner-researchers using the CEFR effectively for their teaching. The purpose of CEFR-focused AR is to facilitate improvements and changes in current practices.

2. 研究の目的

The research group intended and developed first a CEFR-focused Action Research Model (CARM) to integrate Action Research and the CEFR mutually. Then a call for collaborators was sent out in fall 2020. In the second year, teacher-researchers conducted individual small-scale projects to improve their teaching. This report includes the overall concept, the process of the project and main intermediate outcomes in relation to the CARM model (= AR / CEFR aspects). This intends to share the experience with those interested in conducting research in their field of foreign language teaching and learning especially using Action Research and/or the CEFR – CEFR CV as a tool of reflection. There are synergies between the CEFR and AR, as both aim at reform. There are various synergies between the CEFR and AR (1) Involving teachers in evaluating and reflecting on their teaching with the aim of improving practice using the CEFR as a guide (See Nagai et al., 2020); (2) A common focus on adaptation to local contexts and local problems. It is small-scale, contextualized, and local in character; (3) It is participatory and inclusive. It gives educators the opportunity to investigate issues collaboratively within their own social situation; (4) It is different from the ‘intuitive’ thinking that occurs as a normal part of teaching, as changes in practice will be based on collecting and analyzing data systematically on the specific context. (Burns, 2010, p. 10)

3. 研究の方法

The project started with reviewing Action research especially related to foreign language teaching. It is challenging to compare different AR models as key terms and the contents of each step within the models are defined differently. Regardless of which model one draws upon, “(t)he central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice” (Burns, 2010, p. 2). Therefore, a model for the specific purpose of this project was adapted as the CEFR-focused Action Research (AR) model (C A R M).

As preparation collaborators were asked to identify problems and propose solutions based on the CEFR. Reflecting on the process to initiate the project the research team first had a strong focus on developing the CARM model emphasizing on conducting research in a systematic and rigorous way. Yet, for some practitioner-researchers this was a double hurdle. For doing their intervention, they have to get along with the CEFR and acquaint themselves with the AR at the same time. It was a learning curve for the research team and the collaborators to modify the approach as a top down and bottom-up process at the same time, providing a more context-sensitive modulation in the second year along with feedback during workshops.

4. 研究成果

(1) The JSPS Grant-in-aid research project (Kaken) No. 20K00759 with the title 「アクションリサーチの手法を用いた言語教育改善：CEFR の教育理念を参考にして」 in

English "Foreign Language Education Reform through Action Research - Putting CEFR educational principles into practice" was conducted in a research team collaboratively by a research group related to the JALT CEFR & LP SIG in order to support numerous small-scale action research projects related to foreign language teaching in Japan between April 2020 and March 2024, because it was extended one year due to preparation of the research results which are planned to be published in a book publication (<https://cefrjapan.net/kaken-5>).

In 2020 practitioners were introduced to a special action research model incorporating the CEFR with the abbreviation called CARM – C for CEFR, AR for Action Research and M for Model. The model was first introduced at various workshops in fall 2020 and then presented and discussed at various foreign language conferences (JACET, JALT, among others). In December 2021 a research article was published in the *CEFR Journal – Research and Practice* introducing and describing the model to a wider audience. In workshops participants were invited to engage in the project to reflect on and find ways to improve their teaching practice using the CEFR as a reference and conceptual tool and are provided with support and guidance to ensure that their research was conducted systematically in relation to the AR literature and reflective of CEFR principles, respectively the CARM model.

In August 2021 Dr. Anne BURNS (New Wales, Australia) held an online-workshop related to the role of Action Research, especially the collaborative peer aspect among practitioners helping to reflect more deeply their own teaching practice. This helped the participants in the project to revise and pursue their ongoing case studies. Anne Burns and the research team gave detailed feedback to the four presenters on each of their case studies. It took for most participants more than a year from the originally drafted case study to emerge into an as small-scale action research study with a clear profile and solid evidence for a whole research cycle. The perspective on the third year (2022) was therefore to redo the research cycle once again to give the improvement in teaching a solid base and share the research results. In May 2022 a special workshop was held by Dr. Neus FIGUERAS (Barcelona, Spain) who pointed out the factors relevant to align existing teaching with the CEFR. In the third year we were able to bring together the whole team (代表, 分担者, 協力者). Therefore, in 2022 all collaborative researchers were working and finalizing their studies, All the members of the team were involved, in reviewing and giving individually and collaboratively feedback to the case studies of each other, which helped to have a new fresh look. The retreats in August and September 2022 were therefore extremely important to have a reflected viewpoint not only on one's own small-scale study but on the whole project and the AR on the AR.

