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研究成果の概要(和文)：新型コロナウイルス感染症のパンデミックによる困難にもかかわらず、バンコクでの留学中に得た経験に焦点を当てた、6人の日本人大学生を対象とした超越現象学的研究を完了することができた。研究から明らかになった主な発見には、経験の共通の本質に至るテキスト的および構造的記述の特定が含まれる。この経験には、共通語としての英語と多様性、特にセクシュアリティや社会経済的差異のオープンさを直接体感することが含まれる。これらの発見を教室レベルで活用することで、日本の大学生がアウターサークルやエクスパンディングサークル、特にバンコクなどの主要なハブ都市での経験に向けてよりよく準備できる可能性がある」と主張している。

研究成果の学術的意義や社会的意義

This study provides a comprehensive discussion of the shared experiences that Japanese university students had in Bangkok, Thailand. Results provide implications for researchers, instructors, and administrators who hope to develop improved study abroad preparatory programs for Japanese students.

研究成果の概要(英文)：Despite complications due to the COVID-19 pandemic, the researcher was able to complete a transcendental phenomenological study involving six Japanese university students with focus on the experiences they had while studying in Bangkok, Thailand. Key findings that emerged from the study include the identification of textural and structural descriptions, which culminated into a common essence of experience. This experience includes exposure to English as a Lingua Franca and diversity, especially openness of sexuality and socio-economic differences. The researcher posits that these findings can be operationalized at the classroom level to better prepare Japanese university students for experiences in the Outer and Expanding Circles, especially in major urban hubs, such as Bangkok. A direction for future research that emerged from this study involves the role that COIL might play in better preparing Japanese university students for overseas sojourns in similar destinations.

研究分野：international education

キーワード：study abroad phenomenology ELF diversity interculturality L2 acquisition Japan Thailand

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1 . 研究開始当初の背景

Research has indicated that study abroad experiences are effective in expanding the worldviews of participants, while facilitating knowledge of a second language (L2) and culture (Kinger, 2009; OECD, 2014). In Japan, study abroad participation is a core feature of internationalization initiatives in higher education, and such global experiences require aptitude in an L2; usually the *lingua franca* of English. The majority of outbound Japanese students choose to study in *inner-circle* English speaking countries, such as the United States and the United Kingdom due to the desire to learn “native” English skills (Kachru, 1992; UNESCO Institute for Statistics, 2018). Concurrently, students in Japan are primarily discouraged to study abroad due to the associated costs of transportation, tuition, and daily living (Nowlan & Wang, 2018). As a result, more Japanese students are beginning to travel to *outer-circle* English speaking destinations in the Association of Southeast Asian Nations (ASEAN) - such as Malaysia and Thailand - that can offer a more affordable L2 and cross-cultural experience.

Influenced by local languages and dialects, ASEAN countries can offer a more international variety of English that is becoming desirable, reflective of today's globalized world, and in line with Japan's objectives of developing global *jinzai* (Matsuda, 2017; Rose & Galloway, 2017). Despite not being Inner Circle, the EF EPI English ability index (2017) ranks the proficiency of some ASEAN countries as “high”, while Japan is still considered “low”. In discussing the role and value of world Englishes, a post-native-speakerist perspective was adopted due to the demotivating pressures involved with the tendency for Japanese language learners to want expert fluency, as characterized by the Inner Circle (Houghton & Hashimoto, 2018).

2 . 研究の目的

The original intent of this project was to consider the proximity, living costs, diverse cultures, and English aptitude levels of ASEAN destinations and the role that these factors might play in the decision of Japanese university students to study there. The researcher defined the following three research questions as the overall purpose of the project:

1. How do Japanese higher education students assess ASEAN as a study abroad destination?
 - 1a. How do students assess ASEAN as a destination suitable for English acquisition?
 - 1b. How do students assess ASEAN as a destination suitable for the development of intercultural competences?
2. How do Japanese higher education students perceive the value of their experiences - both linguistically and culturally - during their sojourns in ASEAN?
3. How do Japanese higher education students reflect on the value of their experiences - both linguistically and culturally - after their sojourns in ASEAN?

