

## 現代GP科目「Get together and Talk I

### 留学生との対話実践セミナー」

#### — 多文化共生時代の求める英語教育 —

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#### 1. はじめに

2005年8月、本学英語教育の取り組み「多文化共生を目指した発信型全学英語教育～モジュール化された体系的カリキュラム開発～」が、「仕事で英語が使える日本人の育成」部門において文部科学省の現代的教育ニーズ取組支援プログラム（現代GP）に選定された。これは、プログラムに関わる英語教員に大きなインセンティブを与え、本学英語教育における大きな前進を可能にしてくれた。この財政支援がなかったなら、これらの取組みの実現にはさらに多くの年数を要したであろう。

現代GPに採択された本学英語プログラムの1つとして設定された科目「Get together and Talk I（留学生との対話実践セミナー）」は、これまでに5回の実践を経て、GP財政支援自体は2008年度前後期計2回の実施を残すだけとなった。そこで、本科目にコーディネーターとして関わった複数の英語教員、および授業を担当した英語ネイティブスピーカーの講師とでこれまでの実施報告を行い、本科目の成果を分析・考察し、さらにGP支援終了後の継続可能なあり方をさぐることは時宜を得ていると考え、本論の目的とすることとした。

#### 2. 「Get together and Talk I（留学生との対話実践セミナー）」：授業概要

##### 2.1 本科目のねらい

本科目では、異なる文化背景を持つ留学生との英語によるコミュニケーション実践を通して、英語運用能力の向上を目指すとともに、文化の多様性に対する認識を深め、それに対応できる柔軟な視点の育成を目指している。

世界的に多文化共生の潮流が増大している昨今だが、日本でも、少子化に伴う労働力不足が深刻化し、専門職・非専門職の外国人の受け入れが増加し、社会の多文化化が急速に進んでいる。2008年6月、自民党議員はこの50年間で日本の総人口の10%に当たる移民受け入れを目指すことを提言した（週刊ST, June 27, 2008）。2年前に政府が発表した外国人受け入れ人数の目標は人口の3%までということであった（中日新聞2006年5月31日）。この数値目標の急激な変更は、少子化に伴う人材不足がいかに深刻な状況であることを示している。

今後の国の将来を担って行く若い学生たちが、日本における多文化化の状況を認識し、いか

に共生を実現していくかを考えることは急務である。まず、多様な文化背景の人々が自分達の周囲に増えていることを知ってもらわねばならない。そこで、大学における可能な取組みの1つとして、英語教育の中で同じ大学生としてこの地域で勉強中の留学生との意見交換・交流の機会を設定することを考えた。英語を使って意思の疎通をはかり、英語運用力を強化すると共に、互いの理解を深めることができるだろう。そして、自分と異質なものに対する柔軟な視点を養い、広く外の世界にも目を向けていってもらうことを期待している。

## 2.2 本科目の実施要領

本科目の実施要領は、以下の通りである。

- ・ 対象 : 全学科の学生
- ・ 単位 : 2単位の集中授業(5日間)
- ・ 実施日程 : 前期 9月、後期 2月
- ・ 履修条件 : 1) 英語コミュニケーション実践に意欲があること。  
2) 全日程に出席できること。  
3) 英語コミュニケーション科目で4単位をすでに取得していること。
- ・ 定員 : 約20名
- ・ 担当教員 : 授業を担当する英語ネイティブスピーカーの講師1名、コーディネーターとして英語教員4名
- ・ 授業内容 : 教室活動、フィールドトリップ、料理レッスン+パーティーなど、計15コマ相当の活動を設定。英語ネイティブスピーカーの担当講師、約10名の留学生セミナーアシスタント、日本人履修学生約20名が、活動を共にする。
- ・ 教室活動 : ネイティブスピーカー講師による指導の下、留学生1名・日本人学生2、3名という小グループでのディスカッションを中心におく。
- ・ 評価法 : プレ・セミナー/ポスト・セミナーの各英文レポート、授業活動参加状況などで総合的に評価する。

## 2.3 留学生との対話実践に求めるもの及びその理論的裏付け

授業内容の設定において、以下の3点を理論的根拠として念頭においている：

① 授業活動の設定には、第二言語習得に関するKrashenの主張を念頭においている。第二言語習得には、学習者の現在のレベルより少し上の理解可能なインプットが多量に与えられること、および、情意フィルターが低いこと、即ち、高い動機づけがあり、緊張や不安が少ないという条件が必要だと言われる(Krashen 1987)。

留学生との対話実践では、このようなインプットと、さらにインタラクションが豊富に得られると思われ、言語習得が促される言語環境が期待できるだろう。

② さらに理論的根拠として念頭においてるのは、ノンネイティブスピーカー同士のインタラクションでもネイティブスピーカーとのインタラクション同様に言語習得を促すというLongとPorterの主張(Long, Porter 1985)である。留学生の募集時、条件を“English-speaking International Students”としており、国籍や英語母語話者/非母語話者かどうかは全く問わ

ない。これまで、実際に参加してくれた留学生は、殆どが英語のノンネイティブスピーカーである。日本人学生と留学生/日本人学生同士のコミュニケーション実践のすべてが、英語ネイティブスピーカーとのコミュニケーションと同様に、言語習得を促すことになることと確信している。

③ 授業設定における3点目の理論的根拠となっているのは、英語が世界の共通語となっている現状そのものである。世界では、非英語母語話者の方が英語母語話者より圧倒的に多くなり、英語変種「World Englishes」が世界で受け入れられているといわれる。D. クリスタルは、その著書『地球語としての英語』（國弘正雄訳、1999。David Crystal, 1997, *English as a global language* の邦訳）の中で、英語はすでに地球言語の段階に達していて、「今日世界人口のうち四分の一近くが英語に堪能ないしは不自由しないことが明らかで、その数は着実にのびつつある。一九九〇年代の後半ではその実数は十二億から十五億にのぼる」と述べている。

このように英語が地球語となってきている中で、日本の状況はどうか。クリストファー・ロング（2008）は、新聞紙上で掲載された以下のデータを示し、増加する在日外国人の中で、アメリカ人はわずかであるにもかかわらず、英米語中心になっている日本の英語教育の認識の遅れを指摘している。その中で、教師も学習者も自分の英語に自信が持てないという(p.35)。

