海外短期研修前、研修後における意識の変化 イン英国・フィリピン研修における東洋大学学生の事例

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Perceptions before and after a short study abroad program
- A case of Toyo students in England and the Philippines

Graham, Robson*

Abstract

This paper follows a number of studies related to study abroad programs in the Faculty of Regional Development at Toyo University, and focuses on the perceptions of a combined total of 40 students. The participants came from two programs, one in the Philippines and one in England, both under three weeks in duration. All students took part in a pre and post questionnaire that dealt with current attitudes towards English study, reasons for taking part in the study abroad, sub-skills of English used during the study abroad, and what happened in the study abroad. Results through SPSS included how the study abroad experience can strengthen students’ resolve to try different types of English study upon returning to Japan, but high expected gains in both English and specialist content knowledge did not materialize after the program. This paper offers a number of recommendations to ensure that students can maximize the study abroad experience.

Introduction

This paper is the second in a series investigating the role of study abroad programs for students in the Faculty of Regional Studies at Toyo University regarding what students feel about before, and experiences during and after the study abroad. The first study into the role of the Faculty’s homestay programs was Robson (2011), which was a qualitative study that investigated mainly what was happening in the homestay, and other influences that students came into contact with during a three-week tourism-based study tour in England. The Robson study was the first of its kind that had been undertaken to look at these phenomena within the Faculty, and as such that study took a very holistic view without following set hypotheses. The author collected data through a number of sources and the data brought forth ten codes that attempted to explain what was happening in the data. One of the codes that was found was

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called ‘pre-trip expectations’. These expectations were explained as possible images of the self. The selves came in both positive and negative forms. The positive selves related to being accepted as a family member, and wanting the homestay exchange to be a two-way process. In other words, the students would be interested in English culture and the homestay family members would, accordingly, be interesting in finding out about Japanese culture. Sometimes, however, much to the disappointment of the students, the homestay families did not overtly show interest by asking about Japan. It may be that either they actually showed interest in other ways apart from asking questions, or that the homestay family saw the student merely as a source of income. This latter reason did not resonate in interviews that were held with willing homestay family participants, who claimed they offered their houses primarily for cultural exchange. On the other hand, the negative views of the self were based on students’ fear of hesitancy when speaking to native English speakers, and possible communication problems (p. 148). These feelings were not dealt with to a large extent in that first study because there was no fixed direction in that study.

Assessment of the study abroad is very important because of the time and effort that educational institutes put into sending their students abroad. Are students at establishments that send students abroad, like Toyo, getting value for their money? Although, many educators tout the benefits of study abroad, Chieffo and Griffiths (2004) state that educators are left to explain or defend with spotty evidence the benefits of these short-term programs. The England program, and others in the Faculty, were set up initially to improve, among other things, communication, and exposure to other cultures. Whether this has been successful or not needs to be measured to understand whether both language competence and understanding of the target culture has been reached. It is important to establish credibility and quality for sustaining such programs; otherwise they are a waste of money (Gray, Murdock & Stebbins, 2002).

Many of the current studies related to study abroad that evaluate what happens on study abroad programs are of the pre-test, post-test format to measure perceptions and abilities before and after the study abroad experience (Meyer, 2006). Therefore, the success of a program should not just be about whether the goals are met, but by the feedback given from students (Milleret, 1990, p. 483).

A common way to collect information before and after the study abroad is by questionnaire. However, as Heilenman (1990) testifies this self-assessment may be a little difficult for novice learners. Actually, many of the students who participate in short study abroad programs organized by the Faculty are a low English proficiency level. Such students may have little awareness of what they can or cannot do, and so using self-report measurements, like questionnaires, can produce some invalid results. Indeed, the measure of
one’s own ability can simply be a measure of self-confidence or anxiety. Heilenman does, however, go onto to say that self assessment “has the potential of putting the learner firmly in the centre of the picture as well as adding valuable information of how and why languages are learned”, p.195. It is important to use the experience of the learners to measure the changes that have taken place from before the study compared with when the study finishes. In the 2011 Robson study, which actually took place in 2010, the number of students was 19, but the same program taking place this year in 2011 has 24 students taking part. Along with another study abroad program, which will take at least 16 students to another study abroad destination, the number of participants on a pre and post test situation can provide more credibility in the results. Indeed, Brown (2005), states that it depends on the situation, but that there should be at least 30 in a group (p.113) to carry out legitimate parametric statistical analysis.

