

A comparison between students' on-campus perceptions and the perceptions of Toyo students returning from short study abroad programs

Graham, Robson*

Abstract

The Faculty of Regional Studies at Toyo University runs a number of study abroad programs inside a structured four-year curriculum. To better understand how effective these programs are for students this quantitative study follows on from a previous qualitative study of perceptions of students who took part in these study abroad programs (Robson, 2011). This study employed a questionnaire to measure how students who had attended short-term study abroad programs in England (n=14) and the Philippines (n=9) some six months prior to the study had changed compared to students who had stayed on campus (n=36) for the academic year. The results found that students who studied abroad displayed higher means on attitudes and effort towards English, attitudes towards other countries, and personal changes than those that stayed on campus. This study concludes that there are longer term benefits of short-term study abroad programs.

Introduction

Before universities in Japan can use words like international in their titles and selling literature, they must first expose their students to life in other countries, and through such exposure deepen the mutual understanding by interacting with people in those different cultures. One of the easiest ways for universities to do this is through a study abroad program. Through these kinds of activities participants learn, not only the language of the country, but its culture, too. It is this cultural knowledge which can help build understanding between Japan and other countries. Asaoka and Yano (2009) site study abroad participation figures from 1983 at the lower end of just under 20,000 students up to the highest point in 2005 of nearly 90,000 students being involved in study abroad activities, p. 176. These authors define study abroad as "...going overseas for educational purposes for a short or long period of time", and "...include

*Faculty of Regional Development Studies, Toyo University, Japan

the following: learning a language at a language school, studying under a student exchange agreement, and studying to obtain a degree at a university”, p. 175.

There are many universities now in Japan that offer some form of short study abroad experience. These shorter study abroad programs are a good way to increase the numbers of students who can have an intercultural experience while at university by eliminating many of the obstacles that longer study abroad programs lead to (Arenson, 2003). As well as the benefits such as lower cost, getting credit for the courses taken, and the more fully activity-packed syllabuses, if programs are well structured they can help enhance students' formal education and improve future employment opportunities (Smith and Mitry, 2008, p.237). The study abroad programs also offer the university a chance to build a more internationalized student body and bolster the reputation of being an internationally-oriented university, thus proving enough support for using the word international in a university's name.

Study abroad situation of Faculty of Regional Studies at Toyo University

The Regional Studies Faculty at Toyo University is one establishment that believes in the benefits of study abroad programs both for its students and the university. These programs give the Faculty's students an experience of seeing how cultures differ from the Japanese culture. It gives the university a certain amount of credibility in using the words international in the literature the Faculty produces for prospective students. At present, the Faculty of Regional Studies offers mainly language-based programs in the first year. This is followed up by more specialist-based short programs in the second year that build on the language base established in the first year. In the final two years, students may go abroad if they join a zemi class that offers this as part of the syllabus. For this paper, I would like to look at two programs, one language-based study abroad program, which is in the Philippines, and one specialist, in this case tourism-based, study abroad program in England.

Firstly, the Philippines course has been running for five years and lasts four weeks in September. It attracts much attention due to the competitive price of the program. Students stay together in a private hotel, and often engage in trips, like diving expeditions, and activities such as working with NPOs based in the Philippines. Students can also get a one-to-one student conversation partner to practice their English with. Places are limited to 30 or so every year, and this quota is always filled.

Secondly, the tourism-based study abroad program in English lasts for three weeks in March. It has been running for four years, and is around double the price of the Philippine's program, and as such securing the requisite number of between 15 and 25 students takes a

considerable amount of PR work. This program revolves around tourism and communication classes at a reputable tourism faculty of a university on the south coast of England. The students stay in a homestay with families located near the university, and they also take part in a number of day excursions for sightseeing and study purposes.

Students that do not attend these programs have access to compulsory and elective English classes in the first and second year of the Faculty's curriculum. The two departments in the Faculty may differ slightly in the type of focus of classes, but overall exposure time to English per week works out to be around the same amount of time. That is two ninety-minute lessons per week over 15 weeks in two semesters a year. A small calculation tells us that students are exposed to at least 90 hours of English for the year. There are other culture-based lectures available in Japanese, too.

