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# Bridging to English-Medium Instruction Through CLIL: Student Feedback Based on University Pilot Courses

Ikuko Ueno

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## Abstract

This study focused on pilot research conducted prior to launching a content and language integrated learning (CLIL) course in 2024 at Rikkyo University in Japan—an “English as a foreign language” learning environment. Despite the growing popularity of CLIL, the number of Japanese universities implementing this approach as part of a university-wide curriculum remains limited, a gap that the current study aimed to address. The researcher conducted quantitative and qualitative analyses using a mixed methods approach to explore learners’ feedback on the introduction of the new curriculum. The sample comprised 171 university students who participated in pilot CLIL classes as elective courses. They were asked to respond to a 17-item questionnaire that included 13 items rated on a five-point Likert scale and four open-ended questions. The data from the quantitative survey were examined through correlational and descriptive analyses using the SPSS software. The results showed that students had generally positive views about the CLIL courses, despite their being quite unfamiliar with them, particularly appreciating the frequent opportunities for collaborative learning with peers and exposure to diverse perspectives on the learning content. Additionally, satisfaction with the course content and teaching methods was high. However, in comparison, satisfaction with the development of critical thinking skills was slightly lower. The results point to potential areas that should be strengthened in future CLIL implementation.

**Keywords:** *Content and language integrated learning (CLIL), English-medium instruction (EMI), Facilitation, Critical thinking, Language scaffolding*

## Introduction

Rikkyo University launched content and language integrated learning (CLIL) elective courses as part of the university-wide elective curriculum from the academic year 2024 and implemented curriculum reform to change all the existing elective courses to CLIL. The CLIL program has two main purposes. First, it aims to serve as a foundation or introductory course to facilitate English-medium instruction (EMI) classes conducted in various faculties. This

initiative will not only provide students with the essential skills to engage deeply with content in English but also familiarize them with cooperative learning and different styles of presentation prior to learning specialized knowledge at the undergraduate level. Rikkyo University offers a wide range of CLIL courses taught by faculty members who are not always content experts; as such, careful preparation is necessary to deliver these courses effectively. The second purpose is to encourage continuous learning by transforming students' perceptions of English as one among the subjects they learn to an important communication tool they acquire. In this respect, it is essential for university students to be able to continue language learning beyond the traditional assessment-driven context, especially for those with lower intermediate English proficiency. Continuous learning is key to language learning, but traditional teaching styles tend to create unnecessary anxiety and fear in students who are less proficient. CLIL courses can help students continue language learning by supporting the emotional aspects of the learning process and reminding learners that English is a communicative tool.

In light of this extensive curriculum reform, the Center for Foreign Language Education and Research (FLER) and the Center for the University-Wide Curriculum have been developing and implementing CLIL courses—efforts spanning several years—for the 2024 academic year. To refine our new CLIL curriculum, pilot studies have been conducted, and the university-wide curriculum and committees responsible for CLIL courses have provided teachers with guidelines, workshops, seminars, and teaching resources to help them better understand CLIL instructional methods.

Against this background, this study explores the characteristics of CLIL at Rikkyo University and its potential as a bridge to EMI. As part of a pilot study, this research mainly aimed to gather insights to enhance CLIL pedagogy and facilitate a smoother transition to EMI. A questionnaire was administered to students and teachers; however, this study focused only on student responses to assess their experiences and perceptions of CLIL. As the majority of students encountered the CLIL pedagogical approach for the first time at our university, a valuable aspect of this research constituted reflections on their perceptions following this direct experience vis-à-vis future curricular designs. The study findings are expected to guide current CLIL implementations at Rikkyo University and improve continuous language learning by offering deeper learning opportunities. CLIL integrates subject matter with language learning and helps students apply their language skills to content learning. This pedagogical approach is essential for students to develop the language skills necessary during CLIL courses, since EMI classes usually lack the element of linguistic support. Ultimately, the content and language skills taught in CLIL are intended to enrich students' educational experiences and prepare them holistically to express their opinions openly in a global society.

## Literature Review

### **CLIL: Fundamental Concepts**

In recent times, CLIL has gained global popularity as a pedagogical approach to foreign language education. Indeed, it is an effective approach that enables students to acquire both content knowledge and language skills simultaneously (Coyle et al., 2010). Researchers have also referred to the fact that CLIL courses are designed to improve learners' language proficiency and intercultural competence through learning related content. (Brinton et al., 1989; Marsh, 2002). Additionally, CLIL can enhance learners' motivation and engagement during courses (Lasagabaster & Doiz, 2016; Nikula et al., 2016) CLIL is not a completely new approach; it has evolved from traditional language teaching styles (Pérez-Cañado, 2012). CLIL, which originated in Europe, was proposed by Coyle et al. (2010), and it encapsulates four fundamental concepts: Content, cognition, communication, and culture (4Cs). Mastering and integrating them into practice is the key to teachers' successful implementation of CLIL.

### **Distinguishing EMI, Content-Based Instruction, and CLIL**

In the broad research field of bilingual education in second language acquisition, methodologies such as EMI, content-based instruction (CBI), and CLIL play distinct roles. EMI focuses primarily on delivering academic content in English, typically in higher education settings where the language of instruction is English, without specific language learning objectives or scaffolding (Dearden, 2014). This approach is content driven and assumes that linguistic proficiency develops incidentally through exposure.

In contrast, CBI involves using subject matter as a means of teaching language, yet it does not always incorporate the systematic language development found in CLIL settings (Brinton et al., 1989). CBI, which emerged in North America in the 1980s, is frequently compared to CLIL, since CBI is primarily an immersion- or semi-immersion-style teaching method for learning through content. Snow (2001) stated that CBI content was interpreted as subject matter to be used for second/foreign language teaching purposes (p. 303). The goal of CBI is to develop language proficiency, and the content is the teaching material for this purpose. Therefore, while CBI does not strictly integrate content and language learning, CLIL emphasizes the integration of the two. The clear difference between CLIL and CBI is that the former is based on the 4Cs and aims to implement dual-focus learning.

CBI explicitly prioritizes language acquisition over EMI, but focuses primarily on content as the medium rather than the overall goal. In this regard, CLIL uniquely blends the goals of language and content learning, assigning equal importance to both. CLIL distinguishes itself by promoting the active development of language skills as well as content acquisition, and by providing language scaffolding that supports a dual focus (Coyle et al., 2010). Language scaffolding is an important characteristic of CLIL. Without language scaffolding, CLIL course implementation would not be successful because the learner's language proficiency is not

yet sufficient to understand the content deeply. Thus, elaboration of lesson preparation with language scaffolding is crucial for CLIL courses. The intentional use of translanguaging in class as a means of language scaffolding is meaningful (Lin, 2020). This scaffolding helps learners engage deeply with academic material and understand the content, which in turn allows them to further develop their language skills, showing how CLIL uniquely combines language learning and content mastery.

### Previous CLIL Studies in Japan

Reflecting on global trends, the CLIL approach has been gaining traction in Japan, influencing English education. It has also been referenced in a document issued by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT, 2014), wherein experts mentioned that it is necessary to view English as a part of language education rather than a special skill. It has also been suggested that adopting approaches such as CLIL or immersion education, as in Europe, could be effective. The recommendation to incorporate CLIL in English classes in Japan is rooted in the objective of fostering active English language usage among Japanese learners. Unlike conventional approaches that focus primarily on language acquisition, vocabulary, and grammar, CLIL emphasizes the integration of new knowledge in English through a subject. This approach demonstrates the crucial role of language as a tool for communication and learning. Here, the context of Japan must be taken into account, with an English as a foreign language (EFL) environment with few output opportunities and contexts; nonetheless, this perspective presents a model of practice in which learners essentially use language to deepen their learning, making it vital in contemporary English education in Japan. CLIL practice goes beyond language-centric objectives and includes various activities such as acquiring new knowledge, engaging in discussions, sharing perspectives, and appreciating diverse viewpoints. While implementing CLIL practices in the EFL context in Japan may present challenges compared with English as a second language (ESL) environments, it is precisely this difficulty that underscores their necessity.

Prior research has explored CLIL practice in Japanese higher education institutions. For instance, MacGregor (2016) provided thoughtful insights regarding university teachers' perspectives; the study participants (two Japanese participants and 11 participants from the U.K., Canada, and the U.S.) were teachers engaged in CLIL or EMI programs at universities. Although the survey was conducted with a relatively small sample ( $n = 13$ ), the results revealed a general understanding of the many features of CLIL. However, there is some confusion regarding the differences between the related methodologies (CBI, EMI, etc.) and CLIL. The study underscores the need to strengthen educator training. In addition, it emphasizes that teachers must be adequately trained in both content- and language-teaching skills. MacGregor's (2016) relatively greater emphasis on the importance of teacher readiness and support systems is compelling because it aligns closely with our concerns in this study and underscores the idea that the success of CLIL in Japan is deeply dependent on educators effectively addressing the

challenges they face.

Yoshihara et al. (2015) conducted an in-depth investigation of students' perceptions of soft CLIL in EFL classrooms at Japanese universities. CLIL can be classified as soft CLIL and hard CLIL based on the purpose of the lesson. Soft CLIL is used when language learning is the main focus, whereas hard CLIL is used when content learning is the main focus (Izumi, 2019). Although soft CLIL places greater emphasis on language learning than hard CLIL, unlike EMI, both are focused on language learning as well as content learning. This prior study involved 194 students who completed an itemized and descriptive questionnaire over two years. The results showed that students responded positively to learning about global social issues in a CLIL format and highly valued English language instruction, which differed from the traditional high school approach. Moreover, the study highlights the need for specialized teacher training pertaining to the CLIL methodology. The study highlights the important role of educators' experience and expertise in the successful implementation of CLIL.

Another study by Ikeda (2013), one of the most important CLIL researchers in Japan, focused on high school students, and it is particularly significant for revealing the potential benefits of CLIL practices in Japan. This study examined the effectiveness of CLIL for younger learners in a secondary educational setting. Specifically, writing tests and course evaluation questionnaires were administered to 16- and 17-year-old students with lower-intermediate English proficiency, and the results showed that CLIL was effective in improving their essay writing skills. It also confirmed the effectiveness of a "soft" version of CLIL in Japanese education.

Despite notable previous studies conducted in Japan, the number of Japanese universities implementing CLIL as part of a university-wide curriculum remains limited. Therefore, the current study aimed to provide substantial insights for expanding and enhancing CLIL practices in higher education. As we examined the effects and strategies of CLIL at the tertiary level, the findings are expected to significantly inform future implementations and contribute valuable insights for the transition from CLIL to EMI, aiming for effective integration of language learning and content in Japanese universities.

## **Methodology**

### **Research Questions**

A semi-structured questionnaire was used in this study to evaluate the effectiveness and impact of a CLIL program implemented at Rikkyo University, offered as pilot classes as part of new elective courses and conducted during the 2022–2023 academic year. The main objective was to explore students' perceptions and experiences related to understanding the course content and acquiring language skills in CLIL courses. The following research questions guided this study:

(1) What are the perceptions and reactions of students who participated in CLIL pilot courses at the tertiary level in Japanese educational settings?

(2) What types of facilitation skills and strategies are necessary for educators to effectively deliver CLIL lessons to tertiary-level students in Japan?

## Participants

The questionnaire was administered to 171 students enrolled in 14 different CLIL pilot classes: Introduction to Global Studies A (Humanities), Introduction to Global Studies B (Social Science), Introduction to Global Studies C (Natural Science), Current News through English Media, Multimodal Communication in English, Self-Directed and Reflective Language Learning, Intercultural Studies, Sustainable Development Goals (SDGs), Movies, Japanology, Art, Health and Wellness, Globalization and Business, and Business Speaking. Eligibility to enroll in CLIL subjects begins in the second year; therefore, the participants were students from their second to fourth years. Although the questionnaire did not specifically address faculties, in 2023, the year the pilot study data were analyzed, students enrolled in the CLIL courses came from 11 different faculties: Arts, Intercultural Communication, Economics, Business, Science, Tourism, Community and Human Sciences, Sociology, Law and Politics, Contemporary Psychology, and Sport and Wellness. CLIL courses implemented as part of a university-wide curriculum were not confined to any specific department. This diverse group of participants provided a meaningful dataset for analyzing student engagement with CLIL methodologies and their educational outcomes.

## Questionnaire Design

The questionnaire was designed to gather comprehensive feedback on various aspects of the CLIL courses, focusing on both qualitative and quantitative data. It was devised over six months through discussions between two teachers, including the author, and subsequently refined through feedback from all the full-time English teachers in our organization. The questionnaire was initially created in English, but at the time of the survey, a Japanese version was developed so that the students could easily answer it in Japanese. The questionnaire included 17 items, divided into two main sections:

1. Multiple-choice items: This section comprised 13 items based on a five-point Likert scale, ranging from “Strongly Disagree” to “Strongly Agree.” The questions aimed to quantify students’ satisfaction with learning outcomes, understanding of course content, acquisition of relevant English language skills, and overall engagement and interest in the courses.
2. Descriptive questions: This section included four open-ended questions that allowed students to express in detail their perspectives on what was most interesting,

challenging, and different about the CLIL classes compared to other language courses. It also provided a space for additional comments on the texts and materials used.

## Questionnaire Content

The specific items included in the questionnaire (Appendix) were carefully developed to align with the learning objectives stated in the course syllabi, aiming to determine whether these objectives were met and understood clearly. The items covered various domains, such as:

- Achievement of learning outcomes.
- Clarity in understanding the learning goals of the subject.
- Development of critical thinking skills and relevant vocabulary.
- Impact of the teaching style on student involvement and interest.
- Usefulness of instructor feedback.
- Opportunity for reflection on learning.
- Appropriateness and clarity of instructional materials.
- Frequency and quality of communication with peers.
- Exposure to different perspectives through interactions.

The questionnaire also sought subjective feedback on the most engaging aspects of the CLIL classes, differences noted in comparison with other language classes, and specific challenges faced during the semester. Such feedback was deemed valuable to guide future enhancements in the design and delivery of CLIL courses.

## Data Collection and Analysis

The survey was administered to students enrolled in classes offered during the academic year 2022–2023, coinciding with the implementation of the pilot classes. Data were collected through an online survey after the final class day to ensure that the students' responses fully reflected their entire course experience. Quantitative data from the five-point Likert scale items were analyzed using descriptive statistics (mean and standard deviation) to determine overall trends and levels of agreement or disagreement with the statements provided. Qualitative responses were analyzed thematically to identify common patterns and derive distinctive insights regarding students' subjective experiences and perceptions. To deepen the analysis, SPSS was used for correlation analysis with non-parametric tests. This analysis was performed to examine the relationships between the different variables in the dataset and identify specific factors that significantly affected student outcomes in CLIL courses. In addition, integrating the results from both the correlational analysis and the qualitative analysis conducted based on the open-ended responses provided a richer understanding and contributed to a more comprehensive discussion of the findings. Pérez-Cañado (2012), a leading researcher in the CLIL field, has recommended a mixed-methods research approach that combines quantitative and qualitative

methodologies to address the most significant deficiencies and errors found in previous studies (p. 331). Accordingly, the integrated findings from the current analyses further clarify the interactions between course content comprehension, language skill acquisition, and student engagement.

### **Ethical Considerations**

All participants were fully informed of the purpose of the survey and assured of the confidentiality and anonymity of their responses; subsequently, their written consent was obtained. Additionally, the author of this study submitted the required documents to the Ethics Review Subcommittee of the Journal and Research Committee of the Center for Foreign Language Education and Research and received approval to use these data for research purposes. Special measures were taken to safeguard personal data and all the data were stored securely to prevent unauthorized access. Following these ethical procedures was obligatory to carry out this educational research, aligning with current ethical standards.

## **Results and Discussion**

This section presents the findings from a comprehensive evaluation of students' experiences in CLIL classes, using both quantitative and qualitative methods. The results are presented based on an analysis that unfolded in three parts: a descriptive analysis of the structured questionnaire items (items 1–13), a correlation analysis to identify relationships between different aspects of the learning experience, and a qualitative analysis of the open-ended responses (items 14–17) to gain deeper insights.

### **Reliability Analysis**

Cronbach's alpha coefficients were calculated to evaluate the reliability of the questionnaire. The questionnaire consisted of 13 items, each assessed on a standardized scale. The analysis revealed that the Cronbach's alpha based on the raw scores was .888, while that based on the standardized items was .893. These values indicate a high level of internal consistency within the questionnaire, supporting its appropriateness as a measurement tool for this study.

**Table 1**

*Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.888	.893	13

## Descriptive Analysis

Table 2 displays the mean scores and standard deviations for each questionnaire item, reflecting the students' evaluations of their learning experiences. These ratings were based on a five-point Likert scale, with higher scores indicating more positive perceptions.

**Table 2**

*Descriptive Statistics of Student Responses*

Questionnaire items	Mean	SD
All learning outcomes were achieved	4.36	0.583
Learning outcomes were clearly understood	4.43	0.563
Relevant English language skills were acquired	4.24	0.602
Learned as expected from the subject matter	4.40	0.619
Learned critical thinking	3.95	0.841
Learned a wide range of vocabulary	4.31	0.653
Instructor's teaching style was engaging	4.48	0.608
Instructor provided useful comments	4.53	0.588
Subject allowed reflection on learning	4.40	0.691
Materials were easy to understand	4.39	0.636
Materials were appropriate for the subject	4.46	0.596
Frequent communication with classmates	4.53	0.688
Learned from classmates' perspectives	4.53	0.653

*Note.* SD = Standard deviation. All ratings are based on a five-point Likert scale.

## Correlation Analysis

After the descriptive analysis, a correlation analysis was conducted using SPSS to explore the significant relationships among the various metrics. This analysis focused on correlations between students' perceptions of teaching methods, learning outcomes, and engagement with course content, and assessed their influence on overall student satisfaction and learning effectiveness. Spearman's correlation coefficient, along with a two-tailed test, was deemed appropriate due to the data not requiring the assumptions of normality and linear relationships between the variables. This non-parametric method was chosen to measure the strength and direction of the association between two ranked variables. However, item 5 (I learned how to think critically) was omitted because it did not show a significant correlation with any other item. All analyses were conducted using SPSS version 28, which was the latest version available at the time of analysis. The correlation analysis covered all the survey items, as detailed in Table 3. The data presented in Table 3 show that the correlation coefficients are highly significant, with all *p*-values noted to be 0.000. This significance level indicates that the

relationships between the survey items are statistically significant at the 1% level, supporting the reliability of these correlations in the context of the survey. By presenting an analysis of the correlations with clear statistical significance, this study highlights the most relevant findings that contribute to improving our understanding of students' perceptions of teaching methods, learning outcomes, and engagement with course content, and how these in turn impact overall student satisfaction and learning effectiveness.

**Table 3***Correlation Coefficients Between the Survey Items Indicating Statistical Significance*

	Item	<i>n</i>	<i>r</i>	<i>p</i>
No. 1	No. 2	170	.699**	0.000
	No. 11	170	.508**	0.000
No. 2	No. 1	170	.699**	0.000
	No. 4	170	.535**	0.000
No. 3	No. 4	167	.520**	0.000
	No. 2	170	.535**	0.000
No. 4	No. 3	167	.520**	0.000
	No. 7	169	.553**	0.000
No. 6	No. 7	170	.543**	0.000
	No. 8	170	.536**	0.000
No. 7	No. 4	169	.553**	0.000
	No. 6	170	.543**	0.000
No. 8	No. 8	170	.610**	0.000
	No. 9	170	.530**	0.000
No. 9	No. 10	169	.556**	0.000
	No. 11	170	.558**	0.000
No. 8	No. 6	170	.536**	0.000
	No. 7	170	.610**	0.000
No. 9	No. 9	170	.612**	0.000
	No. 7	170	.530**	0.000
No. 10	No. 8	170	.612**	0.000
	No. 7	169	.556**	0.000
No. 11	No. 11	170	.786**	0.000
	No. 1	170	.508**	0.000
No. 12	No. 7	170	.558**	0.000
	No. 10	170	.786**	0.000
No. 13	No. 13	171	.594**	0.000
No. 13	No. 12	171	.594**	0.000

\*\*. Correlation coefficients are significant at the 1% level (two-tailed).

Total respondents: *N* = 171

### *Correlation with Students' Positive Reactions*

Specifically, items 1 and 4, presented below, were examined because they focused on students' positive reactions to the course.

- Item 1: All of the learning outcomes (objectives stated in the syllabus) for the subject were achieved.
- Item 4: I learned what I expected to learn from the subject matter.

Item 1 assessed the achievement of the overall learning objectives as delineated by the educational program, requiring students to evaluate their learning based on objective criteria and indicators. In contrast, item 4 pertained to the extent to which the students felt that their personal expectations and goals were met, soliciting a more subjective evaluation of their satisfaction with the course. Correlation analysis revealed significant relationships, as follows: Item 1 showed significant correlations with item 2 (The learning outcomes/objectives of the subject stated in the syllabus were clearly understood;  $r = .699, p < .01$ ) and item 11 (The materials used were appropriate for learning this subject;  $r = .508, p < .01$ ), both of which pertain to specific aspects of the educational outcomes. Meanwhile, item 4, which focused on students' subjective satisfaction, was found to correlate significantly with item 2 (The learning outcomes/objectives of the subject stated in the syllabus were clearly understood;  $r = .535, p < .01$ ), item 3 (To understand the content of the subject, relevant English language skills were acquired;  $r = .520, p < .01$ ), and item 7 (The teaching style of the instructor allowed me to be actively involved in the class and to develop an interest in the subject matter;  $r = .553, p < .01$ ). These items relate to students' perceptions of their understanding of the learning outcomes, their acquisition of English skills, and the effectiveness of the teacher's instructional style.

These findings highlight the importance of both objective and subjective measures for evaluating the efficacy of CLIL courses. The correlations indicate that students' subjective satisfaction aligns with their perceptions of learning outcomes and instructional methods, suggesting that both dimensions are crucial for understanding the overall impact of CLIL educational strategies.

### *Analysis of the Most Correlated Survey Item: Teachers' Teaching Style*

Next, we focus on the correlations associated with item 7, which evaluated the instructor's teaching style in terms of its ability to actively involve students and maintain their interest in the subject matter. This item exhibited significant correlations with the largest number of items within the analysis: Item 4, where students assessed if they learned what they expected from the subject matter ( $r = .553, p < .01$ ); item 6, regarding the acquisition of a wide range of vocabulary and phrases ( $r = .543, p < .01$ ); item 8, which involves the instructor providing useful comments to aid learning ( $r = .610, p < .01$ ); item 9, concerning the course's ability to encourage careful reflection on learning ( $r = .530, p < .01$ ); item 10, evaluating if

the materials used were easy to understand ( $r = .556, p < .01$ ); and item 11, assessing the appropriateness of the materials for learning the subject ( $r = .558, p < .01$ ). These results underscore the critical role of the teacher's teaching style in CLIL environments. An effective teaching style not only fosters active student participation but also significantly improves learning outcomes. Additionally, there is a large and significant correlation between a positive teaching style and the provision of useful comments and feedback by teachers, which support student learning. Although the correlation coefficients represent mere associations and do not establish causal relationships between items, the results of the correlation analysis suggest that the influence of the teacher's teaching style is likely associated with numerous aspects of the learning experience. This indicates that students are likely to perceive the teaching style as significantly related to various educational outcomes.

### *Instructor Feedback and Reflective Learning*

There was a significant correlation between the usefulness of the teacher's comments and the opportunity for students to reflect on their learning. This suggests that insightful and constructive feedback from the instructor is important for encouraging students to think critically about their learning experiences, aiding in deeper understanding and continuous improvement.

Item 9 (The course allowed students to reflect carefully on their learning) showed significant correlations with item 7 (The lecturer's teaching style allowed students to actively participate in the class and become interested in the subject matter;  $r < .530, p < .01$ ) and item 8 (The lecturer provided useful comments for learning;  $r < .612, p < .01$ ). These findings underscore that while the lecturer's teaching style is crucial for engaging students, appropriate comments significantly enhance learners' deeper learning. The relatively higher correlation coefficient for item 8 compared with item 7 suggests that teachers should equally prioritize crafting feedback and comments alongside general teaching practices. Considering that lesson planning and preparation are standard practices, the distinct impact of well-considered and contextually appropriate comments must be noted; they could serve as an effective tool for promoting deep cognitive engagement among students. Additionally, while the primary language used in CLIL courses is the target language, comments made outside class in the students' first language can also be beneficial, aligning with a recommendation under CLIL for language scaffolding using the first language (L1). This insight regarding the influence of teacher language emphasizes a critical aspect of effective CLIL course facilitation.

### *Critical Thinking*

Paul and Elder (2007) define critical thinking as "the art of analyzing and evaluating thinking with a view to improve it" (p. 4). In this study, critical thinking was addressed by item 5 (I learned how to think critically), but none of the correlations for this item were statistically significant. Hence, it is not listed in Table 3. The results of the descriptive statistics also

indicated a clear trend of lower mean values for this item compared to the other items. The result suggests that students may not perceive a direct link between learning critical thinking skills and other aspects of their educational experience. For example, students may not see a clear link between critical thinking and the materials used in class or their communication with classmates. The absence of a significant correlation with item 13 (I learned different perspectives from other classmates' ideas), despite expectations to the contrary, suggests that many students may not yet fully understand the concept of critical thinking.

However, the development of students' critical thinking was a key goal of the CLIL course in our curriculum, which was strategically integrated from the outset of the curriculum design process, alongside the cultivation of higher-order thinking skills (HOTS) as delineated in the revised Bloom's taxonomy (Anderson & Krathwohl, 2001). Therefore, a particularly significant finding from this study is that critical thinking was not effectively established in the pilot study stage. Teachers may need to address this gap by, for example, explicitly defining what critical thinking entails during lessons and emphasizing to students that it is a central objective of CLIL courses. This finding underscores the need to enhance this aspect in future university-wide CLIL curricular practices.

## Qualitative Analysis

The qualitative responses gathered from open-ended questions 14–17 confirmed the quantitative data presented earlier in this paper. With these questions, students were asked to provide their feedback about what interested them most about the CLIL course, how it differed from traditional language courses, the challenges they faced, and their thoughts on the course materials. Future in-depth qualitative analysis utilizing the NVivo software is planned as the next phase of ongoing research to further understand the themes that emerged from this initial study. Student comments from this pilot study provided a deeper understanding of the CLIL experience and highlighted both the challenges and benefits from the learner's perspective. These insights are crucial for improving the CLIL curricula. Overall, many students expressed satisfaction with the integrated learning style, which combines content learning with foreign language acquisition, responding that this teaching method employing CLIL principles helps them to understand the content deeper with peers and improve their language skills.

Below, a selection of representative student opinions are shown, extracted from the descriptive responses to question 14 (What was the most interesting aspect of the CLIL class?), question 15 (What was different about the CLIL class compared to other language classes?), question 16 (What was the most challenging part of your CLIL class this semester?), and question 17 (Please write any comments you may have about the textbooks and materials.). These students valued the interactive learning environment with their peers and found the diversity of perspectives highly informative. Many other students provided similar responses to these questions, although their responses had subtle differences in phrasing. The trend observed in the quantitative survey results concerning the development of critical thinking was also

evident in the qualitative data. The questionnaire responses were originally written in Japanese and were translated into English by the author.

**Student A:** Not just learning English, but also learning about various social issues.

**Student B:** There were many people who had traveled abroad or who spoke English, so it was very interesting to be exposed to ideas I had never been exposed to before when talking to people in discussions.

**Student C:** In CLIL, we had a lot of discussions, and it was good to learn a lot of knowledge in English not only from the teachers but also from my classmates.

However, in reviewing student feedback provided in response to questions 15 and 16, a significant point emerged: the intricate balance required between language proficiency and engagement in higher-order thinking tasks within CLIL settings. Some examples are as follows:

**Student D:** The difference between this class and other language classes was that it focused more on critical thinking in English rather than on learning English. However, many of my classmates lacked the basic English skills to do this, so I did not feel that I gained much practical learning out of the class.

**Student E:** It took a lot of time to cover unfamiliar words because I had to perform the analysis in English, which was difficult even if I tried to understand it in Japanese.