Literature Review

This short literature review addresses a number of studies that have looked at measuring perceptions and abilities of students who have undertaken short study abroad programs. The first study by Kaplan (1989) reported that short-term study abroad students improved in listening on self report, but that skills stressed in the classroom are often very different to the skills necessary for functioning outside the classroom in the L2 target community. The next study by Ball (2000) reported that students who felt that they had spent much time speaking the language perceived that their speaking ability had improved, compared to people who perceived they had used the foreign language less. There could be a case that this increased use leads to less anxiety about using the language. This was shown in the case of Japanese students by Yashima (2002). In her model called ‘Willingness to Communicate’ (WTC) increased language use lead to students having lower levels of anxiety and a positive perception of their own communicative competence. This WTC trait is a clear tendency of students to initiate communication with target speakers when free to do so (Yashima, 2002 p. 55). Along with showing that lower anxiety and greater perceptions of communicative competence led to higher WTC, it was found that unusually greater confidence did not, however, lead to greater ability, as would be expected. A fourth study by Tateyama (2002) gave a post questionnaire to 11 Japanese nurses studying in Australia for three weeks, the same amount of time as the England program in the Robson study. It was found that although most participants enjoyed speaking English through the program, most did not feel that the experience had given them enough confidence to speak with a native speaker. The study abroad did, however, enhance attitudes of learning English and gave students more positive
attitudes, including less shyness. Plus, students realized the importance of being aware of Japanese culture in order to better understand the L2 target culture, something that students in the Robson study also realized. In another study by Chieffo and Griffiths (2004), a questionnaire was given to over 1000 students who had studied abroad and 827 students who remained on campus. The results showed that study abroad students felt that the world is not similar to the US, and they developed more appreciation of other countries than the on-campus students. The study concluded that even studying abroad for under a month could have a significant effect on intellect and personal lives. A more recent study, and the final study in this short review, by Badstübner, T. & Ecke, P. (2009) looked at short term acquisition and language use of 23 US students in Germany for one month. The authors made a questionnaire based on the language contact profile (freed et al, 2004 ). The comprehensive questionnaire in that study measured expected and perceived attitudes and perceptions, and the authors found that the biggest motivation for studying German was integrative, and an expectation of cultural understanding. Further, those students who want to interact set high goals for speaking and listening, but in fact all expected gains were high. The biggest perceived improvements were seen in cultural understanding and listening, but, the authors note, it may be difficult to self-assess reading, grammar and writing improvements. This may certainly be the case for the students that study in the England program because these sub-skills are not emphasized so much during the program. The authors report that only listening improvement correlated with actual time spent doing that sub-skill.

It is clear that even from this small amount of studies that there is something worth measuring even on a short study abroad program. There seems to be a clear want of participating students to improve communication skills over reading and writing. It also depends on how much target language is used during the study abroad program. There is often the case that Japanese students congregate with each other in and out of classes, limiting interaction in English (Tanaka, 2007). Positive enhancements are, however, gained through using English abroad, and it can also build cultural awareness. This last point is helped by students’ integrative motivation, meaning students want to be part of the new culture they are experiencing.

As the Faculty Regional Studies at Toyo University has a number of programs, this study will employ a pre and post test instrument that can measure expectation and perceptions before and after two separate Faculty programs, one to England (BU) and one to the Philippines (UP), both taking place in the Spring Semester of 2011.
Program one (BU) - England
The first program is a three-week tourism based program. Students take tourism and English communication lessons at an established tourism faculty at a well-known university in the south of England. This program also features a homestay component for cultural interaction, and study trips to enhance the in-class tourism learning. At the end of the program students do group presentations in English about cultural and tourism-based comparisons between England and Japan.