Both the study abroad programs offer the same potential for exposure to English as a one-year program at Toyo, but in a more concentrated form. As yet only small-scale evaluations have dealt with students' satisfaction with the study abroad courses, and these have taken place right after the program has finished. Considering that the Faculty offers a systematic range of programs in the first and second year, as well as compulsory classes of English in the first and second year, it may be worthwhile to assess how students feel about these programs some time after the programs have finished. This may shed light on the fit of such programs to the Faculty and its curriculum, compared to the regular English classes in the curriculum.

Assessing study abroad programs

As yet, there has been no study following up after an extended period once the Regional Studies Faculty's study abroad programs have finished. There is, however, one study that looked at the English tourism-based program (Robson, 2011). This qualitative study employed diaries, and interviews to investigate the home-stay situation. The analysis of the data from 14 females and five males revealed ten codes that the data was assigned to, but not of all of these codes are relevant for this study. The final two codes of *Facebook* and *future plans* have some pertinence. *Facebook* dealt with how students used the technology of Facebook on the Internet to maintain contact with people they had met during the program, and *future plans*, addressed what students wanted to do in the future as a result of being in the homestay (p. 147).

In the Robson study it was found that many of the students used Facebook, encouraged by their homestay families, to keep in contact with friends that they had made at events for resident foreign students during the stay. For all of the Toyo students it was the first time to use such media to contact with their homestay families, other foreign students and each other. The

study also found that studying in England, even for a short time, had a noticeable impact on the students; with most feeling three weeks was not enough. Some hoped to come back to England to study and to see their homestay families again, or visit another country in the future. The short-term program had broken down some of their insecurities of using English. The program also spurred a curiosity in reexamining what students knew about Japan because they felt they did not know enough about their own country to be able to explain things to foreigners. Not being able to explain is the impetus for going back and finding out more about Japan. This could be part of a possible self that puts importance on being able to convey knowledge about Japan to people in other countries as important (p. 154).

The data from these codes was collected during the program, and right after returning to Japan. It would be worthwhile knowing if this increased awareness in foreign countries, and higher confidence to speak more English, as well as a desire to learn more about their own country of Japan, are still important for these students after some time has passed. Indeed, the studies that were used as part of the literature review for the Robson study all used data collected during, or shortly after the students had returned to their home countries. One of those studies, Woodall and Takeuchi (1999) claimed that the homestay mother used what has been referred to as foreigner talk (FT), or making conscious adjustments to the message to aid comprehension. Although this may have been perceived as helping the student, what effects would this have on the interlanguage of the student in the future? Another study by Tanaka (2007) stated that there was a problem of Japanese keeping up their regular associations with other Japanese outside the classroom. A similar problem was also found by the Robson study. Would this have a longer-term outcome in the attitude of studying abroad because the association was with deepening friendship with other Japanese, rather than efforts to use the target language? Another study by Kitao (1993) looked at a four-week program and found positive responses about everything. If the students felt this way, would they likely change their feelings in the future?

Still some studies have addressed the phenomenon of reverse culture shock, with students returning home from study abroad experiences with various levels of altered perceptions of their native country. These perceptions took on meaning the longer a student was away from Japan, resulting in the greater challenges he or she would have in home culture readjustment (David et. al., 2008). Once people leave a country, and spend time in another country they might be exposed to new ideas and new ways of thinking, and upon returning to the home country these ideas can lead to people looking inward and experiencing greater personal awareness. In previous studies this has even been experienced by short-term study abroad (Themundo, Page, Benander, 2007, p.65), so could it be that even short-term programs

affect the way students see their home country? It is clear that answers to the questions like those above would go a long way to helping to properly evaluate the study abroad experience, in comparison to the regular courses on offer at Toyo University.