（*THE DAILY YOMIURI*, 2006年8月4日によると、）近年、在日外国人の増加が大きな話題となっている。マスメディアで広く取り上げられていたように、日本人口の1.57%に上がった。その内、アジア人や南米出身者が82.5%（韓国人が29.8%,中国人が25.8%,ブラジル人が15%,フィリピン人が9.3%,パルルー人が2.9%）を占めた。これに対して、アメリカ人はわずか2.5%であった（p.34）。

従って、日本国内でもノンネイティブスピーカー同士の英語使用が増えている現在、アメリカ英語を中心に行われている英語教育は現実に即しているとは言えないだろう。英語圏・非英語圏を問わずに、異なる文化背景を持った留学生との英語コミュニケーション体験を促す授業は、まさに多文化化が進む社会に対応した英語教育だと思われる。

しかし、同時に、昨今の「World Englishes」という肯定的な見方に片寄ることの危険性も忘れてはならない。静（2008, p.41）は、日本人学習者は発音に注意を払い、「LとRを区別した上で積極的に話すこと」の大切さを忘れてはならないと戒めている。

#### 2.4 留学生アシスタントの確保と彼らの役割

英語を話す留学生の募集は、名古屋市にある国立大学留学生寮に科目の趣旨・授業内容・日程・謝金・仕事内容を書いたちらしを配布し、3ヶ月余前から行なった。その結果、出身国も多様で、主に国際開発を専攻する定員以上の数の大学院生の応募があったが、異なる文化背景の学生に参加してもらえるよう人選を行った。

授業において、できるだけ密度の濃い英語コミュニケーション体験が可能になるように、留学生1名・日本人学生2、3名の小グループによるディスカッションを活動の中心においた。留学生には、積極的に日本人学生に働きかけ、意見交換をリード・発展させてくれるように、

そして学生の英語による発話を促してくれるように依頼した。

### 3. 本科目2007年度プログラム実施報告

2005年後期から始まった本プログラムは、プログラム内容・授業活動内容、留学生と日本人学生の比率、フィールドトリップの目的地・活動、必須課題など多くの点について、授業担当者である英語ネイティブスピーカーの講師とコーディネーターの複数の英語教員とでプログラム実施の3ヶ月余り前から検討を始め、実施ごとに改善を重ねてきた。そこで、本論では、2007年度に実施したプログラムに焦点を当てる。

#### 3.1 前期プログラム (2007年9月3日～7日)

##### 3.1.1 実施概要

科目担当者：授業担当講師 ジャッキー・ノリス、コーディネーターとして英語教員4名

セミナーアシスタント：留学生11名 ウズベキスタン、インドネシア、ネパール、イラン、中国、フィリピン出身の大学院生

活動内容：

オリエンテーション

- 1日目 90分授業3レッスン：英語ネイティブスピーカーの講師による指導の下、留学生1名・日本人学生2名の小グループでディスカッションを行なった。事前にテーマおよびワークシートが与えられ、授業に臨んだ。
- 2日目 90分授業3レッスン：グループディスカッションおよび、翌日のフィールドトリップ岡崎味噌工場見学に向けての英語による事前学習を行なった。
- 3日目 フィールドトリップ 岡崎味噌工場見学：通訳実践をこころみた。
- 4日目 90分授業3レッスン：フィールドトリップ事後報告会。留学生と共に翌日の料理のための食材買い出しへ。
- 5日目 クッキングレッスン：留学生アシスタントの出身国の料理をグループ毎に調理。完成した各国料理を囲み、交流パーティーを行い、セミナーを終了。

(1 - 3.1.1 石橋)

##### 3.1.2 Field trip (September 2007) 授業担当者による実施報告

In the program the students were taken on a field trip to the Hatcho Miso factory in Okazaki, about a 1-hour drive from Nagoya. The students were collected from both campuses and taken directly to the factory by charter bus. The field trip was a half-day program with the students meeting at 12:30 and returning to the university by around 5:00 pm. When the international students were initially contacted regarding the program they were informed that the fields trip was optional and because of that the day was not attended by all of them. In addition to this the university teamed up with a group of exchange students from the Japanese language unit at the university, making the group quite large. This group was represented by a majority of Chinese and Korean students.

While it was decided the Miso factory would be an interesting place to show the international students, some problems were encountered. The tour in itself was relatively short and due to health and safety regulations it was not possible to see inside the production area of the factory. The area of main interest was a museum housing artifacts from the beginnings of the company and the actual storage vats for the miso. The factory provided a guide who explained everything in English and Japanese. This left little for the Japanese students to do and as a result they did not use as much English as was otherwise anticipated. On the day of the field trip another tour was conducted just after our own. This made it impossible for the guide to alter the pace of the tour according to questions the international students may have had. It was also very crowded. At the end of the tour the students sampled miso products and were allowed additional time to look around the souvenir shop to sample and buy products from the factory. This part of the program was allocated too much time and students were left wondering what to do prior to the departure of the bus.

At the end of the course the students were asked to complete a questionnaire about the Miso field trip. Their comments are as follows:

#### **Student comments regarding Hatcho Miso field trip**

##### ***Positive aspects of the miso tour***

- *Many things to taste* • *Gain knowledge about the local area* • *International students could see and taste local products* • *Interesting to learn about a traditional Japanese food* • *Guide given in English* • *The storehouse was interesting to look at*
- *Useful trip for both Japanese and international students*

##### ***Negative aspects of the miso tour***

- *Too many people, couldn't hear the guide* • *The guide couldn't speak English well, international students couldn't understand* • *Students could speak better English than the guide* • *We didn't make groups to tour the factory, should have had groups of 3 or 4* • *We couldn't see the actual process of making miso* • *I would like to see part of the production process* • *Some international students did not know the purpose of the tour*
- *The factory was small* • *There were not many things to see there* • *I wanted to study through experience and learn things for myself (hands-on tour)* • *We only looked around, I want to have a valuable experience*

On the same questionnaire the students were asked to make suggestions about other suitable places for a field trip. These included:

- *Nagoya-shi Minato Bousai Centre* • *Mie-prefecture Ise shrine and Kumano old street*
- *Inuyama Meiji mura* • *Inuyama Little World* • *Tokoname Inax Live museum (World's tile museum)* • *Arimatsu tie-dyeing* • *Gifu Kasamatsu-cho and Ichinomiya Tougei kyoushitu rokuro koubou (pottery)* • *Atsumi peninsula Nikken farm for strawberry picking* • *Aichi touji siryou kan (pottery museum)* • *Handa-shi, Su no sato*

(vinegar museum) • Mie-prefecture Iga ninja no sato • Nishio-shi Aiya (green tea)  
• Toyota-shi Toyota institute and factory • Gifu Showa mura • Atsuta shrine

### 3. 2 後期プログラム (2008年2月12日～16日) : 授業担当者による実施報告

#### Orientation

An orientation session for the program was held two weeks prior to the commencement of the course. The students were given an outline of the program with information about each of the five days of the course and what they would be required to do (see Appendix A). During the session the students were given a number of handouts explaining the rationale behind the program as well as the course content. They were provided with instructions to complete a series of handouts to be used during the course, covering the topics— *Introductions, Love, Education, Money, and Food*. Each handout contained a number of questions and a table to write vocabulary. The students were asked to complete each handout in order to utilize the information when questioned by their international student about Japanese culture. They were also instructed to list any vocabulary that they might find useful in the session along with its meaning (see Appendices B-F). It was suggested that the students bring along interesting items to show the international students with respect to Japanese culture.

