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研究課題名(和文) Boosting the conference competence of Japanese university students

研究課題名(英文) Boosting the conference competence of Japanese university students

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研究成果の概要(和文)：本研究は、授業活動を通じて大学生の「学会における発表力」を開発することを目的としていた。国際姿勢(IP)尺度を測定ツールとして使用した。

第1年には、学生のIPの傾向を調査した。その結果、学生は意見を表現することで弱かったことが分かった。第2年には、IPを向上させることを目指したコミュニケーション課題を介入研究として適用し、対照群と共に実施した。第3年には、医学英語の授業を受講している学生を対象に、CLIL(内容言語統合型学習)指導がIPに与える影響を調査した。

CLIL指導や課題が必要であり、学習者の学会における発表力を向上させるためにはそれが不可欠である。

研究成果の学術的意義や社会的意義

This project was significant in two respects.

1. It has generated a large amount of data on IP trends among Japanese university learners including learners' strong and weak points.
2. It has identified teaching practices that are most beneficial in promoting IP development in Japanese learners.

研究成果の概要(英文)：This project aimed to develop the "conference competence" of Japanese university students through targeted class activities. The International Posture (IP) scale was used as a measurement tool.

In the first year, as a pilot study, surveys were conducted to identify trends in IP among students and how IP relates to proficiency and other variables. We found that students were weakest in expressing their opinions. In the second year, communicative tasks aiming to boost IP were applied in an intervention study along with a control group. Significant gains were not achieved, due perhaps to the insufficient amount of time. In the third year, the effect of Content and Language Integrated Learning (CLIL) instruction on IP was assessed in a survey of students enrolled in a Medical English class. Significant gains in IP were identified. Content-based instruction may be the best way to boost learners' conference competence.

研究分野：English for Specific Purposes

キーワード：International Posture WTC CLIL Survey Conference Communicative competence

1. 研究開始当初の背景

English has become the international language of communication for researchers worldwide. In the field of medicine, Japanese medical doctors (MDs) need English communicative competence to practice evidence-based medicine as well as to publish and present their research findings. However, English education in Japan remains focused on developing learners' reading and listening skills, while the skills of writing and speaking are largely overlooked. It has even been suggested that Japanese university students must study abroad to gain English communicative competence as Japanese universities fail to foster this competence in students¹.

However, the low interest that Japanese learners have in international issues may be a greater obstacle than poor English skills. The International Posture (IP) scale was developed by Tomoko Yashima to assess learners' interest in international activities and may be a significant measure of a learner's future success as English users². IP is defined as a psychological mindset composed of four motivational dimensions: 1) intergroup approach-avoidance tendencies; 2) interest in international vocations; 3) interest in foreign affairs; and 4) having something to communicate. Yashima asserts that inculcating IP will transform how learners view themselves as language users and enable them to communicate effectively on a global stage. To achieve this goal, educators must provide students with meaningful educational content, ideally through content and language integrated learning (CLIL) methodologies. IP has been found to positively correlate with several variables, including English proficiency, willingness to communicate, and extroversion^{3, 4, 5}.

Our previous study found that MDs in Shikoku were dissatisfied with their university English education and felt much stress when using English at domestic and international conferences. Many MDs were interested in attending English in-service courses to brush up their English speaking skills, leading us to launch a trial of courses at our university hospital focused on speaking tasks to boost MDs' communicative competence. Though these tasks were evaluated positively, participants had difficulty attending classes regularly due to their work schedules. We judged that our lessons would work better in the framework of courses for pre-service learners, i.e., university students; the efficacy of these courses would also be easier to assess.

We thus launched a study to evaluate the effect of communicative activities and CLIL-based methodologies on students' IP, as a crucial first step in developing the "conference competence" of Japanese university learners. Conference competence is defined here as both formal and informal communicative English skills essential for success at academic conferences as well as other communicative situations in the academic, professional, and personal realms.

