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研究課題名(和文) The role of translingual and transcultural competence in successful internationalization of higher education

研究課題名(英文) The role of translingual and transcultural competence in successful internationalization of higher education

研究代表者

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研究成果の概要(和文)：この研究は、世界中の大学の国際化のプロセスを調査し、日本での国際化のプロセスを深めるために役立つベストプラクティスを収集することを目的としています。5年間にわたり、オーストリア、中国、スペイン、アメリカの4つの拠点で行われた調査では、360のアンケートと、学生、教師、管理者を対象とした90のインタビューとフォーカスグループが行われました。研究結果をまとめると、政策面では多言語主義と異文化コンピテンシーへの明確なコミットメント、プログラム上の意思決定とトレーニングサイクルへの教師の関与、そして国内と海外留学のコホート間の交流の機会を意図的に設けることが、国際化の成功の鍵であると言えるでしょう。

研究成果の学術的意義や社会的意義

From a scientific standpoint, the study is unique as it combines data from multiple sites, involving multiple stakeholders, and employing a mixed-method design. Regarding its social significance, the project results can contribute to a society of intercultural understanding and global citizenship.

研究成果の概要(英文)：The research set out to examine processes of internationalization at universities across the globe to collect best practices that may serve to deepen the internationalization-at-home process in Japan. Over the course of five years, research across four sites in Austria, China, Spain, and the US yielded 360 questionnaires as well as 90 interviews and focus groups with students, teachers, and administrators. In summarizing the research results it can be said that a clear commitment to multilingualism and intercultural competence on the policy side, involvement of teachers in the programmatic decision-making and training cycle, as well as intentional provision of opportunities for exchange between at-home and study-abroad cohorts are key to successful internationalization.

研究分野：Intercultural communication

キーワード：internationalization translingual competence transcultural competence higher education

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1. 研究開始当初の背景

Globalization has led to internationalization of tertiary education worldwide, not just among well-established players such as the US and the UK, but also among more recent members, often non-English speaking countries, as is the case with Japan. While English as a lingua franca (a competent-user rather than native-speaker based paradigm), intercultural communicative competence (awareness, attitude, and appropriate action in cross-cultural encounters), and diversity and integration among faculty and staff (hiring, training, collaboration) have been well-researched in English-speaking and European host countries, newcomers on the internationalization scene are still grappling with how to implement such profound paradigmatic changes (e.g., Hino, 2014; Kawamura, 2016; Shimmi & Yonezawa, 2015). After a review of existing research in the above-mentioned fields, it was found that most studies focused on one stakeholder group (mostly students), one issue (e.g., language gain), or one location (institution). Thus, it was deemed that a multi-site, multi-stakeholder, mixed method approach to questions of policy, pedagogy, and practice in internationalization would provide a novel perspective and complex data to contribute to the emerging theory and educational practice in the context of Japan.

2. 研究の目的

Given the scientific background at the time of conceptualizing this research, the purpose of the study was to investigate educational policies and practices regarding internationalization across various institutions, to explore the role of translingual and transcultural competence in daily interactions on and off campus, and to critically examine obstacles in the process of internationalization and strategies for overcoming these. Building on Kunschak and Girón (2013) and Kunschak (2015), who analyzed translingual, transcultural, and transnational practices among students and faculty in a Chinese context, and Kunschak (2018), who compared administrators' perspectives across sites in Asia, Europe, and the US, the current study set out to survey and compare stakeholders' views, experiences, and expectations regarding internationalization in their particular local context. That is to say, the aim of the study was to deliver robust data from a multi-dimensional perspective to clarify overlaps and divergent concerns not only across stakeholders at a particular site, but also across programs at various sites in English and non-English speaking countries. The ultimate goal was to tease out principles and practices that would lend themselves to being applied in the Japanese context with a view to closing the gap between internationalization policy, pedagogy, and practice among institutions in long-standing and in newly emerging host countries.

3. 研究の方法

The researcher applied a multi-site, multi-stakeholder, mixed methods design to be able and contextualize the data to the greatest degree possible. The sites were chosen based on previous research projects to facilitate participation of the various stakeholders involved, who included students, teachers, and administrators. The methods comprised a quantitative component (online surveys for students) and a qualitative component (interviews and focus groups among students, teachers, and administrators; textual analysis of policy documents) in order to triangulate the various data sources and provide a multi-perspectival view on the multi-faceted process of internationalization. The researcher followed the principles of constructivist grounded theory (Charmaz, 2017) in designing the study, conducting the research, and analyzing the data, that is, approaching the research as a collaborative endeavor between researcher and participants, being mindful of underlying values in methodological decisions, carefully considering the language to be used in communication and data collection instruments, critically weighing divergent standpoints in the foundational literature, and adaptable to the time, location, and situation that present themselves in the research process. Over time and at different research sites, research procedures and instruments were adapted in collaboration with local partners in order to ensure

a fit for the respective context.

4 . 研究成果

The results are based on surveys, interviews, and focus groups with faculty, staff, and students across four sites in Austria, China, Spain, and the US, and show both similarities across sites and stakeholder groups and differences in policy, pedagogy, and practice. On the policy side, all four programs had clear indications regarding multilingualism/plurilingualism and intercultural competence and the goal of fostering both through classes and extra-curricular activities. Coursework-wise, only two programs offered classes that were specifically targeting intercultural competence; at the other programs, it was incumbent upon the teachers to integrate this skill into their classroom practice. Teachers reported being aware of and following policy regarding classroom language use and the development of intercultural competence. While they were happy to have autonomy in implementing the policy framework, some expressed frustration about the lack of time for integrating intercultural development or the failure to include multilingual multicultural faculty in the planning process. Students expressed general satisfaction with the programs offered, but indicated a clear shortage of opportunities for intercultural encounters between domestic and exchange students. While they showed some understanding of intercultural mechanisms, they were not able to apply their knowledge. The data also showed differences in experiences, expectations, and needs based on students' proficiency level. These findings point towards a need to engage faculty more closely in the planning process, place more emphasis on intercultural development, and strengthen the link between study-abroad and at-home students.

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〔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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