The students were provided with a copy of a letter that had been emailed to the international students pointing out the program coordinators' appreciation for their participation in the program and the assistance they would provide to the students in illustrating examples of world Englishes (see Appendix G).

An assignment worksheet was distributed to the group instructing them to complete two written reports. The first report asked the students to explain their reasons for deciding to join the program and was to be submitted on the first day of the course. The final report was to be submitted one week after the conclusion of the course with a summary of what the students felt they had achieved from their participation, what they enjoyed, and how they felt the program could be improved (see Appendix H). Finally, the students were placed into groups of three to save time on Day 1 of the course.

#### Discussion

The program ran for five days with the first two days being devoted to discussion in small groups in the classroom. The group contained 18 Japanese students and 6 international students and therefore it was decided to place the Japanese students into groups of three with each group containing one international student. The room was arranged with the tables in groups so that each group could hold a discussion without distraction from the other class members. Each session was allocated 90 minutes with three sessions each day. On the first day following a short introduction to the program

and a welcome to the international students all the students were instructed to commence their discussion using the Session 1—*Introductions* handout as a guide (see Appendix B). The students were told to use the handout as a guide only and were encouraged to move away from the set questions if their discussion followed a different course with the idea being that the students entered an environment of informal, relaxed conversation. Both the international and Japanese students were encouraged to ask questions of each other in an attempt to share information between cultures. During the session the instructor moved between groups joining in the discussions and asking questions of both the Japanese and international students. This also provided an opportunity to assess the English proficiency level of the Japanese students. After approximately 45 minutes the international students were told to move to the next group and commence the same introduction worksheet a second time. By doing this, the Japanese students could practice the same questions again and also have an opportunity to learn something different about another student. They were also given a chance to see how introductory conversations may differ from one another depending on the interest of the speakers. By the end of the first session the Japanese students had had the opportunity to meet two of the international students. The international students in the group represented six cultural groups coming from Bangladesh, Indonesia, Iran, Philippines, Uzbekistan, and Vietnam. The Japanese group consisted of 12 female and 4 male students and the international group of 4 female and 2 male students.

In Sessions 2, 3 and 4 on *Love*, *Education*, and *Money* students were shown sections of a DVD recorded from a Japanese TV program. The program highlighted different countries with regard to a particular topic and then discussed this with a panel of Japanese and foreign TV personalities as well as other people. In the sessions outlined above this DVD was utilized to stimulate additional discussion within the groups. The students were not shown the discussion panel segments of the program but were asked to use the material they had observed as a further resource for their own sharing of information. In Session 2 Italy was used as the example culture for love, Thailand for education, and Dubai for money. Once again in each of these 90-minute sessions the international students spent 45 minutes with a group. This allowed them to meet all the Japanese students by the end of the first day.

On Day 1 the students covered the topics of *Introductions*, *Love*, and *Education*. On Day 2 the students started with *Money* and then went on to talk about *Food*. In the session on food a DVD was not shown due to time constraints and the students started with the discussion questions from their handout. The class was allotted 50 minutes for discussion with the Japanese students talking to only one international student in this time. Following this the international students were asked to change groups and a new worksheet was distributed. In the remaining 40 minutes of the second session the

students were told about the cooking session that would take place on the final day of the program (see Appendix I). Each group was asked to decide on a dish that they could prepare and cook within a 2-hour time period. They were given the choice of making a Japanese dish or a recipe suggested from their international student. They were advised to consider the degree of difficulty of their dish as well as the equipment they would require. They were also not allowed to exceed a budget of 3,000 yen per group.

### Field trip (February 2008)

On Day 3 of the program the Japanese students participated in a field trip to the Toyota Commemorative Museum of Industry and Technology in Nishi-ku, Nagoya. The museum is divided into two main sections—Textile machinery and Automobiles. This museum was selected for a number of reasons. Of primary importance was the fact that this museum represents the origins of the Toyota group in Aichi and as Toyota is one of the leading industries in this region of Japan it is of significant importance and thus an ideal place to take foreign students. The museum houses a variety of textile machines and automobile parts that can be operated by the visitor or the museum attendant allowing visitors to actually see how things work. In the textile pavilion students can feel cotton from the raw fibre, through the process of spinning to the end product (fabric). There are also extensive explanations of items in the museum both in Japanese and English. One further consideration was it's accessible from the student's university campus and the minimum entrance fee.

Prior to visiting the museum the Japanese students spend the final session on Day 2 preparing for the trip. They were given Japanese and English brochures from the museum enabling them to see what they would be looking at the following day. They were also provided with a handout for each section of the museum suggesting a *recommended course or a quick visit* lasting 60 minutes. In the session they were told that they would act as guides for the international students when visiting the museum on Day 4.

The museum conducted tours of the textile and automobile sections and it was therefore decided to place the students into one of these tours to prepare for their own job as guides. Following the first five sessions on Day 1 and 2 the instructor placed the two weaker students from each group, in terms of English language proficiency, together for the field trip. This meant that the stronger speaker from each group was required to work alone as a guide on the day of the trip. The group of 18 students was divided into two groups with half being allocated to go on the textile tour and the others the automobile tour.

At the museum the tours for each section ran at different times. The textile tour went from 10:00-10:45 and the automobile tour from 11:15-12:00. Students on the textile tour were instructed to go back through the same section following their tour to start preparing for their own tour the following day. They were told to think about what



areas of the museum would be most interesting to show their international student and to think about how to explain these sections without relying on the English explanations available. They were also advised to take notes during their tour to use the following day. Students on the automobile tour were first asked to visit their section of the museum prior to taking the tour and to write down information and think about what parts of the museum to show their students. They were also instructed to use the *quick tour* as a guide to determine the most interesting aspects of the museum to talk about. Both groups spent 2 hours in the museum including their different tour times.