Some literature exists that follows students after returning to the native country from study abroad. Meyer (2006) notes that much study abroad research has tended to be focused on the positive outcomes like broadening student's global outlook through pre-test, post-test methodology (p. 23). She goes on to address how sojourners come to shape their identities from these study abroad experiences. This shaping took place later after the experience, rather than at the end of the study abroad program. Many studies exist that look at these short-term outcomes in linguistic development, see Freed (1993); Churchill and DuFon, (2006), but as Paige et. Al. (2009), suggest the benefits of study abroad are limited in scope or 'expire' after a short time. One study by Tanaka and Ellis (2003), investigated the relationship between learner beliefs and language proficiency of Japanese students who had studied abroad on a 15-week program in the US, but they admit that the reason expected resulting gains in proficiency did not take place was because those proficiency tests students took were during the study abroad experience, albeit at the end of the period. It seems that far less attention has been paid to examining the after effects of study abroad on interlanguage pragmatic development, (Matsumura, 2007, p. 168). Existing studies tend not to collect data more than one time after L2 learners have returned to their home country, and not enough research has focused on collection later after the study abroad. An argument could be made that it is not only language development, but also attitudes towards the L2 culture and students' perceptions of how they benefitted from the L2 experience that have the potential to change. Similarly, what makes a student lose pragmatic competence, may also affect the perceptions of their abilities, too. Therefore, when evaluating study abroad programs, the evaluation itself should be an ongoing process. Time might deepen the meaningfulness of the experience, as students begin to reflect on what they did. Due to this Milleret, (1990) advises waiting around six months after the study abroad program to evaluate the participants (p.487). Waiting too long may mean that the skills or perceptions obtained through the study abroad experience are lost because of a change in environment away from the L2 community. A study about the effect of study abroad on writing performance by Pérez-Vidal & Juan-Garau (2009) revealed that the effects of study abroad on writing had all but disappeared 15 months after returning from the L2 community. There may then be a finite time after returning to the L1 community that perceptions and skills are still similar to those that were first developed in the L2 community.

A few studies do exist that have attempted to look at students returning from study abroad over a longer time frame. Kumagai (1977) carried out measurements on 52 male

students after spending a sojourn in the US a year after they had returned to Japan. She found that favourability to the US went up, but on the other hand favourability to Japan actually went down. As far as personality changes, the author did find increases in well-being, achievement via conformance, a trait that is the cultural norm in Japan, and femininity, or a growing awareness of the role of women in society. In another study by Tateyama, (2002), Japanese nursing students were surveyed three weeks after returning home from Australia on a short three week program. During that program most participants enjoyed speaking English throughout the program, but a large number did not feel that they could speak English with a native English speaker. The study abroad did, however, enhance attitudes of learning English and gave more positive attitudes towards English, and made students less shy. The participants realized the importance of being aware of Japanese culture in order to better understand L2 target culture, something that was picked up by the Robson (2011) study. Another study by Matsumura (2007) carried out an investigation into the pragmatic competence of offering advice to 15 university-level Japanese students after they returned from an eight-month study abroad in Canada. The results of the quantitative analysis indicated that students' pragmatic use of English gradually diverges from that of native English speakers after their return, as was recorded in their strategy to opt out of making the pertinent phrases during an oral test. However, the point was made that continuing to have direct exposure to English after returning to the L1 country may help to develop pragmatic competence because students have time to reflect on their use of target language and sociocultural norms. The Final study by Paige et. al. (2009) is related to the long-term impact of study abroad on various forms of global engagement. The survey results of 6391 study-abroad participants revealed that study abroad had an impact on five dimensions of global engagement (civic engagement, knowledge production, philanthropy, social entrepreneurship and voluntary simplicity), as well as on subsequent educational and career choices. This means that participating students became more aware of their positions in the world, and what it meant to become a global citizen, something that might be difficult to do only staying in one's home country. It is clear that a lot more research needs to address not only what happens during, and shortly after the study abroad experience, but also how the perceptions or abilities change over time after the program.