Program two (PU) - Philippines
The second program is a shorter two-week program at the University of Philippines. This study is designed to again combine both field trips, this time to slum areas, and an English communication element. Students stay in a dormitory together, rather than a homestay. Students get all their lectures in English and carry out community work with native students from a university in the Philippines. That program also ends with presentations in English of field work results.

Method
This study used a pre-test / post test questionnaire to measure students attending two separate Faculty programs in the spring vacation in 2011. In program one 24 students (two males and 22 females) attended and all students filled in two questionnaires, but in the other program 19 students (three males and 16 females) took part, with only 16 completing two questionnaires, for a total n-size of 40. These results were combined to give a sample of over 30 students, lending credibility to the results. For all but seven students this study was the first experience of study abroad, or even extended travel outside of Japan. The seven students had spent between two weeks and one year abroad. The pre-test questionnaire was given to students attending both programs within two weeks of leaving Japan, and the post tests was conducted within two weeks of returning to Japan.

The Japanese version of the pre-test questionnaire used can be seen in Appendix A. Apart from the top of the form collecting general information, the remainder asks students to assign an agreement rating of between one and six points (one point= disagree strongly, two points=disagree, three points=disagree slightly, four points= agree slightly, five points= agree, and six points=strongly agree). Students are further asked to write a comment under each statement (in the questionnaire given a space was provided) to further provide insights into a particular answer in English. It was felt English answers would help with ease of reporting.
The questionnaire in this study was a hybrid of ideas from studies in the literature review, and ideas that the author deemed necessary to measure before and after the trip. The first section dealt with 12 statements about students' current attitudes towards and motivation for English study, and what efforts students are making to improve their English ability. The second part offers 10 reasons for joining the study abroad program that students assign a rating to, from intrinsic reasons like making friends or having fun to the most extrinsic reason of getting credit for the program. The third section asked students to select which sub-skills of English they hoped would be improved by taking part in the study abroad program. The fourth and final section had ten statements related to their own expected actions during the homestay and what expected results participation would give them.

The post test had the general information removed and was kept as similar to the pre-test as possible. Section one had statements about what students planned to do when they go back after the program, so a statement like number six in the pre test asks about what students do now to improve their skill, but in the post-test it asks what students plan to do upon returning to Japan to improve their skills. The pre-test motivations were put into the past in the post-test, so a statement like I will learn English becomes I learned English. Section three keeps the same sub-skills but asks to what extent students thought each one had improved through study abroad. Section four asks students what they thought they had accomplished in the study abroad and to what extent it had changed their perceptions.

Results

After checking the parametric assumptions had been met (Field, 2005, p. 64), the data from the pre and post questionnaires was analyzed using SPSS statistical software. As this study will only address attitudes before and after the study abroad, the analysis is in the form of t-tests measuring changes in the pre-questionnaire compared with the post-questionnaire. The main results can be seen in Appendix B. These results will be interspersed with notes that were taken from the students' comments from the open sections of the pre and post questionnaires. Along with the average means, Appendix B also shows significant (> 0.05) changes in means by a star on the right. The + / - signs denote a significant increase from pre to post, and a significant decrease from pre to post results, respectively.