Following lunch the students met again as a group with the instructor going over the importance of picking up useful vocabulary to use on their tour, not reading information available but talking to their international student, using the knowledge of machinery operators within the museum, translating explanations of the official museum assistants, especially in the spinning section of the textile section, and speaking in a loud voice. The students then went back into their respective sections of the museum to work through a practice tour in groups of three or four. The instructor went with one group of students through the textile pavilion asking each student to take a turn at explaining a section and asking other students to assist where necessary.

On Day 4 of the program the Japanese students acted as guides and directed their international student through both sections of the pavilion. The instructor spent the morning in the textiles section observing and listening to the explanations of the students. The international students performed their task very well asking many questions of the Japanese students. The machine operators were very helpful providing some explanations in Japanese which the students then translated. At times when they were unable to provide an adequate explanation the students consulted their notes from the previous day and used the expertise of the museum attendant to answer the international student's question. It was a very successful trip with both groups gaining important knowledge from the experience. For both the international and Japanese students it was an opportunity to learn something about the roots of Toyota and for the Japanese students to gain some sense of achievement in their ability to pass on knowledge to their international student. While many of the students commented on the difficulty of the job and the need for specific vocabulary in English at the same time it was a rewarding experience and something they had not done before.

Following the field trip the students boarded the chartered bus to be taken to a shopping centre for lunch and to buy their ingredients for the final day of cooking. They all spent approximately one hour in the supermarket looking for and deciding on what items to buy. They were given the added task of ensuring that they did not exceed the 3,000 yen budget they had been given. On returning to the bus one group commented that they had given their student the experience of trying out *purikura*,

something that he was unfamiliar with.

## **Cooking**

On Day 5 all the students met at Shukutoku International House for a cooking session that commenced at 9:30 a.m. The students worked in groups with their international student to prepare a variety of dishes. They were allocated two hours to prepare and serve their dish. Following this the students then participated in an informal lunch party, sampling a number of different foods, and chatting amongst themselves. Students prepared the following dishes:

*Japanese rolled sushi Vietnamese spring rolls Iranian potato salad Iranian traditional tea Bangladesh curry Philippine chicken and pineapple stir-fry Indonesian fried rice Uzbekistan savory meat crepes German pancakes with honey Rice dumplings in sweet bean sauce Nikujaga Shiratama*

After lunch the students then worked together to clean the kitchen. At the conclusion of the program the international and Japanese students completed a questionnaire (see Appendix J) about the course. They also exchanged emails and took group photos.

## **Assessment**

In both the Autumn 2007 and Spring 2008 program the same types of assessment schedules were utilised (see Appendix H). The students were asked to complete a 250-word report to be handed in at the beginning of the program and another 400-word report one week after the program had finished. Both assessment tasks were distributed at the orientation session allowing students to think about their response to the first assignment. The students were first asked to write about why they had enrolled in the course, and what they hoped to achieve through their participation. In Assignment 2 they were requested to explain what they had achieved after completing the program. Both assignments provided valuable information for the instructors.

### **Assignment 1:**

In Assignment 1 students expressed the following reasons for joining the program:

*A desire to introduce Japanese culture to the international students To discuss a variety of topics with international students To talk a lot in English with international students To broaden my horizons A chance to talk with people from another country To learn about different cultures To compare different person's ways of thinking*

Possible outcomes from participating in the program included:

*To gain knowledge of various cultures Make friends Gain more confidence to speak English Improve my English speaking and listening skills To make Japanese friends who have a common interest to study English To improve international understanding*

**Assignment 2:**

What students felt they had learnt from the program included the following:

*Knowledge about different countries To focus on communication and not worry about English ability To not fear making mistakes in English*

What students enjoyed from the program:

*Enjoyed being an interpreter and studying about Japanese industry Shopping for ingredients Cooking at I-house Eating dishes from various countries*

Students thought the program could be improved by: *More time for discussion and talking*

**General comments**

*Get together and Talk I* is an extremely valuable program not only for the Japanese students that participate but also the international students who volunteer their time. It is a chance for students who want to communicate in English but at the same time learn about the customs and values of people from other countries. As the program aims to find international students that represent a diverse range of cultures, Japanese students are given direct access to a wealth of information in one classroom for a period of one week. They have an opportunity to discuss a number of topics and to discover similarities and differences with their own values and Japanese culture. They have a chance to share all of this information and to breakdown the stereotypical barriers that often exist between cultural groups.

As a language teacher it is a wonderful experience to stand in a classroom filled with lively discussion that is initiated by the students. I feel very privileged to have been associated with such a program!

**Future perspective**

Based on my experiences from the September 2007 and February 2008 programs I feel there has been a definite improvement to the planning and implementation of the field trip. Providing the students with a pre-field trip allowed them to familiarize themselves with the museum and to prepare for their role as English guides the following day. Spending some time to assess the language ability of students on the first two days also ensured that the less proficient speakers from each group were placed together to conduct the museum tour. This gave the students more confidence and enabled them to assist one another when unable to remember a term or explain some aspect of the museum.

At the present time funding only allows for the international students to be present for five discussion sessions, the field trip and cooking. If possible I would like to see an additional discussion session included on Day 2. If the Japanese students continue to participate in a pre-field trip then the final session for Japanese students only on Day