**Student F:** Themes were often a bit difficult.

**Student G:** Conveying my opinions logically was challenging.

Student D pointed out a crucial issue with regard to classmates, which underscores the essential need for basic language skills to fully engage in critical thinking tasks. Student E's response underscored the need for additional support for students who may not have the necessary English language skills to keep up with the coursework. With respect to language scaffolding, this includes vocabulary instruction, complementary background knowledge in the mother tongue, and other forms of assistance to bridge the language gap. According to concise feedback from students F and G, the themes or topics covered in the CLIL course may be too advanced or complex for the current proficiency level of the students. Even though we covered the same themes in the course, it would perhaps be more advantageous to choose more familiar topics related to the themes to enhance students' interest in and engagement with the course. This suggests a need to assess and possibly adjust the difficulty of the course content to better match

students' abilities. Making the topics and introduction familiar is not the same as making the lesson content simple. For students to learn deeply, it is a prerequisite that they first understand the topic and develop an interest in it—only then can higher-order thinking take place.

The descriptive responses from the students in this pilot study also provided candid insights regarding both the strengths and challenges of the CLIL course. This feedback is valuable and provides important guidance for future teaching plans and curriculum management. In CLIL courses, students encounter new knowledge or content in English for the first time, which they then assimilate. During this process, although the primary goal is not solely language acquisition, clear language support is provided to facilitate content comprehension. When certain aspects of the content remain unclear, students seek understanding through discussions with their peers or by conducting research in English. This method ensures that while students are primarily focused on grasping the content, they are also supported in developing their language skills through structured language support. This dual focus on content and language development is a core objective of CLIL courses, and emphasizes the interdependence of language learning and content mastery. Conducting a detailed qualitative analysis of student feedback, as well as analyzing quantitative data, together constitute a critical step in curriculum management as it allows for a deeper exploration of student perspectives and their implications for educational strategies within CLIL settings.

The combined findings from the descriptive and correlation analyses highlight the effectiveness of CLIL in achieving comprehensive learning outcomes and emphasize the importance of instructor engagement and the clear communication of learning goals. However, the lower ratings from the quantitative analysis and the feedback from the qualitative analysis regarding critical thinking skills indicate an area for pedagogical improvement. Future implementation of CLIL courses could benefit from incorporating explicit critical thinking activities and assessments to better meet this educational objective. This requires a clear explanation of what critical thinking is to students. Building on these insights, below, aspects that contribute to the perceived effectiveness of CLIL in university education are discussed.

First, concerning the effectiveness of CLIL in university education, the positive trend observed in the responses of university students participating in CLIL courses underscores a generally high level of satisfaction with the teaching practices. Students reported particularly high satisfaction with cooperative learning activities, highlighting the value of interactive and collaborative approaches in the CLIL context. This finding aligns with educational theories that emphasize active learning environments as catalysts for deeper understanding and increased student engagement (Smith & Ragan, 2004). In these settings, students are not merely recipients of knowledge but active participants in constructing meaning, which is crucial for the complex cognitive processes involved in learning both content and a new language.

Second, this study found some differences regarding language skills and the role of support in CLIL settings. While students were generally satisfied with the content they learned, they were less satisfied with the improvements in their language skills based on the qualitative

data. This implies that the CLIL model at the university level may not provide sufficient language support for students. To bridge this gap, scaffolding techniques could be introduced or enhanced to more effectively support language acquisition. Scaffolding, a concept borrowed from Vygotsky's (1978) theory of the zone of proximal development, includes specific support that gradually decreases as learners become more proficient (Walqui, 2006). In the context of CLIL, scaffolding could involve structured vocabulary exercises, contextual grammar usage, and the strategic use of L1 as a support to match the thinking skills needed for the content being taught.

Third, the findings on critical thinking are among the most important results of this study. Both quantitative and qualitative analyses indicated the need for a more deliberate integration of critical thinking skills into CLIL courses; critical thinking in CLIL is not simply an implicit expectation but should be clearly defined and systematically integrated into the curriculum. This is because the main purpose of implementing CLIL courses at Rikkyo University is to foster critical thinking to enhance learners' deep learning. Educational research has consistently emphasized the role of critical thinking in promoting deep learning and academic success (Bloom, 1956; Facione, 2015). To put this into practice in CLIL settings, teachers can use strategies such as project-based learning, discussions, and presentations, which require analytical thinking and the use of language skills in complex situations. In addition, the definition and significance of critical thinking should be explicitly taught in the class, and students should be provided with suggestions to critically question and analyze information. Given the feedback from this pilot study, it is essential to reflect on these findings and incorporate them in future implementation efforts to better meet the course objectives.

Finally, professional development for CLIL should focus on both content- and language-teaching skills. This is especially important because CLIL programs often require language teachers to teach subjects outside their main area of expertise. Teachers primarily trained in language education must spend considerable time and effort preparing for these courses. They need to learn and understand the content well enough to teach it effectively, an aspect that makes CLIL courses different from traditional language classes. Drawing from ongoing training, which includes workshops and seminars on new CLIL methods, teachers should consciously aim to apply teaching strategies that encourage students to investigate and learn deeply on their own, rather than just passively receiving knowledge from the teacher. This approach is expected to change how teachers prepare for their classes. To support professional development, teaching resources and advice on how to learn and understand the content should be provided so that teachers feel more confident and prepared. Additionally, creating a support network among teachers is important. This would allow them to share insights, challenges, and strategies for effective CLIL teaching. By working together, teachers can improve their teaching practices. These improvements are essential for the successful implementation of CLIL courses and to ensure that students have a rich and comprehensive educational experience, which we aim for.

## **Limitations and Future Studies**

This study investigating the effectiveness of CLIL in a university setting had a few limitations. First, as CLIL subjects are part of the elective courses, the motivation and English proficiency levels of students taking these subjects are considered to be rather high from the beginning. Therefore, this possible skew in the sample might affect the generalizability of the findings. Second, the results may also be influenced by variations in instructor capabilities. The effectiveness of CLIL often depends heavily on the instructors' proficiency in both the subject content and language used for instruction. Differences in teaching styles, expertise, and interactions with students could significantly affect outcomes; however, these instructor-related variables were not systematically evaluated in this study. Additionally, although we conducted a survey of instructors, this study did not include an analysis of these results.

A future research initiative is to analyze the instructor survey data and comparing them with the student data to identify the key factors related to instructor variability that contribute to successful CLIL implementation. Further, other sophisticated statistical models, such as factor analysis and path analysis, would enable a deeper exploration of the causal relationships and dynamics among the variables studied. Furthermore, there is a need for additional qualitative investigations, such as through interviews. Detailed analyses of students' open-ended responses would help us better understand their experiences and perceptions, providing detailed insights into the teaching strategies and methods used in CLIL.

## **Conclusion**

This study critically examined the impact of CLIL programs at the tertiary level, specifically within the EFL context in Japan, providing answers to research questions regarding students' perceptions and necessary facilitation strategies. The data revealed a generally positive response from the students and underscored the potential of CLIL to enhance both language competence and content understanding. Students expressed high satisfaction with cooperative learning activities, indicating the value of interactive and collaborative learning environments for fostering engagement and deeper comprehension. This positive feedback aligns with the first research question, highlighting favorable student perceptions and reactions to the pilot CLIL courses, and suggesting that such programs effectively integrate language learning with subject matter education.

However, this study also highlighted critical areas that require improvement. Although content satisfaction was high, there was a discrepancy in the retention of language skills, suggesting a need for enhanced scaffolding and more robust language support mechanisms. Additionally, the integration of critical thinking within CLIL courses was identified as less effective than anticipated, emphasizing the need for more explicit instruction and strategic curriculum design to cultivate these essential skills. This directly addresses the second research

question regarding the types of facilitation skills and strategies necessary for educators. Moreover, these findings highlight several challenges for educators and emphasize the necessity for significant preparation given the dual demands of teaching content and language. Professional development and systemic support for instructors are crucial for the successful implementation of CLIL, and dedicated resources are needed to enhance teachers' competencies in both language and subject matter. These efforts are important for meeting the facilitation needs identified in this study as well.

In conclusion, the CLIL pilot study at Rikkyo University commenced well, with generally positive feedback from the students; however, as the program advanced, certain challenges were noted, such as the difficulty of developing critical thinking skills, the need for language support, and the burden on the teachers in charge. The current study offers suggestions for CLIL practice at the university level; as a next step, an extensive analysis of the data, as described above, has been planned.

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### Appendix: Questionnaire for Students

1. 当該科目における学習成果（シラバス記載の目標事項）の全てを達成できた。  
All of the learning outcomes (objectives stated in the syllabus) for the subject were achieved.
2. 当該科目の学習成果（シラバス記載の目標事項）は明確に理解できた。  
The learning outcomes (objectives stated in the syllabus) of the subject were clearly understood.
3. 当該科目の内容を理解するために、関連する英語力が身についた。  
To understand the content of the subject, relevant English language skills were acquired.
4. 当該科目から学べると期待していた内容を学べた。  
I learned what I expected to learn from the subject matter.
5. 批判的思考の方法を学べた。  
I learned how to think critically.
6. 内容に関連する語彙やフレーズなどを幅広く学べた。  
I learned a wide range of vocabulary and phrases related to the content.
7. 担当教員の教え方によって授業に積極的に関わることが出来、当該科目に興味を持てた。  
The teaching style of the instructor allowed me to be actively involved in the class and to develop an interest in the subject matter.
8. 担当教員は学習の手助けとなる有用なコメントを与えた。  
The instructor provided useful comments for learning.
9. 当該科目は学生の学びについてじっくり振り返る機会を与えた。  
The course allowed students to reflect carefully on their learning.
10. 使用された教材は分かりやすかった。  
The materials used were easy to understand.
11. 使用された教材は当該科目の学びのうえで適切だった。  
The materials used were appropriate for learning this subject.
12. クラスマートと頻繁にコミュニケーションを行った。  
I communicated frequently with classmates.
13. 他のクラスマートの考え方から違う視点を学ぶことができた。  
I learned different perspectives from other classmates' ideas.
14. CLIL クラスでもっとも興味深かった点は何ですか？（自由記述）  
What was the most interesting aspect of the CLIL class? (open-ended response)
15. 他の言語クラスと比べて、どんな点が CLIL クラスでは違いましたか？（自由記述：良い点でも悪い点でも構いません。）  
What was different about the CLIL class compared to other language classes? (open-ended response)
16. 今学期の CLIL クラスでもっとも大変だったことは何ですか？（自由記述）  
What was the most challenging part of your CLIL class this semester?" (open-ended response)
17. テキストや教材について何かコメントがあれば書いてください。（自由記述）  
Please provide any comments you may have about the texts or materials. (open-ended response)

# Students Use of Generative Artificial Intelligence (ChatGPT) at Rikkyo University

Jeffrey Mok

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## Abstract

This is a study investigates the awareness, reasons of and use of ChatGPT at Rikkyo University in Japan. Two quantitative data ( $n^1 = 69$  and  $n^2 = 96$ ) and one qualitative data ( $n = 78$ ) were collected over a period of 7 months to measure student perception of use, trust, frequency and reasons. Descriptive statistics are reported alongside content analysis of qualitative text data. Findings are compared with another similar study by Ohmori et al. (2023) that was conducted at around the same time as this study. Findings reveal comparable and some significant differences in the use of generative AI for learning content, languages, generating ideas and writing graded assignments. The paper also discusses trust, reliability, use in university and AI literacy. The paper concludes with its limitations and suggestions for the way forward in the light of the findings.

**Keywords:** *ChatGPT, Generative artificial intelligence, AI literacy, Rikkyo University*

## Introduction

Since the inception of Chat Generative Pre-trained Transformer (ChatGPT) in November 2022, users reached 100 million in just 2 months (Milmo, 2023) and continues at an ever-increasing rate (Mogavi et al., 2024; Duarte, 2024). ChatGPT is a sophisticated chatbot technology that uses Natural Language Processing (NLP) to produce coherent and contextually relevant responses to questions (OpenAI et al., 2023). This ability to customize intelligent responses and behave in a conversational manner underscores its potential as an educational resource for students for learning as well as for completing their assignments. It is no wonder that the higher percentages of users are between the youthful ages of 18 to 30 (Duarte, 2024).

The use of generative artificial intelligence by students has caught the education world by surprise (Lodge et al., 2023). Universities and teachers were scrambling (and still are) to try to understand the implications and repercussions in not just teaching but also in students using generative AI and, in particular, generating text-based homework and assignments. Reports emerged around the world such as the United Kingdom (Freeman, 2024) and Japan (Ohmori et al., 2023) that university students were beginning to use generative AI.

As a teacher at Rikkyo University and one who is very much interested in using

technology for teaching, I began to wonder about my students' interest and use of generative AI. I half suspected that my students use generative AI for their studies and some even use it to write their assignments. Anecdotal evidence from colleagues and news media furthered my interest in this phenomenon. What is the extent of this phenomenon? How many of them are aware of ChatGPT, the first iteration of generative AI? And if so, how prevalent are they using it for their studies? What do they use it for? And what are the reasons why they turn to ChatGPT? Only by conducting a proper investigation will I be able to be certain. With this in mind and the rapid adoption of generative AI in public and educational use, I undertook this study to investigate my students' awareness and use. This study can also serve as a record of the situation of Rikkyo's students' use of generative AI.

## Literature Review

Generative AI is vastly different from the traditional artificial intelligence (AI) which has been around for several decades now. Generative AI refers to a form of AI that is able to construct new content that has human-like creativity. In contrast to traditional rule-based AI, generative AI can create diverse types of content, including text, images, and even music by learning from large datasets (Ramesh et al., 2021). Using recurrent neural network that allows outputs to affect subsequent inputs and outputs, generative AI learns on its own (Huang et al., 2024). In other words, generative AI gets better at predictions with time. Examples are models like GPT-3 and DALL-E. Traditional AI, on the other hand, is primarily focused on understanding and processing text, such as playing chess or performing complex calculations (Russell & Norvig, 2021). They rely on predefined rules and logic and are limited by the explicit knowledge encoded in their rules. Examples are rule-based grammar checkers such as Grammarly. Generative AI and other forms of its iterations, like machine learning and reinforcement learning, can learn from vast amounts of unstructured data and create outputs that lie outside the initial training set (Ramesh et al., 2021). Today's ChatGPT4 uses reinforcement learning with human feedback (OpenAI, 2022) in an ever-increasing ability to learn and produce more accurate and sophisticated responses than the previous versions.

This generative ability is the reason why users are flocking to generative AI applications. Students can now "write" essays and reports by typing on the exact specifications of the assignments set by their teachers. This is very different from the past when students had to search for the information, comprehend, filter, compare, organize, synthesize and create knowledge on their own. Traditional AI can only perform bits and parts of the process, but generative AI can do the whole nine yards of thinking and creating for the user. A Higher Education Policy Institute (HEPI) report on 1,250 United Kingdom undergraduate students showed that around 53% of students have used generative AI to help with their assessments with 13% generative texts for assessments (Freeman, 2024).

In Japan, there is a growing use of generative AI among university students. A survey by

Yomiuri Shimbun (“Half of Japanese university students have used generative AI; 30% use on regular basis,” 2024) found that 46.7% of respondents have used ChatGPT or other generative AI, with 28.9% using such services frequently. In a national wide survey in Japan conducted around the same time as this study, Ohmori et al. (2023) and his team found that 94.1% of undergraduates knew and 32.4% of them used ChatGPT for homework. They also found that 18.8% used it daily. Among the users, 15.8% used ChatGPT to write assignments and 70.7% to improve their “thinking ability.”

Besides using generative AI for their assignments, what else do students use generative AI for? The HEPI report (Freeman, 2024) reported that 66% used ChatGPT for explaining concepts, 53% for summarizing and 54% for suggesting research ideas. And 3% thought it was acceptable to use generative AI text in assessments without editing. The Yomiuri Shimbun (“Half of Japanese university students have used generative AI; 30% use on regular basis,” 2024) cited 22.1% of students used generative AI “as references for writing papers and reports,” and 12.1% “for translation or essays in foreign languages.”

### **Purpose of Study and Research Questions**

In the light of the rapid adoption of generative AI, and its profound implications to learning and teaching, this research seeks an empirical understanding of the awareness and usage of ChatGPT of Japanese university students. Specifically, this study investigates the perception, trust, specific use, and the frequency of use to get an understanding of ChatGPT among students. In addition, the reasons behind its use in teaching and learning are also explored. Therefore, the following are the research questions that this paper seeks to illuminate.

Research question 1: What is the perception of students about its use, trust, and as a tool for learning?

Research question 2: What is the frequency of use for writing graded assignments, generating ideas, learning, and learning languages?

Research question 3: What are the reasons for students’ perception of use of AI in teaching and learning?

This study confines the investigation to the generative AI to applications built on large language models (LLMs) and in particular, ChatGPT. At the time of study, the students were using the free version, GPT-3. While there are other kinds of generative AI based on images or video, the questionnaire was based on text-based prompt and response version.

### **Method**

This research uses both quantitative and qualitative data collection methods. Two quantitative samples were surveyed, with the first one ( $n = 69$ ) conducted between 30 June to 7

July 2023 (R1) and another ( $n = 96$ ) between 15 to 19 January 2024 (R2). Only one qualitative sample ( $n = 78$ ) was collected between 15 to 19 January 2024. The participants were first-year students from Rikkyo University. Their major fields of studies were business, law, psychology, media, international relations, tourism, sociology, and economics.

Empirical data was collected using an online survey form consisting of a 26-item questionnaire. The two data points allow this study to compare the rate and adoption of use between the gap of 7 months. The survey used the Likert scale, “1 = least likely to 5 = very much” for items (S1–S10) measuring degree of agreement and, “1 = none to 5 = daily” for items (Q1–Q10) measuring frequency (Appendix A Questionnaire items). Q11–Q14 ask about their experience with ChatGPT with their teachers and whether they shared ChatGPT with their friends. Q15 asks for their reasons for use. The survey was written in Japanese as well as in English.

Means for each of the S1–S10 items will be reported and discussed. The means are reported with standard deviations (SD) and standard error (SE) to show the variability of values in a sample data and variability between the sample from the same population, respectively. Frequency for each of the Q1–Q10 items will be discussed and reported in percentages.

Qualitative data was collected from a written response to the question of “Should students in University use generative AI for their assignments?” Students were also requested to provide at least three reasons for their responses and were given 3 weeks to write their response. Content analysis was conducted on the qualitative text submitted by the students. Common words and expressions were aggregated and those with high frequency will be reported and discussed.

This study’s findings will be discussed with references to a similar survey conducted between May 24 to June 2 by Ohmori et al. (2023), which was around the same time as this research started. Their findings were reported in the DBER Center on June 8, 2023.

## Findings

### Research Question 1

What is the perception of students on its use, trust, and as a tool for learning?

**Table 1**

*Knowledge of ChatGPT and Use*

	R2 sample			R1 sample			$\partial$		
	Male (N = 31)	Female (N = 65)	Overall (N = 96)	Male (N = 31)	Female (N = 38)	Overall (N = 69)	Male	Female	Overall
A	30 (96.8%)	64 (98.5%)	94 (97.9%)	31 (100%)	37 (97.4%)	68 (98.5%)	-3.2	+1.1	-0.6
B	21 (67.7%)	32 (49.2%)	53 (55.2%)	20 (64.5%)	10 (26.3%)	30 (43.5%)	-3.2	+22.9	+11.7

Note. A: Knowledge of ChatGPT; B: Used ChatGPT

Knowledge of ChatGPT is high with 98.5% in June 2023 (R1) and 97.9% in January 2024 (R2) (Table 1). There is not much of a difference between the males and females in their awareness.

43.5% used ChatGPT in June 2023 (R1) with an increase of 11.7% in January 2024 (R2). However, there is a sharp difference between the genders when it comes to using ChatGPT. While there was a slight increase of 3.2% in males, females increased by 22.9% after 7 months. There is a 18.5% difference between the males and females in January 2024 (R2) and there are 38.2% more male than female users in June 2023 (R1).

**Table 2***Overall Frequency of Use*

	R2 sample			R1 sample		
	Male (21)	Female (32)	Overall (N = 53)	Male (20)	Female (10)	Overall (N = 30)
<b>once/ week</b>	6 (28.6%)	9 (28.1%)	15 (28.3%)	6 (30.0%)	2 (20.0%)	8 (26.7%)
<b>2–3/ week</b>	5 (23.8%)	8 (25.0%)	13 (24.5%)	7 (35.0%)	5 (50.0%)	12 (40.0%)
<b>4–6/ week</b>	6 (28.6%)	9 (28.1%)	15 (28.3%)	7 (35.0%)	1 (10.0%)	8 (26.7%)
<b>daily</b>	4 (19.0%)	6 (18.8%)	10 (18.9%)	0 (0%)	2 (20.0%)	2 (6.6%)

The frequency of use was naturally more towards once to twice or 3 times a week when compared to daily use (Table 2). Although smaller in percentages, the discovery that students use it daily is an interesting phenomenon at this early stage of generative AI adoption. There was an increase of 12.0% of daily users with 18.9% in January 2024 (R2) compared to 6.6% in June 2023 (R1). There were no noticeable differences between genders in the frequency of use when it came to January 2024.

**Table 3***Overall Perception of ChatGPT- Trust (S1–S4)*

	R2 sample			R1 sample			$\delta$
	Mean	SD	SE	Mean	SD	SE	
<b>S1</b>	<b>3.11</b>	<i>0.90</i>	<i>0.09</i>	<b>3.00</b>	<i>0.83</i>	<i>0.10</i>	<i>+0.11</i>
<b>S2</b>	<b>2.55</b>	<i>0.92</i>	<i>0.09</i>	<b>2.65</b>	<i>0.95</i>	<i>0.11</i>	<i>-0.10</i>
<b>S3</b>	<b>2.38</b>	<i>1.33</i>	<i>0.14</i>	<b>2.57</b>	<i>1.06</i>	<i>0.13</i>	<i>-0.19</i>
<b>S4</b>	<b>2.54</b>	<i>1.12</i>	<i>0.11</i>	<b>2.81</b>	<i>1.00</i>	<i>0.12</i>	<i>-0.27</i>

*Note.* See Appendix A for details of questions S1–S4.

Students somewhat trust ChatGPT when it comes to the information generated (S1). The mean increased slightly from  $3.00 \pm 0.10$  (SE) to  $3.11 \pm 0.09$  (SE) (Table 3). However, when it comes to verifying information (S3 & S4) and reliability (S2), the students were mixed. The mean ranges from  $2.57 \pm 0.13$  (SE) to  $2.81 \pm 0.12$  (SE) with a larger SD in June 2023. Significantly, this trust in reliability slipped over 6 months in January 2024 with the mean dropping from  $2.38 \pm 0.14$  (SE) to  $2.55 \pm 0.09$  (SE).

**Table 4***Gender Perception of ChatGPT- Trust (S1–S4)*

Item	Male						
	R2	SD	SE	R1	SD	SE	$\delta$
S1	<b>3.13</b>	0.75	0.14	<b>2.87</b>	0.83	0.15	+0.26
S2	<b>2.71</b>	0.89	0.16	<b>2.55</b>	0.98	0.18	+0.16
S3	<b>2.68</b>	1.30	0.24	<b>2.52</b>	1.07	0.20	+0.16
S4	<b>2.68</b>	1.09	0.20	<b>2.71</b>	1.08	0.20	-0.03

Item	Female						
	R2	SD	SE	R1	SD	SE	$\delta$
S1	<b>3.11</b>	0.96	0.12	<b>3.11</b>	0.82	0.13	0.00
S2	<b>2.48</b>	0.93	0.12	<b>2.74</b>	0.91	0.15	-0.26
S3	<b>2.23</b>	1.32	0.17	<b>2.61</b>	1.04	0.17	-0.37
S4	<b>2.48</b>	1.12	0.14	<b>2.89</b>	0.91	0.15	-0.42

*Note.* See Appendix A for details of questions S1–S4.

When it comes to how the genders view ChatGPT, both were consistent in their trust (S1) with the means hovering between  $2.87 \pm 0.15$  (SE) to  $3.13 \pm 0.14$  (SE) over the 7 months (Table 4). Interestingly, while the males slightly increased their trust level ( $\delta = -0.03$  to  $+0.26$ ) over time, the females decreased considerably ( $\delta = -0.26$  to  $-0.42$ ). The females began with a slightly higher trust level but decreased consistently across the 3 items (S2–S4).

**Table 5***Overall Perception of ChatGPT- Learning (S5 and S6)*

Item	R2 sample			R1 sample			$\delta$
	Mean	SD	SE	Mean	SD	SE	
S5	<b>2.82</b>	1.15	0.12	<b>3.01</b>	1.15	0.14	-0.19
S6	<b>3.41</b>	1.10	0.11	<b>3.25</b>	1.18	0.14	0.16

*Note.* See Appendix A for details of questions S5–S6.

Overall, there is a somewhat positive perception of ChatGPT's effect on learning (S5). The mean ranges from  $2.82 \pm 0.12$  (SE) to  $3.41 \pm 0.11$  (SE) (Table 5). Significantly, students

rated speed (S6) as one of the highest averages,  $3.41 \pm 0.11$  (SE) in January 2024 and  $3.25 \pm 0.14$  (SE) in June 2023.

**Table 6**

*Overall Perception of ChatGPT- Teaching and University (S7–S10)*

Item	R2 sample			R1 sample			$\partial$
	Ave	SD	SE	Ave	SD	SE	
S7	<b>2.42</b>	1.22	0.13	<b>2.67</b>	1.16	0.14	-0.25
S8	<b>3.05</b>	1.19	0.12	<b>3.25</b>	1.15	0.14	-0.19
S9	<b>3.33</b>	0.99	0.10	<b>3.16</b>	0.97	0.12	0.17
S10	<b>2.32</b>	1.27	0.13	<b>2.30</b>	1.21	0.15	0.02

*Note.* See Appendix A for details of questions S7–S10.

Students generally want the university to integrate AI (S8) in education ( $3.05 \pm 0.12$  (SE) to  $3.33 \pm 0.10$  (SE)) but are mixed when it comes to teachers using them (S7) ( $2.42 \pm 0.13$  (SE) in January 2024 and  $2.67 \pm 0.14$  (SE) in June 2023 (Table 6).

## Research Question 2

What is the frequency of use in answering questions, generating ideas, writing assignments, and learning languages?

These findings looked at the frequencies of specific use among students who used ChatGPT. A total of 30 (43.5% of N = 69) used ChatGPT in R1 and 53 (55.2% of N = 96) in R2 samples.

**Table 7**

*Specific Use – Graded Assignments (Q1, Q2, Q8 & Q9)*

Items	R2 sample			R1 sample			
	Male (21)	Female (32)	Overall (n = 53)	Male (20)	Female (10)	Overall (n = 30)	
Q1	14 (66.7%)	16 (50.0%)	30 (56.6%)	11 (55.0%)	8 (80.0%)	19 (63.3%)	
Q2	9 (42.9%)	12 (37.5%)	21 (39.6%)	6 (30.0%)	5 (50.0%)	11 (36.4%)	
Q8	8 (39.6%)	10 (31.3%)	18 (34.0%)	9 (45.0%)	4 (40.0%)	13 (43.3%)	
Q9	10 (45.3%)	14 (43.8%)	24 (45.3%)	8 (40.0%)	4 (40.0%)	12 (40.0%)	

*Note.* See Appendix A for details of questions Q1, Q2, Q8 & Q9.

Among the students who used ChatGPT for their graded assignments, 63.3% used it for content generation (Q1) in June 2023 (Table 7). This specific function remained the highest percentage over the 7 months. The rest were used for preparing for their examinations (Q8) and research for graded assignment (Q10).

Although it is the lowest percentage (36.4% in June 2023), it is significant that students used ChatGPT to write their graded assignments (Q2). The usage behaviour for graded assignments remained largely the same (39.6%) in January 2024. There were no noticeable differences between genders in the specific use of ChatGPT for graded assignments.