For preparations the core research team had a special retreat in August 2022 planning to evaluate each of the research projects and give substantial feedback. The preparations for the special retreat in September 2022 in Nagoya helped to involve all researching authors interactively to share their results and discuss collaboratively and giving and receiving feedback. All authors were able to finalize their study and write up their action research intervention as an article after that.

Yet, there was one further step of evaluation planned to involve outside experts, Neus FIGUERAS, David LITTLE, Brian NORTH, Fergus O'DWYER, for evaluating the research chapters and give substantial formative feedback for a final revision of the contributions. For doing so the Kaken project needed an extension which was granted. The research team is very grateful that the whole action research project could be conducted as planned and the small-scale action research studies could show the depth and the breadth of each individual approach to use the CEFR as a conceptual tool to improve and reflect teaching.

The case studies are by

Mark de Boer (Akita International University) & Dmitri Leontjev (University of Jyväskylä) "Action-oriented Approach and academic reading: Creating tools to guide learner development",

Rebecca Schmidt (Miyazaki International University) “Using CEFR/CV mediation illustrators to navigate meaning in a mixed-level CLIL class”,
Engel Villareal (Tsuchiura Nihon University Secondary Highschool) “Developing CEFR-informed Pre-A1 and A1 Writing Instructional Materials for a Junior High School in Japan”,
Paul Wicking (Meijo University) “The enhancement of learning-oriented assessment in a discussion course”,
Gregory Birch (Seisen Jogakuin College) “Using an electronic European Language Portfolio (e-ELP) to promote learner autonomy”,
Takanori Omura (Fukuoka University) “Learner autonomy, goal-setting, and the implementation of an electronic portfolio in a university English class” and
Colin Rundle (Soka University) “Working with Teachers to Apply CEFR Can-do Descriptors in the Classroom”.

We have seven small scale AR – CEFR – CARM intervention studies completed in full cycle (chapters 3 – 9), but there was a dropout at the beginning due to various factors. Moreover, we invited four independent outside experts in 2023 to comment on the small- scale case studies supporting the authors in their approach and their efforts.

Finally, in 2023, the research team conducted a critical action research study on their own action research project (chapters 1, 2 and especially chapter 10) based on collected evidence and data. Chapters 1, 2 and 10 are written by Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch and Jack Bower. It is planned that the case studies with a reflection on the CARM model will be published in a book publication. The results of this research project have been submitted to the publisher Springer (Singapore). The manuscript has been reviewed, accepted and is scheduled to be published in 2024 with the title “*Putting the CEFR into Practice through Action Research – Reflecting on principles for Foreign Language Teaching*”.

We have continuously presented and reported on conferences inside and outside of Japan on the results of the research and published an article on the CARM model (Birch et al., Foreign Language Education Reform through Action Research - Putting CEFR educational principles into practice, *CEFR Journal* volume 4, 2021; <https://doi.org/10.37546/JALTSIG.CEFR4-3>).

(2) Research team

Maria Gabriela Schmidt (Nihon University) 代表 Principal investigator
Noriko Nagai (Ibaraki University) 分担者 Co-investigator
Gregory Birch (Seisen Jogakuin College) 分担者 Co-investigator
Naoyuki Naganuma (Tokai University) 分担者 Co-investigator
Jack Bower (Waseda University; Tezukayama University until March 2024) 分担者 Co-investigator
Takanori Omura (Fukuoka University; Soka University until March 2023) 協力者; 分担者 Co-investigator
Rebecca Schmidt (Miyazaki International University) 協力者 Collaborative researcher
Engel Villareal (Tsuchiura Nihon University Secondary Highschool) 協力者 Collaborative researcher
Mark DeBoer (Akita International University) 協力者 Collaborative researcher
Dmitri Leontjev (University of Jyväskylä) 協力者 Collaborative researcher
Colin Rundle (Soka University) 協力者 Collaborative researcher
Paul Wicking (Meijo University) 協力者 Collaborative researcher
Invited outside experts: Neus Figueras, David Little, Brian North, Fergus O’Dwyer.