Despite collecting quantitative data to address the above research questions, COVID-19 forced the researcher to change directions, since the original project

purposes were no longer achievable. Luckily, the researcher was able to collect rich qualitative data from six Japanese university students who were studying abroad in Bangkok, Thailand, just before they were forced to return to Japan due to COVID-19. With this opportunity, the researcher altered the project and defined the following questions, based on a transcendental phenomenological research design:

1. What were the lived experiences of Japanese university students during study abroad in Bangkok, Thailand?
 - 1a. How did they experience it?
 - 1b. What was the overall essence of the experience?
2. Based on lived experiences, how can educators in Japan better prepare students for study abroad at destinations beyond the Inner Circle?

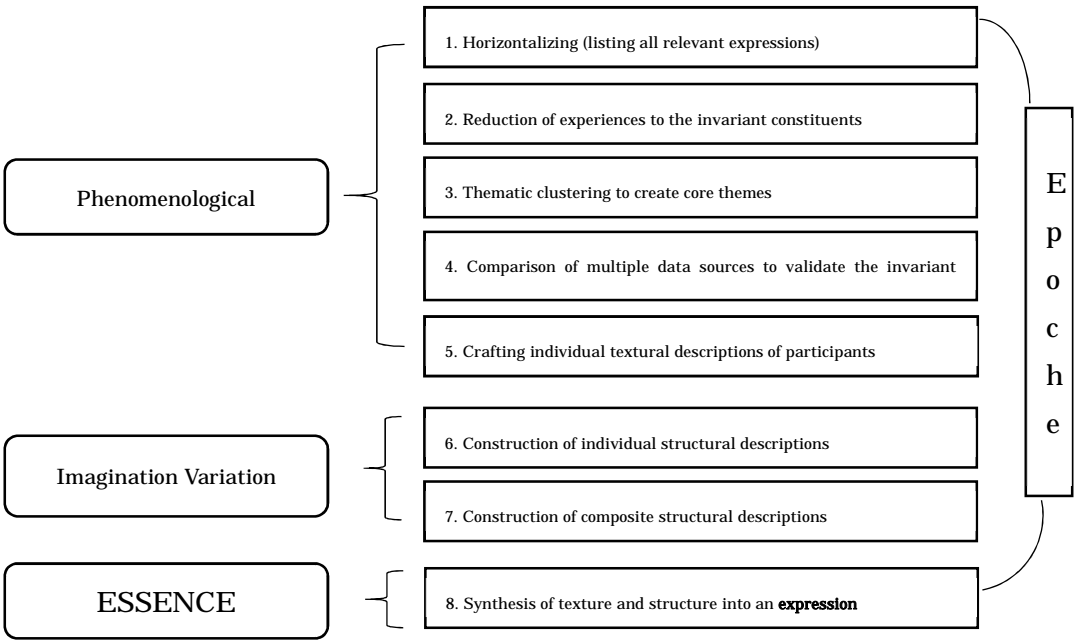
3 . 研究の方法

This study involved six Japanese university students who experienced study abroad at the same university in Bangkok. The six participants shared numerous features including nationality, race, and approximate age. Features that differed include home university, gender, and prior experience with international travel. Before the data collection process began, all six participants consented to provide data for the study with an understanding that they could withdraw at any point without penalty.

Based on the foundations of phenomenology established by Edmund Husserl (1859 - 1938), Moustakas ' (1994) transcendental framework was utilized due to the researcher ' s focus on participant-derived meaning and how this approach highlights how humans attach meaning to external stimuli. In the study, the researcher collected data via background survey, weekly journals over 10 weeks, and interviews, while following the eight steps, as illustrated in Figure 1 (Yüksel & Yildirim, 2015):

Figure 1

Modification of Moustakas ' Transcendental Framework (Yüksel & Yildirim, 2015)



4 . 研究成果

The main trends and results that were identified in this study comprise a two-cluster textural description of common objective experience, followed by a more nuanced four-cluster textural description, that explains how the experience was processed.