**Table 8***Specific Use - Ideas and Learning (Q3, Q6, Q7 & Q10)*

Items	R2 sample			R1 sample		
	Male (21)	Female (32)	Overall (n = 53)	Male (20)	Female (10)	Overall (n = 30)
<b>Q3</b>	17 (81.0%)	20 (62.5%)	37 (69.8%)	13 (65.0%)	10 (100%)	23 (76.7%)
<b>Q6</b>	13 (61.9%)	21 (65.6%)	34 (64.2%)	9 (45.0%)	6 (60.0%)	15 (50.0%)
<b>Q7</b>	15 (71.4%)	22 (68.8%)	37 (69.8%)	9 (45.0%)	7 (70.0%)	16 (53.3%)
<b>Q10</b>	18 (85.7%)	26 (81.3%)	44 (83.0%)	16 (80.0%)	9 (90.0%)	25 (83.3%)

*Note.* See Appendix A for details of questions Q3, Q6, Q7 & Q10.

Among the students who used ChatGPT for learning and ideas, 83.0% to 83.3% used it to deepen their understanding (Q10) (Table 8). This specific function remained the highest percentage over the 7 months. The next most frequent use was to generate ideas (Q3) with 69.8% to 76.7%, followed by using ChatGPT to understand difficult and complex concepts (Q6 and Q7). There were no noticeable differences between genders in the specific use of ChatGPT for ideas and learning.

**Table 9***Specific Use - Learning Languages (Q4–Q5)*

Items	R2 sample			R1 sample		
	Male (21)	Female (32)	Overall (n = 53)	Male (20)	Female (10)	Overall (n = 30)
<b>Q4</b>	10 (47.6%)	15 (46.9%)	25 (47.2%)	9 (45.0%)	5 (50.0%)	14 (46.7%)
<b>Q5</b>	7 (33.3%)	10 (31.3%)	17 (32.1%)	6 (30.0%)	8 (38.1%)	14 (46.7%)

*Note.* See Appendix A for details of questions S1–S4.

This study discovered that 10.3%–26.0% of students use ChatGPT to correct their English (Q4) and their Japanese (Q5) (Table 9). There was an increase of 15.7% for English but a decrease in 2.6% for Japanese over the 7 months. There were no noticeable differences between genders in the specific use of ChatGPT for ideas and learning.

### Research Question 3

What are the reasons for students' perception of the use of AI in teaching and learning?

**Table 10**

*Reasons for Use of ChatGPT (Q15)*

Reasons	R2 sample			R1 sample		
	Male (91)	Female (130)	Overall (n = 221)	Male (66)	Female (75)	Overall (n = 141)
Saves time	18 (8.1%)	33 (14.9%)	51 (23.1%)	15 (10.6%)	22 (15.6%)	37 (26.2%)
Saves effort	17 (7.7%)	28 (12.7%)	45 (20.4%)	16 (11.4%)	18 (12.7%)	34 (24.1%)
Convenient	26 (11.8%)	36 (16.3%)	62 (28.1%)	13 (9.2%)	18 (12.8%)	31 (22.0 %)
Easier than asking my professor	8 (3.6%)	5 (2.3%)	13 (5.9%)	3 (2.1%)	3 (2.1%)	6 (4.3%)
Better than going to library	8 (3.6%)	4 (1.8%)	12 (5.4%)	6 (4.3%)	5 (3.6%)	11 (7.8%)
Better than Google search	8 (3.6%)	12 (5.4%)	20 (9.1%)	8 (5.7%)	7 (5.0%)	15 (10.6%)
Others	12 (2.7%)	6 (5.4%)	18 (8.1%)	2 (3.6%)	5 (1.4%)	7 (5.0%)

Saving time, effort and convenience are the main reasons why students use ChatGPT. 26.2% for “saves time,” 24.1% for “saves effort,” and 22.0% for “convenience” in June 2023. This remained consistent even in January 2024 (Table 10). Students think that using ChatGPT is better than using Google to search for ideas and information (9.1% in January 2024 and 10.64% June 2023).

### Qualitative Findings

Students were asked to give a comment on the question, “Should students in University use generative AI for their assignments?.” There was a total of 78 responses with 42 stating “yes” and 24 opposing it with 12 staying neutral. Students who stayed neutral expressed both positive and negative reasons and are organized in the following categories of positive and negative reasons, which are summarized below. Reasons with higher frequencies will be

reported first.

### **Positive Reasons**

Most students cited efficiency (39) in learning, especially in helping them do their assignments. They used words and phrases such as “saves time,” “fast,” and “efficient.” In terms of what was efficient, the common words and phrases were, “generating ideas” (this had the highest mention), “checking for information,” and “instant feedback.”

The next highest was that AI provides customized learning (20). They used words and phrases such as “own pace,” “personalized,” “provide advice and information tailored to each student,” and “adaptive learning.” This adaptability is seen in the quotes, “learn from AI whenever you want” and “I can ask any questions I want.”

The third highest frequency was learning languages (17), particularly, for writing purposes. Students used words and phrases such as “help me make sentences,” “improve my writing,” “correcting reports,” and “correction of writing” or “incorrect expressions.” Others were, specifically, “summarize,” “editing,” and “translation.” Besides writing, some mentioned that AI helps to “improve students’ speaking skill” and in “conversations on foreign language.” One mentioned “language partner.” A few cited words and phrases such as “people tend to feel nervous when they talk with foreign people” and “who have difficulty expressing herself” as the reasons for using AI. It was clear that students used AI for learning as one put it as “very useful for students’ assignments and independent learning.”

Students mentioned the idea of AI acting as an additional teacher (6) as another reason. They used words and phrases such as “act as a teacher” and “ask any questions.” These students added words and phrases such as “meaningful interaction,” “learn more things than from my teacher,” and “different perspective.”

Interestingly, a few students mentioned this reason: the access to AI is open to all (4). They used words and phrases such as “equal access” and “access to all.”

Surprisingly, although not directly related to their benefit or learning, students (20) came up with this reason that AI can lessen the workload for teachers. They used words and phrases such as “automated grading,” “monitoring,” and “giving feedback” as the reasons.

Another reason not directly related to their benefit or learning while at Rikkyo, many cited AI is the future (13). They mentioned they want to learn to use AI. They used words and phrases such as “AI literacy,” “The future is full of AI,” “for my future” and it will help in learning which “information is correct or not?.”

### **Negative Reasons**

The top reason (35) why students do not want to use AI is that they are suspicious of the information generated by generative AI. They used words and phrases such as “not accurate,” “not credible,” “misinformation,” “I do not know what is right and wrong,” and “fake information.” Some even mentioned “AI makes mistakes” and “lead to wrong understanding.”

A couple attributed this to “difficult to judge,” and “intentions doesn’t match with AI.”

The next most cited reason (26) is the use of AI will affect the thinking ability negatively. Students used words and phrases such as “will not think for themselves,” “reduce critical and creative thinking,” “will not think harder” or “deeply.” And some added “decrease learning abilities,” “lose the ability to think,” “lose language skill,” and “stop human growth.” Other interesting comments were “AI give only answers to students easily but couldn’t give processes” and “I won’t remember the content.”

The third highest frequency (12) is the issue of copyright. Students used words and phrases such as “copyright infringement,” “plagiarism,” “misuse,” and “cheat.”

The rest of the reasons were privacy issues (8), over reliance on AI (5), and lack of social connection (2).

## Discussion

### **Knowledge and Use of ChatGPT**

Almost all students (98.5%) knew about ChatGPT in June 2023 (Table 1) after its introduction in November 2022. The awareness level is comparable to Ohmori et al. (2023) nationwide survey of 94.1% (p. 7) but Rikkyo students has a significantly higher incidence of students already using ChatGPT. Rikkyo had an overall of 43.5% of students using ChatGPT with 64.5% males and 26.3% females. Ohmori et al. had 35.7% overall with males at 44.8% and females at 27.1% (p. 7). Knowledge of ChatGPT is clearly very high while the use has steadily increased over 7 months in this study.

As for the frequency of use among the users, only 6.6% used ChatGPT daily (Table 2) in June 2023. This is lower than Ohmori et al.’s (2023) “usage rate in daily learning” for all levels at 20.1% with first years at 18.8%; males at 31.6% and females at 15.2% (p. 10). Males tend to use ChatGPT daily more than females. The daily use of ChatGPT in Rikkyo increased 3 times from June 2023 to January 2024. This is another indication of the increasing frequent use of AI among students. In fact, Yomiuri Shimbun (“Half of Japanese university students have used generative AI; 30% use on regular basis,” 2024) reported that half of Japanese University students have used generative AI with 30% using it on a regular basis.

What is a rather astonishing discovery is that Rikkyo University students’ awareness of ChatGPT is high *only* 7 months after ChatGPT was introduced in November 2022 and almost half of them have already begun to use it for their studies. Perhaps it is because of Rikkyo’s locality in the capital of Japan, or due to the student’s socioeconomic background, but it is clear that Japanese students are acquainted with the abilities of generative AI. The question however is not *when* students will use generative AI as they are already using it, but how we, as teachers, manage this phenomenon of prevalent use.

## Specific Use for Learning

Our study found almost two-thirds of Rikkyo students used ChatGPT for learning (Table 8). This is higher than Ohmori et al.'s (2023) 32.4% for all levels with first years at 35.7% (p. 7). When used for learning purposes, students used it mostly to deepen their understanding of subject matter. Among the different specific uses of ChatGPT, generating ideas and deepening understanding had the highest usage rates. This is supported by the high averages in their positive perception of AI being a tool for learning (Table 5). The top reasons for using ChatGPT for learning were that it saves time, effort and is convenient (Table 10). This concurs with the qualitative data with the most mentioned words or phrases as "saves time," "fast," and "efficient" for using ChatGPT for studies. Students were using it to generate ideas, check their information, and get instant feedback.

Almost half of the users learned languages from ChatGPT (Table 9). More students used it to learn the English than Japanese language. Students felt they learn how to write and improve their sentences with corrections and feedback from ChatGPT. Learning languages was cited as one of the top reasons why students turn to generative AI. Ohmori et al.'s survey (2023) reported that students think ChatGPT is a positive thing for improving their writing skills (77.5%) and thinking ability (70.7%) (p. 7). Our findings are comparable and encouraging as it appears to be an appropriate use of generative AI for academic purposes.

What is evident is that students are clearly using generative AI to learn content and languages. The efficiency in generating ideas and checking student's work are what students go to ChatGPT for. There is no doubt that all these positive qualities led to students considering ChatGPT as a language partner and an additional tutor.

## Specific Use for Graded Assignments

However, what is of concern is that this study discovered that between 36.4% to 39.6% of users used ChatGPT to write their graded assignments (Table 7). This is higher than Ohmori et al.'s (2023) overall usage rate for all levels at 14.0%, and first-year at 15.8% overall with males at 22.7% and females at 10.3% (p. 7). The most common usage, was however, for content and ideas generation when it comes to use for graded assignments. This finding is significant because many students are beginning to leverage generative AI to create content and even write graded assignments. The significance is in the tool's ability to generate, organize, and create content where students had to do that thinking and work before. Generative AI is doing most of the thinking for the students. This "doing all the thinking" is one of the main reasons that students in this study cited as affecting their thinking ability negatively, one of the negative reasons for using AI.

The introduction of generative AI has increased the concern for the possible rise of cheating. These concerns of plagiarism or cheating were highlighted by the students as reasons for discouraging generative AI use. The ethical implications to assessment integrity are a big concern (Lodge et al., 2023). It is perceived that with generative AI, the "barriers to engaging

in cheating behaviour ... have been lowered significantly" (p. 3). It is, however, overstated. Stanford discovered that 64% of more than 70,000 high school students cheated on tests between 2002 and 2015, and in 2023, it remained largely the same (Spector, 2023). ChatGPT is just an additional means for students to cheat if they have every intention to cheat. Perhaps, with generative AI, the shortcut just got a lot shorter.

However, the implication remains that teachers need to alter their assignment type and assessment methods. Take home essay or project development will be opened to the use of generative AI and grading criteria that solely based on content may no longer be able to differentiate students' ability to know or possess that knowledge.

What is heartening from this study is that Rikkyo students are not using generative AI to take shortcuts for their graded assignments albeit a number of them are using it to generate their assignments, they are using it to help in their learning. Rikkyo students are using generative AI to generate ideas, clarify difficult and complex concepts and even to learn languages. Students are treating ChatGPT as an additional "tutor" whom they can turn to without anxiety and at any time of the day.

## **Perception of Trust and Reliability**

The findings discovered that students do not rate ChatGPT as a highly reliable source of information after initial use. When asked about reliability and verifying information, the means were relatively high in June 2023 but decreased over time (Table 3). The  $\delta$  increased from half to a quarter SD after 7 months for the female students (Table 4). The male students maintained relatively the same level of trust.

The qualitative data collected in January 2024 had a high of 35 (out of 78) students cited they were suspicious of the accuracy of ChatGPT's answers. They mentioned that they think AI makes mistakes and they do not know how to judge if the answers are credible. The HEPI report also reported that 35% of their respondents do not know how often ChatGPT produces fake information, a term known as "hallucinations" (Freeman, 2024).

The issue of inaccuracy has been reported and discussed with largely inaccurate medical information (Gravel et al., 2023) to fairly accurate ones (Johnson et al., 2023). This issue of accuracy is clearly a concern in the field of education and learning where a review of educational articles on ChatGPT 3.5 highlighted this when students rely on it for learning (Lo, 2023). Bias was also highlighted as an issue of reliability (Edmett et al., 2023).

The issue of inaccurate information was acknowledged by OpenAI, the developer of ChatGPT (OpenAI, 2022). It should be recognized that the first iteration of ChatGPT, ChatGPT 3.5, which was first introduced on November 30, 2022, had limitations in its accuracy and since then, ChatGPT-4, a subsequent version uses a more powerful and larger processing model. The fine-tuning of ChatGPT, on the 4<sup>th</sup> version uses reinforcement learning with human feedback (OpenAI, 2023), which should improve the accuracy and veracity of the information it generates. Only time will tell how accurate ChatGPT will be in the future.

What is clear is that Rikkyo students are discerning and do not take everything that generative AI produces for them as evidenced by the reasons students gave in their distrust of AI. They are also not as gullible as some educators fear for students when they use AI. This is also a good sign of AI literacy in our students.

### **Perception of Teaching and Use in the University**

There is a preference for the university to use AI in education. When asked about AI integration to education, the averages were between  $(3.05 \pm 0.12$  (SE) to  $3.33 \pm 0.10$  (SE) which is on the higher side (Table 6). The reasons students gave for this preference were AI acting as an additional teacher where they have no hesitation in asking any question and to ask at any time. The HEPI report also reported that 36% of their respondents highlighted the common use as “AI private tutor” (Freeman, 2024). A high number of students felt that AI can provide customized and personalized learning for them. A few students cited that AI provides equal access and opportunities to all students who want to learn. Many educators and language teachers advocate leveraging ChatGPT for teaching and learning, particularly using it to generate “raw” content or guide for teaching outlines or materials (Lo, 2023) create assessment tasks (Edmett et al., 2023, p. 58). A British Council report on AI and ELT highlighted the “potential to improve accessibility for some learners” (Edmett et al., 2023, p. 55).

What is significant here is that students felt the faceless and non-threatening disposition of ChatGPT offered them less anxiety and difficult compared to face to face classes with teachers and other students. The “instant feedback” and “equal access” to all are the other alluring qualities that make generative AI a valuable learning resource for students. ChatGPT as an intelligent “entity” that offers intelligent and conversational interaction with a learner is clearly an unrivaled “teacher” that students can turn to at any time today.

### **Generative AI Literacy and the Future**

A number of students (13) indicated the prevalent use of AI in today’s society and learning how to use AI is important for their future. Two students referred to the term, “AI literacy,” as a positive aspect of its use in the university. The HEPI report also reported that 73% of their respondents expect to use AI after they finish their studies (Freeman, 2024). This is instructive to teachers and curriculum planners as it suggests that university education should include some form of AI literacy teaching. This is highly perceptive of these students as a largest survey (Grace et al., 2024) to date of 2,778 AI researchers predicted that generative AI will be able to automate “several economically very valuable tasks” (p. 4), such as creating “payment processing site from scratch and writing new songs” and many others within the next ten years. McKinsey (Manyika & Sneader, 2018) has already warned that roughly 800 million workers will be affected by automation by 2030. The Global Economics Analyst Report by Goldmann Sachs (Hatzius et al., 2023) estimated about 300 million jobs could be impacted by generative AI. Already, a study found at least 30% of workers are using generative AI for

communication tasks, efficiency, generating ideas for work, and improving the quality of their work (Cardon et al., 2023).

AI literacy can be understood as “a set of competencies that enables individuals to critically evaluate AI technologies, communicate and collaborate effectively with AI, and use AI as a tool online, at home, and in the workplace” (Long & Magerko, 2020, p. 2). This form of literacy has become even more critical for universities that are producing graduates for the future world of generative AI applications (Lodge et al., 2023). What used to be the prevalent traditional AI applications are fast becoming replaced by generative AI applications (Dasher, 2023). There are already generative AI applications in content creation, conversational agents, coding and software development, creative arts and design, scientific and medical applications, and educational assistive applications (Huang et al., 2024). What is more pertinent perhaps now is the shift from traditional AI literacy to literacy of generative AI, which is far more advanced and powerful in its capabilities. Universities are well advised to include generative AI literacy in their curriculum as well as having students use generative AI for their learning purposes.

## **Limitations**

This study was based on convenient sampling with the participants from the researcher’s classes. As such, the data suffers from lack of researcher distance in both the students’ responses as well as researcher’s interpretation of the data. While there is a fair representation of students’ majors, but it can do with a larger sample size and representation of the rest of the schools at Rikkyo. Another limitation is the general wording of the questions that may elicit responses based on the understanding of the words. For example, one question, “become better as a student” (S5), can have a wider interpretation as originally conceived. While it is recognized that no wordings can be perfect but there are a couple of questions that could have been served better with more clarity. At any rate, the general idea and therefore data is captured for a general understanding of the generative AI situation at Rikkyo.

## **Conclusion**

This study was set out based on my curiosity of my students’ exposure to generative AI. The findings are evidently clear that students are very much aware of the existence of generative AI, though not of its potential nor distinction based on their reasons. Yet, almost half of them were already using generative AI in January 2024 with 11.7% from June 2023. Daily users also increased over time, by two and a half times after 7 months. The increasing number of users and frequency will only get higher with the positive experiential benefits that the students reported. While students do voice concerns, the positives seem to outweigh them, and it will become a matter of understanding how to use generative AI to mitigate the negative aspects.

Besides the obvious benefits of speed, on-demand, ease, sophistication and ability to produce finished pieces of work, generative AI presents an almost human-like entity that

students are able to communicate with. Whether it is to learn languages or content, there is no doubt that all these positive qualities led to students considering ChatGPT as a language partner and an additional tutor. This Natural Language Processing ability clearly offers student this other “person,” who is more knowledgeable and capable, to learn from and even to get work done on their behalf. With generative AI, we will no longer experience the frustration with traditional AI conversational agents as such the chatbots that are available on service websites.

When you have an intelligent entity that has the ability to produce finished pieces of work at your disposal, the temptation to use it in place of your own effort will be difficult to refuse. And so, the concerns of students using it to produce their assignments and pass off as their own are real indeed. This study has shown that students will resort to generative AI to do their graded assignments when they are already predisposed to cheat or plagiarize. It is not that the emergence of generative AI will increase cheating or plagiarism cases but that it has become quicker and more sophisticated to do what they were predisposed to do anyway.

As a human invention and at its early stages of innovation, teething problems are to be expected and that is exactly what students discovered when they started to use ChatGPT-3 version during the period of investigation. Inaccuracies and misinformation have occurred with students waning their trust and their use have happened. But with future iterations of more advanced generations of generative AI, these issues will get less and less.

The advent of public access to generative AI is akin to the dawn of the internet age in the 1980s where the latter ushered in the proliferation of knowledge and global connectivity. It revolutionized the world in commerce, science, communication, industry and education. Generative AI perhaps has this potential to shake the world into another era of the way we live and make our living. This is where this study revealed that even our students are aware of this potential and seek literacy of this thing called AI. And as suggested in this paper, to shift it further into generative AI literacy where more and more traditional AI applications will be replaced by generative AI applications.

What this study has also revealed is that students are not gullible and persist in their use of generative AI despite their experience of inaccuracies and misinformation. They are also very much aware of plagiarism, copyright and cheating morals when using generative AI to do their work. This should allay the fears of educators that students are seduced by the promises of generative AI and blithely ignore the dangers thereof. Perhaps this is also where the literacy of AI will ensure that ethical and deeper understanding of the use of AI reaches to all when there is such a program in place.

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### **Appendix: Questionnaire items**

- S1. I believe the responses generated by ChatGPT are convincing.
- S2. ChatGPT is a reliable source of information.
- S3. I use ChatGPT to verify information.
- S4. ChatGPT helps me identify inaccurate information.
- S5. Using ChatGPT helps me become better as a student.
- S6. Using ChatGPT helps me learn faster as a student.
- S7. I prefer professors to use ChatGPT in their classes.
- S8. It is important that universities integrate ChatGPT for the future.
- S9. ChatGPT is an example of why we cannot keep doing things the old way for schools in the modern world.
- S10. I think in the future, AI will replace teachers and professors in class.

For Questions 1 to 10, how many times did you use ChatGPT to:

- Q1. Get content for your graded assignments?
- Q2. Write your graded assignment?
- Q3. Brainstorm ideas on a topic?
- Q4. Correct your use of English?
- Q5. Correct your use of Japanese?
- Q6. Understand complex problems.
- Q7. Understand difficult concepts?
- Q8. Prepare for your examinations?
- Q9. Do research for your graded assignments?
- Q10. Deepen your knowledge on a topic?
- Q11. Do any of your professors ban the use of ChatGPT for homework?
- Q12. Do any of your professors ban the use of ChatGPT for graded assignments?
- Q13. Do you think your professors are aware of you using ChatGPT in your homework?
- Q14. Have you shared with your friend about the use of ChatGPT for homework?
- Q15. Choose as many reasons as possible for using ChatGPT.
- Q16. Please tick the AI you have used before.

# La implementación del MCER en la enseñanza ELE en Japón: una experiencia desafiante con los niveles A1–A2 en la universidad

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## Resumen

Todos los estudiantes de la Universidad Rikkyo deben cursar obligatoriamente dos lenguas extranjeras durante su primer año de estudios universitarios. La mayoría opta por el inglés y, elige una segunda lengua de entre seis opciones: alemán, francés, español, chino, coreano y ruso. Esta segunda lengua se imparte dos veces a la semana, siguiendo las disposiciones del plan de estudios actual. Desde hace tiempo, la enseñanza del español como lengua extranjera (ELE) en esta universidad ha estado centrada en la gramática y el vocabulario, conforme a la dinámica tradicional que predomina en muchas instituciones educativas en Japón. Asimismo, el limitado número de horas de estudio pone en evidencia la dificultad que tienen los alumnos en poder adquirir adecuadamente todas las competencias comunicativas. A fin de contrarrestar todo lo anterior, a partir del curso académico 2024, la universidad ha implementado un nuevo plan de estudios en las segundas lenguas extranjeras basado en el estándar internacional del Marco Común Europeo de Referencia (MCER), lo que representa un importante desafío. El departamento de español, anticipándose a este cambio de currículo y con el fin de preparar una transición sin complicaciones, decidió comenzar a utilizar un libro de texto que sigue el MCER (*Español ELElab* de la Universidad de Salamanca, nivel A1–A2), en los cursos académicos 2022 y 2023. El presente artículo se centra en los desafíos que implica implementar y adaptar las clases de español al MCER, especialmente a partir del cambio del libro de texto.

**Keywords:** *enseñanza ELE, estudiante japonés, libro de texto, MCER*

## Introducción

El objetivo principal de este artículo es aclarar los desafíos existentes al enseñar español como segunda lengua extranjera a estudiantes japoneses siguiendo los criterios del Marco

Común Europeo de Referencia para las lenguas (MCER1): aprendizaje, enseñanza, evaluación. Se dice a menudo que implementar el MCER en Japón es complicado, y esta dificultad se aplica también a estudiantes no europeos. Por lo tanto, seguir dicho marco en la enseñanza de español como segunda lengua en Japón supone un reto considerable. En este artículo se presentan los cambios observados durante los dos años de implementación de un texto elaborado según los parámetros del MCER en las clases obligatorias de español como segunda lengua extranjera en la Universidad Rikkyo. Además, se resumen las dificultades, reflexiones y mejoras que han surgido durante este proceso.

## **El Marco Común Europeo de Referencia para las lenguas (MCER)**

### **Definición**

El MCER, fue establecido por el Consejo de Europa dentro de sus políticas lingüísticas, a fin de proporcionar las bases para medir habilidades en lenguas extranjeras. Se organiza en seis niveles (A1, A2, B1, B2, C1, C2) que describen las competencias lingüísticas desde un nivel básico (A1) hasta un dominio proficientemente avanzado (C2), lo que permite la transparencia y la comparabilidad en diferentes contextos educativos. La importancia del MCER se basa en el hecho de que no solo comprende los objetivos que se deben alcanzar en cada nivel, sino también los contenidos y la metodología, siendo el objetivo principal del mismo otorgar un marco común para cada nivel en cuanto a cada uno de los aspectos anteriores. En la Tabla 1 se muestran las competencias esperadas para cada nivel del MCER. En 2020 publicaron la última versión, el Volumen complementario.

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1 En el presente artículo, utilizaremos la sigla MCER para referirnos al Marco Común Europeo de Referencia para las lenguas.

**Tabla 1***Descripción de los niveles del MCER*

Usuario competente	C2	<p>Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, ya sean en lengua hablada o escrita, y presentarlos de manera coherente y resumida. Puede expresarse espontáneamente, con gran fluidez y con un grado de precisión que le permite diferenciar pequeños matices de significado incluso en situaciones de mayor complejidad.</p>
	C1	<p>Es capaz de comprender una amplia variedad de textos extensos y con cierto nivel de exigencia, así como reconocer en ellos sentidos implícitos. Sabe expresarse de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada.</p> <p>Puede hacer un uso flexible y efectivo del idioma para fines sociales, académicos y profesionales.</p> <p>Puede producir textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.</p>
Usuario independiente	B2	<p>Es capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización.</p> <p>Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores.</p> <p>Puede producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales, indicando los pros y los contras de las distintas opciones.</p>
	B1	<p>Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.</p> <p>Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal.</p> <p>Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p>
Usuario básico	A2	<p>Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.).</p> <p>Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales.</p> <p>Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.</p>
	A1	<p>Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato.</p> <p>Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.</p> <p>Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.</p>

Nota. Fuente: Instituto Cervantes (2002), *Marco común europeo de referencia para las lenguas: enseñanza, aprendizaje, evaluación*, Madrid, MECD-Anaya.

## Características del MCER

Como instrumento fundamental para la enseñanza y evaluación de lenguas en contextos educativos, en el MCER se tienen en cuenta las competencias existenciales de los estudiantes, es decir el conocimiento previo del estudiante en diferentes aspectos como el sociocultural, así como su capacidad innata de aprender. En la misma línea que dicho enfoque, se encuentra la llamada *teoría de la competencia lingüística*, propuesta por Noam Chomsky (1965), que se centra en la capacidad innata de los individuos en adquirir una lengua. Chomsky argumenta que todos los seres humanos nacen con una capacidad inherente para aprender un lenguaje. Al definir el marco común para cada uno de los niveles, el MCER tiene en cuenta esta premisa como punto de partida y, en consecuencia, hace hincapié en la importancia de la interacción sociocultural y comunicativa.

Una de las características más significativas del MCER es su enfoque orientado a la acción, que subraya la importancia de que los estudiantes sean capaces de desenvolverse de manera efectiva en diversas situaciones comunicativas. Según Fernández (2011), “este enfoque de acción lleva a plantear como eje las actividades comunicativas, a promover la integración de las actividades en contextos, ‘textos’ y tareas donde adquieran sentido, y a seleccionar los exponentes lingüísticos que posibilitan la acción comunicativa” (p. 61).

Además, el MCER impulsa un enfoque basado en tareas, poniendo énfasis en la realización de actividades concretas que simulan situaciones de la vida real. Existe una amplia evidencia que respalda la coincidencia entre el enfoque orientado a la acción y el enfoque basado en tareas (Robles Ávila, 2019). Ambos enfoques persiguen un objetivo común: dotar al estudiante de las competencias lingüísticas necesarias para desenvolverse en diferentes contextos y situaciones.