Before looking at the first section, the first measurement was a self-analysis of the English level of the student. This variable saw a significant increase with students believing their levels had increased after the study abroad. Now, to the main results. The highest means for this section were recorded in questions six and 17, although these did not change much
from pre to post. Many students work outside of class to improve their English skill. This means work other than homework, and included activities like speed learning, a new English technique currently popular in Japan, studying to improve TOEIC scores, and watching movies in English. The post questionnaire carried much more instances of students’ plans to improve English that were again TOEIC, listening to English on the train, going to a conversation school, and a want to study English from home, which was noted by at least three students. The other consistently high means were seen in pre and post for the importance of knowing about Japan when going abroad. Many students expected to be asked about Japan, and wanted to talk about Japan during their study abroad. However, many students realized that they knew little of Japan before leaving, and this was compounded after the study abroad with many students expressing disappointment at not being able to answer questions about Japan asked by people they met abroad. This result also tied in with a significant rise in interest for students about Japanese history and culture. It must have been on these topics that students could not answer questions. The main significant increases in changes were seen in questions ten through 13. These results included students enjoying the subject of English more than they did before the study abroad, an increase in speaking to foreigners, and more watching news about foreign affairs on their return to Japan. Part of this was helped by the tendency of more young people to read news in the homestay countries and keep up with foreign affairs. It just so happened that the Great Tohoku Earthquake occurred while some students were abroad, so the media was their only way to keep in touch with what was going on because of a lack of Japanese news in England. Students further realized the importance of keeping up with news even upon their return. Students also, although not to a significant degree, disagreed that their lives in Japan had nothing to do with events outside Japan (ques. 15). Further, students wanted to visit the ECZ to a significant degree, although the post figure is not that high compared to other variables. Many students cited not enough time, or lack of knowledge of the ECZ for not visiting it in the first place. Even though they wanted to speak English, it seems students may not see the ECZ as a place to do that. The figure of wanting to make friends with foreigners upon their return to Japan was as high as it was before students left, but I would have expected it to rise more, if the willingness to communicate had risen to a significant level. This could be partly explained by students encountering foreigners at part-time jobs, rather than social situations, and a realization that foreigners in Japan can speak Japanese well, and in some cases know more about Japan than the Japanese students themselves. Other results included reasonably consistently high means both before and after the student abroad program that showed that more English classes should be made available in the Faculty and having feelings of shyness. Neither of these changes showed significant changes because of the study abroad.
Students have always believed that more English classes should be made available, especially into the third year because at present compulsory English stops at the end of the second year. Lastly, students were not satisfied with their level before or after the study abroad, with very low means recorded in both time periods. It seems as though students do not make enough progress during short-term study abroad to afford themselves any satisfaction.

The next part of the results deals with students' reasons for joining the study abroad program, and which reasons they felt were exemplified after the study abroad. There were both significant decreases and increases. The two main significant decreases were in questions 12 and 22, learning English and acquiring content or field knowledge. The expectations for learning either English or other subjects were not reached by the students. It could well be that students set their learning goals too high. On the other hand, significant increases were seen in questions 20, 21, 25 and 27, which are having fun, gaining credit, building relationships with other Japanese, and joining because friends joined. The biggest jump was the awareness of a deepening relationship with other Japanese students. This has been reported in many other studies, and it could be said that these students, many of whom were away from their home country for the first time, did not realize how much they would share feelings and come to rely on each other throughout the study abroad program. All other reasons except the idea of running away from Japan that no-one really entertained before or after, including having a vacation, making foreign friends, and experiencing a new culture were all high both before and after the study abroad programs. It seems that students' expectations matched the reality of what actually happened in these reasons.

The next section dealt with skills students thought they would use before the study abroad and those skills they actually used upon returning to Japan. More so for speaking and listening than reading and writing, the expectations of students in improving these skills fell short of those expected before the study abroad. As programs provide less written and reading opportunities than speaking and listening opportunities, and the fact that this was spelled out to students in orientations, these results are not surprising. Again, it appears that short programs are not meeting the higher level of communication that students expect. The other skills of cultural knowledge, grammar and increasing vocabulary did not change much from before to after the programs. The lowest of these was grammar, which students did not expect to increase at all.