(3) Research workshops and retreats:

Initial Workshop 2020年12月19日, facilitator ファシリテーター: Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch, Naoyuki Naganuma, Jack Bower.
Special Workshop 2 with Anne Burns 8月2021年 online, facilitator ファシリテーター:

Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch, Naoyuki Naganuma, Jack Bower. 研究発表 Research oriented presentations : Colin Rundle (Soka University), Rebecca Schmidt (Miyazaki International University), Gregory Birch (Seisen University), Nicole Sonobe (Nishi-Kyushu University).

Special Workshop 2 Neus Figueras: *Aligning current practice to the CEFR - First steps*, 5月2022年 online

Nagoya Retreat all researchers and authors, 8日 10日 9月2023年

(4) Publications

Nagai, Birch, Bower, Schmidt 2020 (Springer, Singapore)

Birch et al., *CEFR Journal* volume 4, 2021,

Schmidt 2022, *Jahrbuch fuer Germanistik (IVG)*

Schmidt 2023, 独文学論集 (日本大学文理学部ドイツ文学科)

Birch, Nagai, Schmidt, Bower (in print, 2024), *Putting the CEFR into Practice through Action Research – Reflecting on principles for Foreign Language Teaching*. Singapore: Springer.

(5) Presentations (selected)

JALT PanSIG 2020, online, (Schmidt),

JALT Nagano Chapter, July 2020 (Schmidt, Birch, Nagai, Bower)

CercleS 2020 (online), Brno, (Schmidt)

JALT 2020 11月17日: *Adapting can do descriptors to remote teaching* (Schmidt, Yukie Saito, Villareal)

JALT 2020, November 20 : CEFR LP SIG *Aligning CEFR to current practices - First steps for action research*, (Schmidt, Nagai, Birch, Naganuma, Bower)

CEFR LP SIG - 2020, December 19: Kick-off workshop, (Schmidt, Nagai, Birch, Naganuma, Bower)

Language Education Expo, March 2021, (Schmidt),

PanSIG 2021, (M.G.Schmidt, Birch, Nagai, Bower, R. Schmidt)

JASELE 2021, (Birch, Nagai, Schmidt)

JACET 2021, (Schmidt, Birch, Bower)

JALT 2021, (Schmidt, Birch, Nagai, Bower, Villareal)

PanSIG 2022, (Schmidt, Birch, Nagai, Bower)

JALT 2022, (Schmidt, Birch, Nagai, Bower)

IDT 2022, (Schmidt),

PALT 2022, (Schmidt),

Bremer Symposium 2023, (Schmidt),

CEFR-J Conference 2023, (Schmidt, Nagai),

PanSIG 2023, (Schmidt, Birch, Nagai),

EALTA 2023, (Nagai, Schmidt)

JACET 2023, (Schmidt, Birch, Nagai, Bower)

JALT 2023, (Schmidt, Birch, Nagai, Bower, Omura, Villareal)

JALT 2023, (Rebecca Schmidt)

AILA 2024, (Schmidt, Birch, Nagai, Bower), (workshop accepted).