Asimismo, el MCER adopta un enfoque comunicativo al ofrecer un marco que guía la enseñanza de la lengua, centrándose en el desarrollo de competencias comunicativas. Este enfoque se refleja en la relevancia que el MCER otorga a las tareas de interacción y colaboración entre los estudiantes, promoviendo así una enseñanza que fomenta el aprendizaje activo y significativo.

## Importancia de la adaptación e implementación del MCER en la enseñanza ELE

Las características del MCER y los distintos enfoques teóricos previamente mencionados proporcionan un marco sólido para su integración en el currículo educativo de la enseñanza ELE. Esta incorporación es un proceso crucial que asegura que se cumplan con estándares internacionales, adaptándose a la vez a las necesidades específicas de los estudiantes.

En este contexto, la inclusión de actividades orientadas a tareas en el currículo debe considerar tanto el resultado final como el proceso de comunicación y colaboración que se genera durante las actividades en el aula. Además, no es suficiente con realizar una adaptación curricular para asegurar una implementación efectiva del MCER. También es fundamental modificar los criterios de evaluación. Como señala Sanz Muñoz (2005), “Solo un cambio radical

en el pensamiento y en la filosofía que actualmente envuelven la evaluación de lenguas puede dar paso a un cambio en la metodología..." (p. 45).

Todos estos aspectos involucrados en la implementación del MCER presentan múltiples desafíos. Entre ellos se encuentran la posible resistencia al cambio por parte de las instituciones educativas, la falta de recursos adecuados, y la necesidad de una capacitación y apoyo más robustos para los docentes. Como menciona Díaz-Corralejo (2002), "frente al pensamiento del profesorado, que a veces es un tanto conservador, se abren puertas a enfoques diferentes basados en la experiencia y en la teoría, y a la motivación necesaria para adaptar el MCER a nuestra especificidad" (p. 43). Por ello es que este proceso exige el compromiso activo de todos los actores participantes en la educación, quienes se deben comprometer y concientizar acerca de su papel en todo este proceso, además de formarse de manera específica.

Superar todos estos desafíos es vital para lograr una integración efectiva del MCER en la enseñanza de lenguas, garantizando así que los estudiantes adquieran las competencias necesarias para comunicarse de manera efectiva en un mundo cada vez más globalizado.

## **Contexto de la enseñanza de las lenguas extranjeras en Japón y en la Universidad Rikkyo en particular**

Durante muchos años, la enseñanza de las lenguas extranjeras en Japón se ha centrado en el aprendizaje de la gramática y el vocabulario. Esta tendencia tradicional se aplica no solo en el ámbito universitario, sino también se extiende a otros ámbitos educativos. Eso se traduce en clases donde solo se transmiten conocimientos teóricos, y donde los alumnos estudian la lengua, su mecanismo y estructura, participando de manera pasiva en las clases. Y como no se estaba formando, en realidad, a estudiantes capaces de manejar adecuadamente el idioma aprendido mediante el método tradicional, recientemente en ciertas universidades se ha propuesto suprimir las asignaturas de lenguas extranjeras obligatorias, a excepción del inglés.

Sin embargo, existen excepciones a esta tendencia; tal es el caso de la Universidad Rikkyo. En cada nuevo curso académico se incorporan a esta institución educativa más de 5.000 nuevos alumnos (japoneses y no japoneses), lo que mantiene siempre un número aproximado total de 20 000 estudiantes. La universidad se caracteriza por ofrecer una educación de artes liberales que promueve el internacionalismo y el liderazgo en sus dos campus, Ikebukuro y Niiza. Además de los estudios específicos de cada carrera, la universidad ofrece una serie de asignaturas comunes obligatorias en todas las facultades, cuya finalidad es promover la cultura y cultivar un amplio rango de conocimientos más allá de las especializaciones. Esto fomenta una capacidad de juicio integral y el desarrollo de cualidades humanas, lo que representa una de las características más distintivas de la institución.

Todos los estudiantes de esta universidad deben aprender dos idiomas distintos de su lengua materna a lo largo de su primer año como asignaturas obligatorias. La mayoría de los alumnos estudia inglés tres veces por semana, además de una lengua elegida entre alemán,

francés, español, chino, coreano y ruso. En la universidad, las clases tienen una duración de 100 minutos, y las clases del segundo idioma extranjero se imparten dos veces por semana. Un semestre abarca 14 semanas, lo que equivale a un total de 46 horas por semestre o 93 horas anuales de instrucción en la lengua extranjera elegida.

Por la importancia que la universidad le otorga a la adquisición de las lenguas extranjeras, en 2020 se creó el Centro de Enseñanza e Investigación de Lenguas Extranjeras (Center for Foreign Language Education and Research, FLER), el organismo responsable de impartir los cursos de idiomas de todas las facultades. El funcionamiento de este centro y las tareas que debe llevar a cabo representan un reto y, también, una apuesta en un contexto de enseñanza ELE tan tradicional como el existente en Japón.

### **Implementación del MCER**

Se ha comenzado a implementar un nuevo currículo en el presente curso académico, el de 2024. Se basa en los principios del plurilingüismo y la pluriculturalidad del MCER y se ha aplicado en la enseñanza de seis lenguas (alemán, francés, español, chino, coreano y ruso) conforme a los objetivos comunes estipulados en el MCER. Este enfoque resulta complicado no solo por las características de cada lengua, sino también por las diferencias lingüísticas entre ellas y el japonés, lo que plantea un reto en la unificación de contenidos educativos y métodos de enseñanza y en la rectificación de problemas existentes en las evaluaciones intra e interlingüísticas. Para vencer todas las dificultades mencionadas, y lograr una efectiva implementación del MCER en las clases de lengua extranjera, se han llevado a cabo cambios sustanciales en cuanto a la diagramación, la metodología y la evaluación de las clases.

### **Cambios en la diagramación de las clases**

La universidad Rikkyo, y más específicamente el FLER, ha decidido adaptar las clases de lenguas extranjeras al MCER, de manera que cada curso esté ajustado a los objetivos y contenidos de cada nivel de este. Para las clases obligatorias de primer año, el objetivo común para las seis lenguas basado en el MCER será cubrir el contenido A1 en el primer semestre, y el contenido A2 en el segundo. Y si bien el número de horas de estudio es limitado, se hará un uso intensivo del tiempo fuera del aula.

En cuanto a las clases optativas, también se han realizado cambios significativos. Por ejemplo, en lugar de mantener las clases optativas del currículo anterior, que consistían en niveles «intermedios» o «avanzados» centrados únicamente en el desarrollo de destrezas lingüísticas, se han implementado nuevas clases con el propósito de incentivar a los estudiantes, estableciendo un sentido de horizontalidad y diagonalidad en el aprendizaje. Muchas de estas clases, además de focalizarse en el mejoramiento de las capacidades comunicativas, se han centrado en impartir contenidos específicos para que los estudiantes mejoren sus habilidades lingüísticas al mismo tiempo que profundizan sus conocimientos sobre un tema determinado. En el primer semestre de 2024, dentro de las clases optativas de español, los estudiantes han

podido elegir entre una gran variedad de clases sobre temas diversos, como cocina, fútbol, anuncios publicitarios, historia, etc.

La mayoría de estas clases optativas se ofrece a partir del segundo año, después de que los estudiantes hayan finalizado sus clases obligatorias de segunda lengua extranjera. De esta forma, algunos alumnos seguirán estudiando la lengua y otros comenzarán a aprender un nuevo idioma, profundizando así su entendimiento del plurilingüismo y la pluriculturalidad.

Con estos cambios en la diagramación de clases, se espera que las clases se adapten al estándar internacional en cuanto a contenidos, metodología y evaluación, y que los estudiantes puedan alcanzar un nivel similar a cualquier otro estudiante de español de otros países. Asimismo, el otro objetivo del nuevo currículo es aumentar el número de alumnos que continúan sus estudios tras las asignaturas obligatorias.

### **Nueva metodología de enseñanza**

Acompañando el cambio en la diagramación de las clases de las lenguas extranjeras, también se ha establecido un cambio en la metodología de las clases. Con este cambio, el objetivo es lograr un aprendizaje efectivo del idioma.

En los años anteriores a 2024, los estudiantes de español tenían dos clases por semana, siguiendo el esquema tradicional: en una clase se estudiaba la gramática (por lo general con un profesor japonés) y en la otra clase se practicaba la conversación (por lo general con un profesor hispanohablante). En cada una de las clases, generalmente había unos 36 estudiantes, dificultándose así la práctica comunicativa y el seguimiento personalizado de cada estudiante.

Desde este año académico 2024, se ha cambiado la dinámica de las clases. Si bien los estudiantes siguen teniendo clases de lengua extranjera dos veces por semana, cada semana hay una clase de 40 estudiantes orientada al «input» y otra clase de 20 estudiantes centrada en el «output». En la clase de «input» los estudiantes adquieren los conocimientos relacionados a la gramática y también al vocabulario. En la clase de «output» se espera que los estudiantes apliquen todo lo aprendido en las clases de «input» a través de ejercicios o tareas orales y escritas que se dan en situaciones de la vida real. Asimismo, el limitado número de estudiantes en las clases de «output» facilita la realización de tareas y la práctica comunicativa. En estas clases, aunque se utiliza el japonés para algunas explicaciones, se pretende que la lengua meta sea utilizada tanto como sea posible. De esta manera, se espera generar un efecto educativo positivo, incrementando el «input» lingüístico y creando un entorno en el que los estudiantes puedan utilizar la lengua meta entre ellos.

### **Cambios en el libro de texto**

La mayoría de los libros de texto publicados en Japón se basan en criterios gramaticales. Y si bien los mismos incluyen partes con diálogos y prácticas, la gran mayoría del contenido se centra en la gramática.

El syllabus del primer semestre de la clase obligatoria de español que se utilizó en los

años académicos 2020 y 2021 (véase el Anexo A), demuestra lo mencionado anteriormente. Como se puede observar, está basado en un libro de texto utilizado previamente, y cada una de las clases del syllabus está destinada a estudiar un tema gramatical en concreto. Antes del año académico 2022, casi todos los syllabus de las clases de lengua extranjera seguían este tipo de planteamientos.

Respecto a las clases ELE, anticipándose al cambio del currículo (que se hizo efectivo en el primer semestre de 2024), se decidió comenzar gradualmente con la adaptación al MCER, y uno de los cambios llevados a cabo fue la utilización de un nuevo libro de texto en el año académico 2022. Se eligió el libro *Español ELElab*, de la editorial Asahi, como material didáctico para las clases obligatorias de ELE. La elección de este libro se fundamentó en que sigue el MCER y es la versión japonesa de un texto utilizado exclusivamente por la Universidad de Salamanca para sus cursos destinados a extranjeros. Gracias a este cambio en el libro de texto previo a la implementación oficial del MCER en las clases de lengua extranjera, se pudo realizar una transición gradual e ir ajustando los tiempos y los temas que había que estudiar en cada clase, de acuerdo con las opiniones de los profesores y del alumnado.

En el Anexo B se presenta el syllabus del año académico 2022. Dicho syllabus fue modificado para adaptarse a los criterios del MCER y se puede observar un cambio significativo en el calendario del curso. Hasta 2021, los syllabus solo indicaban los asuntos gramaticales para cada clase, por ejemplo, «letras y pronunciación» para la primera clase, y «verbos de presente indicativo» de la sexta a la duodécima clase. Sin embargo, en el 2022, cuando se comenzó a utilizar el libro *ELElab*, se establecieron objetivos concretos y prácticos para cada clase, tales como «aprender a saludar» para la primera clase, y «presentarse» en la segunda, reflejando así un cambio significativo y una metodología de enseñanza más acorde con el MCER. Y aunque se abordan puntos gramaticales y de vocabulario importantes para cada clase, estos se consideran elementos secundarios.

### Cambios en la evaluación de los estudiantes

En años académicos de la Universidad Rikkyo anteriores al 2024, cada profesor de español preparaba los exámenes de su clase y realizaba la evaluación de manera independiente, siendo esta diferente a la de los otros compañeros. Este tipo de metodología en la evaluación sigue siendo muy común en muchas instituciones universitarias en Japón. Si bien tiene sus ventajas, ya que cada instructor tiene la libertad de decidir sobre el contenido de los exámenes, la gran desventaja reside en el hecho de la posible disparidad en el nivel de dificultad de los exámenes, y por consiguiente, en la diferencia de los conocimientos o niveles alcanzados por los estudiantes.

Uno de los puntos esenciales del MCER consiste en la unificación de los criterios no solo de contenidos, sino también de evaluación. Para unificar la evaluación de las clases de español, han comenzado a llevarse a cabo por primera vez exámenes comunes desde el primer semestre del 2024.

En las clases de «input», se ha realizado al final del semestre un examen escrito común para todas las clases obligatorias de primer año. A fin de evitar posibles filtraciones de información entre los estudiantes, se han creado tres versiones del examen. Este examen escrito también contenía partes de comprensión auditiva y evaluaba, principalmente, las capacidades de comprensión de lectura y comprensión auditiva, así como de conocimientos gramaticales y de vocabulario.

En las clases de «output», se realizaron durante el semestre dos exámenes escritos que comprendían tareas para evaluar la expresión escrita. Al final del semestre también se realizó un examen común oral para comprobar el nivel en la expresión y la interacción oral de los estudiantes.

Tanto para las tareas escritas como para el examen oral, se preparó una rúbrica de evaluación, de manera que todos los profesores pudieran evaluar a los estudiantes siguiendo los mismos criterios.

Cabe destacar que, para no limitar la independencia de cada profesor, se decidió que los exámenes comunes, tanto para las clases de «input» como las de «output» representaran solo el 40% de la evaluación total del curso, dejando el 60% de la evaluación restante a criterio de cada profesor.

## **Formación docente**

La adaptación del currículo y de las clases al MCER es un proceso dinámico que requiere la cooperación de todas las partes involucradas en la enseñanza de la lengua extranjera. Y una de las partes más importantes de este proceso de adaptación e implementación, recae en la figura del profesor. Por lo tanto, es esencial que exista una adecuada comprensión por parte del profesorado en cuanto a los contenidos, evaluación y objetivos del MCER. Para acercar las ideas del MCER a los demás componentes del departamento de español, se llevaron a cabo varios talleres de formación docente.

El departamento de español está compuesto aproximadamente por treinta profesores de ELE de los cuales tres son lectores, y dos son profesores titulares (después del año académico 2023). El resto de los profesionales son contratados a tiempo parcial, lo que dificulta que se puedan compartir ideas por la limitación en la cantidad de reuniones de profesores que pueden llevarse a cabo dado que muchos de ellos imparten clases en otros centros educativos y cuentan con poco tiempo disponible durante el semestre. No obstante, gracias a la colaboración de todos los docentes, fue posible iniciar el proceso de implementación del nuevo plan de estudios sin inconvenientes.

## Resultados observados

### Cambios en el número de estudiantes ELE

Como mencionamos anteriormente, el departamento de español comenzó gradualmente a implementar el MCER a su currículo gracias a la adopción del nuevo libro de texto *ELElab* en 2022.

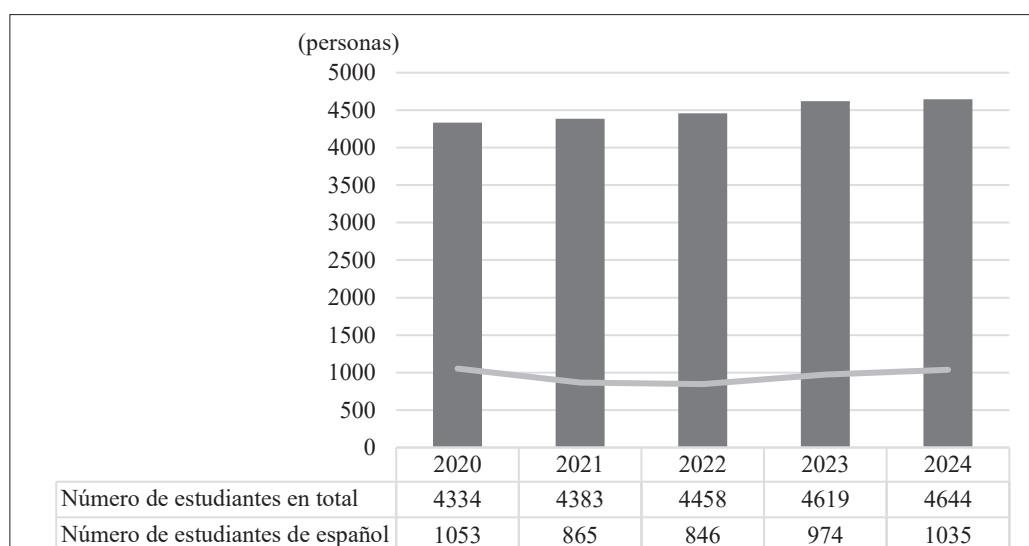
Puede que no responda totalmente a este factor, pero desde ese año se ha podido observar cambios en la cantidad de estudiantes inscritos a las clases obligatorias de primer año en las que se ha usado dicho libro de texto.

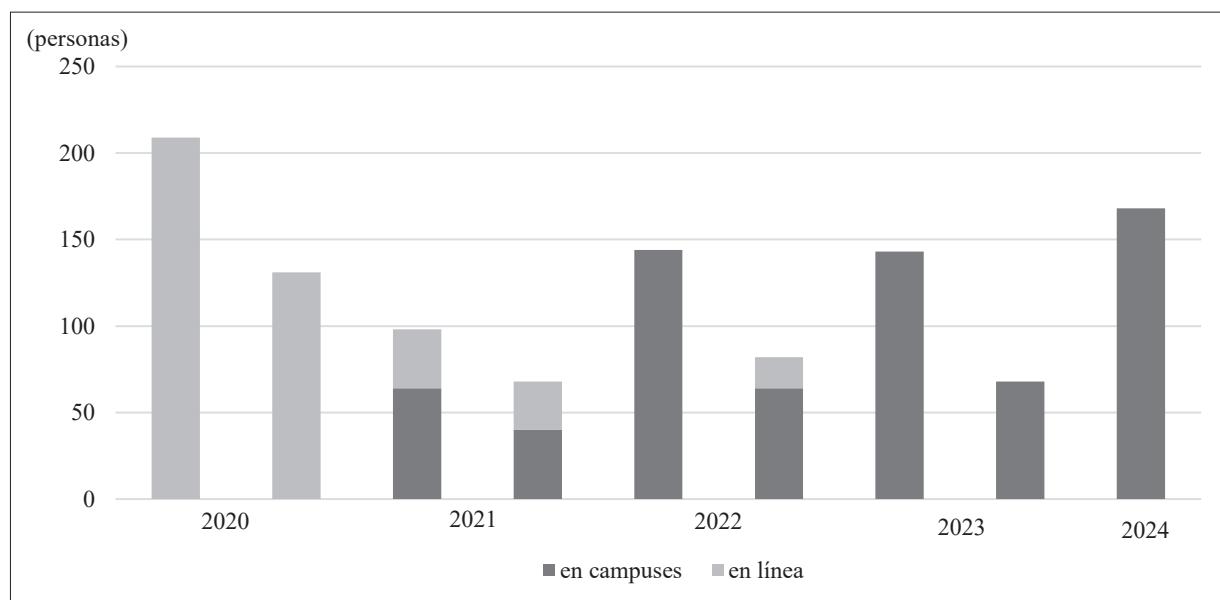
En la Tabla 2 y en el Gráfico 1 se ve la tendencia en el número de estudiantes del primer año que han escogido español como segunda lengua obligatoria durante los últimos cinco años. La cantidad de estudiantes de español oscila entre 846 y 1053, representando un 20 % sobre el total de alumnos nuevos. Si bien durante 2021 y 2022 hubo un descenso en el número de estudiantes de español, a partir del año 2022 esta cantidad fue en aumento, en consonancia con el incremento general en el número de inscripciones en la universidad.

El Gráfico 2 muestra la cantidad de estudiantes que tomaron clases optativas de español en cada semestre de los últimos cinco años. Lamentablemente, el número de inscriptos en las asignaturas optativas es significativamente menor en comparación a la cantidad de inscriptos en las asignaturas obligatorias. A finales del año 2021, se comenzó a implementar una orientación enfocada en las asignaturas optativas, lo que contribuyó a un aumento en la matrícula en 2022. Desde entonces, se ha mantenido esta estrategia, lo que ha dado como resultado un incremento en el número de estudiantes y una disminución en la oferta de clases con baja asistencia. Esta tendencia positiva se ha consolidado aún más en 2024.

**Tabla 2 y Gráfico 1**

*Número de estudiantes de español del primer año en la Universidad Rikkyo*



**Gráfico 2***Número de estudiantes que se matriculan en clases optativas por semestre***Tabla 3***Número de estudiantes que se matriculan en clases optativas*

	2020		2021		2022		2023		2024
	1. <sup>º</sup>	2. <sup>º</sup>	1. <sup>º</sup>						
Nº de estudiantes	209	131	98	68	144	82	144	68	168
en los campus	0	0	64	40	144	64	143	68	168
en línea	209	131	34	28	0	18	0	0	0
Nº de clases optativas	21	21	21	21	20	20	20	20	18
en los campus	0	0	13	13	20	16	20	20	18
en línea	21	21	8	8	0	4	0	0	0
Clases canceladas	0	0	3	1	1	1	0	5	0
en los campus	0	0	2	0	1	1	0	0	0
en línea	0	0	1	1	0	0	0	0	0

La Tabla 3 muestra el número de estudiantes que tomaron alguna clase optativa, el número de clases optativas impartidas en un semestre y el número de clases canceladas por no tener estudiantes en cada semestre de cada año académico respectivamente.

El año 2020 se presentó como un caso excepcional, ya que se registró un aumento en la cantidad de estudiantes inscritos en clases optativas debido a que todas las asignaturas se impartieron de forma remota como resultado de las restricciones relacionadas con la COVID-19. Si bien la modalidad en línea facilitó la participación de los estudiantes en aquella ocasión, no siempre resulta ser la mejor opción. Desde la perspectiva docente, valoramos considerablemente las clases presenciales de lenguas, donde los alumnos tienen la oportunidad de comunicarse

e interactuar de manera efectiva. Por esta razón, se decidió no continuar ofreciendo clases en línea en la actualidad.

Además, se ha observado una tendencia hacia la disminución del número de estudiantes durante el segundo semestre, aunque las causas de este patrón no están del todo claras.

## Opiniones del profesorado

Normalmente al final de cada semestre, se lleva a cabo una reunión de profesores en las que se comparten las experiencias y opiniones acerca de distintos temas. Y gracias a las experiencias recogidas en cada semestre, se ha podido renovar el plan de estudios semestralmente, y el syllabus se ha actualizado anualmente. Para los syllabus de 2023 y 2024 se realizaron modificaciones respecto al de 2022 con el fin de optimizar el avance del aprendizaje.

A continuación, se presentan las opiniones y experiencias del profesorado en los últimos tres años, a fin de establecer conclusiones en cuanto a la implementación del MCER.

### 1. Experiencias del profesorado durante el año académico 2022

Al concluir el primer año en que se utilizó *ELElab* como libro de texto, se observó que fueron los profesores quienes se encontraron con mayores dificultades al usar el nuevo material, a pesar de que se había proporcionado formación al respecto. Tanto en la reunión final del primer semestre como en la del segundo de este año se manifestaron numerosas quejas por parte de los docentes, quienes sostienen que el libro tenía demasiado contenido y que su uso resultaba incómodo en una clase de español en Japón, señalando dificultades con los audios por ser rápidos y complejos, entre otros aspectos.

A pesar de lo anterior, se observó un fenómeno interesante. Al analizar los comentarios que los profesores realizaron en respuesta a las encuestas de evaluación completadas por los estudiantes al finalizar las clases, se evidenció una satisfacción notablemente alta entre los docentes, así como una mínima preocupación respecto al libro de texto. Es decir que, al concluir el año académico, se registraron pocas opiniones negativas.

A continuación, se presentan algunos comentarios de los profesores:

- “Me alegra mucho que en mi clase haya estudiantes que pudieran progresar no solo en la lectura y escritura, sino también en las habilidades de escucha y habla”.
- “Introducir el nuevo texto fue un reto para nosotros, los profesores, pero estoy satisfecho con los porcentajes de satisfacción en clase y el deseo de continuar estudiando el idioma”.
- “Me llamó la atención que los estudiantes autoevaluaran el progreso de su competencia comunicativa, algo que no sucedía en las clases anteriores”.

### 2. Experiencias del profesorado durante el año académico 2023

Durante el segundo año de uso del *ELElab* en las clases, se observó una mejora. Si bien los nuevos profesores expresaron inquietudes similares a las de sus colegas en el primer año,

los docentes con experiencia empezaron a reconocer los beneficios de la nueva enseñanza.

Por consiguiente, el segundo año de utilización de *ELElab* como libro de texto para las clases obligatorias, fue mejor. Resultó que la experiencia del año anterior infundía energía en los profesores. En las reuniones del departamento del español ya casi no escuchábamos quejas sobre el libro de texto por parte de algunos docentes, ya que habían aprendido a manejarlo poco a poco a su manera. Citamos algunos comentarios de los profesores reflejados en los resultados de encuestas de evaluación de las clases del curso académico 2023.

- “Es difícil preparar un libro de texto que sea fácil de entender para todos los alumnos. Intentamos mejorar los materiales suplementarios que utilizamos en clase cada año, y seguiremos esforzándonos por mejorar la comprensión de los alumnos”.
- “Las evaluaciones de clase mostraron que, en general, los estudiantes participaban en serio en la clase, y que ellos mismos sentían que su competencia se había ampliado, especialmente en el segundo semestre”.
- “Además del gran número de estudiantes con ganas de aprender, en la clase se creó un ambiente en el que los estudiantes se comunicaban activamente. Me complace la satisfacción de los alumnos con la clase y la alta evaluación de su aprendizaje, que han llegado a disfrutar realmente”.
- “La clase fue muy buena, con participación y cooperación activas. Y el deseo de los alumnos de comprender y expresarse en español se fomentó con cada lección”.

### **3. Experiencias del profesorado durante el año académico 2024 (primer semestre)**

Al final del primer semestre del año académico 2024, se realizó una encuesta en línea a fin de conocer las opiniones del profesorado, porque este era el primer semestre de la implementación efectiva del MCER. La encuesta fue respondida por 20 profesores, 13 a cargo de las clases de «output» y 9 a cargo de las clases de «input».

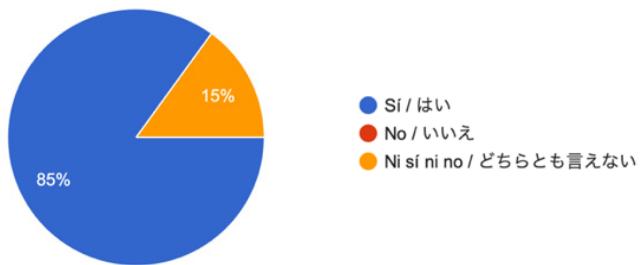
Viendo los resultados se pueden sacar algunas conclusiones. La mayor parte del profesorado comprende el alcance del MCER. Si bien las opiniones continúan divididas en cuanto al libro de texto, el 50% de los encuestados estaban de acuerdo o muy de acuerdo con el plan de estudios llevado a cabo durante el semestre. La gran mayoría de los profesores de las clases de «output» también estaban de acuerdo en cuanto a la utilidad de las rúbricas de evaluación, tanto para los exámenes escritos de redacción como para el examen oral final.

A continuación, se presenta un resumen de los resultados a través de gráficos:

### Gráfico 3

#### Sobre el MCER

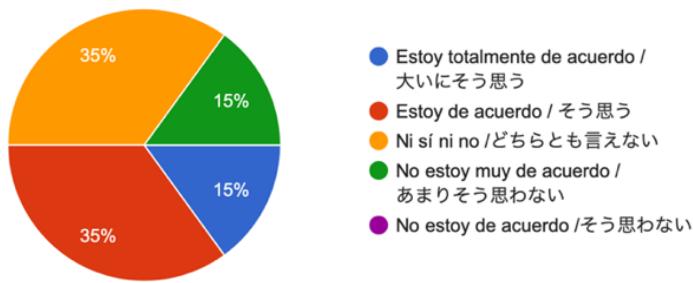
¿Comprende el significado/alcance de los niveles (A1-C2) del Marco Común Europeo?