The last part of the results section is the students' expected and actual actions during the study abroad programs. Of these ten statements the only one which saw a significant increase was q44, about being able to give opinions in English during study abroad classes. Students outperformed their expectations in this speaking ability. All the other statements
recorded high means before and after the study abroad, including making efforts and opportunities to speak English, especially for planned events for students in England, increasing knowledge of affairs abroad, increasing confidence, and helping to clarify students’ future plans and how this program fits into remaining classes in the Faculty. Along with low means for q33, q38, it showed that students really did not worry about grammar while communicating in English by using things like gestures. The problem of over-concern with grammar and limited gestures is often the problem when Japanese speak English in Japan. Lastly, two means that did not change, but were lower than the other means, were, firstly, feeling like an “ambassador” for Japan. This post mean did change a little because of the earthquake and being given sympathy by many people during the study abroad. The other was being able to speak to people you don’t know. Admittedly in the Philippines this situation might be a little more dangerous than in England.

Conclusion

Owing to the time and effort that goes into planning short-term study abroad programs, it is important to measure the effectiveness of those programs, otherwise they could be a great waste of resources. Previous study abroad studies from the Faculty of Regional Development have focused on homestay situations, but this study wanted to look at perceptions before and how they may have changed as a result of the study abroad program. A total of 40 students combined from two study abroad programs in England and the Philippines took a pre and post questionnaire with spaces for comments. It was believed that the combined total of 40 students would add more credibility to results than previous studies related to the topic. The significance setting was at (p<0.05). The results were divided into a number of sections: present feelings related to English, reasons for participating in study abroad, which skills students thought they would focus on, and statements directly related to the program itself.

Firstly, the present feelings data showed that taking part in study abroad programs for a limited period does not produce much in the way of tangible language changes, with few students being satisfied with their level after coming home; both findings mirrored the Robson 2011 study. It does offer students, however, a chance to strengthen their resolve to try different types of study (English conversation, TOEIC) upon returning to Japan, based partly on the study abroad experience further increasing their interest in English itself. Students also realized that they know little about Japan once they arrive as they are continually asked about Japan, especially this time as foreign interest in Japan was peaked after the Tohoku earthquake. It is clear that students must be encouraged to find their own information that would be of interest
to foreign people. This could take the form of a full semester class dedicated to learning about Japan in English, something that does not exist at the moment. However, strategies used by students to improve skills after the programs, does not include going to the English Community Zone (ECZ). This room is a vital resource for our Faculty and a great opportunity for students to practice speaking in an English only environment, something that is not readily accessible in Japan. This of course, must be supplemented by more courses available in English for students beyond the 2\textsuperscript{rd} year, which at present is when compulsory English classes finish.

The reasons that students take part in study abroad seem to match their perceptions upon returning to Japan, but there does seem to be less than expected gains in both English and field content. Again, it is important that students realize through orientation that expected gains in language and content areas will not be as high as expected to avoid student disappointment. This point was made by Yashima (1995) who reported that high expectations at the beginning of study abroad often lead to disappointment, especially for lower level students (p. 97). Further, this result mirrored the results of a feeling of a lack of listening and speaking improvement in the third section of the questionnaire. Similar results were found from a post questionnaire by Tateyama (2002), who said that spending three weeks studying abroad in Australia was certainly not enough for students to feel almost any confident at all in speaking to native English speakers. In this paper there was, however, a realization that students deepened their relationship with other students during their study abroad. The problem of association with fellow cultural members has been prominent as a reason for lower language gains in the Robson (2011), and Tanaka (2007) studies, and many others. This time, that situation could not be helped as students needed each others’ strong emotional support in the aftermath of the Tohoku earthquake, which struck Japan while some students were in their study abroad programs.

Lastly, the only part of section related to actions on the study abroad program saw an increase for only being able to give opinions in English in class. Even though students were not satisfied with their speaking or listening and general abilities after studying abroad, they thought they were able to improve speaking English in the classroom. In such a case the classroom is no different from the classroom in the Japanese university context. Students were not able to use English or maintain classroom confidence in spoken interaction outside the class. Kaplan (1989) makes the point that skills stressed in the classroom are very different from those used in the outside world.

In summation, short study abroad programs do offer students ways to motivate themselves to study English more, but do not actually affect English ability as much as
students expect it should. This study used only 40 people, and so as more students take part in
the Faculty’s study abroad programs in the future, it might be possible to build an even clearer
picture of what students perceive and do before, during and after studying abroad. It seems the
situation is not altogether clear.