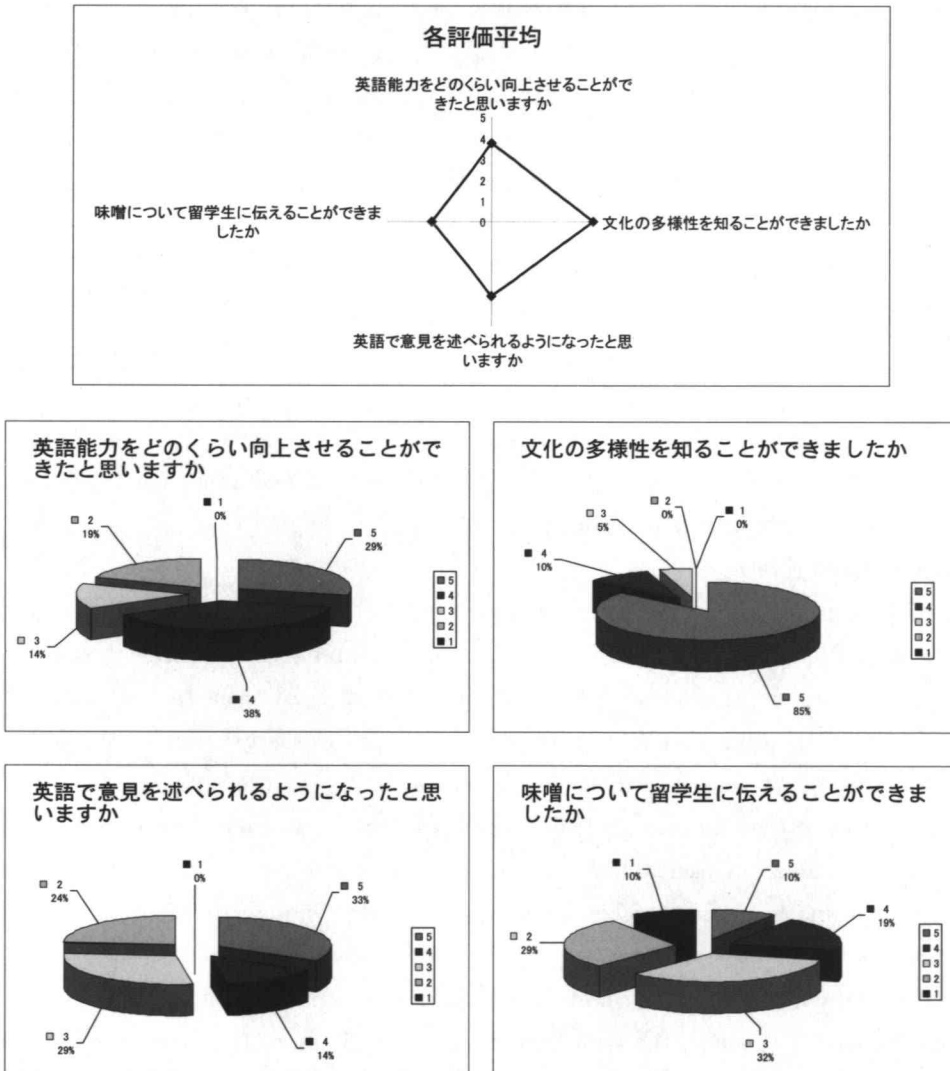
2 could be eliminated. From the student's comments from both courses it has become evident that they would like to be able to have more discussion time with the international students.

(3.1.2, 3.2 Jacqui Norris, Harry Norris)

#### 4. 授業分析 : アンケート回答の分析と考察

##### 4.1 前期授業後アンケート (Appendix J) の結果分析

前期授業に関する学生の数値によるアンケート結果は(図1)のとおりである。すべての質問に対して、学生の評価は5段階評価の3以上となっている。特筆すべきは、「文化の多様性を知ることができましたか」という問に大部分(17名、85%)の学生が最高の5を付けていることである。



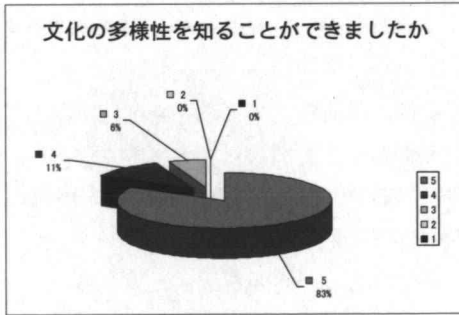
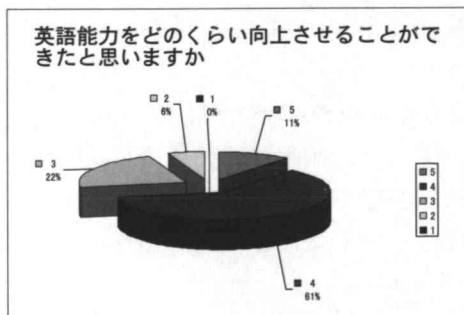
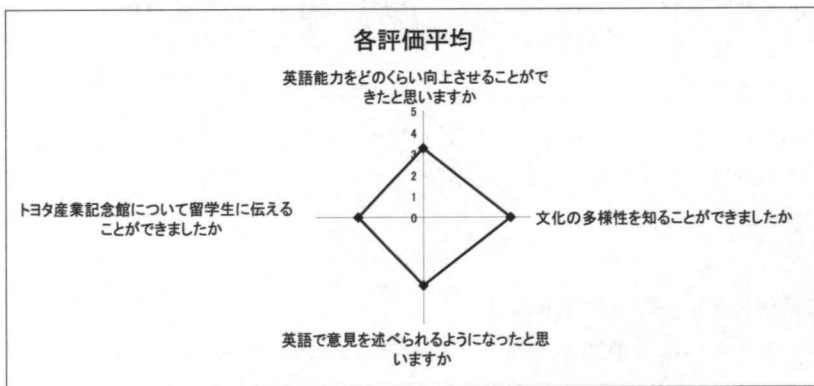
(図1 : 2007年度前期授業後アンケート結果 : 日本人学生20名)

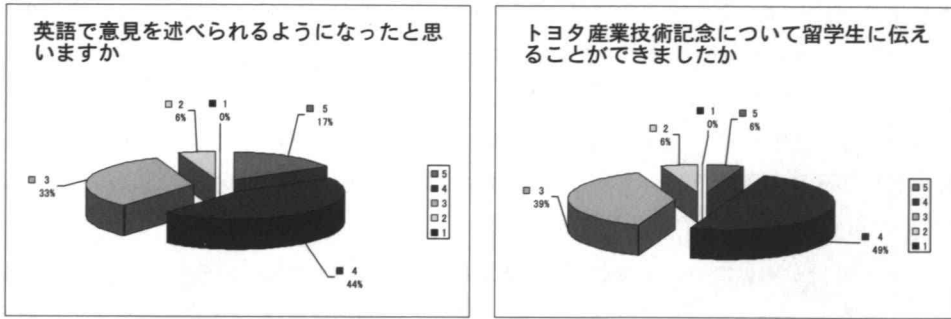
次に学生の記述による回答をまとめる。グループディスカッションについては、20名中14名の学生（70%）が他国の文化を知るために「もっと時間が欲しかった」と答えている。うち1名は、「このようなプログラムを3ヶ月受講したい。」と回答があった。また、授業で取り上げた話題以外の候補として、文化・慣習、宗教、社会制度、政府の制度などの社会的なテーマから、修学旅行や休日の過ごし方などの身近なテーマもあった。岡崎の味噌工場については、17名（85%）の日本人学生がトピックとして「味噌について学ぶのは楽しかった。」と回答していた。クッキングレッスンについては、17名（85%）の日本人学生が、「いろいろな国の料理が楽しめてよかった。」や、「留学生と一緒に計画、買出し、調理までできて良かった。」という意見であった。プログラム全体に対しては、「日本人学生2名と留学生1名という組み合わせのため、話す機会も増えてよかった。」「また機会があればこの授業に参加したい」などの回答があった。