### Gráfico 4

#### Sobre el plan de estudios

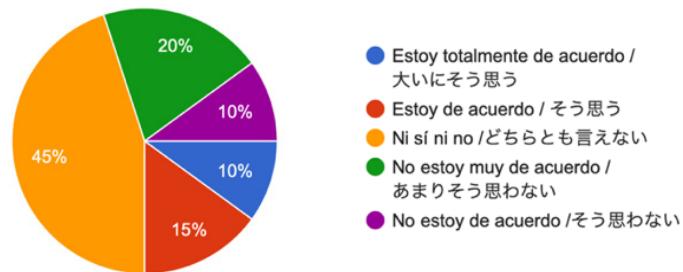
Para alcanzar un nivel A1 (objetivo de este primer semestre de 2024), el plan de estudios fue adecuado.



### Gráfico 5

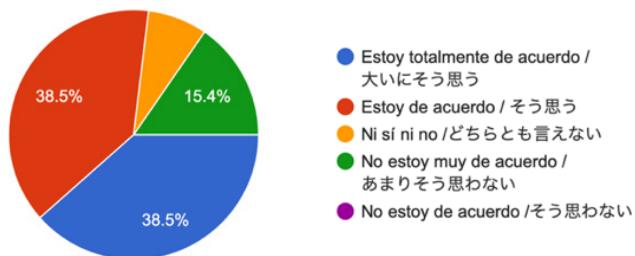
#### Sobre el libro de texto

Para alcanzar un nivel A1 (objetivo de este primer semestre de 2024), el libro de texto fue adecuado.



**Gráfico 6***Rúbrica de evaluación del examen escrito*

(Para los profesores de Español 1) La rúbrica fue útil para la evaluación del examen escrito.

**Gráfico 7***Rúbrica de evaluación del examen oral*

(Para los profesores de Español 1) La rúbrica fue útil para la evaluación del examen oral.

**Opiniones del alumnado****1. Tendencias de los últimos cuatro años (2020–2023)**

El análisis de los resultados de las encuestas de evaluación realizadas por los alumnos en relación con los datos de los últimos cuatro años reveló algunas tendencias relevantes. Se seleccionaron tres aspectos relacionados con el cambio de libro de texto y el nuevo plan de estudios: participación activa, satisfacción con la clase y deseo de continuar el aprendizaje. Las evaluaciones se dieron en una escala de 5 puntos, donde 5 es el más alto y 1 el más bajo (véase la Tabla 4 y el Gráfico 8). Se observa que, en 2020, el número de encuestados fue elevado en comparación con otros años. Es probable que el menor número de encuestados en 2021 haya influido en que los puntos de satisfacción alcanzaran cifras más altas. Sin embargo, se percibe una tendencia ascendente sin importar el número de encuestados, indicando que el nuevo libro de texto y el plan de estudios han tenido un impacto positivo en los estudiantes.

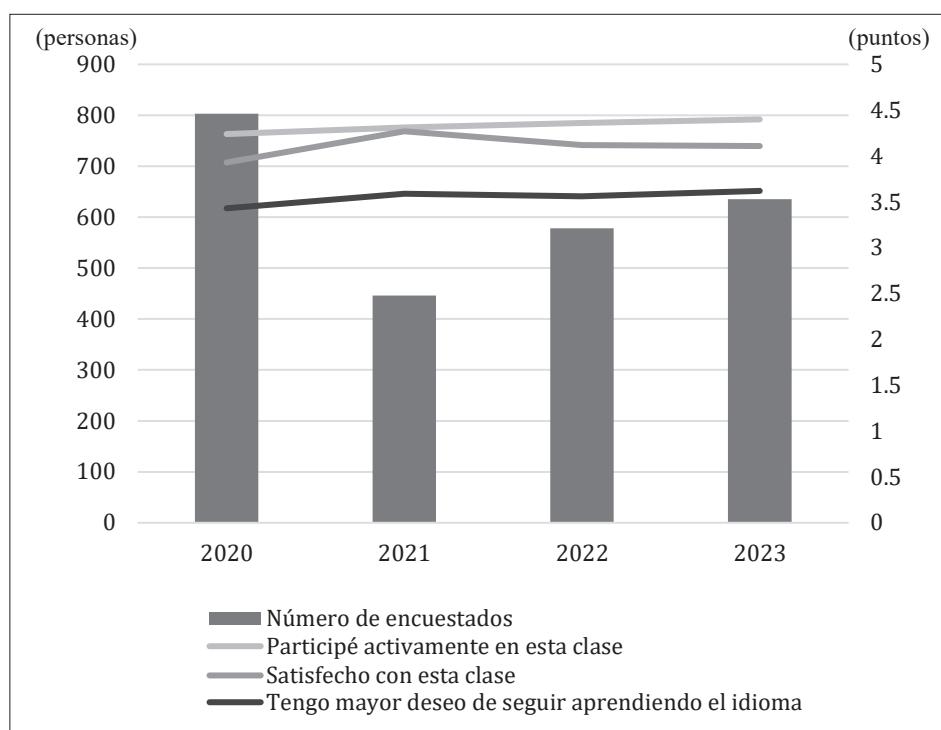
**Tabla 4**

*Encuestas de evaluación realizadas por los alumnos (2020–2023) I*

	2020	2021	2022	2023
Número de encuestados	803	446	578	635
Participé activamente en esta clase.	4.24	4.31	4.36	4.4
Satisfecho con esta clase.	3.93	4.27	4.12	4.11
Tengo mayor deseo de seguir aprendiendo el idioma.	3.43	3.59	3.56	3.62

**Gráfico 8**

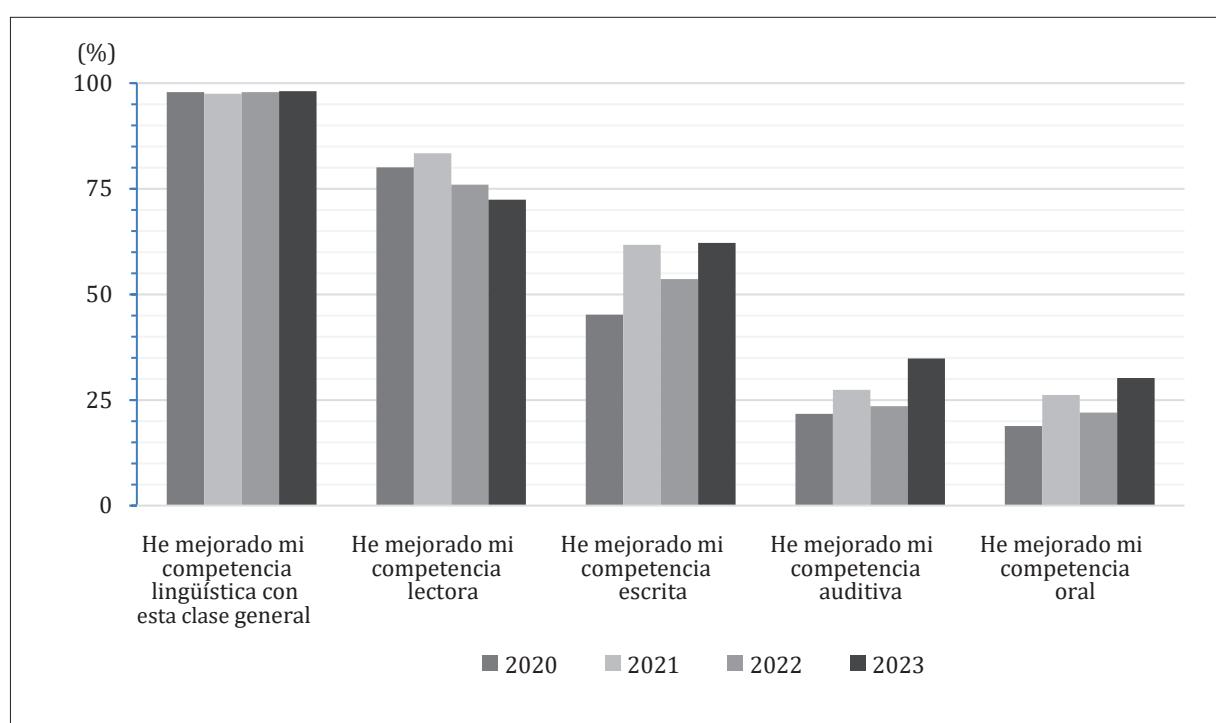
*Encuestas de evaluación realizadas por los alumnos (2020–2023) I*



Asimismo, independientemente del libro con el que hayan estudiado, ya sea el anterior o el nuevo, el 98% de los estudiantes siente que ha mejorado su competencia lingüística tras estudiar español durante un año (véase la Tabla 5 y el Gráfico 9). Este resultado es sumamente satisfactorio para el cuerpo docente. También, se observa un ascenso pequeño pero significativo en las competencias escrita, auditiva y oral en español. Aunque se registró una disminución en la competencia lectora en los últimos dos años, se considera que sigue siendo alta en comparación con las otras competencias. Este fenómeno sugiere que los estudiantes del último año percibieron un progreso más equilibrado en las cuatro competencias lingüísticas que los estudiantes de años anteriores. La baja competencia en las habilidades auditivas y orales ha sido un tema recurrente durante años, y los resultados de 2023 son fruto de la introducción del nuevo libro de texto y de la mejora continua del plan de estudios.

**Tabla 5***Encuestas de evaluación realizadas por los alumnos (2020–2023) 2*

	2020	2021	2022	2023
He mejorado mi competencia lingüística con esta clase en general.	97.9%	97.5%	97.9%	98.1%
He mejorado mi competencia lectora.	80.1%	83.4%	76.0%	72.4%
He mejorado mi competencia escrita.	45.2%	61.7%	53.6%	62.2%
He mejorado mi competencia auditiva.	21.7%	27.4%	23.5%	34.8%
He mejorado mi competencia oral.	18.8%	26.2%	22.0%	30.2%

**Gráfico 9***Encuestas de evaluación realizadas por los alumnos (2020–2023) 2*

## 2. Resultados de las encuestas del año académico 2022

En las encuestas, también se incluyeron secciones donde los alumnos pudieron expresar libremente sus opiniones sobre la clase. Como era opcional dejar comentarios, se puede inferir que las impresiones que se plasmaron fueron sinceras. En las encuestas de 2022, se recogieron comentarios libres de un total de 162 participantes de los 578 encuestados (véase el Anexo C). Se han seleccionado 26 opiniones relativas al libro de texto; 21 de estas, destacadas en negrita, corresponden a quejas sobre la dificultad del texto, lo que representa un 3.6% del total de encuestados. Este dato pone de manifiesto el impacto que tuvo el *ELElab* en los estudiantes, quienes probablemente lo consideraron diferente a los libros de texto que habitualmente utilizaban en sus clases de idioma.

Por el contrario, se encontraron también opiniones positivas sobre la clase, resaltadas en

cursiva. Son solo cinco, lo que supone en cantidad un cuarto respecto al total de las opiniones negativas, pero muestran asimismo la satisfacción por la manera en que se han realizado las clases, con comentarios tales como “Participé mucho con motivación y lo pasé muy bien”, o “Me gustó porque había ocasiones de comunicarnos en español”. Esto demuestra que, más allá de estudiar, los alumnos pudieron practicar la lengua.

### **3. Resultados de las encuestas del año académico 2023**

En las encuestas realizadas en 2023, obtuvimos comentarios libres de un total de 164 participantes de los 635 encuestados. De estas respuestas, se seleccionaron 20 opiniones que abordaban específicamente temas relacionados con el libro de texto y la administración de la clase (véase Anexo D). Se identificaron 10 quejas sobre el libro, las cuales se presentan en negritas, mientras que las opiniones positivas respecto a la administración de la clase están resaltadas en negrita y cursiva, siendo un total de 9.

Se observa una tendencia más favorable en comparación con el año anterior, ya que las opiniones negativas sobre el libro de texto representan solo el 1.6%. Además, hemos notado un incremento en las opiniones positivas, especialmente en cuanto a la administración de la clase, con comentarios tales como “Pude recordar muchas palabras gracias al aprendizaje grupal y a las clases activas, donde hablaba con la persona que tenía al lado en clase”, o “Además, siempre trabajábamos en parejas, lo que me ayudó a concentrarme más y aprender mientras entendía”.

## **Conclusiones**

La adaptación de las clases de lengua extranjera al MCER es esencial para que los estudiantes desarrollen capacidades lingüísticas basadas en estándares internacionales. Este marco, con su orientación por tareas y enfoque comunicativo, impulsa a las instituciones educativas a actualizar su currículo, metodología y evaluación, con el fin de ofrecer una educación de mayor calidad a sus alumnos.

La Universidad Rikkyo ha comenzado a afrontar este desafío en sus clases de lengua extranjera, lo que ha representado un cambio significativo frente al sistema tradicional de enseñanza. En particular, en la enseñanza ELE, la adopción de un libro de texto que siga el MCER ha facilitado que tanto docentes como estudiantes se familiaricen con los contenidos y la dinámica que propone este marco. La introducción de dicho libro de texto hace dos años ha permitido que la transición y adaptación al nuevo currículo sea gradual, evitando un cambio abrupto.

No obstante, se ha observado que la adopción de este nuevo libro de texto ha generado también ciertas resistencias, especialmente por parte del profesorado. Sin embargo, cada vez más docentes están familiarizándose con este material. Es importante reconocer que no existe un libro de texto perfecto y que tanto alumnos como profesores pueden tener diferentes niveles de satisfacción con el material utilizado. En este contexto, podemos concluir que el uso del

texto *ELElab* no ha sido del todo desfavorable y que las evaluaciones sobre la concepción y desarrollo de las lecciones han mejorado, posiblemente como resultado del creciente dominio que han adquirido los docentes.

Asimismo, otros cambios llevados a cabo desde este año académico 2024, tales como los relacionados a la dinámica de clases y a la adopción de exámenes comunes, han contribuido a adaptar la enseñanza ELE a los parámetros principales del MCER.

En resumen, la implementación del MCER presenta un reto para nosotros como docentes. Cambiar el enfoque de enseñanza es complicado, pero gracias a la experiencia de estos últimos años, hemos podido ir mejorando y ajustando el plan de estudios, la metodología y evaluación en pos de mejorar la enseñanza ELE en la universidad.

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## Anexos

### Anexo A: El syllabus de 2020 y 2021

#### 【授業の目標 / Course Objectives】

スペイン語の基本構造を学び、自己紹介など初步的な表現力とスペイン語圏の常識を身につける。

Students learn the basic structure of Spanish and acquire elementary expressive skills, such as self-introductions, and general knowledge on the Spanish-speaking world.

#### 【授業の内容 / Course Contents】

文法説明のうち練習問題、重要表現の反復練習、簡単な作文、自己表現練習などを行う。適宜小テストなどをはさむ。

On basic grammar comprehension, students perform role-playing exercises, learn important expressions and practice simple sentence composition and self-introduction. Drills are included as appropriate.

#### 【授業計画 / Course Schedule】

1	文字と発音
2	名詞と冠詞、文の構造
3	代名詞（主語）、文の構造、serと形容詞
4	スペイン語のbe動詞
5	基本動詞の使い分け（ser, estar, hay）
6	直説法現在時制の動詞
7	直説法現在時制の動詞
8	直説法現在時制の動詞
9	直説法現在時制の動詞
10	直説法現在時制の動詞とその表現
11	直説法現在時制の動詞とその表現
12	直説法現在時制の動詞とその表現
13	目的格代名詞と三人称構文
14	まとめと応用 クラスの状況に応じ多少前後あり

#### 【授業時間外（予習・復習等）の学習 / Study Required Outside of Class】

復習の励行。各担当教員の指示に従うこと。

#### 【成績評価方法・基準 / Evaluation】

種類 (Kind)	割合 (%)	基準 (Criteria)
平常点 (In-class Points)	100	毎回の授業への参加度(30%) 各種テスト及び提出物(70%)

#### 備考 (Notes)

形だけでなく質が問われる。

## Anexo B: El syllabus de 2022

### 【授業の目標 / Course Objectives】

スペイン語の基礎的文法を習得し、日常的によく使われる表現を理解した上で、簡単なフレーズを使用できるようになることを目標とする。同時にスペイン語圏の文化や習慣に親しむ。

Students will be able to acquire knowledge of Spanish basic grammar rules, understand and use common expressions for everyday life. Also become familiar with Spanish-speaking world's culture and habits.

### 【授業の内容 / Course Contents】

ヨーロッパ言語共通参照枠 (CEFR) に準拠したテキストを用い、実際に役立つ日常に関連したさまざまなアクティビティを行う。これによりスペイン語の四技能（聞く・話す・読む・書く）をバランスよく伸長させつつ、基本となる文法事項を学ぶ。

Using CEFR-based textbook, students will carry out a variety of useful activities related to everyday scenes whereby they can improve their listening, speaking, reading and writing skills.

### 【授業計画 / Course Schedule】

1	U1 挨拶をする 文法・語彙／アルファベット、数字（0～100）
2	U1 自己紹介をする、国籍や年齢、職業を言う 文法・語彙／形容詞、性数、冠詞、指示詞
3	U1 授業で役立つ表現を使う 文法・語彙／主格人称代名詞、serとestar
4	U2 日常の習慣や行動を話す 文法・語彙／直説法現在形の動詞の練習
5	U2 予定や頻度について話す 文法・語彙／直説法現在形の動詞の練習、所有詞、疑問詞
6	U2 時間と時刻を聞いたり教えたりする 文法・語彙／直説法現在形の動詞の練習、前置詞、比較最上級
7	復習 クラスの状況に応じて多少の前後あり
8	U3 住居や家族について話す 文法・語彙／場所や位置
9	U4 街や地域について話す 文法・語彙／身体的な特徴と性格
10	U4 住所や場所を聞いたり教えたりする 文法・語彙／電話の対応、移動手段
11	U5 好みを言う、意見の一一致・不一致を表す 文法・語彙／原因・理由
12	U6 提案したり勧めたりする 文法・語彙／飲食物・食品・代表的な料理
13	U6 バルやレストランでやりとりする 文法・語彙／現在進行形
14	まとめと応用 クラスの状況に応じて多少の前後あり

### 【授業時間外（予習・復習等）の学習 / Study Required Outside of Class】

予習：語彙（約500語）の学習

復習：宿題などの自主学習

### 【成績評価方法・基準 / Evaluation】

種類 (Kind)	割合 (%)	基準 (Criteria)
平常点 (In-class Points)	100	毎回の授業への参加度(30%) 各種テスト及び提出物(70%)

備考 (Notes)
形だけではなく質が問われる。

### Anexo C: Comentarios libres de alumnos del 2022

1	とても楽しく授業に参加することができました	
2	実際にスペイン語を使ってコミュニケーション取る機会が多くて良かった	文法ももう少し学びたかった
3		教科書が分かりにくく、復習に向かないと思う。
4		教科書を見て自分で勉強しづらい。
5	周りと実際にスペイン語を話してみる時間があるのが良かった。	馴染みのない単語が多いので少しでも字が雑になってると間違えて覚えてしまった。
6	教科書が分かりにくい。 説明が分かりにくい。	教科書が分かりにくい。
7	わかりにくい教科書の手助けをしてくれたと思います。	和訳等の配布がほしいです
8		教科書がわかりにくい、もっと練習問題とかを作って欲しかった
9	情報量が多すぎず少なすぎずで、理解しやすかったから。	字が小さく少し汚くて見えづらかった。
10		教科書自体が初心者には難しいと感じた
11	スペインの知識を言語だけでなく、文化や食べ物も教えてくれて楽しかった。	進み方が少し早い リスニング難しすぎる
12	スペイン語が話せなくとも旅行に行きたくなるような、興味をそそられる映像を数多く見せていただいたから。	教科書がもう少し簡単だといいかと思った。
13	先生が優しかった	教科書がわかりづらい
14	配布された教科書がとても扱いにくかったため、配布資料がよく思えた。	教科書を日本人向けに作られたものにするべき。 遅刻を欠席扱いはシビアすぎる。 先生同士で発音や進行度は打ち合わせしておいてほしい。
15	復習の際に役立つから	レジュメではないが、教科書の文法的な説明がほとんどないため、たくさん書き込まなければいけないところが少し不便だと感じる。
16	練習問題が多くて分かりやすかった	教科書使いづらい
17		教科書が分かりにくい
18		教科書がわかりにくい
19		教科書が分かりにくいです。他の言語のクラスのように、もっとシンプルなものだとより学習しやすいと思います。
20	配布プリントあとで見返したとき、自宅学習で何をすればよいかが分かりやすく、勉強しやすかったです。	問題を解いたあと、一人一人回答をする時、アクリル板などの関係で声が聞き取りづらかった。先生が解答を復唱してくださるときは解答がわかりましたが、復唱されなかった時解答が曖昧になっていた。 今学期使われた教科書に関して、習ったことのない文法、語彙などが多くて混乱した。
21	教科書がわかりづらいが、実践的でよかったです。	教科書がとても分かりづらい
22	教科書のわかりづらい所はパワポで説明してくれていたので、よく理解できた。	
23		教科書がわかりづらい
24	質問をしやすい雰囲気を作ってくださいました。	教科書がわかりづらい
25	授業後にスライドを送ってくださったのはありがたかったです。授業 ppt も活用の表になっていたり、使った文法の例文が多くたりなど、わかりやすかったです。	リスニングは早すぎてほとんどわからなかったのでもう少し優しいレベルのものを聞きたかったです。
26	授業プリントが作業しながら埋める方式でよかったです。	リスニングが難しすぎました。

**Anexo D: Comentarios libres de alumnos del 2023**

1	質問に沿って自ら考えた文章を読み上げ、クラスメイトと共有することが文章力や音読力を向上させた。	あまり教科書にそった授業内容ではないためテストに向けて文法など勉強するときにあやふやであった。
2		教科書がわかりづらい
3	先生の話が面白かった。	教科書が酷すぎる。 何も分からぬ。
4	ファイルのまとめ方がわかりやすかったから	教材自体はわかりやすかったから
5	身近な話題を絡めることでより知識をつけることができた。	
6	実際に自分たちで声に出したりすることで理解度が大きく高まった	
7	全員が授業に参加できるような仕組みで授業しているところ	
8	授業で隣の人と話し合って進めるグループ学習やアクティブラーニングのおかげで記憶に残る単語が多かった	ない
9	イラストを使ったりしていて、大変板書やプリントが見やすかった。また、ペアワークを毎回行っていて、より集中し、理解しながら学習できた。	
10		内容が難しすぎる。テストの出題範囲が広すぎる。毎回小テストのやり方が違くなつてどこを勉強したらいいのかはつきりしていない。リスニングの難易度が明らかに難しすぎる。初学者を相手にしているとは思えない。上記は全て×曜日の授業。
11	より數をこなして書くことが多かつたため比較的他の授業に比べ覚えやすく集中しやすかった。	特に無し
12		教科書がわかりづらい
13	まとまつたパワーポイントだったから	教科書。初めて学ぶには難しかつた
14	先生が明るい点が良かった。	教科書が少しあまりにくくない。教科書の文法の説明が丁寧でない。もっと日本語で補足してほしい。
15	教科書が難し過ぎる！ スペイン語学習初めての人にいきなり会話を始めさせる。	本当に分かりづらかった。
16		Sometimes it is difficult to understand the text. The explanation of the grammar is not enough for Japanese student.
17	練習問題が多く理解しやすかった	
18	説明が良かった、会話ができること、クイズ、文化の紹介、課題で調べること	特になし。
19	○○先生の授業は目標が明確でとても分かりやすかつた。課題も授業の復習として最適だった。 一方□□先生は授業中何を喋っているのか聞き取りづらく、とても分かりづらかったと感じた。また、板書も乱雑に書きなぐることが多く生徒に理解させる気が感じられなかつた。	そもそも教科書が分かりづらいうえに高い それに伴つて授業が展開されるため改善していただきたい
20	授業で習つた文法がどのような意味か、どのように使うかを教えられず、とてもわかりにくかつた。	教科書がわかりにくく

## Anexos (traducción)

### Anexo A (traducción): El syllabus de 2020 y 2021

#### Objetivos del curso

Aprender la estructura básica del español y adquirir habilidades expresivas elementales, como presentaciones personales, y conocimientos generales sobre el mundo hispanohablante.

#### Contenido del curso

Después de la explicación gramatical, se realizarán ejercicios de práctica, repetición de expresiones importantes, redacción de frases simples y práctica de expresión personal. Se incluirán pequeñas pruebas según sea necesario.

#### Plan de clases

1. Letras y pronunciación
2. Sustantivos y artículos, estructura de la oración
3. Pronombres (sujeto), estructura de la oración, ser y adjetivos
4. El verbo "to be" en español
5. Distinguir el uso de los verbos básicos (ser, estar, hay)
6. Verbos en presente de indicativo
7. Verbos en presente de indicativo
8. Verbos en presente de indicativo
9. Verbos en presente de indicativo
10. Verbos en presente de indicativo y sus expresiones
11. Verbos en presente de indicativo y sus expresiones
12. Verbos en presente de indicativo y sus expresiones
13. Pronombres de objeto directo y construcciones en tercera persona
14. Resumen y aplicación

Puede haber algunas variaciones según la situación de la clase.

#### Estudio requerido fuera de clase (preparación y repaso)

Fomentar la práctica del repaso. Seguir las indicaciones de los profesores responsables.

#### Métodos y criterios de evaluación

Tipo	Proporción (%)	Criterios
Puntos en clase	100	Participación en cada clase (30%) Diversas pruebas y entregas (70%)

Notas:

Se evaluará no solo la forma, sino también la calidad.

## Anexo B (traducción): El syllabus de 2022

### **Objetivos del curso**

El objetivo es que los estudiantes adquieran conocimientos de las reglas gramaticales básicas del español, comprendan y utilicen expresiones comunes para la vida cotidiana, y al mismo tiempo se familiaricen con la cultura y las costumbres del mundo de habla hispana.

### **Contenido del curso**

Utilizando un texto basado en el Marco Común Europeo de Referencia para las Lenguas (CEFR), se llevarán a cabo una variedad de actividades útiles relacionadas con situaciones cotidianas. Esto permitirá a los estudiantes desarrollar de manera equilibrada las cuatro habilidades del español (escuchar, hablar, leer y escribir) mientras aprenden los aspectos gramaticales fundamentales.

### **Plan de clases**

1. U1 Realizar saludos

Gramática / Vocabulario: alfabeto, números (0–100)

2. U1 Hacer una presentación personal, mencionar nacionalidad, edad y profesión

Gramática / Vocabulario: adjetivos, género y número, artículos, pronombres demostrativos

3. U1 Utilizar expresiones útiles en clase

Gramática / Vocabulario: pronombres personales de sujeto, ser y estar

4. U2 Hablar sobre hábitos y acciones diarias

Gramática / Vocabulario: práctica de verbos en presente de indicativo

5. U2 Hablar sobre planes y frecuencia

Gramática / Vocabulario: práctica de verbos en presente de indicativo, pronombres posesivos, palabras interrogativas

6. U2 Preguntar y decir la hora y los momentos

Gramática / Vocabulario: práctica de verbos en presente de indicativo, preposiciones, superlativos

7. Repaso

Puede haber algunas variaciones según la situación de la clase.

8. U3 Hablar sobre vivienda y familia

Gramática / Vocabulario: lugares y posiciones

9. U4 Hablar sobre la ciudad y la región

Gramática / Vocabulario: características físicas y personalidad

10. U4 Preguntar y decir direcciones y lugares

Gramática / Vocabulario: atención telefónica, medios de transporte

11. U5 Expresar preferencias, mostrar acuerdo y desacuerdo

Gramática / Vocabulario: causas y razones

12. U6 Hacer sugerencias y recomendaciones

Gramática / Vocabulario: alimentos, productos y platos típicos

13. U6 Interactuar en bares y restaurantes

Gramática / Vocabulario: presente continuo

14. Resumen y aplicación

Puede haber algunas variaciones según la situación de la clase.