2. 研究の目的

During the three-year research period, we set out to examine:

1. Trends in International Posture among university students at our institution;
2. The relationship between IP and significant variables such as English proficiency, diligence, experience using English outside of classes, gender, and extroversion;
3. Whether class activities that target specific dimensions of IP lead to gains in IP after one semester of instruction;
4. Whether CLIL-based instructional methods lead to gains in IP;
5. How insights gained from this study can improve English education in Japan and lead to the development of conference competence.

In addition, we hoped that findings from this study could aid in a critical examination of the IP scale, and lead to suggestions to improve or update our current conception of IP. At each stage of our research project we intended to make our findings available through both domestic and international conference presentations and publications.

3. 研究の方法

This study was executed in three main phases, in the first, second, and third years of the project, respectively. These phases were:

- 1) A pilot study that sought to identify trends in IP of students enrolled in General English classes, and the relationship between IP and key variables

Participants were students (N=69) enrolled in four General English classes, divided by major: Nursing/Psychology; Medicine; Economics/Law; and Economics/Design. Students completed the IP scale at the beginning and end of a 15-week semester. Statistical analyses were then performed to identify trends in IP as well as the relationship between IP and variables such as English proficiency (as measured by TOEIC scores) and diligence (as measured by course grades).

- 2) An intervention study in which a communicative teaching method was applied in English

classes to assess how this method affected the IP of students enrolled in these classes

Participants were students (N=231) in 10 General English courses, again divided by major (Law, Technology, Medicine, Economics, and Nursing/Psychology). Classes were grouped into an intervention and control group. The intervention group received weekly tasks intended to help students formulate and express opinions and involved writing and speaking; the control group did not engage in this activity. Pre-/post-course surveys using the IP scale were conducted. Statistical analyses were performed.

3) A small-scale study that assessed how CLIL-based methodology affected the IP of students enrolled in this class

Students (N=72) enrolled in one Medical English course were surveyed pre- and post-course using the IP scale. This course employed CLIL methodology and introduced students to professional medical communication skills. Statistical analyses were conducted.

4 . 研究成果

The main findings gained during each of the three study phases are outlined below.

1) Phase 1: Pilot study (Year 1)

This study was small in scale (N=69 participants) and involved a limited number of variables. There were three main findings. First, no relationship was identified between student diligence (as measured by course grades) and IP. Second, a weak, positive relationship between IP and English proficiency (as measured by TOEIC scores) was identified, confirming previous research³. As proficiency increases, IP tends to increase as well (Figure 1).

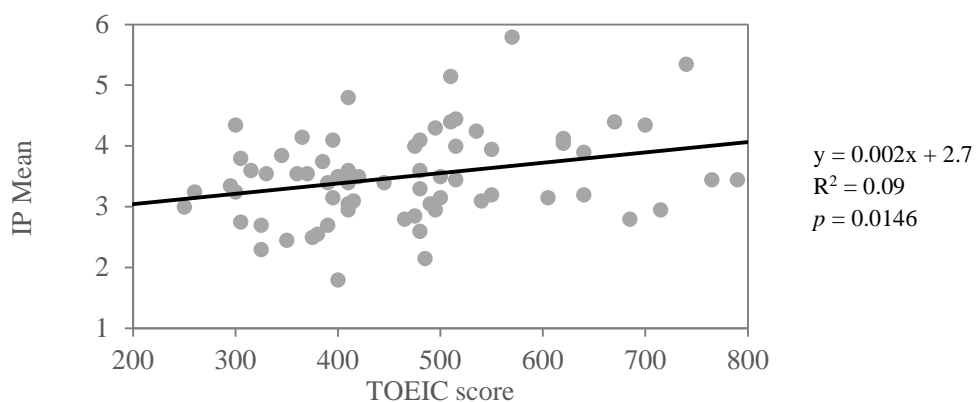


Figure 1. The relationship between TOEIC scores and IP: Scatterplot with a regression line

Third, in terms of the four motivational dimensions of IP, *intergroup approach-avoidance tendencies* had the highest median (4 on a 6-point scale) while *having something to communicate* had the lowest median (2.8) (Table 1). This result contrasts with a similar study with a sample of Polish university students, in which *having something to communicate* was found to have the highest mean of the four motivational dimensions⁶. Japanese students may be particularly weak at formulating opinions in English.