For the Regional Studies Faculty at Toyo study abroad programs are an important part of the curriculum to expose students to the world outside of Japan. These programs are short, lasting from three to four weeks. It is hoped that participating students in the programs have an experience that they cannot get in Japan or through normal classes in the Faculty's curriculum. This study will attempt to look at the attitudes of students who have attended the two study abroad programs mentioned earlier, compared to the attitudes and habits of students who have

only studied in the Faculty's curriculum. By doing so, it is hoped to gain insights into both the benefits and perceptions of students in the Faculty. This study will attempt to address the following four broad question areas:

- 1) What efforts and attitudes towards improving English do both students studying abroad and those who only go through the Faculty's curriculum have?
- 2) What attitudes towards other cultures do both students studying abroad and those who only go through the Faculty's curriculum have?
- 3) What attitudes towards the Faculty and to study abroad do both students studying abroad and those who only go through the Faculty's curriculum have?
- 4) What changes have taken place on a personal level for both students studying abroad and those who only go through the Faculty's curriculum?

Method

The participants in this study come from three main groups. The first group is 14 students that participated in the England program in spring of 2010. At the time of the questionnaire around 11 months had passed since their return from that three-week study abroad course in England. The second group is nine students that participated in the Philippines program during summer 2010. For those students five months had passed since they had returned from that four-week program. The author deemed that both groups of study abroad students had spent a sufficiently long enough time since studying abroad to be of use to this study. The control group was 36 students, consisting of 20 first-year and 16 second-year students who had taken neither of these study abroad programs, and who had, further, not taken any study abroad program outside of this university. It was felt these students would be a good baseline from which to compare study abroad with the Toyo curriculum.

The three sets of students were given the Japanese questionnaire in Appendix A to fill in and return to the author. The version for the control group was slightly different because it omitted the words related to the study abroad programs. Instead, these words were replaced with words related to the classes at Toyo University that they had taken over the course of the past year. For example in question 14 the students are asked to what extent they have become interested in Japanese history and culture. For the study abroad group, the first part of the sentence read, "after returning from the study abroad program...", and the students who didn't study abroad the beginning of the sentence read "after studying at Toyo.". The survey itself started by eliciting basic information, including whether students had taken part in study abroad

before, their department and year. The main part of the survey is 22 sentence stems eliciting one to four points (one point= disagree strongly, two points=disagree slightly, three points=agree slightly, and four points=strongly agree) that were written in Japanese. These ideas come from the literature review as well as from the author to address the questions above. Students are asked to choose the score, and write a comment beside each sentence in English, on a bigger version of Appendix A. It was felt English answers would help with ease of reporting.

Results

After checking the parametric assumptions had been met (Field, 2005, p. 64), the data was put through SPSS statistical software to establish means for the statements in the questionnaire, and whether there are significant differences in means between students studying abroad and those students that stayed on the Toyo campus, and to what degree the statements in the questionnaire correlate with each other. Firstly, the means for statements five to 26 in Appendix A can be seen in Table one. The table headings are as follows: En=England study abroad program; Ph=Philippines study abroad program; ToSa=the total for both programs together; and U=students that did not participate in either program, but attended the Toyo campus for the academic year.

Many students see foreigners in Japan as one way of increasing their skill in English through interaction. The number of students who claim that they are meeting with foreigners in Japan is surprisingly high. There are, however, a number of exchange students from mainly America on campus studying through the ISEP programs. These students have increased in number every year, and some do take classes at the Toyo campus. Whether students approach these students to communicate much is dubious. Although they have a visible presence, it is unlikely that large numbers of students approach them to begin conversations, as has been seen with the small number of students who attend free conversations classes where these American students are in attendance. Indeed, students say I would like to meet foreign students, if I have a chance. It does seem that study abroad students are more significantly interested in foreigners, which probably means these ISEP students. The students attitudes to foreigners do not change through either study abroad or being on campus, so there must be a prevalence of students wanting to talk to foreigners, but actually don't talk to them so much. As for how much students are studying outside of class it is moderate, but some of the study abroad students are members of an English circle and have an interest in foreign movies. Students who attended the Philippines course were significantly higher than other groups in improving their English outside the regular classes. This may be a difference in departments. The students who attend

the Philippines program tend to be from one specific department that currently runs English only degree courses, resulting in more homework. Also, many on campus students seem to work on improving their Toeic and Toefl scores. Lastly, English through technology really took

