

Presentation abstract

Main room: Plenary Speaker / 基調講演

**"Mixed Methods Study Abroad Research: Will Marrying Modern Statistics and Novel Qualitative Techniques Answer Our Biggest Questions?"**

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13:10  
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14:10

Prior to the COVID-19 pandemic study abroad participation worldwide was booming. Engagement in short term sojourns abroad lasting one month or less had become the dominant form of study abroad internationally. Japan was no exception to this trend. With international study abroad experts anticipating a return to these pre-pandemic trends in the coming years, research on study abroad should blossom once again. However, significant questions about the impact of short term study tours abroad remain underexplored. What, for example, are we hoping our students gain from their experience abroad? Are their study tours imbued with pedagogic intentionality and are we, as researchers, employing research methods capable of reliably capturing the richness of their sojourns? In a field overpopulated with privatized instruments all claiming to measure something generally intercultural, how sure are we that these instruments reliably measure what they claim in the context of short-term Japanese sojourners? Finally, what evidence has our field provided that post-study abroad changes self-reported by our sojourners are permanent and not simply post-sojourn afterglow? In this talk I will share my thoughts on how mixed methods research models might provide better answers to such questions. In particular, I emphasize grounding research in established theoretical and psychological frameworks as a means of connecting our field with more established lines of cross-disciplinary empirical research. The potential combining causal modeling, reflective practices that employ narrative frames, the use of social media and digital tools whilst abroad, and the established but rarely used then-now approach to pre-post self report measurement will all be discussed as a possible means of beginning to answer some of these challenging questions.

## Room 1

	Title, Presenter / タイトル, 発表者	Abstract / 要旨
14:15   14:45	<p><b>Expectations versus reality: studying abroad during the COVID-19 pandemic</b></p> <p>Dana Lingley (Doshisha University)</p>	<p>The COVID-19 pandemic forced many students to shift their study abroad plans to online courses, study under unfamiliar conditions, or cancel their study trips altogether. Students who embarked on a study abroad trip during the COVID-19 pandemic encountered various challenging language learning environments that may or may not have met their pre-departure expectations. For many Japanese university students, the prospect of studying abroad typically includes attaining English fluency, forging friendships, and immersing themselves in a new culture.</p> <p>In an ongoing project, the presenter has collected data related to Japanese university students' expectations and the realities of studying abroad during the COVID-19 pandemic.</p> <p>This presentation will explain how students' study abroad expectations matched the realities they encountered under the unusual circumstances of the past two years.</p>
14:45   15:15	<p><b>Structuring Communicative Activities in an Online Short Course</b></p> <p>Paul Bird (University of Nagasaki)</p>	<p>This is a practice-based presentation addressing the potential problems of facilitating student communicative activities in an online, virtual environment, in preparation for online study abroad (OSA). The presentation explores the need for scaffolding, structure, and student autonomy in an online setting. Sixty-four second-year International Society undergraduates undertook a four-week OSA program at a partner institution in Canada. In preparation for their OSA, the students were required to participate in a short, three-lesson online study course within their institution. The objectives of this short course were firstly, to familiarize students with the online ICT systems they would be using for their OSA, and, secondly, to facilitate communicative skills in a virtual environment where participants may be reticent in offering their contributions.</p>
15:15   15:45	<p><b>Learning the Inter-Connectedness of Life through Study Abroad</b></p> <p>Ng Gee Lian (Soka University)</p>	<p>Covid-19 has changed not just the way we live, but also how schools and students consider learning. As a TESOL graduate student, I have experienced both online and in-person classes. This presentation will highlight how the transition from online to in-person classes has taught me the need to adapt, adjust and accommodate fellow classmates in learning. My learning is no longer in my full control but, to some extent, influenced by others. I have always perceived the strategy for SA to be building a mentally strong self. However, this transition has taught me about the inter-connectedness of our lives with others, regardless of our preferences. Self-development is also about recognising moments and learning to seek support from others. Such realisation is a true display of wisdom and courage.</p>

## Room 2

	Title, Presenter / タイトル, 発表者	Abstract / 要旨
14:15   14:45	<p><b>Using Language Portraits to Review Study Abroad Experiences</b></p> <p>Paul Horness (Soka University)</p>	<p>Language Portraits (LP) have been used to understand language and identity in a variety of contexts such as Krumm (2001) in migrant children, Busch (2012) in multilingual speakers, and Iwasaki (2019) in study abroad (SA). This study examined the use of LP in the context of a 10-day study abroad program. In follow-ups to their post-return, students used LPs to discuss their SA experience. The LPs helped the lower-proficiency language users to demonstrate the different connections from their SA experience. For higher-proficiency language users, the LPs allowed them to share complex ideas visually with classmates.</p>