As Table 1 indicates, no significant differences were found in IP among students of different majors. However, a significant difference was identified between male and female students in the *having something to communicate* dimension; female students had a significantly higher median than males ($p < .03$). This finding supports previous findings that female students in Asian contexts tend to have higher IP than males⁷.

Table 1

Major, IP, and the Four Motivational Dimensions of IP: Kruskal-Wallis Test Results

N = 69	Total IP	IAAT	IIVA	IFA	HSC
	M (Min, Max)	M (Min, Max)	M (Min, Max)	M (Min, Max)	M (Min, Max)
Nursing/Psychology	3.6 (2.2, 5.8)	4.3 (2.8, 6)	3.7 (1.7, 5.8)	3.5 (1.8, 5.5)	3 (1.5, 6)
Economics/Design	3.4 (1.8, 4.8)	4 (2.3, 5)	3.5 (1.5, 4.5)	3.3 (1.5, 5.5)	2.5 (1, 5)
Medicine	3.5 (2.8, 5.4)	4 (3, 6)	3.7 (3, 6)	3.8 (2.3, 4.8)	2.8 (1.5, 4.3)
Economics/Law	3.3 (2.3, 4.4)	3.7 (2.8, 4.8)	3.3 (1.8, 5.3)	3 (2, 4.8)	2.9 (1.8, 4.5)
Total	3.5 (1.8, 5.8)	4 (2.3, 6)	3.5 (1.5, 6)	3.3 (1.5, 5.5)	2.8 (1, 6)
<i>p</i> value	0.15	0.07	0.22	0.16	0.41

Notes. M = Median; Min = Minimum number; max = Maximum number. IAAT: *intergroup approach-avoidance tendencies*; IIVA: *interest in international vocation or activity*; IFA: *interest in foreign affairs*; HSC: *having something to communicate*.

2) Phase 2: Intervention study (Year 2)

This study was larger in scale than the pilot study, with 231 participants. Key variables identified in previous research (such as extroversion and experience using English outside of classes) were also included in the analyses. As the pilot study found the *having something to communicate* dimension of IP to be weakest among students, an intervention task focused on opinion development (which we called “speaking to the world”) was implemented. This task involved students writing about international topics in Moodle fora and then sharing their writing orally with other students in group discussions. Table 2 shows the division of participant courses into the intervention and control groups and the number and gender of students in each group.

Table 2

Phase Two Participant Courses and Students by Major and Gender

Major	School year		Gender		Total
	Control	Intervention	Female*	Male	
Law	—	1	25 (56)	17 (40)	42 (18)
Technology	1, 2	1	16 (23)	55 (77)	71 (31)
Medicine	1, 2	1, 2	41 (53)	36 (47)	77 (33)
Economics	—	2	9 (46)	10 (53)	19 (8)
Nursing/Psychology	—	2	20 (91)	2 (9)	22 (10)
Total	4 classes	6 classes	111 (48)	120 (52)	231 (100)

Notes. * Values=Number (%). 1=1st year; 2=2nd year (1, 2=one 1st year and one 2nd year course)

Multiple regression analyses were first performed to clarify the relationship between IP and key variables (Table 3). As found in the pilot study, English proficiency was found to positively correlate with IP, as did experiences in English clubs or activities and extroversion. Interestingly, experiences abroad did not significantly correlate with IP, suggesting that regularly occurring activities involving the use of English in Japan had a more prominent role in the development of these students' IP. No significant differences were found for gender as well.