Table one – Means from questionnaire comparing study abroad and non-study abroad students

Qs	Statement	En	Ph	ToSA	U
5	I speak to foreigners as much as possible in Japan	2.71	3.00	*2.83	2.31
6	My life in Japan has little to do with outside of Japan	**2.57	1.44	2.13	2.61
7	Study abroad is necessary for Toyo students	4.00	3.89	**3.96	3.50
8	I am more positive since SA / U	3.29	3.33	**3.30	2.47
9	I think a lot more about myself and future after SA / U	3.50	3.67	3.57	3.64
10	I'm more aware of other cultures since SA / U	3.50	3.33	**3.43	2.67
11	I'm interested in Japanese history + culture after SU / U	3.07	3.00	3.04	2.92
12	I enjoy English more after SA / U	3.57	3.78	*3.65	3.25
13	I'm more aware of Japanese culture after SA / U	3.64	3.11	**3.43	2.64
14	SA / U lead me to become involved in volunteer work	2.93	2.78	**2.87	2.14
15	I feel language of SA / my English level since HS is down	1.86	2.22	2.00	2.14
16	I read or watch news about foreign countries very often	3.36	3.78	**3.52	2.81
17	I feel more confident about speaking English after SA / U	3.00	3.00	**3.00	2.28
18	It's important to know about Japan, when we go abroad	3.93	4.00	3.96	3.75
19	I want to make friends with foreigners because of SA / U	3.71	3.89	3.78	3.53
20	I try to improve English skills outside of the normal lesson	2.86	*3.67	3.17	2.97
21	I have become an international person from SA / U	1.79	2.11	1.91	1.58
22	SA / U will be useful for me in the 3rd and 4th year of Toyo	3.00	2.33	2.74	2.53
23	I use Face book etc. to contact people from other countries	2.64	**3.89	**3.13	1.50
24	I'm satisfied with my present level of English	1.07	1.11	1.09	1.14
25	I see foreigners in a different light now after SA / U	2.86	2.67	2.78	2.36
26	Toyo offers suitable courses in its curriculum (for SA)	*3.36	2.67	3.09	2.64

off for England students by them using Facebook to keep in contact with friends they made in England that still continues today. This is not something that students on-campus do much, it seems.

Japanese students have mixed feelings about being in an international environment in Japan, but England participants see themselves as significantly less related to the world outside

of Japan than Philippines' participants. This might be related to the geographical location of the Philippines being much closer to Japan than England. Study abroad students are more aware of other cultures to a significant degree than those on campus. They also have a significantly higher interest in foreign news. The on campus students may feel less part of the world outside of Japan, and not many of any of the students actually consider themselves to be "international" people. Next, all students enjoy studying English, but the study abroad group is significantly higher. Confidence has also increased significantly for study abroad students. The on campus students don't seem to be able to increase their confidence much, and all students are not very satisfied with their English ability. Apart from English itself, study abroad students are more aware of Japanese culture and all agree that knowledge of Japan is important before going abroad, but it does not necessarily lead to more interest in it. It seems to signify something they should know, including as comments in the questionnaire state, both good and bad points of Japan. Finally, study abroad students are significantly more interested in doing volunteer work than on campus students.

Students who went on the study abroad programs thought study abroad was more important to a significant degree than on campus students, but very little is known or perhaps expected on how useful the current curriculum or study abroad will be for subsequent years at Toyo. Study abroad students, especially from the Philippines, think that courses are suitable for the curriculum.

Lastly, both sets of students carry out a fair amount of self-reflection (statement nine) through study abroad and being on campus. Part of this could be related to anyone moving away from home for the first time in their lives to attend university, irrespective of studying abroad.

The next section deals with correlations found in the data. This can be seen in Table two. The numbers across the top and down the side are the statements from Appendix A. A

Table two – correlation matrix of items from questionnaire

	5	6	10	12
12	S+			
13			U+	
16		S-		U+
17	S+			
20	S+			U+

simple key shows that an S+/- means it was significantly correlated for the study abroad

students, either negatively or positively, and the U+/- related to the on campus students, again, either positively or negatively correlated. All correlations are significant to greater than >0.01 .