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 2件/うちオープンアクセス 5件）

1. 著者名 Maria Gabriela Schmidt	4. 巻 44
2. 論文標題 Der gemeinsame europäische Referenzrahmen (GER, CEFR) in Japan Abriss der Wirkungsgeschichte und Blick auf Deutsch als Fremdsprache	5. 発行年 2023年
3. 雑誌名 ドイツ語文学論集（日本大学文理学部）	6. 最初と最後の頁 1-23
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 Maria Gabriela Schmidt	4. 巻 1
2. 論文標題 Unterrichtstagebuecher als kontextuelle Anpassung eines Sprachenportfolios	5. 発行年 2022年
3. 雑誌名 Jahrbuch fuer Germanistik. Wege der Germanistik in transkultureller Perspektive. Akten des XIV. Kongresses der Internationalen Vereinigung fuer Germanistik (IVG). Beihefte	6. 最初と最後の頁 367-377
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 Gregory C. Birch, Jack V. Bower, Noriko Nagai, Maria Gabriela Schmidt	4. 巻 4
2. 論文標題 Foreign Language Education Reform through Action Research - Putting CEFR educational principles into practice	5. 発行年 2021年
3. 雑誌名 CEFR Journal - Research and Practice	6. 最初と最後の頁 43 - 65
掲載論文のDOI（デジタルオブジェクト識別子） 10.37546/JALTSIG.CEFR4-3	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 Maria Gabriela Schmidt	4. 巻 29
2. 論文標題 Call for Collaborators	5. 発行年 2020年
3. 雑誌名 CEFR LP SIG Newsletter	6. 最初と最後の頁 3-4
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 Maria Gabriela Schmidt	4. 巻 53
2. 論文標題 Die japanische Uebersetzung des Begleitbandes des GeR - Mit einem Exkurs zur Wirkungsgeschichte des GeR in Japan	5. 発行年 2021年
3. 雑誌名 Lektorenrundbrief Lerubri	6. 最初と最後の頁 28-32
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 -

[学会発表] 計21件 (うち招待講演 2件 / うち国際学会 13件)

1. 発表者名 Maria Gabriela Schmidt
2. 発表標題 Deutsch als zweite Fremdsprache im universitaeren Kontext in Japan - aktuelle Herausforderungen und Moeglichkeiten
3. 学会等名 IDT Wien 2022 (国際学会)
4. 発表年 2022年

1. 発表者名 Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch, Jack Bower
2. 発表標題 Reflecting the CEFR-Focused Action Research Model, Looking Back and Moving Forward
3. 学会等名 JALT International Conference 2022, Fukuoka (国際学会)
4. 発表年 2022年

1. 発表者名 Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch, Jack Bower
2. 発表標題 Using the CEFR-focused Action Research Model. Reflections on two years of research
3. 学会等名 JALT PanSIG Conference 2022, Nagano
4. 発表年 2022年

1. 発表者名 Maria Gabriela Schmidt, Noriko Nagai
2. 発表標題 CEFR & Action Research: Collaborative Professional Development with an outlook on the CEFR-J
3. 学会等名 CEFR-J Symposium TUFSS, March 25th 2023
4. 発表年 2023年

1. 発表者名 Maria Gabriela Schmidt, Baerbel Kuehn
2. 発表標題 Netzwerktreffen, Sprachenportfolio Anwendungen, Chancen und Herausforderungen
3. 学会等名 8th Bremen Symposium, March 2023 (国際学会)
4. 発表年 2023年

1. 発表者名 Maria Gabriela Schmidt
2. 発表標題 Improving Teaching by using Action Research and the CEFR
3. 学会等名 PALT Philippines Association of Language Teaching, Dec 2021 (国際学会)
4. 発表年 2021年

1. 発表者名 Gregory C. Birch, Noriko Nagai, Maria Gabriela Schmidt
2. 発表標題 Putting CEFR educational principles into practice through Action Research - The CARM Model
3. 学会等名 全国英語教育学会第46回長野研究大会 (JASELE 2021)
4. 発表年 2021年

1. 発表者名 Maria Gabriela Schmidt, Gregory C. Birch, Jack V. Bower
2. 発表標題 Foreign Language Education Reform through Action Research: Putting CEFR educational principles into practice
3. 学会等名 JACET創立60周年記念大会 2021 (国際学会)
4. 発表年 2021年

1. 発表者名 Maria Gabriela Schmidt, Jack V. Bower, Noriko Nagai, Gregory C. Birch, Rebecca Schmidt
2. 発表標題 A CEFR-informed Action Research Model: Developing a research plan
3. 学会等名 JALT PanSIG 2021
4. 発表年 2021年