Table 3

IP and Key Variables: Multiple Regression Test Results (Significant Results Only)

N = 227	Standardized β	p value	VIF
English club/activities	-0.30	*<0.0001	1.09
Extroversion	0.38-	*<0.0001	1.17
TOEIC score	0.19	*0.00434	2.61

Notes. VIF=Variance Inflation Factor; *= significant at $p<0.05$

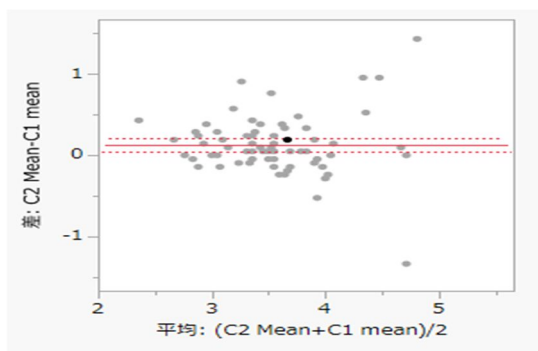
Regarding the intervention, no significant differences in overall IP and the four dimensions of IP were found between the intervention and the control groups. This finding suggests that fifteen weeks of activities integrated into one course are insufficient in raising the IP of students. IP may possess trait-like properties as well, as indicated by its relationship to extroversion. For this reason, inducing changes in IP may require experiences of greater duration and depth, such as a study-abroad experience or content-based instruction, as asserted by Yashima¹.

3) Phase 3: Assessment of a content-based course (Year 3)

This final study phase examined the impact of a CLIL-based course on the IP of students. The course was titled Medical English I and was a required course for third-year majors in Medicine. Participants were 72 students who completed the IP survey both pre- and post-term.

Multiple regression analyses were first done to explore the relationship between IP and key variables. Extroversion was again found to significantly correlate with IP ($\beta=0.42$, $p<0.01$, VIF=1.34). Diligence, as measured by course grades, also significantly correlated with IP ($\beta=0.38$, $p<0.01$, VIF=1.51). However, this time, no significant correlations were identified between IP and gender and experience using English outside of classes. As TOEIC scores were not available for this group of students, the relationship between IP and English proficiency could not be explored.

Last, paired T-tests revealed significant differences in overall IP as measured in the pre-course and post-course surveys. The difference in overall IP means is shown in Figure 2. Table 4 shows T-test results for overall IP means as well as of the four dimensions of IP. Significant differences were also observed in the dimensions of *interest in international vocations* and *interest in foreign affairs*. All differences reflect gains in IP from the beginning to the end of this semester. These findings suggest that CLIL-based English instruction may promote IP development in university students.



After (C2) Mean 3.60
 Before (C1) Mean 3.47
 Difference in Means +0.12
 p value 0.0061*

Figure 2. IP difference at the beginning (C1) and end of the semester (C2): Paired T-tests

Table 4

IP Difference at the Beginning and End of the Semester: Paired T-tests

N = 72	Mean (C1)	Mean (C2)	Difference in means	p value
Overall IP	3.47	3.60	+0.12	0.0061*
IAAT	3.80	3.85	+0.05	0.97
IIVA	3.54	3.66	+0.13	0.03*
IFA	3.47	3.68	+0.21	0.0083*
HSC	3.12	3.32	+0.21	0.058

Notes. C1=Collection 1 (pre-term); C2=Collection 2 (post-term); IAAT: *intergroup approach-avoidance tendencies*; IIVA: *interest in international vocation or activity*; IFA: *interest in international news*; HSC: *having something to communicate*.

4) Conclusion

This study has generated a wealth of quantitative data to present trends in International Posture among Japanese university students representing a variety of faculties. To improve IP and help students succeed on a global stage, CLIL-based methodology appears to offer more benefits than simply adding communicative English activities to existing courses. Students also require assistance in formulating opinions in English. Future studies involving a greater number of students at different institutions, as well as qualitative data collection measures, should enrich our understanding of IP and help develop curricula that lead to improved communication competence among Japanese learners. These skills will help future researchers succeed at academic conferences and other situations where English skills are necessary.

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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 該当する

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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

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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