For the study abroad students enjoying English more is significantly correlated to speaking English with foreigners and improving English outside of class. This hopefully means that students are increasing their enjoyment of English through making an effort to speak with, most likely, ISEP students after class and at school events. Next, the way study abroad students see themselves as part of the world outside of Japan is negatively correlated to reading and watching foreign news. It appears that study abroad students continue their interest in foreign countries through media, and that in turn keeps up the feeling of being related to events outside of Japan. The on campus students, from looking at the lower means, are less aware of both Japanese and foreign cultures. On campus students are also enjoying their English which is positively correlated to keeping up on foreign news and improving their skills outside of class. It would be great to think that any student is improving their English skills outside of class by keeping up with news through media.

Conclusion

For faculties in Japanese universities, like that of the the Regional Studies Faculty at Toyo University, study abroad programs are necessary to give students a better understanding of cultures in other countries. They are also necessary to justify the use of words like "international" in its literature. At present, this Faculty offers a number of programs for mostly first and second years for language and specialist study. Following on from a qualitative study by Robson (2011), this study took a quantitative approach using a questionnaire in measuring how the after effects of two programs, a month-long language-based program to the Philippines, and a three-week long tourism and language-based program to England, compared to students from both the first and second year who did not undertake any study abroad program through Toyo or other organizations. It is hoped this comparison will shed light on the importance of study abroad by exploring how students feel after at least six months have passed since returning from the programs against those who have taken just curriculum English classes in Japan. The following questions were set for this study, and the conclusion will be addressed in turn:

- 1) What efforts and attitudes towards improving English do both students studying abroad and those who only go through the Faculty's curriculum have?

To begin with, it seems that none of the students in this study are satisfied with their present level of English, but it seems that students who have studied abroad, even for a short period enjoy English more, become more confident about using English, and make efforts to speak to foreigners in Japan, which usually means the foreign ISEP students that are around Toyo University. The high correlation between the study abroad group for improving English and speaking to foreigners is testimony that this is one method they use for improving their English. There are still a number of students who stayed on campus that have not approached these foreign students to try and speak English. It may not be said that students who do not go abroad do not work to improve their English. In the absence of foreigners to communicate with, students work to improve their scores on English tests. On the whole though, it seems as though the study abroad students make more efforts in improving their English.

2) What attitudes towards other cultures do both students studying abroad and those who only go through the Faculty's curriculum have?

The attitudes of students who studied abroad seem to be more "international" than those who have stayed on campus. The Robson 2011 study did conclude that students become more aware of foreign countries and their own Japanese culture. It also appears as if this awareness is maintained even following a considerable time after the study abroad. This awareness may be prompting study abroad students to read more about foreign affairs or watch foreign news. The results are a positive sign that study abroad experiences can help students become more aware of events inside and outside of Japan, but those students who stay on campus are not in an environment where they feel they have gained awareness of events outside of Japan. This lack of awareness is something that the curriculum and events should deal with.

3) What attitudes towards the Faculty and the study abroad do both students studying abroad and those who only go through the Faculty's curriculum have?

The results clearly show that both students that have gone on study abroad programs and those that have not realize the importance of study abroad to a high degree. Neither group, however, are sure about how the study abroad or current curriculum will feed into the third and fourth years of university. Study abroad students do seem to feel that their experience fits the curriculum well. This is especially so for the England course. The Faculty needs to find ways to improve the fit of the curriculum for students in the Regional Studies Department. Again it seems as if study abroad students are both aware of the importance of study abroad and how it is important going into subsequent years at Toyo.

4) What changes have taken place on a personal level for both students studying abroad and those who only go through the Faculty's curriculum have?

Finally, students who went abroad appear to be more positive in character, both generally and related to using English. This finding was also found in the Robson (2011) study and confirmed how important study abroad is for boosting confidence in using English that students who stay on campus do not obtain. Going through the experience of study abroad stays with students after returning home and can help with improving confidence and keeping confidence after coming back to Japan.