### **Estudio requerido fuera de clase (preparación y repaso)**

Preparación: Estudio de vocabulario (aproximadamente 500 palabras)

Repasso: Estudio independiente, como tareas

### **Métodos y criterios de evaluación**

Tipo	Proporción (%)	Criterios
Puntos en clase	100	Participación en cada clase (30%) Diversas pruebas y entregas (70%)

Notas:

Se evaluará no solo la forma, sino también la calidad.

### Anexo C (traducción): Comentarios libres de alumnos del 2022

1	<i>¡Disfruté mucho de las clases!</i>	
2	<i>Estuve bien tener tantas oportunidades de comunicarse en español.</i>	Me hubiera gustado aprender un poco más de gramática.
3		<b>El libro de texto me parece difícil de entender y no es adecuado para repasar.</b>
4		<b>Dificultad para estudiar por mi cuenta a partir de un libro de texto.</b>
5	<i>Fue bueno tener tiempo para hablar en español con la gente que me rodeaba.</i>	Muchas de las palabras me eran desconocidas, así que si las letras estaban un poco desordenadas, las recordaba incorrectamente.
6	El libro de texto es difícil de entender. Las explicaciones son confusas.	<b>El libro de texto es difícil de entender.</b>
7	<b>Creo que me ayudaron con el libro de texto difícil de entender.</b>	Me gustaría tener traducciones al japonés, etc.
8		<b>El libro de texto es difícil de entender; hubiera querido más problemas de práctica.</b>
9	<i>La cantidad de información no era ni demasiada ni poca, así que fue fácil de entender.</i>	Las letras eran pequeñas, un poco desordenadas y difíciles de ver.
10		<b>Me pareció que el libro de texto en sí era difícil para los principiantes.</b>
11	Fue divertido aprender sobre España, no solo el idioma, sino también su cultura y comidas.	<b>La progresión fue un poco rápida, y los audios eran demasiado difíciles.</b>
12	Me mostraron muchos videos que despertaron mi interés y con los que me entraron ganas de viajar, incluso si no sé hablar español.	<b>Pienso que sería bueno si el libro de texto fuera un poco más fácil.</b>
13	El profesor fue amable.	<b>El libro de texto es difícil de entender.</b>
14	El libro de texto fue muy difícil de manejar, así que aprecié los materiales repartidos.	<b>El libro de texto debería estar hecho para japoneses. Es demasiado severo tratar a los que lleguen tarde como ausentes. Espero que los profesores traten el tema de la pronunciación y el avance de las clases.</b>
15	Es útil para repasar.	<b>Sentí que era un poco inconveniente tener que tomar muchas notas, porque casi no hay explicaciones gramaticales en el libro de texto.</b>
16	Había muchos problemas de práctica y era fácil de entender.	<b>El libro de texto es difícil de usar.</b>
17		<b>El libro de texto es difícil de entender.</b>
18		<b>El libro de texto es difícil de entender.</b>
19		<b>El libro de texto es difícil de entender. Creo que sería más fácil aprender si este fuera más sencillo, como en las clases de otros idiomas.</b>
20	Gracias a los impresos pude repasar en casa.	Después de hacer los ejercicios, al momento de confirmar las soluciones, no las escuchábamos bien. Pude entender las respuestas cuando el profesor las repitió, pero cuando no las repetía, mis respuestas eran vagas. <b>Respecto al libro de texto utilizado este semestre, había demasiada gramática y vocabulario que no había aprendido, lo que me confundió.</b>
21		<b>El libro de texto es muy difícil de entender.</b>
22	<i>Aunque el libro de texto es difícil de entender, fue práctico y estuvo bien.</i> Las partes difíciles de entender del libro de texto fueron explicadas con PowerPoint, así que pude entenderlas bien.	
23		<b>El libro de texto es difícil de entender.</b>
24	Hubo un ambiente en el que era fácil hacer preguntas.	<b>El libro de texto es difícil de entender.</b>
25	Agradecí que enviaran las diapositivas después de la clase. El ppt de la clase era útil y contenía muchos ejemplos de la gramática aprendida, así que fue fácil de entender.	<b>Los audios eran demasiado rápidos y apenas pude entender, así que hubiera querido escuchar materiales de un nivel más fácil.</b>
26	El material de clase complementario fue muy bueno.	<b>Los audios eran demasiado difíciles.</b>

**Anexo D (traducción): Comentarios libres de alumnos del 2023**

1	<i>Leer en voz las respuestas a las preguntas y compartirlas con mis compañeros mejoró mis habilidades de escritura y lectura oral.</i>	Las clases no se basaban en los libros de texto, por lo que no me quedaban claras qué partes de la gramática debía estudiar para los exámenes.  <b>El libro de texto fue difícil de entender.</b>
2		<b>El libro de texto tenía demasiado contenido.</b>
3	Lo que decía el profesor era interesante.	No entiendo nada.
4	Porque la forma de organizar los archivos era clara.	<b>El material en sí era fácil de entender.</b>
5	<i>Pude adquirir más conocimientos porque se trataban temas generales.</i>	
6	<i>Ya que nos expresábamos en voz alta, nuestro nivel de comprensión aumentó significativamente.</i>	
7	<i>Las clases se imparten de una manera que permite que todos participen en clase.</i>	
8	<i>Pude recordar muchas palabras gracias al aprendizaje grupal y a las clases activas, donde hablaba con la persona que tenía al lado en clase.</i>	No tengo comentarios.
9	Se usaron ilustraciones, por lo que las anotaciones en la pizarra y los impresos eran muy fáciles de ver.  <i>Además, siempre trabajábamos en parejas, lo que me ayudó a concentrarme más y aprender mientras entendía.</i>	
10		El contenido es demasiado difícil. El alcance de las preguntas del examen es demasiado amplio. Los cuestionarios se realizan cada vez de forma diferente, por lo que no estoy seguro qué estudiar.  <b>El nivel de dificultad auditiva es claramente demasiado difícil.</b> No creo que esta clase esté dirigida a principiantes. Todo lo anterior son para las clases de los días x.
11	<i>Debido a que teníamos que hacer más matemáticas y escribir más, era relativamente más fácil de recordar y concentrarnos que en otras clases.</i>	No tengo comentarios.
12		<b>El libro de texto es difícil de entender.</b>
13	Se presentaban ppt con buenos resúmenes.	<b>El libro de texto fue difícil para aprender por primera vez.</b>
14	Me gustó que el profesor fuera simpático.	<b>El libro de texto es un poco difícil de entender. La explicación de la gramática en el libro de texto no es exhaustiva.</b> Me gustaría que hubiera más explicaciones en japonés.
15	<b>¡El libro de texto es demasiado difícil!</b> Por ejemplo, una persona que está comenzando a aprender español tiene que realizar una conversación de inmediato.	Realmente era difícil de entender.
16		<b>A veces es difícil de entender el texto. La explicación de la gramática no es suficiente para los estudiantes japoneses.</b>
17	<i>Había muchos ejercicios prácticos y eran fáciles de entender.</i>	
18	La explicación fue buena, <i>se pudo practicar conversación</i> , había cuestionarios, se presentaron aspectos culturales y se investigó mediante tareas.	No tengo comentarios.
19	Las clases del profesor/a XXX tenían objetivos claros y eran muy fáciles de entender. Las tareas también eran ideales para repasar lo aprendido en clase. Por otro lado, me pareció que era difícil entender lo que decía el profesor/a YYY durante la clase, y que resultaba muy confuso. Además, a menudo escribía de manera desordenada en la pizarra, lo que no daba la sensación de querer que los estudiantes entendieran.	<b>El libro de texto es difícil de entender y caro.</b> Quisiera que se mejorara, ya que las clases se desarrollan en función de eso
20	No me enseñaron qué significaba la gramática que aprendí en clase ni cómo usarla, por lo que era muy difícil de entender.	<b>El libro de texto es difícil de entender.</b>

# Assessing a Hard-CLIL Course Through Student Presentations

Kevin Thomas

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## Abstract

Following previous research by the author (Thomas, 2023), in which a hard-CLIL approach to a Lecture and Discussion course was chosen. This paper concerns how assessment can be done during such courses. When using hard-CLIL, there has been debate over whether language should be considered in assessment. There is consensus that it should, but there are no guidelines on how much it should contribute to final grades. The course was institutionally required to include a final summative assessment. A 20-minute spoken presentation was decided on as the medium of this assessment. The presentation was assessed using a content (80%) language (20%) breakdown. A rubric was created as a measurement tool and was given to students to help them prepare for the assessment. Following the assessment, students were interviewed about the speaking assessment in terms of its relevance to their learning goals, the choice of presentation as assessment medium, and its perceived fairness in measuring student performance. Students were approving of the assessment method in all respects. The paper concludes with the suggestion that assessment criteria may need to be changed if teaching students with a different context. It is also recommended that further research can be done into how formative assessment throughout the course could aid students in their final speaking assessment.

**Keywords:** *CLIL, Assessment, Rubric, Presentations*

## Introduction

The author was assigned a Lecture and Discussion course at Rikkyo University. The course consisted of two 100-minute classes, conducted over 14 weeks. The course was repeated three times, over three years. British music and social change were chosen as the theme for the course and it was decided that a Content and Language Integrated Learning (CLIL) approach be taken. Sato (2023) suggests “the CLIL approach considers language as a vehicle for understanding and expressing content and does not restrict the object of interest to either L2 proficiency or content knowledge” (p. 353). In other words, language is taught in CLIL classes not for its own sake, but to enable learners to understand and express content knowledge. CLIL

has been argued to not be a defined pedagogy, but an approach that allows course designers to adjust the balance between content and language according to student's language levels and needs (Coyle et al., 2010). An approach focused more on content, can be defined as "hard" CLIL, while an approach focused more on language is defined as "soft" CLIL (Ohmori, 2014).

The author chose a hard CLIL approach and designed the course with reference to CLIL's theoretical underpinnings, The 4Cs and The Language Triptych. The course was assessed through a presentation in which students were graded completely on their knowledge and explanation of content. This was decided as students had taken numerous language-based courses at Rikkyo University, and was thought to be motivating. During the first two years of the course, research was done into students' perspectives on the "hard" approach to CLIL and how it related to their reasons for taking the course. The research concluded by suggesting the approach to course design was justified, but further research needed to be done into how such hard-CLIL courses should be assessed (Thomas, 2023). It was decided that the findings of this research should inform the assessment of the 3<sup>rd</sup> cohort of students.

It has been claimed "Assessment is one the most controversial areas in CLIL mainly due to the lack of guidelines, the treatment of language aspects, and the difficulty of finding assessment tools" (Otto, 2017, p. 1). Therefore, it was decided that student perspectives on the assessment tool should be sought post-assessment to ascertain whether the assessment was deemed fair and cohesive with their learning goals.

## CLIL and Assessment

It has been argued that the uniqueness of CLIL courses is their focus on content delivery and it has been debated whether language ability should contribute to students' grades (Morton, 2019). However, it has been contended that if language is not assessed, learners will not be motivated to improve their language which may lead to students being unable to comprehensibly communicate content (Aguilar & Rodríguez, 2012). Morton (2019) warns against putting too much weight on language competence warning "we may be unfairly penalising those students who understand the content very well but have numerous 'surface' errors in their writing or speaking" (p. 13). There is general agreement that as in course design, both language and content need to be present in CLIL assessment, and that these elements can be assessed separately or through integrated assessment (Kavanagh, 2019).

Assessment can be divided into formative and summative. Formative assessment is done throughout a course at regular intervals and is used to help learners recognise and improve weaknesses in language ability and content knowledge (Otto, 2017). Summative assessment is done at the end of the course for assigning grades. Content and language can be assessed separately for formative assessment but should both be present in summative assessment reflecting the design of the course (Sato, 2023). Integrated summative assessment methods include written essays and class presentations.

It has been suggested than summative assessment can provide formative help for students if assessment criteria is given to students in advance (Ulker, 2017). Yamamoto and Nitta (2021) suggest one way of doing this is giving detailed rubrics to students, they argue rubrics “make it easier for students to set clear goals and objectives and support student self-evaluation” (p. 131). Rubrics can contain determiners of language ability and content related higher-order thinking skills which students should display to obtain a certain grade.

## **Assessment Design**

Assessment criteria for the lecture and discussion course was set by the university with a breakdown between, active participation (30%), classwork and homework (40%) and final assessment (30%). The final assessment component is discussed in this paper. A hard-CLIL approach was taken to the class which was positively evaluated by the first two cohorts of students. Approval was based on student’s reasons for taking the course and their learning needs (Thomas, 2023). The final completely content-based assessment was conducted at the end of the course and students were not given post-assessment feedback on how to improve performance. It could therefore be considered to be summative assessment which is mainly used to assess content (Morton, 2019). Performance tasks such as presentations have been seen as suitable for summative assessment (Otto, 2017), providing a more “real-world” task (Morton, 2019, p. 15) in line with CLIL’s goal of providing an authentic learning experience. Presentations were used for the first 2 cohorts of students; therefore a new assessment method did not need to be created for the 3<sup>rd</sup> cohort. However, a measurement tool for the speaking assessment needed to be made including both language and content elements widely believed to be necessary for effective and fair CLIL assessment (Kavanagh, 2021).

The speaking assessment for the course consisted of students giving a 20-minute presentation on a course-related theme. Students had all taken a presentation course in the past, so had learnt language and skills necessary for such an assessment. The content of the presentation could involve detailing the history of a band, describing a musical movement, a trend in music or an exploration of how music has been used in an attempt to achieve social change. These themes were explored in the lecture portions of the course. Students were required in their presentations to include discussion of an appropriate topic, display evidence of research and depth of content comprehension, and create slides including examples of the music under discussion. The final grade would be based on language ability (20%) and content knowledge and explanation of content knowledge (80%), reflecting the language and content balance of the course.

A rubric was created, rubrics “divide the learning objectives into different sub-categories (...) and also specify different levels of performance (...) Each level needs to have a descriptor which clearly describes what performance at that level looks like” (Morton, 2019, p. 17). Rubrics can be newly created or adapted from existing ones, for example Yamamoto and Nitta

(2021) adapted CEFR descriptors when designing CLIL courses. The author chose to adapt the IELTS test speaking rubric due to his familiarity with the rubric and growing awareness of the rubric in Japan. There has been a government initiative to encourage taking of the test (Golder et al., 2012) and the test is increasingly being used as a university entrance exam (Iwashita et al., 2021). The rubric was given to the class four weeks before they were assessed.

**Figure 1**  
*Speaking Assessment Rubric*

	Language		Content			
	Grammar (10%)	Pronunciation (10%)	Topic Appropriacy (20%)	Evidence of Research (20%)	Depth of Understanding (20%)	Materials and Slides (20%)
S	Grammar mistakes cause no difficulty of understanding	Pron issues cause no difficulty of understanding	Topic is fully appropriate to the course. A music movement is discussed in a clear social context	Evidence of significant research shown. Wide range of appropriate terminology skilfully used	Presenter displays deep understanding of topic	Slides very informative. Materials help illustrate both music topic and social context
A	Grammar mistakes very occasionally make the presentation difficult to understand	Pron issues very occasionally make the presentation difficult to understand	The topic is appropriate although musical or social aspect may be less developed	Topic is appropriately researched. Use of terminology allows full understanding of issues discussed.	Presenter shows significant understanding of topic	Slides very informative. Materials help illustrate music topic or social context
B	Grammar mistakes sometimes make the presentation difficult to understand	Pron issues sometimes make the presentation difficult to understand	Topic is appropriate, although social or musical aspect may be superficial	Research from variety of sources shown. Topic related terminology used to give general understanding of topic	Presenter shows reasonable understanding of topic.	Slides informative. Materials clearly related to topic and help illustrate music topic or social context
C	Grammar mistakes often make the presentation difficult to understand	Pron issues often make the presentation difficult to understand	Topic is somewhat related to the course.	Some research shown. Some topic specific terminology used	Presenter shows some understanding of topic	Slides provide some information. Materials loosely related to topic.
D	Grammar mistakes make the presentation very difficult to understand	Pron issues make the presentation very difficult to understand	Topic is unrelated to the course	Little evidence of research shown. Terminology unable to convey meaning of the topic	Presenter shows little or no understanding of topic	No or very limited materials and slides

## **Research Questions and Methodology**

It was deemed that research should be done into students' perspectives on the hard-CLIL inspired approach to course design and the perceived helpfulness of the rubric. Research results would be used to inform the designing of future courses. The research was conducted to ascertain, 1. If the balance of the speaking assessment reflected students' reasons for taking the course. 2. If a presentation is deemed to be a fair speaking assessment tool to measure course performance 3. If the breakdown between content and language detailed in the rubric was a fair assessment of course performance.

The qualitative approach of a group interview was used as they allow students to explain why they have certain perceptions and to react to other students. The three students in the class were interviewed for 20-minutes during the course reflection part of the final lesson. Ethical approval was provided according to institutional procedures.

## **Results and Discussion**

The students interviewed will be referred to as students 1, 2 and 3. When asked about their reasons for taking the course, student 1 said "I'm really interested about British rock music (...) also, I want to improve language skills." They gave their preferred breakdown as "70% content and 40% language." Student 2 said "I wanted to continue to talk to others in English (...) Of course, I like music" while student 3 said "I am curious about the topics of the course. I wanted to improve listening and speaking." In summary, two students identified content as their main reason for taking the course but said they also had language learning motivations. One student expressed their reason for joining the course as mainly language acquisition-based but expressed an interest in content. These comments arguably justify integrating content and language in the speaking assessment as it reflects their goals for taking the course.

Concerning whether a presentation was seen as a fair method of assessing course performance, student 2 said "Presentation is a really good way (...) we are trained how to explain music (...) our language skills improve." This was taken to mean that the student through explaining the content they had learned that they could improve language proficiency. Student 1 said "We can choose what [music related topic] we like. We can enjoy to prepare (...) it's really good for students." This student thought the presentation was a good assessment tool as it allowed them to focus on the content that interested them, reflecting their content-related reasons for taking the course. Student 3 said they agreed with what the others had said and added that the 20-minute duration of the test was "not too long and not too short, good way."

When questioned whether the breakdown of content and language detailed on the rubric was a fair assessment of course performance, student 2 said "I think the balance is the best, [the rubric] helped me prepare." Student 3 added "I think it is fair, it is the right thing to assess grammar skill [in addition to content] made me take care of grammar." Student 3's comment

illustrated the motivating effect of including language criteria in assessment. Student 1 said “I learned presentation and debate. We already know such a good balance. Some people want to improve English, so they want you to assess language skills” This was taken to mean students already had language skills from previous courses and didn’t think this should be the focus of assessment. However, language should be assessed as it motivates those who want to improve their language skills.

Overall, it seems the speaking assessment was related to students’ learning goals and therefore would make the course meaningful to students. The use of a presentation as a measurement tool of course performance was seen as fair, with students indicating that it gave them the chance to focus on content of interest while motivating them to use language well. The breakdown between content and language indicated in the rubric was also seen to be fair with students saying the inclusion of language assessment was motivating, and one student saying the rubric helped them prepare.

## Conclusion

This paper detailed choices made in the design of a summative speaking assessment for a class taking a hard-CLIL approach. Students showed satisfaction with the choices made around assessment. The approach while suitable to students in the class concerned may need to be adapted in different contexts. Lower-level students may need more language help and a soft-CLIL approach may be more suitable. If this were the case, the speaking assessment criteria may need to be more language-weighted to accurately measure what has been taught throughout the course. The students detailed in this paper were previously taught presentation skills, allowing them to combine what was taught with the previous language. If this were not the case, students may need to be taught presentation skills and assessment may need to be adjusted to motivate students to display these taught skills.

The final speaking assessment discussed in this paper accounted for 30% of student’s final grade. Further research needs to be done into how the remaining 70% could be effectively assessed. Formative feedback was given informally to aid language learning and content comprehension during class participation and on class and homework tasks. However, this could be done more formally, an investigation of formative assessment may contribute to improvement of the course.

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# 日本の高等教育機関における語用論的能力の指導の実態

三浦 愛香

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## 要 旨

国内に限らず、世界的にも外国語教育において語用論的能力の指導に重きが置かれておらず、信頼性の高い語用論的能力の評価方法の確立、学習者の習熟度に応じた体系的なカリキュラムおよび教材の開発の必要性が指摘されている (Roever, 2022)。こうした現状を背景に、筆者は、日本の高等教育機関（大学・短期大学・高等専門学校）の英語教師を対象にして、英語の授業における語用論的能力の指導に関する意識調査を2022年度行った。118名の教師から回答を得た結果、語用論の専門用語や理論は、英語教師にとってあまりなじみがない傾向であるにも関わらず、語用論的能力の指導に関心があると答えた回答者数は全体の80%を超えていた。しかし、実際に指導の実践や経験がある教師は半数にとどまり、教室内活動の実現の難しさが浮き彫りとなった。また、語用論の知識をある程度有する教師が、語用論的能力の重要性を認識し、授業運営上の制約があるなか独自に開発した教材を用いて語用論的指導を実施している実態が確認できた。本調査を通して、日本の高等教育機関の英語教育にて体系的なカリキュラムの構築と導入を先んじるというよりは、まずは、語用論的能力の指導の有用性や実現の可能性について教師らが課題を共有する場が必要であることが示唆された。

キーワード：語用論的能力、語用指導の実態、高等教育機関における英語教育、アンケート調査

## 調査の目的とその背景

語用論的能力は、語用言語的能力と社会語用論的能力で構成される (Leech, 1983, 2014; Roever, 2022)。語用言語的能力は、例えば、Can you...?などの助動詞を使った質問文やI am wondering if...などの定型表現が依頼の発話で使用されるといった言語表現の知識やそれを産出できる能力を指す。社会語用論的能力は、前述の語用言語項目を状況や場面に応じて適切に使用できる能力を指す。つまり、語用論的能力を適切に運用することで、相手に敬意を払って丁寧に依頼したり、相手の発話を文字通りではなくその含意を汲んだりすることで、対話においてあらゆる衝突の可能性を回避し、社会的に円滑なコミュニケーションを実現できる。Roever (2022) は、語用論的

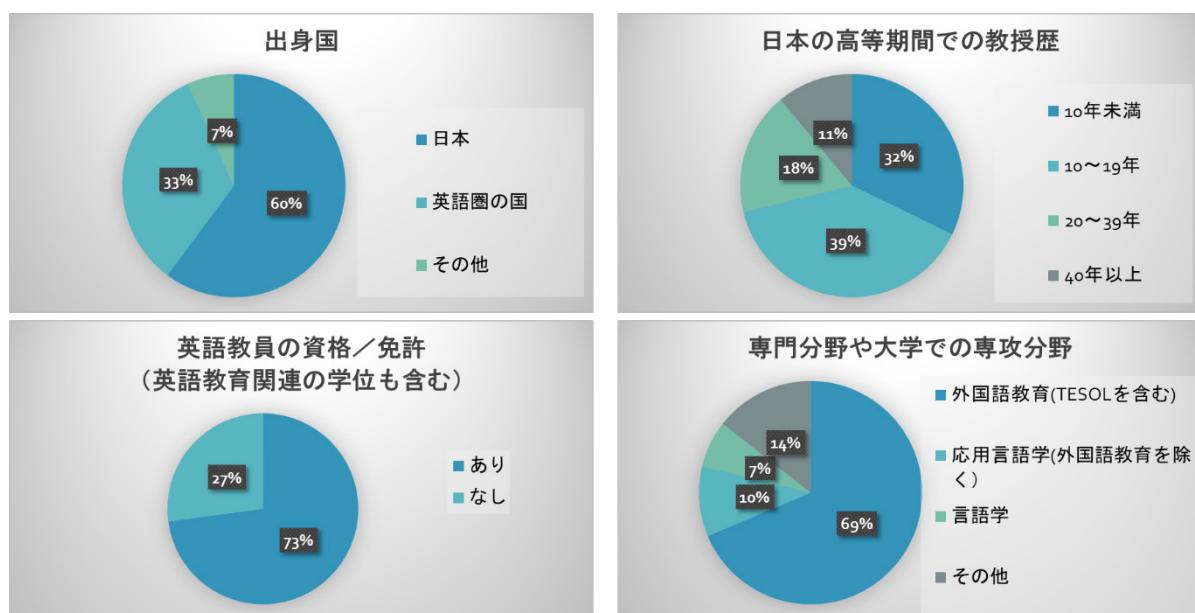
能力の効果的な指導や適正な評価方法、習熟度別に体系化したカリキュラムや教材の開発は、世界的にもいまだ発展途上であると指摘している。

筆者は、自らの英語教師としての経験だけでなく、日本の高等教育機関の英語教育においても、語用論的能力の指導が体系的に実施されていない現実について、日本国内の研究会を通じて他の研究者と共有する機会をこれまで多く得てきた。そして、2022年度に他大学の研究者らと共同で、日本の高等教育機関の英語教育に従事する教師を対象として、語用論的能力の指導の実態を探る調査を実施した。本研究報告では、その実態調査の結果と調査から得た知見を報告する。具体的には、118名に及ぶ回答者の背景情報や、語用論分野にどれだけ精通しているか、語用論的能力の指導についての意識やその導入の実態、具体的な実践例、そして導入における課題を掘り下げる。

## 調査の対象者

本調査は、日本の高等教育機関（大学・短期大学・高等専門学校）の英語教師を対象にし、2022年10月から11月にかけての3週間で実施した。実施方法は、Googleフォームを使用したオンラインによるアンケート形式で、質問事項は、日本語と英語の両言語で記述し、いずれかの言語で回答できるようにした。なお、有効回答数は118名であった（国外の教育機関に勤務していると思われる回答者1名を除いている）。図1にあるように、出身国や教授歴については、比較的ばらつきがあると言える。また、英語教員の資格や免許・学位を持っているおよび外国語教育を研究分野の専門としている回答した者は、全体の70%前後を占めていた。

図1 回答者118名の背景情報とその内訳



## 回答者による語用論分野の専門用語に関する知識の度合い

本調査は、日本の高等教育機関の英語教育において、語用論的能力の向上を意識した指導がなされているかの実態を探ることを目的としている。質問フォームの前半では、語用論の用語についてどの程度精通しているかについての項目を設けた。回答者には、Pragmatic competence (語用論的能力)、Pragmalinguistic competence (語用言語的能力)、Sociopragmatic competence (社会語用論的能力)、Interactional competence (相互行為能力)、Speech acts (発話行為)、Face-threatening acts (フェイス侵害行為)、Conversational implicatures (会話の含意)、Routine formulae (定型表現)、Politeness (ポライトネス)、Turn-taking (順番交替) の10項目に及ぶ専門用語を英語で提示し、知識の度合いを以下のリカート尺度に基づいて回答してもらった。

1. 聞いたことがない。I've never heard of the term.
2. 単語を聞いたことがあるが、説明はできない。I've heard of the term, but I cannot explain it.
3. 単語を聞いたことがあるが、適切に説明ができるか自信がない。I've heard of the term, but I am not sure I can appropriately explain it.
4. ある程度説明ができるくらいに知っている。I can explain the term briefly but not academically.
5. 専門的にも説明ができるほど非常によく知っている。I can explain the term academically.