1. 発表者名 Maria Gabriela Schmidt, Noriko Nagai, Gregory C. Birch, Jack V. Bower, Naoyuki Naganuma, Engel Villareal
2. 発表標題 A CEFR-Informed Action Research Model: Reflecting on the AR Cycle
3. 学会等名 JALT International Conference 2021 (国際学会)
4. 発表年 2021年

1. 発表者名 Maria Gabriela Schmidt
2. 発表標題 CEFR LP SIG Forum CEFR Talk
3. 学会等名 PanSIG 2020 Online
4. 発表年 2020年

1. 発表者名 Maria Gabriela Schmidt
2. 発表標題 Pondering Learning Oriented Assessment
3. 学会等名 CercleS 2020 (国際学会)
4. 発表年 2020年

1. 発表者名 Maria Gabriela Schmidt, Yukie Saito, Engel Villareal
2. 発表標題 Adapting Can Do Descriptors to Remote Teaching
3. 学会等名 JALT 2020 (国際学会)
4. 発表年 2020年

1. 発表者名 Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch, Jack Bower, Naoyuki Naganuma
2. 発表標題 CEFR LP SIG Forum Aligning CEFR to current practices - 5 Steps to Action Research
3. 学会等名 JALT 2020 (国際学会)
4. 発表年 2020年

1. 発表者名 Noriko Nagai
2. 発表標題 Language as a cognitive tool - How to use it for CLIL courses
3. 学会等名 CEFR - CLIL conference
4. 発表年 2020年

1. 発表者名 Maria Gabriela Schmidt, Gregory Birch, Noriko Nagai, Jack Bower
2. 発表標題 The CEFR and the CEFR/CV from a practitioners point of view
3. 学会等名 JALT Nagano Chapter (招待講演)
4. 発表年 2020年

1. 発表者名 Rebecca Schmidt
2. 発表標題 CEFR Mediation Activities, CLIL Classes and a Notebook
3. 学会等名 JALT 2023 (国際学会)
4. 発表年 2023年

1. 発表者名 Maria Gabriela Schmidt, Gregory Birch, Noriko Nagai, Jack Bower, Takanori Omura, Engel Villareal
2. 発表標題 No Research Without Action, No Action Without Research
3. 学会等名 JALT 2023 (国際学会)
4. 発表年 2023年

1. 発表者名 Maria Gabriela Schmidt, Gregory Birch, Noriko Nagai, Jack Bower,
2. 発表標題 Action Research: A Collaborative Approach to Language Education Reform
3. 学会等名 JACET 2023 (国際学会)
4. 発表年 2023年

1. 発表者名 Noriko Nagai, Maria Gabriela Schmidt
2. 発表標題 CEFR-focused Action Research - the optimal way for professional development
3. 学会等名 EALTA 2023, CEFR SIG, Helsinki (国際学会)
4. 発表年 2023年

1. 発表者名 Maria Gabriela Schmidt, Gregory Birch, Noriko Nagai
2. 発表標題 Facilitating the use of Action Research to guide CEFR-focused research
3. 学会等名 PanSIG 2023 (招待講演)
4. 発表年 2023年

〔図書〕 計1件

1. 著者名 Noriko Nagai, Gregory C. Birch, Jack V. Bower, Maria Gabriela Schmidt	4. 発行年 2020年
2. 出版社 Springer	5. 総ページ数 270
3. 書名 CEFR-informed Learning, Teaching and Assessment. A Practical Guide	

〔産業財産権〕

〔その他〕

CEFR Japan and beyond Website https://cefrjapan.net/ CEFR and Action Research Project Website https://cefrjapan.net/kaken-5 Language Portfolio Roundtable Website https://cefrjapan.net/cefr-lp-sig/language-portfolio

6. 研究組織

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研究分担者	Bower Jack (BOWER Jack) (90406687)	早稲田大学・商学大学院・准教授 (34601)	
研究分担者	大村 孝紀 (OMURA Takanori) (50876711)	福岡大学・共通教育センター・外国語講師 (32690)	

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