In conclusion, study abroad students score higher than students staying on campus in terms of attitudes towards English and study abroad, cultural awareness and personal awareness even after returning home from the experiences after six months. Although this sample may not be representative of all Faculty students who have not studied abroad, it does show the benefits of short study abroad programs, not only during the program, but also going into the future.

Bibliography

- Arenson, K.W. (2003, November 17). Gains seen in short study-abroad trips. *The New York Times*. Retrieved July 1, 2010 from Lexis Nexis Online Database.
- Asaoka, A. & Yano, J. (2009). The contribution of "study abroad" programs to Japanese internationalization. *Journal of Studies in International Education*, Vol.13, No.2, pp 174-188.
- Churchill, E. & DuFon, M. A. (2006). *Language learners in study abroad contexts*. (Eds). Clevedon, GB: Multilingual Matters.
- Davis, D. C., Chapman, D. , Bohlin, B. , Jaworski, B. E., Walley, C. M., Barton, D. A. & Ebner, N. F. (2008). Reverse Culture Shock: A Comparison of United States and Japanese Students' Experiences Returning from a Study Abroad Sojourn. *Paper presented at the annual meeting of the NCA 94th Annual Convention, San Diego*. Assessed on line on 2nd Jan. 2011 from http://www.allacademic.com/meta/p259784_index.html.
- DeKeyser, R. 2007. Study abroad as foreign language practice. In *Practice in a Second Language. Perspectives from Applied Linguistics and Cognitive Psychology*, R. DeKeyser (ed), 208–226. Cambridge: Cambridge University Press.
- Field, A. (2005). *Discovering statistics using SPSS*. Sage Publications: London.
- Freed, B. (1993). Assessing the linguistic impact of study abroad: what we currently know – what we need to learn. *Journal of Asian Pacific Communication*, Vol. 4, No. 4, pp. 151-166.
- Kitao, S. K. (1993). Preparation for and results of a short-term overseas study program in the United States, *Bulletin of the Institute for Interdisciplinary Studies of Culture*, no.10, pp107-18.
- Kumagai, F. (1977). The effects of cross-cultural education on attitudes and personality of Japanese students. *Sociology of Education*, Vol. 50, pp. 40-47.
- Matsumura, S. (2007). Exploring the after effects of study abroad on interlanguage pragmatic development. *Intercultural Pragmatics*, 4-2, pp. 167–192.

- Meyer, M. D. E. (2006). Shin shutsu ki botsu. To appear like a god and disappear like a phantom: National identity, cultural learning, and a study abroad experience in Japan. *International and Intercultural Communication Annual*, Vol. 29, pp. 22-41.
- Milleret, M. (1990). Evaluation and the summer language program abroad: A review essay. *The Modern Language Journal*, Vol. 74, pp. 483-488.
- Paige, R.M., Fry, G.W., Stallman, E. M., Josi, J. & Jon, J. (2009). Study abroad for global engagement: the long-term impact of mobility experiences. *SAGE*, Vol. 20, pp. 29-44.
- Pérez-Vidal, C., Juan-Garau, M. (2009). The effect of Study Abroad (SA) on written performance. *EUROSLA Yearbook*. In (Eds.) Leah, R. Véronique, G. D. Nilsson, A. and Tellier, M. (Eds.). John Benjamin Publishing Company. pp., 269-295.
- Robson, G. (2011). Students' Experiences of a Short Homestay in England - Case of Regional Studies Students. *Journal of Tourism*, Toyo University, pp. 139-159.
- Smith, D. E. & Mitry, D.J. Benefits of study abroad and creating opportunities: The case for short-term programs. *Journal of Research in Innovative Teaching*, (1). pp. 236-246.
- Tanaka, K. (2007). Japanese students' contacts with English outside the classroom during study abroad. *Applied Linguistics*, 13 (1) 36-54.
- Tanaka, K., & Ellis, R. (2003). Study-abroad, language proficiency, and learner beliefs about language learning. *JALT Journal*, Vol. 25, No.1, pp. 63-85.
- Tateyama, E. (2002). The response of Japanese nursing students to a vacation English program abroad. *Journal of the Red Cross Junior College of Akita*, Vol. 7.
- Themundo, D., Page, D., & Benander, R. (2007). Student and Faculty perceptions of the impact of study abroad on language acquisition, culture shock, and personal growth. *AURCO Journal*, Vol 13, Spring, pp. 65-79.
- Woodall, B. & Takeuchi, Y. (1999). Language experience in the homestay environment. *Journal of Intensive English Studies*. Vol. 13, pp35-52.