(4.1 福本)

#### 4.2 後期授業後アンケート（Appendix J）の結果分析

後期授業に関する学生の数値によるアンケート結果は（図2）のとおりである。すべての質問に対して、学生の評価は5段階評価の3以上となっている。特筆すべきは、前期同様「文化の多様性を知ることができましたか」という問に大部分の学生が最高の5を付けていることである。これは、本科目のねらいの一つである、文化の多様性に対する認識を深めるという目的が十分に果たせたということの意味するであろう。





(図2：2007年度後期授業後アンケート結果：日本人学生18名)

次に学生の記述による回答をまとめる。グループディスカッションについては、「会話を続けることが大変だった」としながらも、18名中11名の学生が他国の文化を知るために「もっと時間が欲しかった」と答えている。また、授業で取り上げた話題以外の候補として、ゲーム、音楽やTVなどのサブカルチャー、民族衣装、観光、環境対策が挙げられた。トヨタ産業記念館へのフィールドトリップについては、「専門用語を使っの説明が非常に難しかった」と答えた学生が多かったが、「事前に下見に行き詳しく回ったことが助けになった」という回答も得られた。また、英語で伝えることの難しさを実感しながらも、「ガイドは楽しかった」や「留学生に喜んでもらえてうれしかった」など、英語で伝えられた喜びを感じた学生もいるようである。クッキングレッスンについては、一様に、「いろいろな国の料理が楽しめてよかった」という意見であった。

プログラム全体に対しては、「普段、外国の方と交流がなく英語を使う機会がないのでこのような機会は貴重だと思う」、「普段の授業でももっとこういう機会が欲しい」、「このようなプログラムをもっと開設してほしい」などの声が上がっており、本科目のような授業を学生たちが広く望んでいることがうかがえる。

(4.2 太田)

#### 4.3 留学生アシスタントのコメントより

留学生アシスタントにも前期・後期に日本人学生と一部同じ内容で記述形式のアンケート(Appendix J)を行った。これは、本プログラムの成果を見るというよりは、授業アシスタントとしての彼らのコメントから、次回のプログラムの実施に向けて改善点を探ることを主な目的としている。

ここでは、各活動やプログラム全体についての総評と、改善点という観点から特筆すべきコメントをまとめる。グループディスカッションに関しては、前期・後期とも約半数のアシスタントが、「議論の時間がもう少し長い方が良い」と回答している。特に「テーマによって日本人学生の興味の違いが異なったので、一様に時間を区切るのではなく、愛など興味のあるテーマについてはもっと時間を取った方が良い」というコメントがあった。フィールドトリップとクッキングレッスンに関しては、前期・後期ともほとんど全てのアシスタントが「満足している」と回答しているが、前期のフィールドトリップに関して、「八丁味噌についての日本人学生による英語の説明が理解できず、日本語による説明の方が良かった」というコメントがあっ

た。最後に、本プログラム全体に関しては、前期・後期とも全員が高く評価しており、「次回も参加したい」というコメントも多かった。しかし、前期のアシスタントのコメントとして、「内気な日本人学生も居たため、留学生が話し日本人学生が聞くという状況が多かったので、今回は逆の状況を作りたい」という貴重な意見もあった。

#### 4.4 授業の成果

最後にこの節では、前掲したアンケートの結果を踏まえて、2007年度前期・後期のプログラムの成果を述べる。特に、本プログラムの主な目的である「文化の多様性を知ること」と「英語を使って意思の疎通をはかること」という二つの点に注目し、それらが達成できたか、また、達成できるようなプログラム内容になっていたかを考察したい。

まず、「文化の多様性を知ることが出来たか」という点に関しては、前期は95%の学生が、そして後期も94%の学生が4または5の高い評価を与えている。したがって、文化の多様性を知るといふ目標は十分に達成できたものと思われる。これは、様々な国籍の留学生アシスタントの参加、思想文化の違いを鮮明にするディスカッションテーマの設定、自国の産業文化を知るフィールドトリップ（写真1）、各国の食文化を学ぶクッキングレッスン（写真2）など、文化の多様性を効果的に認識できるような学習環境を提供できたことを示している。

次に、「英語を使って意思の疎通をはかることができたか」に関しては、前期と後期のプログラムで評価に違いが見られる。「英語で意見を述べられるようになったか」と「味噌またはトヨタについて留学生に伝えることが出来たか」という質問に対して、4以上の評価をした学生の割合は、前期ではそれぞれ47%と29%であったが、後期はそれぞれ61%と55%になっており、後期の学生の方が英語による意思の疎通が出来たと認識しているようである。この違いは、プログラムの内容を一部変更したことに起因していると思われる。前期のアンケート結果や「留学生が話し、日本人学生が聞くという状況が多い」という留学生アシスタントのコメントを受けて、後期はフィールドトリップでの通訳実践を円滑に行うため、前日に担当教員と日本人学生だけでフィールドトリップ先を訪れ事前学習を行った。このようなプログラム内容の工夫により、日本人学生が留学生に説明するという望ましい状況が生まれ、その結果、英語で意思の疎通がはかれた、と認識した学生が増えたのではないかとと思われる。



写真1：フィールドトリップ先での通訳実践



写真2：クッキングレッスン

本プログラムの二つの目的の達成度を比べた時、二つ目の目的に対する学生の評価は、一つ目に比べ必ずしも高いとは言えない。しかし、評価が上がったという事実はプログラムを改善した成果の現れであり、プログラムの改善・拡充には十分意味があることを示している。ディスカッションにおける時間配分など、まだ改善すべき点は残っており、さらなる検討を続けていく必要がある。(4.3, 4.4 二村)

## 5. 今後の課題と可能性 : Future proposals

This programme has provided a unique opportunity for ASU students to interact with a variety of international student peers. In addition, the intensive nature of the programme has allowed all the students to interact easily and quickly develop a good rapport. This is one reason behind the proposed 3-day intensive Takayama programme. The ASU lodge's location is highly conducive to study ( it is isolated at the top of a mountain, and has few distractions/amusement facilities), so it will allow the students virtually unlimited access to each other for the majority of the 3 days. The current 5-day programme has been conducted in such a way as not to interfere with the students' everyday life, but in so doing the participants have strictly observed the schedule and not taken the time to get to know each other outside the course parameters. It is hoped that by conducting the programme in a "foreign location," the students won't be distracted by normal family/work obligations, and will be able to focus on getting the most out of the experience.