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Appendix A-Questionnaire given before students went on Study abroad program

短期留学に参加していたく学生各位へ、

新年おめでとうございます。今年の短期留学プログラム（ボーンマスまたはUPセーブ）へのご参加ありがとうございます。両プログラムの前に今現在についてどのように考えているのかを聞きたい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6までをマークし、（1=まったく納得できない 2=ほとんど納得できない 3=まあまあ納得できない 4=まあまあ納得できる 5=ほとんど納得できる 6=完全に納得できる）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お意見をいただければと思います。

名前________________________（英） 学生番号________________________

1. 私が参加したのは イギリス / フィリピン
2. 今回のプログラムは 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. 自分の英語力を評価して 低 1 2 3 4 5 6 7 8 9 10 高

第1-今現在の英語に対する考え

6. ___大学の授業内容も英語のスキルを伸ばそうとする
7. ___日本でネイティブ イングリッシュスピーカーの友達を作ろうとする
8. ___地域学部での英語クラス数を増やすべきです
9. ___自分の性格はちょっと恥ずかしいがりやです。
10. ___大学での一番好きな科目は英語です。
11. ___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
12. ___自分の英語力を磨くためイングリッシュコミュニティゾーン（ECZ）に行ったことがある
13. ___外国の情勢をよく新聞で読んだり ニュースで見たたりして興味を持っている
14. 現在の英語能力に満足している
15. 日常生活では外国で起きた出来事に関わりがない
16. 日本の文化の歴史に興味を持っている
17. 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

Appendix A cont. -Questionnaire given before students went on Study abroad program

第II - 以下の各自分の短期留学への参加意欲に対する考えをページ上にある(1〜6)の番号をつけ
てください
18. 英語を学習 19. 旅行する 20. 楽しむ 21. 単位をもらう
22. 分野の知識を増やす 23. 日本から逃げる 24. 外国の友達をつくる
25. 日本人学生との関係をよくする 26. 新しい文化を触れ合う 27. 私の友達は参加してい
る

第III - 短期留学に参加することによって以下の各スキルに対して成長できる期待感を(1〜6)表して
ください
28. スピーキングりよく 29. リスニングりよく 30. ライティングりよく
31. リーディングりよく 32. 文化知識 33. 文法力 34. 単語力

第IV - 以下のプログラムに関するの各文案にたいする(1〜6)をつけてください
35. 海外に行くときは英語で積極的に英語で話す
36. 海外でいろいろな機会を使って英語で話す
37. このプログラムに参加する事によって海外に対するの知識が高まる
38. 海外で英語で話す時は文法間違いをあまり気にしない
39. 海外で知らない人でも英語で話しかける
40. 海外に行く時は日本を背負っていると意識する
41. このプログラムを参加することによって自信がつく
42. このプログラムを参加することによって将来の道を考えるようになる
43. このプログラムを参加することによって残りの学校生活に役立つ
44. 大学での英語クラスで自分の意見を英語で話すことが出来る
## Appendix B - Average means and significant values for study abroad pre and post questionnaires

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海外短期研修前、研修後における意識の変化
— 英国・フィリピン研修における
東洋大学学生の事例 —

要 旨
この論文は、東洋大学国際地域学部の海外研修プログラムに関する数多くの研究に続く一つで、計40名の学生の意識に焦点を当てるものである。調査対象者はフィリピン2週間、英国3週間でのプログラムに参加した学生である。参加したすべての学生に対して、英語に対する態度、海外研修参加の理由、海外研修中に使用した英語に関連するスキル、研修中の出来事、に関して研修前と及びアンケート調査を実施した。SPSSを用いて（処理を）得られた結果には、日本に帰国した後、英語学習に関して直面する様々な問題を解決する学生の能力が海外研修経験によって強化されていることが含まれている。しかし、英語および専門知識において高く期待されていた成果は見られなかった。この論文は学生の海外研修の効果を最大限に引き出すための多くの提案をしています。