

学 外 研 修 報 告 書

私は、学外研修員として出張しておりましたが、このたび研修を終えて帰任いたしました。つきましては、次のとおりご報告申し上げます。

報 告 日	2020 年 04 月 01 日	所 属	外国語学部 交流文化学科
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研修種別	①. 海 外 2. 国 内	研修種類	①. 長 期 2. 短 期
研修期間	2019 年 03 月 31 日 ~ 2020 年 03 月 31 日		
学外における主な研修機関および訪問先			
University of Münster, Münster, North Rhine-Westphalia, Germany, Department of English, Teaching English as a Foreign Language (TEFL), Englisch Seminar			
出張目的または研究題目			
This research trip centered on gaining a fuller understanding of European paradigms of English education for consideration and application in the Japanese context.			
資 格 ①. 度獨協大学学外研修員 (派遣) 2. 本学承認の学外研修員 (自費等) 3. その他 ()			
大学から支給された費用 (要清算書類)・補助金額			300 万円
研修内容 ①. 研修経過の詳細 2. 研究成果発表の予定 3. その他 を記入)			
See Subsequent Pages			

提出先：所属学部長→学長→人事課

裏面につづく

The following is a summary of the research activities I conducted during the 2019-2020 academic year (学外研修). During that time, I was granted the position of Visiting Researcher at the University of Münster, Münster, North Rhine-Westphalia, Germany within the Department of English, Teaching English as a Foreign Language (TEFL), Englisch Seminar. The key objectives of this research trip were to investigate the English language teaching paradigms within the context of various European communities, to conduct a survey on members within various communities in order to gain a fuller understanding the efficacy of that English education and to better understand the affective aspects of the education received.

This basis of this research trip stems from my research on the discussion/debate being conducted at the moment in Japan within academic institutions, and within The Ministry of Education, Culture, Sports, Science and Technology (MEXT) on, simply put, how should the nation advance its English education curricula to meet the needs of the international community in the 21st century. Europeans models are often spotlighted as examples for this discussion as they do, indeed, produce competent speakers of the target language. What are some of the key aspects of European instructional paradigms, do different paradigms produce different results, are there commonalities, what are the competency levels of those post-hoc learners of the communities, and what aspects of those paradigms are generalizable to outside communities re Japan—these were the guiding questions that formed the basis of my research.

In order to gain a fuller understanding of the various teaching paradigms and classroom methodologies, I conducted surveys, and had numerous meetings and discussions with professors, instructors and graduate students alike—those involved in designing curricula and implementing policy, but most importantly, with the learners themselves--individuals within the community who have completed their English education studies, and who interestingly were often reflective of their education, an affective self-evaluation if you will.

According to the PEW Research Center, the European Union has 24 official languages, and more than 60 indigenous regional or minority languages. Yet, English is the most common foreign language being taught. To be sure, every country sets its own policy for English education, yet 70% of the countries within the European community

start English instruction at the primary level with a near 100% rate for secondary schools. These raw statistics indicate the degree to which they place importance on English as a second language.

A comprehensive overview of the English educational paradigms of instruction for each individual country within the European region is well beyond the scope of this summary. Yet it is important to very briefly look at a few the characteristics and commonalities that I found which help shape policy and which may have applicability to the Japanese context. Perhaps the main underpinning shared by all is the need for English education, as mentioned above. To a large degree this stems from a history that maintained a non-formal view of English, but in today's world it is understood that English provides opportunities, bridges cultural gaps, and, in short, is a tool for communication. From this fundamental understanding, the tremendous amounts of effort and research provide the foundation needed for education and teaching policy. For instance, when English education is introduced at the primary level, the *Grundschule* in Germany et al, it is presented via an-age appropriate method-introducing rudimentary vocabulary, promoting language usage through songs and games, and utilizing multi-media, all graded accordingly. Bilingual education is required at this level. It is then at the secondary level where instruction is formalized. From the research and interviews I conducted, a number of important features can be gleaned regarding instruction and policy: generally all students are required to take foreign language courses, where English is the primary choice; the instruction is 'blended' in the sense that it includes both a focus on forms (a more communicative) approach as well as a focus on form (a primary emphasis on linguistic structures) approach; and, importantly, contact hours within those courses are taught in the target language along with several non-English related content courses also being taught in the target language such as courses in biology or social studies. In short, the policies and characteristics that shape the teaching and learning of foreign language stem from an understanding that language is to be regarded as a 'living entity'. That is to say, English education is rested on a fundamental premise that language is for use in all of its modalities, not an academic endeavor for a predetermined purpose, and policy tries to reflect the nature of that goal.

While it is important to review and understand policy and the guiding characteristics of second language education within a certain context, it is likewise necessary to understand the post-hoc efficacy of such programs.

In order to gain a better understanding of the 'results' of English education within a regional context of Germany, a semi-structured qualitative survey was conducted. The aim was to gain a fuller understanding of spoken language proficiencies of individuals in an ordinary capacity in real terms. The individuals within this survey included members of the general public, to wit, people in the trades, people within the professional community, public servants, university students et al. The individual interviews were conducted in a conversational style. Each interview was unique, yet they were all based on a series of questions which included in part the source of language acquisition, the frequency of use, the need for English, the type of instruction, the quality of the instruction, and it allowed for the interviewees to speak openly about the general topic. What distinguishes the participants, in a most obvious manner, is whether or not they attended *gymnasium*, university directed secondary school education. Those who attended with little exception had high proficiency levels while those who did not had lower proficiencies. Another distinguishing feature relates to the individuals' self-actualization of their proficiencies or the lack of. The survey was designed to address the objective features of the language education: questions that were easily addressed, based on factual information. Yet, it was common for individuals to offer further detail on their personal journey in acquiring second language abilities. This included comments on the quality of their education, frequency of use, and perhaps particular techniques/strategies employed for learning and speaking. One particular observation was that few participants, less than 15%, stated that they were "not good" at English regardless of an actual lower proficiency level. In short, this survey has provided a valuable, albeit cross-sectional, insight into the efficacy of the language programs within a specific context. This research will indeed help me take a more considered view of my instructional plans, of my views on policy going forward within the Japanese context, and help guide further research projects.

Additionally, this trip has afforded me an opportunity to attend numerous open lectures, conferences, and workshops on the campus of Munster, University as well as in various countries in Europe. I might add that the feature of an open campus where one can attend various lectures and workshops provides an excellent opportunity for further exploration in areas outside one's own field. On a more personal note, I was able to visit some of the cultural wonders of Europe, and experience the intricacies of life in Europe on a first hand basis.

Finally, I am grateful to all those who have supported me on this research trip. The staff and faculty of the Department of Tourism and Transnational Studies have offered their full backing in every imaginable way, the Faculty of the Foreign Languages likewise has supported my research efforts, and indeed Dokkyo University itself. I would like to especially thank those in the Human Resource Department for their diligence in helping with many of the practical issues associated with this research trip, not to mention those in the Office of the Dean who were always readily available. The people at Munster University, particularly those in the Department of English, Teaching English as a Foreign Language (TEFL), Englisches Seminar, have been most welcoming and accommodating in providing me with the full resources at their disposal and their friendly support during this academic year despite their full schedules. This has been a professionally rewarding experience, one which will allow me to further my research in the field of second language education.