The emphasis of this programme is on encouraging the Japanese students to learn about other countries and cultures by actually communicating with people from those countries. To further assist with the achievement of this aim, the use of IC recorders and/or video cameras will be encouraged in the future. These devices could be used by the students to complete their assessment tasks in an oral form rather than a written form, which would further complement the programme's aims and objectives. IC Recorders and/or video cameras may be used in a variety of ways:

- 1) individually record their self-introduction and reasons for participating in the programme
- 2) interview or video their sessions with international students
- 3) individually record their comments and observations about the programme.

All of these recordings and images could be put on the programme's website (password protected) to allow the students to enjoy listening/watching the full range of responses to all the topics of discussion. They will also be able to listen to all the ASU and international students' comments.

Many instructors and international teaching assistants have often noticed that the majority of Japanese students are unable to answer the worksheet questions if the questions are redirected to them about Japan. This is where IC recorders could be used in



the course preparation - ASU students could be required to record their (Japanese perspective) responses to the worksheet questions. ASU staff could then provide feedback and comments before the commencement of the actual course.

IC recorders were used for part of the final assessment in the February 2007 programme, and even though it was only in a final task, the students seemed to appreciate the direct relevance of the task to the course objectives.

(5 Woodman)

## 6. おわりに

「Get together and Talk I (留学生との対話実践セミナー)」に関する今回の考察を通して、その目標達成に関してかなり満足できる成果が確認されたと思われる。学生たちは非英語母語話者同士が英語という共通のツールを使って意志の疎通をはかれることを確認しただろう。そのコミュニケーション体験を通して民族・文化の多様性に対する認識を深め、外の世界に対する興味を僅かでもひろげることができたのではないかと思う。英語運用力の強化と共に、文化の多様性に対する柔軟な視点の育成という目標に関して、本科目は、小さいながらも確実な成果を挙げたと言えるだろう。学生のアンケート回答は、それを確信させてくれるのに十分なだけ、肯定的なものであった。本科目は、多文化共生時代の求める英語教育の一つの試みとして、着実な成果を示したといえるのではないだろうか。

学生たちのアンケート回答から、留学生との交流・意見交換の機会は、彼らにとって大きなインパクトがあり、多様な文化背景をもつ人々の存在を初めて認識した者も多かったことがうかがえる。それぞれの国の将来を担っていくこれらの有能な若者の存在を知り、多様な英語であってもお互いに意思の疎通をはかれることを確認しただろう。彼ら留学生アシスタントが、積極的に日本人学生に働きかけ、意見交換をリード・発展させてくれたことに感謝したい。小グループによる対話実践は、緊張、不安を少なくしてくれるものであり、多くのインプットとインタラクションが得られる望ましい言語環境の実現であったと思われる。その中で、英語圏・非英語圏を問わず、文化背景の異なる人々との英語による対話の楽しさを知り、更なる学習意欲が生まれたことと思う。そして、これまで以上に内外の問題、世界的な多文化共生の流れにも目を向けていくことが期待される。

現代GPの財政支援終了後は、いくつかの側面から本科目の継続可能な形を検討しなければならないだろう。約20名の履修者に対して、約10名の留学生アシスタント、授業を担当する英語ネイティブスピーカーの講師、そして科目担当のコーディネーターとして英語教員4名、という多くの人間が関わり支えてきたことで実現したプログラムである。今後、この教育環境をそのままの形で維持するのは難しいと思われるが、これまでに築いた科目実施の枠組みを出来る限り維持すべく努力をし、多文化共生時代を見据えた英語教育の継続・改善に取り組んでいきたい。

(6 石橋)

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### Appendices

#### <Appendix A>

During the first two days of the program you will be talking about five different topics. You and your partners will interview each international student to find out about particular customs and beliefs in that country. In order to prepare for these interviews it is important that you first think about, research, and write down answers to the same questions for your own Japanese culture. This will enable you to talk more easily about Japanese customs when you meet and talk with the international students. It will also provide you with a greater list of vocabulary from which you can draw on during your discussions.

Please spend time before the program starts to research each of the questions for the topics and write your own answers. I would also like you to make a list of useful vocabulary for each topic.

You will need to show me your topic worksheets on Day 1 before the first session begins. Completion of each worksheet will be recorded for your final grade in the course.

The topics for discussion include: • Introductions • Love • Education • Food  
• Money

This is a wonderful and rare opportunity for you to meet with international students from a number of different countries and to talk with them about the customs in their country. I hope that you will put in a lot of effort to prepare for the program and that you will try very hard to use English during each session. This program has taken considerable time to organize and it is for your benefit. Please take full advantage

of the opportunity you have been given!

Jacqui & Harry Norris  
Program Co-ordinators

<Appendix B> Day 1-Session 1 Topic-Introductions:

Interview each international student and find out their answers to the following questions.

1. What's your name?
2. What does your name mean?
3. Where do you come from?
4. When did you come to Japan?
5. Why are you living in Japan?
6. When you first came to Japan did you experience any cultural shock? Give examples.
7. In your country how do you greet people for the first time? For example, bow, kiss, shake hands, etc?
8. Are there any unusual hand gestures in your culture?
9. Have you lived in any other foreign countries?
10. What do you like about living in Japan?
11. What do you miss from your home country?
12. What cultural tips would you give someone visiting your country for the first time?

Useful Vocabulary

<Appendix C> Day 1-Session 2 Topic-Love

1. In your country where do most people meet their partners?
2. In your country where do people usually go on a first date?
3. In your country what shouldn't you talk about on a first date?
4. When couples go out who pays for the date?
5. In your country would it be okay to be late for a date? Would you need to telephone? If it's okay to be late how late could you be?
6. In your country are men and women treated differently in restaurants, shops, cinemas, etc?
7. In your country at what age do most children leave home? Why?
8. In your country do elderly people still marry?
9. In your country what are some example of how a man might propose to a woman to get married?
10. Describe a typical wedding ceremony in your country?