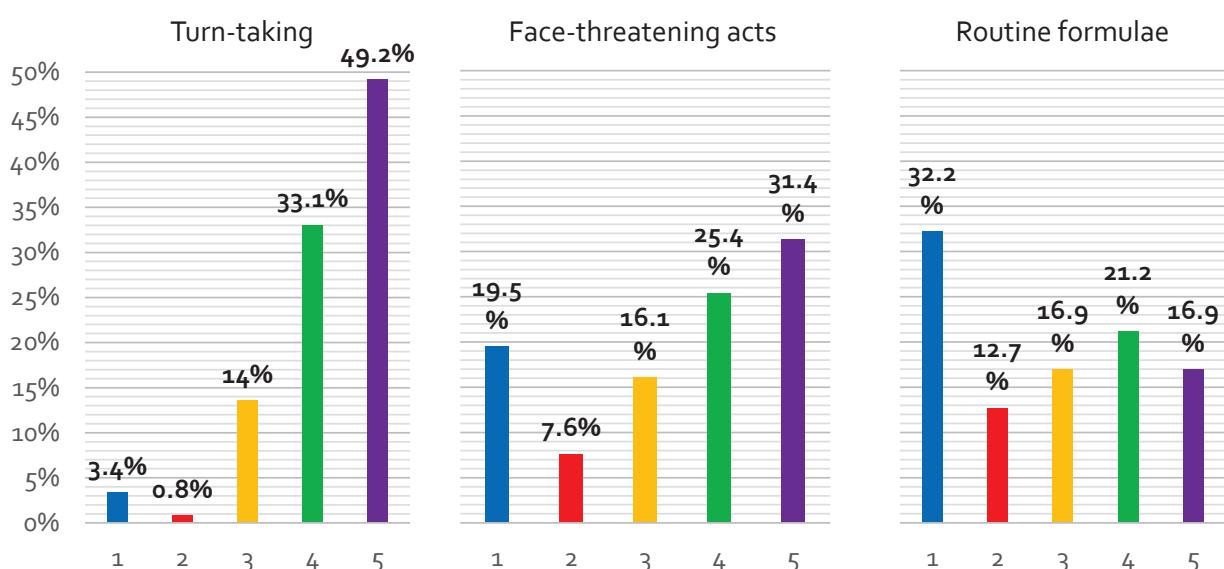
本調査で提示した用語は、いずれも語用論では基本的なターミノロジーであり、外国語教育における語用論的能力の指導（以下語用指導）や習得を扱う第二言語語用論の分野でも欠かせないものである。語用論分野の専門用語の知識を問う当該質問の作成にあたっては、Roever (2022) による外国語教育における語用指導や評価の実務書を参照して、語用論的能力を構成する重要要素として扱われた項目を任意に選別した。なお、Taguchi (2019) の第二言語語用論のハンドブックにおいてもこれらの項目の多くは独立して章立てされ、その習得と指導について詳細にレビューされている。

表1は全回答者が選んだリカート尺度の平均値を基に、各語を上位から順に並べ、語用論分野の専門用語に関する知識の度合いを表したものである。また、図2は、回答者による知識の度合いが最も高いTurn-taking、中程度のFace-threatening acts、最下位のRoutine formulaeの3項目において、回答者が選んだ尺度の分布とその比率を示している。

表1 回答者による語用論分野の専門用語に関する知識の度合い

順位	用語	知識の度合いの平均値
1	Turn-taking	4.24
2	Politeness	4.10
3	Speech acts	3.92
4	Pragmatic competence	3.67
5	Interactional competence	3.47
6	Face-threatening acts	3.42
7	Sociopragmatic competence	3.11
8	Conversational implicature	3.03
9	Pragmalinguisitc competence	2.89
10	Routine formulae	2.78

図2 Turn-taking、Face-threatening acts および Routine formulae の回答尺度の分布とその比率



調査の結果、「ある程度説明できるくらい知っている」という4以上の尺度の平均値を獲得した項目は、Turn-taking と Politeness のみで、これらは、語用論の分野で使用されるだけでなく、一般的に広く認知されている概念と考えられる。一方、5位以下の6項目は、平均値が3.5に満たない。図2にあるように、平均値の順位が6位である Face-threatening acts は、「専門的にも説明ができるほど非常によく知っている」回答者は31.4%にとどまり、「聞いたことがない」回答者は19.5%に及んだ。さらに、Routine formulae については、32.2%が「聞いたことがない」と回答した。

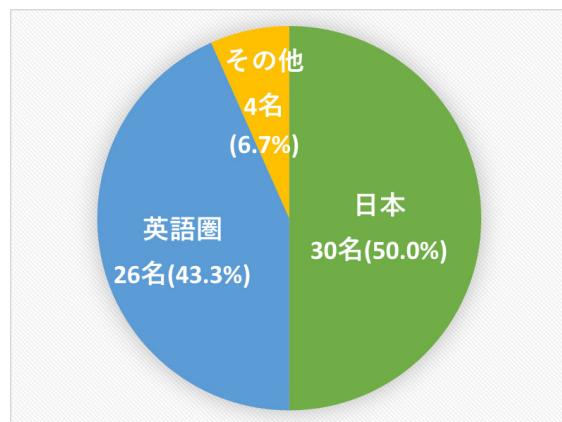
前述のように、第二言語語用論に关心のある教師や研究者にとって、これらの用

語は、語用指導、習得研究、評価において欠かせない概念であるが、日本の高等教育機関で英語教育に携わる教師による認知度や理解度は低い傾向にあることが判明した。外国語教育における語用指導に関するカリキュラムや教材、評価方法の確立がいまだ発展途上である状況は世界的な傾向でもあり (Roever, 2022)、国内に限定した本結果においてもその実態の一端を示しているとも言えよう。

### 回答者の語用指導についての意識とその実践

本節では、回答者の語用指導に関する意識とその実践について解説する。全回答者118名のうち、「語用論的スキルの向上を意識した指導をしているか、またはしたことがあるか」という問い合わせに対して、60名 (50.8%) が「ある」と答え、58名 (49.2%) が「ない」と答えている。前節の語用論分野の専門用語の知識の度合いに関しては、全般的にそれほど高いとは言えない結果となったが、指導経験があると答えた回答者は半数以上に及ぶ。さらに、図3は、指導経験があると回答した60名の出身国を示している。日本人の教師も、英語圏およびその他の国の出身者も、いずれも30名となつた。本調査の全回答者118名のうち71名が日本出身であり、47名が英語圏およびその他の国の出身である。よって、海外出身者の教師の約6割が語用指導の経験があると回答しており、日本人の教師の割合より高い結果となった。

図3 語用指導の経験ありと回答した60名の背景情報とその内訳



さらに、前述の質問に加えて、表2に示した各質問項目について後述のリカート尺度（英語のみで提示）で該当するものを選んでもらい、語用指導に関する意識についても調査した。表3は、以下の語用指導に関する質問項目（日英併記で提示）の回答数の分布とその割合を示している。

1. Absolutely no!
2. No!
3. Neither Yes nor No.
4. Yes.

## 5. Absolutely yes!

表2 語用指導に関する質問項目

質問のテーマ	質問事項
実施状況	語用論的スキルの指導を自分の授業によく取り入れている。I often incorporate language activities with the purpose of teaching pragmatic skills.
関心	語用論的スキルの指導について関心がある。I am interested in teaching pragmatic skills.
知識	語用論的スキルの指導について良く知っている。I am knowledgeable in teaching pragmatic skills.
偶発的学習	語用論的スキルは他の授業活動を通して自然に身につくことができると思う。Pragmatic skills can be acquired incidentally through other language activities.
意思	自分の授業に、語用論的スキルの向上を目指す内容を取り入れたい。I want to include language activities that facilitate students' pragmatic skills.
実施の容易さ	自分の授業に、語用論的スキルの向上を目指す内容を容易に取り入れることができる。It is easy to implement instruction that improves students' pragmatic skills.

表3 語用指導に関する質問項目に関する回答数とその分布

質問のテーマ	尺度1	尺度2	尺度3	尺度4	尺度5
実施状況	14 (11.9%)	29 (24.6%)	34 (28.8%)	36 (30.5%)	5 (4.2%)
関心	0 (0%)	5 (4.2%)	15 (12.7%)	56 (47.5%)	42 (35.6%)
知識	5 (4.2%)	27 (22.9%)	39 (33.1%)	37 (31.4%)	10 (8.5%)
偶発的学習	6 (5.1%)	30 (25.4%)	44 (37.3%)	29 (24.6%)	9 (7.6%)
意思	2 (1.7%)	7 (5.9%)	20 (16.9%)	58 (49.2%)	31 (26.3%)
実施の容易さ	1 (0.8%)	20 (16.9%)	65 (55.1%)	24 (20.3%)	8 (6.8%)

表3にあるように、語用指導の「実施状況」の質問において、「語用論的スキルの指導を自分の授業に良く取り入れている」(尺度4および5) の回答者数は41名で、全体の34.7%を占める。「どちらでもない」(尺度3) の回答者数は34名、「取り入れていな

い」(尺度1および2)の回答者数は43名であった。

そして、「関心」(語用指導に关心があるか)、「知識」(語用指導の知識があるか)、「偶発的学習」(語用論的能力は自然に身につくか)、「意思」(語用指導を取り入れる意思はあるか)、そして「実施の容易さ」(語用指導を容易に取り入れることができるか)」の変数が、語用指導の「実施状況」にどう影響があるかについて、重回帰分析を行ったところ、表4および表5の結果が得られた。

表4 相関行列表

	実施 状況	関心	知識	偶発的 学習	意思	実施の 容易さ
実施状況	—	.45***	.66***	.24*	.54***	.60***
関心		—	.57***	.12	.68***	.36***
知識			—	.18	.54***	.41***
偶発的学習				—	.26*	.20
意思					—	.41***
実施の容易さ						—

注) \*  $p < .01$ , \*\*  $p < .001$ , \*\*\*  $p < .0001$

表5 語用指導の「実施状況」を目的変数とした重回帰分析の結果

	B (偏回帰係数)	SEB (標準誤差)	$\beta$ (標準偏回帰係数)
関心	-0.70	.12	-0.05
知識	.47	.08	.44***
偶発的学習	.06	.07	.06
意思	.21	.11	.18*
実施の容易さ	.47	.09	.35***

注)  $R^2 = .571$  \*  $p < .01$ , \*\*\*  $p < .0001$

すべての予測変数のVIFは10未満である。

表5の注に記した $R^2$  (自由度調整済み決定係数)によると、「関心」、「知識」、「偶発的学習」、「意思」および「実施の容易さ」の予測変数は、目的変数である「実施状況」の57.1%を説明する。上記の結果より、教師の語用指導をしたいという「意思」(標準偏回帰係数は .18)よりも、語用指導の「知識」(係数は .44)と「実施の容易さ」(係数は .35)の方が、語用指導の「実施状況」に有意に影響を与えていていると言える。一方で、回答者が語用指導に「関心」を持っているか(係数が -0.05)、そして語用論的能力が「偶発的学習」によって身につくと考えるかどうか(係数が .06)については、語用指

導の「実施状況」に影響を与えていないことが判明した。つまり、語用指導の知識をもった教師が、授業内容の自由度が高く導入が容易な環境に置かれれば、語用指導を実践していると考えられる。

### 語用指導の実践例

前述のように、語用論的スキルの向上を意識した指導の実践や経験の有無についての質問で、60名(51%)が「ある」と答えている。本調査では、指導経験のあると答えた60名の回答者に、具体的にどんな指導をしたのか自由記述で回答してもらった。

語用指導のアプローチは、主に明示的指導と暗示的指導に分けられる(Roever, 2022)。Culpeper et al. (2018)によると、メタ語用論的な情報を直接的に教えた後、練習および産出を行う明示的な指導は、暗示的指導より効果が高い。一方、暗示的な指導も、習得対象となる言語形式に対する気づきを促して、学習者が語用論的ルールを帰納的に捉える認知処理レベルに達することができれば、有効なアプローチとなる。

60名の回答者による語用指導の自由記述を一つ一つ読み、明示的指導群、暗示的指導群、いずれにも特定できないその他の3つに分類した。結果、明示的指導群は13名、暗示的指導群は9名、その他の群は38名であった。本節では、明示的指導群および暗示的指導群の回答者による実践例を以下に紹介する。

表6は、メタ語用論的知識を明示的に指導する実践例を示している。本群では、発話行為を含む相互行為能力、ポライトネス、語用言語的能力、非言語コミュニケーション、そして異文化コミュニケーションなど多様なスキルを扱っている。一方、気づきを促す暗示的指導群の実践(表7を参照)は、発話行為に限定されている。なお、表6および表7では、回答として得られた実践例は記述言語の原文で示し、(メタ)語用論的知識に該当するものを下線にて、指導や活動についてはゴシック体で表す。

表6 明示的指導群の実践例

スキル	実践内容
相互行為能力 (発話行為を含む)	<ul style="list-style-type: none"> <li>Formulaic expressions を指導し、リスニングで使用場面を確認し、その後の対話で使ってみるように推奨する。振り返りとして、使えたかどうかを学生が自己省察する。</li> <li>良い例と悪い例のビデオを見せて違いを明示をしたり、いくつかの場面設定をした上で、より適切なシーケンスやルーティンの言い回しを教えた。</li> <li>英会話やSpeech原稿作成の際に、シチュエーションに合った表現を指導するよう心掛けている。また英会話では、相手の発話に対する反応のためのフレーズであったりを教えている。</li> <li>発話行為やlistenershipなど語用論的局面について明示的に指導し、語用論的（メタ）意識や産出能力の向上に努めている。</li> <li>会話の授業では、ポライトネスという言葉は使わないが、スマート・トーク、語彙的あいづち、相手に興味を示す質問、謝罪、感謝、苦情、断り、丁寧度の異なる表現などの練習を重視している。</li> <li>Scaffolding appropriate uses of language and skills, turn-taking activities, pair/group activities where all members contribute to the success of a task</li> </ul>
ポライトネス	<ul style="list-style-type: none"> <li>I've taught formality in email and academic writing, do's and don'ts for business trips, consequences if a student says certain words or makes certain gestures in certain countries</li> <li>ポライトネス（丁寧さ）における日英語の差異について、自身が実際に海外研究者とやり取りしたメールを用いながら説明した。</li> </ul>
語用言語的能力	<ul style="list-style-type: none"> <li>文法指導と統合させながら pragmalinguistic aspectsについて指導。</li> <li>文や単語、発話の意味は、文脈を考慮に入れないと把握できないと強調して説明する。</li> </ul>
非言語コミュニケーション	<ul style="list-style-type: none"> <li>Nonverbal Communication - how gestures and body language may communicate different things depending on the cultural context.</li> </ul>
異文化コミュニケーション	<ul style="list-style-type: none"> <li>Meta-discussions about inter-cultural communications style and cultural differences. In some classes, using a framework for the discussion that includes culture themes, hidden aspects of Japanese culture and Erin Meyer's Culture Map. I've also found that it is extremely important to model how culture differences affect communication style and perceptions by talking about my own experiences learning Japanese. Students need to know that the challenges they face are not unique to them being Japanese and everybody needs to address these tertiary issues when learning a language to achieve pragmatic competence.</li> </ul>

表7 暗示的指導群の実践例

スキル	実践例
	<ul style="list-style-type: none"> <li>・依頼表現など、状況別に英語のネイティブスピーカーと学生の答えを比較して違いを話し合うなどの機会を設けている。</li> <li>・依頼に対して、相手のフェイスを傷つけずに断るための方法についてブレインストームしてもらっています。</li> <li>・洋画を用いて英語のスピーチアクトがどのように達成されているか、学生と談話分析を行なった。日本語との比較をすることもある。</li> <li>・コンテクストを示し、そのやりとりや発話が実際には何を表現しているか、を考えさせるアクティビティーをする。例えばA: Mom, phone! B: I'm in the tub! を Mom, you've got a phone call. B. I can't answer now I'm taking a bath. のように具体的にわかる英語に書き換えさせる。同様に日本語の中で「スマセン」が具体的に何を表しているのか、書き換えさせる。</li> </ul>
発話行為	<ul style="list-style-type: none"> <li>・同じ表現でもシチュエーションによって意味や意図が変わってしまうケースを考えたり、何かを依頼するメールを書く際、相手に失礼がないような表現を考えたりするように工夫した。</li> <li>・Speech act instruction. Noticing activities from authentic Pro script materials. Promote ethnographic approach to language use on social media.</li> <li>・... in a class based around movies, I found movie clips featuring the speech act of requesting at various levels of politeness. The tasks I designed aimed to get the learners to reflect on the relationship between speakers in the clips and why they made the language choices they did particular (e.g. social distance, power, etc). Then they watched some clips without the sound and created a dialogue with the request language that they thought was appropriate for the scene.</li> </ul>

上記の実践例をまとめると、該当する回答者の多くは、語用指導の知識や経験が豊富であるとみられ、語用論の専門用語も多く使用されており、指導に特化したスキルも、発話行為、ポライトネス、非言語を含めた相互行為能力や異文化コミュニケーション能力など多岐にわたる。また、明示的指導や暗示的指導に関わらず、产出や振り返りの活動を通して、対象スキルの習得を定着させることを念頭においた記述もある。そして、両指導群において共通して全体的に以下の印象が得られた。

- ・一般的な英語の授業（語用指導を主目的としたシラバスや教科書を使用しない）に取り入れている。
- ・指導の必要性を感じて、自分なりに工夫して教材作成を含めた準備・実践をしている。
- ・担当する授業の制約に応じて、扱うスキル、費やす時間、指導する方法なども異なる。

## 考察とまとめ

本調査で、「教員になる前や教員になってから、語用指導のトレーニングを受けたことがあるか?」という質問をしたところ、全回答者118名のうち、「ある」と答えた回答者は30名のみであった。なお、語用指導の実践や経験のある60名の回答者群においては、26名がトレーニングを受けた経験があると回答した。全体と比べて比率はやや上がるが、それでもその比率は50%に満たない。よって、指導を実践している教師は、個人で知識を身につけ、経験を積みながら、独自に教案を考案し、教材を自作して教えているのが現状であると考えられる。

なお、自由記述の回答の中に、教室内活動における語用指導の限界についての言及があった。日本の高等教育機関の英語の授業では、学習者の対話の相手となるクラスメートは、文化や社会規範を共有する日本人であることが多く、かつ社会的にもくだけた関係からなる友人とも考えられる。よって、語用言語的能力や社会語用的能力を駆使することが求められる目上の人への依頼や断りなど、社会的かつ文化的な文脈に応じた語用指導を目的としたロールプレイが、学習者にとっては必ずしも現実に即しているとは限らない。就職活動における面接場面など学生の将来に役立つような社会的な場面の設定が不可欠となる。また、特定のスキルの習得を到達目標に掲げる全学共通シラバスのもとに授業を展開する教育機関も多く、教師が担当する授業にて語用指導を取り入れる時間的余裕がない、シラバスに記載されていない要素を取り入れることが認められていないなど、授業運営における制限も大きな課題である。さらに、実際の社会で語用論的に適切に行動できるようになるには、長期間にわたる様々な活動の積み重ねが必須であり、日本の高等教育機関での限られた教室内活動での導入だけでは、習得の効果が低い。なお、発話が語用論的に適切かどうかという観点は、文脈や場面に左右されるだけでなく、同じ言語や文化の規範を共有する人々の間でさえ判断が異なり得ることも、語用論的能力に特化した指導や適正な評価の導入が難しくなっている要因となっているとも考えられる。

本調査では、「教員向けの語用指導についてのワークショップや研究会などがあれば参加したいか?」という質問に、全回答者の72.8%に及ぶ86名が「はい」と答えている。また表3にあるように、語用論的スキルは他の授業活動を通して自然に身に付くことができると答えた「偶発的学习」に肯定的な回答は、38名と全体の32.2%に及んだが、とはいっても、語用指導に「関心」や「意思」がある教師の割合は、全体の80%前後に及ぶ。表5の重回帰分析の結果では、教師の語用指導に対する「関心」や導入したいという「意思」の度合いは、実際の「実施状況」には関連がないと予測されている。本調査で明らかになったように、語用論の知識があり語用指導の必要性を認識し、制約のある教育環境下で指導を実施する教師の個人の努力に頼るのではなく、教師たちが指導の経験や課題点を共有する、意見交換をする、未経験の教員向けのワークショップを開催するなどの機会や場が必要とされていると言えよう。語用指導の体系的なカリキュラムや教案、教材の必要性を単に唱えるだけではなく、まずは、日本の高等教育機関において語用指導の有用性や実現の可能性についての議論が必要であ

ることが本調査より示唆された。

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- (1) 2022年度第5回JAAL in JACET（日本応用言語学会）学術交流集会（立命館大学大阪いばらきキャンパスにて実施）にて、JACET SLA研究会としてポスター発表を行う。（タイトル：L2 Pragmatics: Towards Better Educational Practices in EFL）（発表者：Aika Miura, Mutsumi Kawakami, Takako Inada, & Rika Aoki）
- (2) 2023年度大学英語教育学会（JACET）第62回国際大会（明治大学にて実施）にて、シンポジウム（円滑な会話のための英語運用能力の育成—語用に焦点を当てた指導の実践—）（大谷麻美・岩田祐子・三浦愛香・瀧澤典子・大須賀直子）の一部にて単独発表を行う。（タイトル：日本の高等教育機関の英語教員に対して行った語用指導の実態調査報告）

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# 第二言語の習得開始年齢が スピーキングの流暢さに与える影響

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## 要 旨

本研究では、第二言語の習得開始年齢がスピーキングの流暢さに与える影響を調べた。8歳以下で英語圏の国に住み英語を習得した日本人英語上級者12名と、12歳から外国語教育として日本で英語教育を受けた後に、16歳以上で英語圏の国に留学した日本人英語上級者12名の、自然発話におけるスピーキングの流暢さをいくつかの流暢さ測定項目を使用して比較した。その結果、多くの流暢さ研究で使用される発話速度による分析ではグループ間に差は見られなかったものの、MLR (Mean Length of Runs) による分析では、早期に言語を習得した方が後期に習得するよりもスピーキングにおける流暢さが高い事がわかった。これらの結果は、言語習得環境が異なる参加者の流暢さを調べた先行研究が示した、後期に言語習得する方が早期に習得するよりも流暢さが高かったという報告と異なる結果となった。また本研究は、発話速度とMLRの分析方法で結果が違った事に注目し、第二言語上級者の流暢さを調べる上でMLR測定の重要性を述べ、習得開始年齢が流暢さに与える影響を調べるには、発話速度とMLRの両方を使用する事が必要だと論じている。

キーワード：第二言語、習得開始年齢、流暢さ、AOA、MLR

## 序論

### 習得開始年齢と習得達成度の関係

第二言語習得研究において、習得開始年齢と習得達成度の関係を調べた研究は多い。その元になっているのは、言語習得にも臨界期が存在するのではないかという問い合わせである。もともと臨界期という概念は、発生学、動物発達学、生物学、発達心理学などで用いられてきた(鹿野, 2024)が、母語習得に関しても臨界期があると一般的に考えられている。Lenneberg (1967) は、後天性の小児失語症患者の母語の回復について調べた。2歳ごろまでの失語症では、いったん完全に言語が失われても再び言語習得が開始される様子が見られた。子供の失語症患者ではある程度の言語能力が残り、失われた部分も徐々に回復していった。しかし失語症になった年齢が12～13

歳を越えると、長期間かけても十分に回復しない様子が見られた。そこでLenneberg (1967) は、母語の臨界期がある可能性を示唆した。

母語を習得した後に行われる第二言語習得の臨界期についてもLenneberg (1967) は言及していて、思春期を過ぎたころから言語学習を妨げる要素が急速に発生するようだと述べている。そのころから母語のような自動的な言語習得は難しくなり、意識的に努力して学習する事によって第二言語を習得する必要があるのではないかと述べている。第二言語習得の臨界期に関してはいくつも実証研究が行われているものの、現在でも結論には至っていない(服部, 2021)。第二言語習得の臨界期に関する研究として有名なJohnson & Newport (1989) は、米国への移住者の第二言語における文法性判断テストを実施して、AOA (Age of Arrival) と習得達成度の関係を調べた。その結果、AOAと統語テストスコアとの相関は8~10歳が最も高く、それ以降下降して17歳以降は関係が予測不可能になったと報告している。またAOAが高い実験参加者の中にはネイティブライクなテストスコアが見いだされなかった事から、Johnson & Newport (1989) は、第二言語習得にも臨界期は存在し、それ以降も学習は可能ではあるが、不完全にしか言語を習得できない可能性を示唆した。

AOAと口語能力習得達成度との間には強い関係があると示唆されており(Saito, 2024)、早くから第二言語に晒されているほど、より母語話者に近い音韻的パフォーマンスを達成できると報告している研究が多い(例: Asher & García, 1969; Oyama, 1976; Flege et al., 1995)。第二言語習得開始年齢と口語能力の関係を調べた研究は音韻面の習得を調べたものが多いが、時間的側面を分析している研究もいくつかある。次の項では、第二言語における習得開始年齢とスピーチングの流暢さの関係に関連した研究を取りあげる。

### 習得開始年齢が第二言語におけるスピーチングの流暢さに与える影響

母語話者と第二言語話者の間で、口語における流暢さに違いがあるという事は報告されている。例えばMunro & Derwing (1995) は、音読タスクにおいて、第二言語話者の方が母語話者よりも有意に発話時間が長かった(発話速度が遅かった)と報告している。このように母語話者と第二言語話者の間で差があるならば、母語よりも後に習得される第二言語において、習得開始年齢が流暢さに影響を及ぼす可能性がある。子供は言語に触れる事で自然に言語を吸収し言語を暗示的に学習するが、大人は言語構造を意識的に学び理解する明示的な学習に頼る事が多い(DeKeyser, 2000)。子供時代に暗示的に学んだ第二言語知識と、ある程度大きくなつてから明示的に学んだ第二言語知識では、言語処理時のスピードに違いが出る可能性は十分に考えられる。

習得開始年齢が第二言語における口語の流暢さに与える影響に関する研究はいくつか存在する。Guion et al. (2000) は、文発話において、AOAが発話時間の長さに及ぼす影響を観察した。実験参加者は、カナダに滞在する、AOAが3歳から22歳までのイタリア語母語話者240人名(15年以上カナダに居住)と韓国語母語話者204名(8年以上カナダに居住)である。彼らはAOAに基づいて、2歳おきに10個のグループに分けられ、彼らの文発話時間の長さとAOAとの関係が調べられた。その結果、両

言語グループにおいて、AOAと文発話時間の長さには正の相関が見られた。つまり習得開始年齢が遅いほど文発話時間が長かった(発話速度が遅かった)。

習得開始年齢と口語の流暢さの関係を調べた研究では文発話などのコントロールされたタスクを使用する場合が多いが、Saito (2015) は、自然発話タスク(picture narrative)を使用して、カナダ在住の日本人英語話者(AOAが16歳以上)の流暢さ達成度を調べた。流暢さの度合いの判断には母語話者による評価が使われた。応用言語学を専攻する英語母語話者が数日間のトレーニングを受けた後、音声ソフトで発話の時間的側面を画面上で確認しながら発話速度を評価した。その結果、AOAが16歳以上の第二言語話者では、習得開始年齢が流暢さの達成度に与える影響は見られなかった。

第二言語のスピーキング力研究で広く使用される流暢さ測定項目を使用して、習得開始年齢が流暢さに与える影響を調べた研究もある。Mora (2006) は自然発話タスク(picture narrative)を使用して、60名のスペイン人英語学習者(外国語教育環境)の流暢さを調べた。参加者は習得開始年齢によって2つのグループに分けられた(8歳と11歳のグループ)。その結果、習得開始時期が遅い方が高い流暢さを持つ事が示され、Mora (2006) の結果は先行研究として挙げられているGuion et al. (2000) の結果と逆の結果となった。

以上、習得開始年齢が第二言語におけるスピーキングの流暢さに与える影響に関連した先行研究として、Guion et al. (2000)、Saito (2015)、Mora (2006) の3つを挙げたが、実験の条件がそれぞれ違い比較する事が難しい。Guion et al. (2000) と Saito (2015) では、異なるタスク(文発話と自然発話)における発話速度を分析している。そのためか結果も違っていて、Guion et al. (2000) の結果はAOAが16歳以上の第二言語話者も含めて習得開始年齢と発話速度には関係があると報告しているのに対し、Saito (2015) の結果はAOAが16歳以上の第二言語話者に関しては両者に関係がないとしている。またGuion et al. (2000) と Mora (2006) の違いに関しては、タスクの違い(文発話か自然発話か)に加えて、実験参加者の第二言語習得環境の違い(移住か自国での外国語学習か)がある。Mora (2006) における習得開始年齢とは、自國で外国語を学習し始めた年齢の事であって目標言語に晒され始めた年齢ではなく、参加者の流暢さは母語話者と比較するとかなり低かった事も記されている。Guion et al. (2000) と Mora (2006) の結果は逆の結果を示している事からも、移住によって第二言語に晒され始めた習得開始年齢(AOA)でグループを分けた研究と、自國で外国語を学習し始めた年齢でグループを分けた研究の実験結果を同列に並べて比較する事は難しいと考えられる。