Appendix A

短期留学に参加していただいた学生へ、

去年の短期留学プログラム(ボーンマスまたはサウスウェストン)へのご参加ありがとうございました。両プログラムが終わり、しばらく時間がたちました。私たちの学部では留学生プログラムを終えている学生は短期留学プログラムについて、そしてそのプログラムと全体の学部のカリキュラムの組み合わせ、または今現在についてどのように考えているのかをお聞きしアンケート調査をしたいと思います。各文章の前の空欄に1から4までをマークし、(1=納得できない 2=納得が難しい

3) やや納得できる 4=納得できる) 空欄はなるべく英語で少し文章について説明してください。文法をあまり気にせずに率直なご意見をいただければと思います。

1. 私が参加したのは ボーンマス / サウスウェストン
2. あのプログラムは 初めての海外留学 / 初めてではない (いつ、どこ、滞在期間)

3. 学科 (観光 / 地域) 4. 学年 1 2 3 4

5. ___ 日本では出来る限り外国人に英語で話をかけようとする

6. ___ 日常生活では外国で起きた出来事に関わりがない

7. ___ 学部生にとって短期留学は必要な体験である

8. ___ 短期留学から戻り考え方は少しポジティブになった _____
9. ___ 短期留学後自分について、または自分の将来について考えるようになった

10. ___ 短期留学することによって他文化とはなにかを気づくようになった

11. ___ 短期留学から戻り日本の文化・歴史に興味を持つようになった _____
12. ___ 短期留学から戻りさらに英語に親しみを持つようになった

13. ___ 短期留学することによって日本の文化とはなにかを気づくようになった

14. ___ 短期留学から戻り国際ボランティア活動に意欲が出た _____
15. ___ 短期留学から戻りしばらく時間が立った今でも英語力はそんなに落ちていない _____
16. ___ 短期から戻り外国の情勢に興味を持つようになった _____
17. ___ 短期留学から戻り英語を話す事に自信がついた _____

18. ___ 海外に行くときは日本のことを知っている事が大切である _____
19. ___ 短期留学から戻り外国人と交流をしたい _____
20. ___ 大学の授業意外でも英語のスキルを伸ばそうとする _____
21. ___ 短期留学から戻り気分は国際人のようだ _____
22. ___ 三年生 四年生になっても短期留学した経験は役に立っている _____
23. ___ フェイスブックなどのツールを使い 外国人交流をしている _____
24. ___ 現在の英語能力に満足している _____
25. ___ 短期留学から戻り、外国人に対する目が変わった _____
26. ___ この学部では 短期留学前後のカリキュラムが適切であった _____

学生の短期海外研修後の意識変化について —研修既習者と非既習者との対比において—

要 旨

東洋大学国際地域学部では4年間のカリキュラムの中に数多くの海外研修を取り入れている。学生にとってこれらのプログラムがいかにより有効であるかをより深く理解するために、今回の研究は、前回の「海外研修に参加した学生の意識に関する質的研究」(Robson, 2011) に続くものである。今回の調査はアンケートを利用し、調査の6ヶ月前に海外短期研修に参加した学生（内訳は英国14名、フィリピン9名）に関して、参加しなかった36名の学生と比較してどのように変化したかを調べた。海外短期研修に参加した学生は参加しなかった学生と比較して、英語学習に対する態度、外国に対する態度、また人間としての成長度において、平均値がより高いという結果が得られた。