The textural description of common experience, also referred to as the “what”, or noema, is the experienced object that is thought about (Moustakas, 1994). The textural description of the current study involved the following:

1. Cross-cultural ELF interactions
2. Exposure to diversity

To provide more insight into “how” ELF and diversity were experienced, the structural description, or noesis, highlights the emotional, social, and cultural connections that manifested through the experience. In the current study, the clusters of meaning that composed this include:

1. Intercultural communicative competence
2. Feelings of empathy
3. Appreciation for home country (i.e., Japan)
4. Challenging pre-departure beliefs

Characteristic of all phenomenological studies, these two descriptions culminate into an essence of experience that represents the experience of all participants in the current study.

4.1 The essence of experience

Based on the findings of this study, Japanese university students who studied in Bangkok were embedded in an ELF environment conducive to increased confidence and comfort with speaking abilities, deemed as important for joining the global workforce. The destination not only provided opportunities to experience a range of diverse English interactions, but also diversity in sexual orientations, openness of sexuality, and socio-economic backgrounds, thus establishing an understanding of diversity that is difficult to realize in Japan. Both ELF interactions and diversity were experienced through the participants’ intercultural communicative competence, empathy, greater appreciation of home country, and erroneous pre-departure expectations.

The findings from this study, based on the essence of experience, have allowed the researcher to address gaps in the literature regarding Japanese university students in the Outer and Expanding Circle.

4.2 Defining diversity

Applied specifically to Bangkok, the researcher established a definition of “diversity” that may be applied to large urban settings in SE Asia. The participants defined a diverse society as one where individuals are confident and demonstrative of their non-majority identities. In this sense, the participants largely corroborate the definition of diversity established by Ashby-King and Hanasono (2019), whose American communication students considered diversity as a mechanism for unifying communities, an affirmation of individual differences, and a harbinger of acceptance and equality.

All six participants in the current study expressed positive statements about the pride, comfort, confidence, and freedom of minority groups and how Japanese society could benefit from accepting such groups.

The researcher believes that knowledge derived from this study can provide the path forward to better curriculum and preparatory programs which could, in turn, increase study abroad participation numbers and the effectiveness of international programs. This is discussed in more detail in the final section.

4.3 Implications for educators

A primary implication of this study involves the prescribed phenomenological approach and how it provides a framework for educators and administrators to carry out research in their respective contexts. This can involve collecting data from returnee students, identifying clusters of meaning, and promoting returnees' essence of experience to future students who wish to study abroad. Outcomes can also be operationalized by educators to design curricula for students intending to study overseas. To achieve this, the researcher recommends the creation of pre-departure programs, based on a framework guided by the findings from this study. This framework includes (1) identifying the pre-departure students' beliefs; (2) identifying and operationalizing the returnees' essence of experience; and (3) developing student-driven approaches to pre-departure programs. Details of this framework can be found in Nowlan & Fritz (2022), which was also informed via a pilot study done by Nowlan (2020).

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5. 主な発表論文等

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

1. 著者名 Andrew NOWLAN & Robinson FRITZ	4. 巻 2(1)
2. 論文標題 Experiencing Diversity and English as a Lingua Franca: Japanese University Students in Bangkok	5. 発行年 2022年
3. 雑誌名 TESOL Communications	6. 最初と最後の頁 1-17
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1. 著者名 Andrew Nowlan	4. 巻 13 (2)
2. 論文標題 Japanese University Student Experiences with Internships in Southeast Asia	5. 発行年 2020年
3. 雑誌名 The Journal of Worldwide Education	6. 最初と最後の頁 4 - 19
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〔学会発表〕 計13件（うち招待講演 0件／うち国際学会 13件）

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4 . 発表年 2021年

1 . 発表者名 Andrew NOWLAN
2 . 発表標題 Japanese University Students in Thailand: The Study Abroad Experience
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4 . 発表年 2020年

1 . 発表者名 Andrew NOWLAN; Robinson FRITZ
2 . 発表標題 Push-Pull Factors: Japanese Students in ASEAN
3 . 学会等名 40th Thai TESOL International Conference (Bangkok, Thailand) (国際学会)
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1 . 発表者名 Andrew NOWLAN
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〔図書〕 計0件

〔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

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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