Useful Vocabulary

<Appendix D> Day 1-Session 3 Topic-Education

1. In your country what subjects did you study in elementary school?
2. Did you wear a school uniform in elementary/high school?
3. How many students were in a class?
4. What is your best memory of elementary/high school?
5. Did you have a school cafeteria in elementary/high school? What did you eat?
6. What did you do after school?
7. What sports did you play at school?
8. Were you ever punished by a teacher at school? What did you do and how were you punished?
9. In your country what happens if you fail a grade at school? Do you have to repeat the same grade again?
10. Did you attend cram school or learn any other activities outside of school when you were a child? If so, what did you learn and how long did you do that for?
11. Do you think it is important for children to do activities outside of school?

Useful Vocabulary

<Appendix E> Day 2-Session 1 Topic-Money

1. When you were a child did you receive pocket money from your parents? If so, did you have to do any jobs for the money? What jobs did you do?
2. At what age did you open your first bank account?
3. At what age did you first start to work?
4. What job did you do? Was it full-time or part-time?
5. When you first started to save money what were you/are you saving for?
6. In your country what do young people usually save up for?
7. In your country do students pay for their own university education?
8. In your country do parents or grandparents give money rather than presents? On what occasions?
9. In your country when people marry how do they manage their money? For example, do they keep separate bank accounts or combine their income?
10. What do you think is the most important thing you will buy during your lifetime?

Useful Vocabulary

<Appendix F> Day 2-Session 2 Topic-Food

1. What dish would you recommend someone try from your country? What

- ingredients are used to make the dish and how is it made? When is it eaten?
2. In your country what foods make up the major part of the diet?
  3. How often do people shop in your country?
  4. What are popular foods in your country?
  5. In your country who does most of the cooking in the home?
  6. Do family members often eat meals together? Which meals?
  7. In your country how often do people eat out? Who do they usually go with and where do they go?
  8. Are there any unusual foods in your country?
  9. Are there any foods that are eaten only for special occasions? Give some examples.
  10. Are there any foods that are eaten for specific reasons, e.g. for good health, to prevent disease, for good luck, etc?

Useful Vocabulary

#### <Appendix G>

Dear International students,

I thought it would be a good idea to contact you prior to the start of the next program as I did not do this before the course in September last year. For those of you who are joining the program again thank you very much for your continued support. To those of you who are new thank you for emailing Ishibashi sensei with your application and considering participating in the course.

This course is a wonderful opportunity for the students of Aichi Shukutoku University to interact and communicate with students who represent a diverse range of cultural groups. Many of the students you meet will probably have had contact with language teachers from English speaking countries such as Canada, England, America, Australia, and New Zealand. However, it may be the first time for them to talk with someone from your country. It is really important for them to see students from other countries where English may not be the first language learned. This is a great motivational tool as it enables them to see that it is possible to develop their English language proficiency and to communicate with others through the use of English. It is also important for them to move away from textbook English of American and British English accents and to gain exposure to a variety of world Englishes. You will enable them to do this through your participation in the program.

The course in February will cover the same content as before with five classroom discussion sessions including a Getting to know you session, followed by the topics-Love, Education, Money, and Food. If possible I would greatly appreciate it if you could bring along things to show the students while you talk with them in small groups.

Such items could include articles of clothing (traditional costume), photos, money, brochures from your country, unusual food items or cooking utensils, anything that might stimulate discussion and questions from the students. I know last time that some of you brought along photographs, money and a traditional hat. Visual aids are a great way to start a discussion so please try and bring items of interest with you.

I look forward to working with you in February. Thank you for your participation.

Jacqui Norris

Program Co-ordinator

#### <Appendix H>

- Assignment 1: Due February 12 Write a 250-word essay explaining why you decided to join this program and what you hope to achieve from participating in the course.
- Assignment 2: Due February 21 Write a 400-word essay outlining what you feel are the benefits from having participated in this program. Explain what you have learnt, what you enjoyed doing, and if you think there is any way this program can be improved upon.

#### <Appendix I> International Cooking

On the final day of this program you will participate in a cooking session. You will have about 2 hours to prepare and cook a dish to share with everyone at a buffet lunch. You can choose either a Japanese dish or your international student may wish to teach you how to make a special dish from their country. You will be cooking at Shukutoku International House. The kitchen has most of the cooking utensils you will need as well as ovens. On Friday after our trip to Toyota Museum you will be going shopping to purchase the food you need. The teachers will provide items such as salt and pepper, sugar, oil, plastic wrap, cooking paper, plates, chopsticks, hot water, and drinks. Your dish should serve about 4-5 persons. You will be given \_\_\_\_\_ yen for shopping. You must keep all receipts (領収書). Please select a dish that is not too difficult to make!

Recipe name: Country: Preparation time: Cooking time: Equipment needed:

Ingredients:

Method (How to make):

(Appendices A - I Jacqui Norris, Harry Norris)

#### <Appendix J> Questionnaire

Get Together & Talk Iに関して今後の運営の参考のためにご意見をお聞かせください。

Can you give us your opinion on this program for our future reference?

**For Japanese Students Only**

- ◆ 英語能力をどのくらい向上させることができましたか。  
Have you improved your English speaking ability?  
5 (Yes) 4 3 2 1 (No)
- ◆ 文化の多様性を知ることができましたか。  
Have you developed multicultural awareness?  
5 (Yes) 4 3 2 1 (No)
- ◆ 英語で意見を述べられるようになったと思いますか。  
Have you improved your skill to express opinions in English?  
5 (Yes) 4 3 2 1 (No)
- ◆ 味噌工場／トヨタ産業技術記念館について留学生に伝えることができましたか。  
Did you enjoy talking about Miso factory / TOYOTA Museum with international students?  
5 (Yes) 4 3 2 1 (No)

**For both International and Japanese Students**

Please comment on the following activities in this course.

- ◆ グループディスカッションについて Concerning group discussion  
Would you have liked to have more time for discussion?  
Would you have liked to discuss other topics?
- ◆ フィールドトリップについて Concerning Miso factory tour / TOYOTA Museum tour
- ◆ クッキングレッスンについて Concerning cooking lesson
- ◆ その他、このプログラムについて気づいた点・要望など何でもお聞かせください。  
Please tell us about your observations, requests, etc. about this program.