14:45   15:15	<b>Orientation: Focusing on Skills and Attitudes</b>  Stephen M. Ryan (Sanyo Gakuen University)	Byram (1997) tells us that skills and attitudes are just as important for intercultural competence as knowledge and awareness, and yet we tend to spend much of our orientation time with outgoing Study Abroad students on building knowledge (whether it is of immigration requirements, or target-culture behaviours). The presenter will share a series of learning activities which can be used during orientation to train observation skills and begin to build a positive and enquiring attitude to cross-cultural differences. The activities can be conducted in Japanese or in English. They have been helpful in preparing students not only to survive on their destination campus but also to learn and grow throughout their SA experience.
15:15   15:45	<b>Study Abroad Guides and Textbooks</b>  Robert Dilenschneider (Jichi Medical University)	There are several study abroad guides and textbooks available to help prepare students for life overseas. However, these resources can differ greatly in terms of their effectiveness. This presentation will review and discuss the strengths and weaknesses of study abroad guides and textbooks with regard to their format, readability, activities, and exercises. By the end of the presentation, attendees will have a better understanding of these resources to adequately prepare students for life overseas.

### Room 3

	Title, Presenter / タイトル, 発表者	Abstract / 要旨
14:15   14:45	<b>自己表現の場としてのオンライン初級日本語表現クラス</b>  山口恵子、鈴木秀明、鈴木美穂（目白大学）	目標言語の運用機会を制限されるオンライン留学プログラムでは、学習者に自由な自己表現の場を授業で提供することで学習意欲の向上が可能であると考えられる。初級日本語表現クラスは、言語知識の習得を目標とする他科目と異なり、日本語で考えを表現し伝えあう機会が多い。ピア・レビューなどを多用した結果、自分の伝えたいことを日本語で自由に表現する場として機能し、学習者の自己表現意欲が維持され、質の高い文章の完成へとつながった。自由な自己表現の場の提供は対面での留学プログラムにおいても効果が期待できる。
14:45   15:15	<b>介護留学生送り出しに必須の日本語及び日本事情指導について</b>  大石啓介（社会福祉法人博友会御前山フロイデガルテン）、中村祐理子（目白大学）	近年では、多様な目的をもって留学に臨む学習者が急増し、受け入れる機関においても多角的な指導、多角的な対応の必要性を迫られている。本稿で取り上げている介護福祉士養成校の留学生の場合、彼らの進路を考える上で、コミュニケーション能力を養うことは最重要課題である。そこで、送り出す際に、学生が来日後に直面するであろう学習上及び生活上の課題を、状況別に分析し、その対応を考察することで、来日前研修の改善を進めた。
15:15   15:45	<b>学習環境の変化における日本事情指導のあり方—充実した留学生活の実現を目指して—</b>  中村祐理子（目白大学）、長坂裕子（目白大学大学院生）	留学生にとって勉強や研究を支障なく進めるためには、留学先の社会事情、生活習慣を身につけることは必要不可欠である。本発表では、初級レベルの指導を海外から遠隔で受け、中級レベルの指導を来日後対面で受けている大学留学生別科生のケースを取り上げ、来日前後の学習環境の変化に伴う日本事情指導のあり方について報告するとともに、受け入れ側の機関の事例として、地方自治体の留学生への対応例も取り上げる。

Room 4

	Title, Presenter / タイトル, 発表者	Abstract / 要旨
14:15   14:45	<p><b>地方自治体の留学生支援について</b>  <b>—千葉県国際交流の事例をもとに—</b>                      小椋直樹（野田市市議会議員）</p>	<p>近年、地方の自治体では地域活性化事業の一環として大学、専門学校等の誘致が行われ、多くの留学生が学んでいる。千葉県でも、明治期開学の国立大学法人千葉大学をはじめ、東京大学、東京理科大学など留学生を受け入れている学校は100校を数え、令和3年度はコロナ禍の影響で減少したとはいえ、1万人以上の留学生が在学している。本報告では、地方自治体の留学生支援として、千葉県東葛飾地域の事例を取り上げ、国際交流の立場から留学生受け入れの状況を報告する。</p>
14:45   15:15	<p><b>海外協定校との交換留学の実態と考察-派遣と受け入れ双方-</b>                      鹿浦佳子（関西外国語大学）</p>	<p>本学は1972年から交換留学を実施しており過去2年のコロナ禍を除き55ヶ国の388大学から年間700名を受け入れ1930名を送り出している。留学生は様々な日本語コースを始め、英語で行われるアジア研究のコースが履修でき、送り出しの日本人学生には全ての学部学科で半年から2年の交換留学のプログラムを用意している。実際の留学での学修に困らないように、留学前に外国人留学生に交じり外国人教員から専門クラスが取れる準備コースもある。</p>
15:15   15:45	<p><b>Extrinsic and intrinsic motivation for the study abroad student</b>                      Martin Wick (Osaka City Board of Education)</p>	<p>Martin Wick, experienced with study abroad programs on both sides between Japan and America, will give his accounts from having a dream to be an English teacher since he was 17 to his year long study at Kansai University.</p>

Study Abroad SIG <https://www.sa-sig.org>