本研究においては、習得開始年齢の定義を、学校での外国語学習の開始時期ではなく、第二言語が話される国でその言語に晒された時期(AOA)とする。本研究の目的は、第二言語における上級学習者のAOAがスピーキングの流暢さに与える影響を、自然発話タスクを使用して、いくつかの流暢さ測定項目を用いて調べる事である。

## 本論

8歳以下で親の転勤等で英語圏の国に住み第二言語環境で英語を習得した日本人英語上級者グループ12名（グループ名：Early）と、12歳から外国語教育として日本で英語教育を受けた後に、16歳以上で英語圏の国に留学して第二言語環境で英語を習得した日本人英語上級者グループ12名（グループ名：Late）の自然発話におけるスピーキングの流暢さを、流暢さ測定項目を用いて分析し比較した。

### 実験参加者

21歳から48歳までの日本人英語上級者24名（Earlyグループ：平均年齢28歳、Lateグループ：平均年齢32歳）が実験に参加した。EarlyグループはAOAが8歳以下で、英語圏の国で4年以上生活した事があるグループである。LateグループはAOA16歳以上の（12歳から日本の学校で英語を学び始めた後、16歳以降に英語圏の国に1～4年間の留学を経験した）グループである。彼らの英語習熟度は高く（TOEIC 900点以上、またはTOEFL iBT 100点以上、または実用英語技能検定（英検）1級以上）、また日本に住みながらも日常生活で英語を使っていた。彼らは英語のみで授業が行われる学部の大学生、大学院生か、または英語教員（英語のみで授業を行っている）であった。

### タスク

自然発話タスクを用いた。参加者は無声映画“Lion's Cage”から取り出した3分ほどのビデオクリップを見てストーリーを理解した後、すぐにビデオクリップから抜き出した10枚の写真を見ながら、シーンごとに出来事について話した。参加者には時間的制限は与えられず、ただ「自分にとって自然な速さで話してください」と伝えられた。

### 分析

Skehan (2003) が分類した3つの流暢さカテゴリー (speed fluency, breakdown fluency, repair fluency) の中で、先行研究のMora (2006) は、Speech Rate (SR) や Mean Length of Runs (MLR) を中心とする speed fluency 測定項目を最終的に流暢さの判断に用いている。またSRとMLRは、第二言語話者の流暢さ評価を最もよく予測できる尺度 (Kormos & Dénes, 2004) であり、多くの流暢さ研究で使用される測定項目である。本研究ではSpeech RateとMean Length of RunsにArticulation RateとPhonation Time Ratioを加え、4つのspeed fluency項目を用いて流暢さを分析した。本研究ではポーズを0.25秒と設定した。

#### Speech rate (SR)

1分間に産出される平均音節数（ポーズ時間を含む）

**Articulation rate (AR)**

1分間に産出される平均音節数（ポーズ時間も含まない）

**Mean length of runs (MLR)**

ポーズに挟まれる発話区間に産出される平均音節数

**Phonation time ratio (PTR)**

tokenの総時間における、話をしている時間が占める割合

**結果**

表1は、Early グループと Late グループの第二言語における流暢さの平均と標準偏差を示している。全ての流暢さ測定項目 (SR, AR, MLR, PTR)において、Early グループの方が Late グループよりも平均値が高かった。

表1 Early グループと Late グループの第二言語における流暢さ

流暢さ測定項目	Early グループ n = 12	Late グループ n = 12
Speech rate (SR) (音節数／分)	133.677 (23.094)	122.928 (17.982)
Articulation rate (AR) (音節数／分)	215.870 (21.417)	202.341 (24.967)
Mean length of runs (MLR) (音節数)	5.571 (0.612)	4.643 (0.810)
Phonation time ratio (PTR) (%)	66.026 (9.865)	64.433 (6.560)

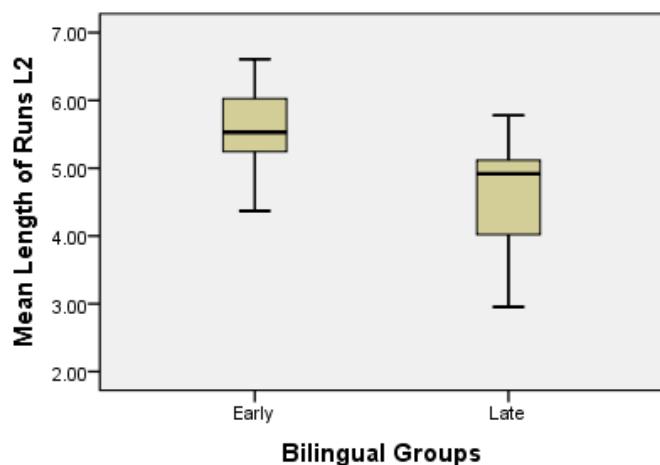
注) ( ) は標準偏差

次に、Early グループと Late グループを、t検定を使用して比較した。表2は、第二言語における流暢さの Early グループと Late グループ間の t 検定の結果を示している。結果は、MLRについてのみ、2つのグループ間に有意差があった(図1)。Early グループの第二言語における MLR は、Late グループよりも長い ( $t(22) = 0.004, p < 0.01, d = 1.292$ )。その他の第二言語の流暢さは、Early グループと Late グループの間に有意差はなかった。

表2 Early グループと Late グループの流暢さの差

流暢さ測定項目	<i>p</i>	<i>t</i>	<i>d</i>
Speech rate (SR)	.217	1.272	.52
Articulation rate (AR)	.168	1.425	.58
Mean length of runs (MLR)	.004	3.167	1.29
Phonation time ration (PTR)	.893	.137	.19

図1 MLR のグループ間の差 (Early vs. Late)



## 結論

本研究は、8歳以下で英語圏の国に住み英語を習得した日本人英語上級者12名（グループ名：Early）と、12歳から外国語教育として日本で英語教育を受けた後に、16歳以上で英語圏の国に留学して英語を習得した日本人英語上級者12名（グループ名：Late）の、自然発話におけるスピーチングの流暢さを比較した。

その結果、測定項目 Speech Rate, Articulation Rate, Phonation Time Ratioにおいては、Early グループの方が平均値は高いものの、グループ間に有意な差は見られなかった。一方、Mean Length of Runs による分析においては、Early グループの方が Late グループよりも流暢さが高かった。Speech Rate (SR) と Mean Length of Runs (MLR) はどちらも第二言語話者の流暢さ評価を最もよく予測できる尺度 (Kormos & Dénes, 2004) であるので、習得開始年齢が流暢さの達成度に影響するかしないかを本研究の結果から結論づける事はできないが、少なくとも、習得開始年齢が遅い方が流暢さが高いとする Mora (2006) とは異なる結果となった。この事から、移住や留学で第二言語学習を開始した年齢 (AOA) でグループを分けた研究と、自國で外国語学習を開始した年齢でグループを分けた研究では結果に違いが出る事がわかった。

本研究は4つの流暢さ測定項目を使用して分析したが、MLR以外の項目では習得

開始年齢の違いで流暢さに差が出ず、MLRだけに差が出ていたという事に関して、理由を考えたい。まず、MLRは流暢さ (fluency) を反映する指標であるとともに構文の複雑さ (complexity) の測定項目としても使用される事から他の項目との違いがある。つまり、MLRの数値が高いという事は、より複雑な構文が使用されている可能性を含む。しかし本研究の実験参加者は全員上級学習者である上に、大学または大学院で英語のみで授業を受けているか、または大学で英語のみで授業を行っている人たちである。調べたわけではないが、文法構造の複雑さが影響している事は考えにくい。次に考えられるのは、グループ間で定型表現の使用に違いがある可能性だ。母語話者は、定型表現やprefabricated patternsと呼ばれる、ある程度定型化された表現を多く使用する (Pawley & Syder, 1983)。母語話者と同様に、早期学習者ほど定型表現やprefabricated patternsを多く使用して、まとまったフレーズを产出できるのかもしれない。それで一気に产出する音節数が多いという事は考えられる。最後に、Towell et al. (1996) が、MLRの長さは上級学習者の第二言語における流暢さを説明する最も重要な変数であると述べている事を記しておく。上級学習者の流暢さ達成度を観察するには、言語処理速度を表す指標だけを見るのではなく、習得した言語知識がパフォーマンスとして現れる時の様相に違いが出るから、MLRを見るのが良いという事かもしれない。上級第二言語話者の自然発話における第二言語習得開始年齢が流暢さに与える影響を調べる際に、発話速度とMLRの両方を調べる事は重要であり、今後の更なる研究が必要である。

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## 白水社編集部編『「その他の外国文学」の翻訳者』 (2022年 白水社 227頁)

佐々木 正徳

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『「その他の外国文学」の翻訳者』(以下、本書とする)はwebマガジン「webふらんす」(<https://webfrance.hakusuisha.co.jp/>)で2020年12月～21年10月にかけて連載された『「その他の外国文学」の翻訳者』をもとに加筆修正および新たな原稿を加え刊行されたものである(本書228頁)。文中に特に言及はないものの、白水社編集部の担当者がインタビューしたものをまとめたような文体で、9名の「その他の外国文学」の翻訳者が紹介されている。複言語・複文化主義を念頭にカリキュラムを構築・運営している外国語教育研究センターの教職員にとっては、金言が散りばめられた好著である。

本書の一つ目の特長は、単純にマイナー言語およびマイナー言語文学の紹介や翻訳にまつわる苦労を紹介するに留まらない点である。例えば、ヘブライ語文学を翻訳する鴨志田聰子氏のもともとの専門はイディッシュ語であり、ユダヤ人の言語がヘブライ語だけではないことが示される。ポルトガル語翻訳者の木下眞穂氏はポルトガル文学でもブラジル文学でもなく、アンゴラ文学を翻訳することで、国名＝公用語ではないことが何を意味するのか、近代以降の世界史への関心を読者にもたらす。チベット語の星泉氏は、チベットの人々と数多く接し雑誌や映画イベントなど多様な翻訳経験を積むことで自身がラサを中心とする価値観にとらわれていたと語り、(日本から見て)マイナーな文化圏の内部にも中心と周辺がある(という本来は当然のこと)を読者に気付かせる。意図したものかどうかは不明であるが、マイナーというのはあくまで日本における感覚であること、そして仮にマイナーであったとしても、その中に更なるマイナーがあることを明らかにすることで、読者の価値観の相対化を図っているのである。

本書のもう一つの特長は、言語教育への知見が多数得られる点である。例えば、先述の星泉氏はチベットの牧畜文化のフィールドワークを行い、「糞」に対する訳語が非常に豊富なことなどを明らかにした。成果は『チベット牧畜文化事典』として刊行されている。言語を知ることはその言語が話される地域の文化や人々の思考様式(世界観)を理解することだとはよく言われるが、事典を読むとそのことがよく分かる。一方、タイ語の福富渉氏は、文学作品を訳出する際、読者の理解を促進しようとしてつける訳注がオリエンタリズムではないかと考え、意図的に減らしている。言語学習を通して当該地域の文化や社会について知ることは重要であるが、それが安易な特殊性の強調に留まるなら、つまり「あなたたちの文化はあなたのもの、私たちの文化は私たちのもの」という差異のみを強調するものとなるなら、それは排他性の表出に他ならず、異文化に接することのもう一つの意義である「共通点に気付くこと」が

蔑ろにされ「相互理解」が覚束ないものになってしまう。脚注に頼ることのない翻訳を通して作品そのものから感じられるメッセージを読者が受け取ることができれば、換言するなら作品自体の魅力が伝われば、それは言語と文化を超えた普遍性を認識する契機となる。チェコ語の阿部賢一氏は、チェコ語の後にフランス語も修得することで、日本・チェコ・フランスという三者比較の視点を手に入れた。文に潜む含意に気付き正確に訳出する上で、二言語間翻訳ではなく複数言語で訳出することは非常に有用な方法である。上記の福富氏のアイデア実現にも寄与すると思われるし、複数言語を学ぶ意義を示してもいる。そして、ある言語を修得することで別の言語の学習が容易になるという複数外国語学習者ならではの利点を体験をもとに話している。外国語教育においてはこの点をもっと強調すべきであろう。

丹羽京子氏は教材不足というやむをえない事情から、ベンガル語をベンガル語で学んだ。文学作品を読破し続けていくうち、ベンガル語の音の感じや表現の面白さ、物語の盛り上がるところに共感できるようになったという。金子奈美氏はバスク語の修得にあたり、バスク語話者とのメールのやりとりが役に立ったと考えている。書くときは文法に気をつけるし、返信をよく読むことでネイティブ表現が蓄積していくからである。先述の木下眞穂氏もポルトガルの友人と頻繁に手紙のやりとりをしたことが実力向上に繋がったと、インプットの重要性について語る。いずれも学習言語を教授言語とすることの利点であり、特に金子氏と木下氏は読み書きの実践が会話でも大いに役立ったと述べている。他にも多くの作者が語学の修得においてインプットとアウトプットの双方を同時進行で伸ばしていくことが重要であることを示唆しており、その方法などは、語学教育を担う立場として大いに参考になる。

本書の更なる特長は、後進へ複数のロールモデルを示したという点である。翻訳家を夢見る学生が一定数存在するのと同時に、外国語を学んで何の役に立つかと疑問をもっている学生たちも今昔問わず存在している。本書を通読すれば、そのどちらの層も外国語学習に対する肯定的なメッセージを受け取ることができるであろう。例えば、チェコ語翻訳者の阿部賢一氏がフランス語の修得を目指したのは、自身のアカデミックキャリアを考えてのことである。マヤ語翻訳者の吉田栄人氏はもともとスペイン語を専門として学んでいたところ、スペインではなくメキシコに留学したことでマヤ語に出会う。ノルウェー語翻訳者の青木順子氏のノルウェーとの出会いは誤植で安い金額が記載されていたノルウェーフィヨルドツアーパートに参加したことであった。吉田氏、青木氏ともに、外国滞在が思わぬ形で人生の幅を広げ、現在に至っている。翻訳家へのなり方は、特にマイナー言語の場合には特定のルートがあるわけではない。また、外国語学習に限ったことではないが「役に立つ」か否かは事後的にしか振り返ることはできない。本書は9名の多様な人生を示すことで、外国語学習肯定派・否定派両者の疑問への回答となっている。

現代の高等教育は専門性の高度化・複雑化とともに、教養教育の重要性が叫ばれる状況における。外国語教育は、もとより一部の学部学科を除けば、教養教育の場で多くの学生たちに知を提供してきた。マイナー言語を職業としている方たちの語りという専門性の極みともいえる本書が、むしろ教養としての外国語教育を提供する

上で大きなヒントとなっているという点は非常に興味深く、時代に即した教養としての外国語教育の可能性を示しているように感じられる。

# 外国語教育研究センター 外国語教育研究ジャーナル投稿規程

施行 2020年4月14日  
改正 2022年9月27日  
2023年3月13日

## (投稿資格)

- 第1条 執筆者は(共著の場合はファーストオーサーのみ)、原則として現職の外国語教育研究センター(以下、センター)所属教員とする。特別号、特集号などの場合はこの限りではない。
- 2 投稿論文はそのカテゴリーを問わず1教員につき1本までとする(共著による論文も1本と数える)。ただし、投稿論文数によっては、ジャーナル&リサーチ委員会(以下、委員会)による決定を経て掲載号・論文枚数等の調整を受ける場合がある。
- 3 投稿論文は過去に出版されておらず、他のジャーナルに現在投稿されているものではないこと。

## (使用言語)

- 第2条 原稿執筆にあたっては、センターに所属する教員が広く互いの研究及び知識の共有を活性化するにあたり、原則として日本語あるいは英語での執筆を基本とする。ドイツ語、フランス語、スペイン語、中国語、朝鮮語及びロシア語による原稿執筆も可。

## (執筆要項)

- 第3条 原稿の種類は、次のいずれかの区分に属するものとする。区分は執筆者が判断するが、委員会が確認し、必要に応じて、変更を促すこともある。
- (1) 研究論文  
当該分野で一定の結論を出し、その分野に貢献すべき内容が分析、議論されているもの。従って、執筆者は少なくとも、セクションとして導入と結論を明記し、先行研究を踏まえた当該論文の位置づけ、分析や議論(またはそれに代わるもの)にあたる記述を含めること。
- (2) 研究報告  
当該分野における研究の進捗状況を公表し、将来その分野において貢献すべき可能性のある研究経過をまとめたもの。
- (3) 書評  
書籍や文献を紹介しまとめたもの。
- 2 書式は以下の項目全てを厳守すること。英語で執筆する場合は、英語版の投稿規程及び別紙テンプレートに従って作成すること。英語以外の言語で執筆する場合は、

別紙テンプレートを参考にして作成すること。なお、原稿の書式が以下の項目に則していない場合は、執筆者に原稿を返却し、修正を求める場合がある。

(1) 原稿サイズ

A4版を使用し、上下各25mm、左右各25mmずつあける。

横書きでフォントは日本語(MS明朝)、英語は(Times New Roman)12ポイントを使用。その他の言語のフォントは同一論文内で齟齬のないよう当該言語における学術論文で一般的に使用されるフォントを選択し使用すること。行間は1行とし、本文は左揃えとすること。

(2) 字数

字数(語数)は以下のとおり言語毎に定める。全言語において、図表、参考資料、参考文献、注、付録など全てを字数(語数)に含める。なお、図表については、明瞭なものを当該個所へ貼りつける。貼り付けられない場合は、別ファイルを用意し、挿入個所を明示する。

	研究論文	研究報告	書評
日本語	20000字程度	6000字程度	2500字程度
英語	8000語程度	3000語程度	1000語程度
ドイツ語	60000字程度 (30ページ程度)	18000字程度 (9~10ページ程度)	7500字程度 (3~5ページ程度)
フランス語	8000語程度	3000語程度	1000語程度
スペイン語	8000語程度	3000語程度	1000語程度
中国語	13000字程度	4000字程度	1600字程度
朝鮮語	20000字程度	6000字程度	2500字程度
ロシア語	8000語程度	3000語程度	1000語程度

(3) 原稿タイトル

左寄せ、18ポイント、太字とする。フォントは上記書式に従う。執筆言語が英語の場合はタイトルケースとすること。

(4) 氏名

右寄せ、ゴシック体で12ポイントとする。タイトルとの間は1行あける。

(5) 要旨

全ての原稿に、要旨と3~5項目のキーワードをつけること。要旨は日本語500字程度または英語150~250語程度で執筆すること。書式は、左右15mmずつ全行インデントし、フォントはMS明朝、11ポイントを使用する。なお、要旨の言語は執筆言語に関わらず英語あるいは日本語とする。

(6) 註釈

本文への註釈は、対応する註記を各ページの下に9ポイントで表記する。

(原稿の提出)

第4条 原稿の提出は、指定のGoogle フォームに必要事項を入力のうえ、投稿内容を収めた電子媒体をアップロードし、送信すること。

(脚注及び参考文献の形式)

第5条 原則としてAPAスタイル（第7版）を用いること。英語以外の言語で執筆する場合は、APA（第7版）の形式に可能な限り沿うよう配慮し、執筆者の責任において同一論文の中で齟齬のないよう確認すること。剽窃を行わないよう十分に注意すること。

(投稿開始及び締切日)

第6条 投稿の受付は毎年4月春学期の開始から行う。初稿の提出締め切り日は6月初週最終日とする。

(査読に関して)

第7条 研究論文カテゴリーへの投稿は、匿名の査読員1名による査読が行われる。査読は規定のループリックを用いて行い、査読員は任意のコメント、修正案等を追記することができる。査読終了後委員会より、春学期終了前までに執筆者へ査読結果を報告し校正等の打診を行う。研究報告及び書評への投稿は原則として査読は行わない。ただし基本的な内容の確認を委員会が行い、掲載可否を判断する。

(校正及び再提出)

第8条 査読を受けた執筆者は、論文の校正を行い、秋学期第1週目末日までに再提出を行う。校正後の原稿は委員会による最終確認を経て掲載可否の判断を行うものとし、執筆者に結果を通知する。なお出版社より体裁等の修正依頼があった場合は、再度の校正を執筆者に依頼する場合がある。

(出版)

第9条 当該ジャーナルは毎年12月に出版される。

(CiNii 及び立教リポジトリへの登録)

第10条 掲載された論文は、外国語教育研究センターのウェブサイトに掲載され、CiNii（国立情報学研究所論文情報ナビゲーター [サイニイ]）及び立教大学学術リポジトリに登録される。

(その他の要件)

第11条 その他の用件は以下に定める。

- (1) 原稿料は支払わない。
- (2) 掲載された論文の著作権は、原則として立教大学外国語教育研究センターに帰属する。ただし、著者が著者自身の研究・教育活動に使用する際は、許可なく使用する

ことができるものとする。

- (3) 万が一出版後、剽窃等の不正が発覚した場合は当該論文をジャーナルから削除する。

(規程の改廃)

第12条 この規程の改廃は、外国語教育研究センター教授会の議を経て、外国語教育研究センター長が行う。

附 則

この規程は、2020年4月14日から施行する。

附 則

この規程は、2022年9月27日から適用する。

附 則

この規程は、2023年3月13日から適用する。

# **Center for Foreign Language Education and Research**

# **Journal of Foreign Language Education and Research**

## **Manuscript Submission Guidelines**

Established on April 14, 2020

Revised on September 27, 2022

Revised on March 13, 2023

### **(Eligibility)**

- Article 1 Contributions to the journal are primarily limited to individuals affiliated with the Center for Foreign Language Education and Research (hereafter “FLER”). In the case of co-authored papers, this requirement applies only to the first author. Exceptions may be made for special editions.
- 2 A maximum of one contribution per issue is accepted (co-authored papers are also counted as one contribution). Due to space limitations, your submission may be considered by the Journal and Research Committee (hereafter “Committee”) for publication in a later issue, or you may be asked to reduce the length of the submitted article.
- 3 Work submitted to the journal should not have been previously published and should not be under consideration for potential publication by other journals.

### **(Language)**

- Article 2 In order to effectively share knowledge and research activity amongst FLER-affiliated instructors, we accept, in principal, manuscripts written in either English or Japanese. Manuscripts written in German, French, Spanish, Chinese, Korean, or Russian may be accepted.

### **(Content and Formatting Guidelines)**

- Article 3 Upon submission, authors are required to select one of the categories listed below for their contribution. Appropriateness of the selected category will be reviewed by the Committee. You may be requested to change the submission category, if necessary.

(1) Research Articles

An article which can be considered as making a substantial contribution to the relevant field through explicit analysis of data or theoretical discussion which leads to a clear and sound conclusion. The author is expected to include an introduction section in order to situate the research in reference to previous empirical research and/or theoretical discussion and a clear conclusion section well-connected to the

research findings or discussion presented.

(2) Research Briefs

An article which reports an aspect of a research project underway at the time of writing and demonstrates the potential of the topic for generating further questions of interest or prospective contributions in the relevant field.

(3) Book/Article Reviews

A critical review of a published book or article relevant to the field.

2 Please ensure to follow all formatting guidelines listed below. Authors who intend to write in Japanese should refer to the Japanese version of this document. When submitting an article written in English, be sure to format the article using the supplied template. For languages other than English, format the article whilst referring to the template. Submissions that do not follow these formatting guidelines may be returned to the author(s) for revision.

(1) Size

Use A4-sized paper, leaving margins of 25mm on all sides. The font used should be Times New Roman 12 point and single-spaced. For Japanese, use (MS Mincho), for any other languages, use the font type considered standard in the selected language. Use the same font consistently throughout the manuscript unless otherwise noted. The line spacing should be set at single-line spacing, and the text should be left-justified.

(2) Length

The number of words (characters) shall be determined for each language as follows. In all languages, include all graphs, charts, reference list, and any appendices in the word (character) count. Graphs and charts should be embedded in the text. However, if it is difficult to do so, please submit as a separate file, but leave space and indicate where they should be placed in the text.

	Research Articles	Research Briefs	Book/Article Reviews
Japanese	Approximately 20000 characters	Approximately 6000 characters	Approximately 2500 characters
English	Approximately 8000 words	Approximately 3000 words	Approximately 1000 words
German	Approximately 60000 characters (30 pages)	Approximately 18000 characters (9-10 pages)	Approximately 7500 characters (3-5 pages)
French	Approximately 8000 words	Approximately 3000 words	Approximately 1000 words
Spanish	Approximately 8000 words	Approximately 3000 words	Approximately 1000 words
Chinese	Approximately 13000 characters	Approximately 4000 character	Approximately 1600 characters

Korean	Approximately 20000 characters	Approximately 6000 characters	Approximately 2500 characters
Russian	Approximately 8000 words	Approximately 3000 words	Approximately 1000 words

**(3) Title**

The title should be in 18 point bold, left-justified, with Title-Case. Font as above.

**(4) Author's name**

The name of the author/s should be indented to the right side and written in Gothic 12 point. Leave one line between the title and the name of the author/s.

**(5) Abstract**

Abstracts should be approximately 500 characters in Japanese or 150-250 words in English, with 3 to 5 keywords for the article at the bottom. For the abstract, the entire text should be indented 15mm from the left and right and written in Times New Roman 11 point.

**(6) Footnotes**

Footnotes should be placed at the bottom of each page, in 9 point.

**(Manuscript Submission)**

Article 4 To submit a manuscript, fill in the necessary details in the designated Google form, upload the electronic file containing the article content, and submit.

**(Footnotes and Referencing)**

Article 5 The author is responsible for consistently adhering to APA (7<sup>th</sup> edition). If the manuscript is written in any language other than English, adopt APA style format as much as possible, and make sure that the style used is consistent throughout the manuscript. Make sure to avoid committing plagiarism.

**(Call and Deadline for Submission)**

Article 6 Submissions begin at the beginning of every spring semester. The deadline for submission is the last day of the first week in June.

**(Peer Review)**

Article 7 All submissions to the research article category will be reviewed by one anonymous reviewer. The review is conducted with a designated rubric and the reviewer may provide you with comments and suggestions for further improvement of your work. After the review is completed, review results will be sent to the author from the Committee before the end of Spring semester. No peer review will be conducted for research briefs or book/article reviews. However, the Committee will check if the

submitted work meets the journal submission guidelines and determine if the work is publishable.

### **(Revision and Resubmission)**

Article 8 After receiving the results of peer review, the author is expected to revise the manuscript for resubmission. The revised manuscript must be submitted by the end of the first week in Fall semester. A final review will be conducted by the Committee to determine if the work is publishable. The author will be notified of the decision once the final review is completed. The author may be asked to further revise the manuscript if there is any stylistic/format issue.

### **(Journal Publication)**

Article 9 The journal is published annually in December.

### **(Registration on CiNii and Rikkyo Repository)**

Article 10 Contributions to the Journal of Foreign Language Education and Research will be published on the FLER webpage and registered on the national CiNii database and the Rikkyo University Academic Repository.

### **(Other Conditions)**

Article 11 Other terms and conditions are set out below.

- (1) No remuneration is offered to the author(s).
- (2) The copyright of articles published in the Journal of Foreign Language Education and Research resides with the Center for Foreign Language Education and Research, Rikkyo University. However, the author(s) retains the right to use his/her work for future research and/or educational purposes without permission.
- (3) If any plagiarism or misconduct is discovered after the work is published, the published work will be removed from the journal.

### **(Amendment or Abolishment of Guidelines)**

Article 12 Amendment or abolishment of these guidelines will be made by the Dean of the Center for Foreign Language Education and Research after deliberation at the Faculty Meeting.

These Guidelines shall come into effect as of April 14, 2020.

These Guidelines shall come into effect as of September 27, 2022.

These Guidelines shall come into effect as of March 13, 2023.

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シュロスブリー美樹は、立教大学外国語教育研究センター准教授である。上智大学にてTESOLコース修士号、言語学博士号を取得した。研究分野は第二言語習得と音声学である。今までに母語と第二言語におけるスピーキング流暢さの関係、発話速度が母音の質に与える影響、異言語間での発話速度比較方法、日本語母音の無声化などの研究を行った。

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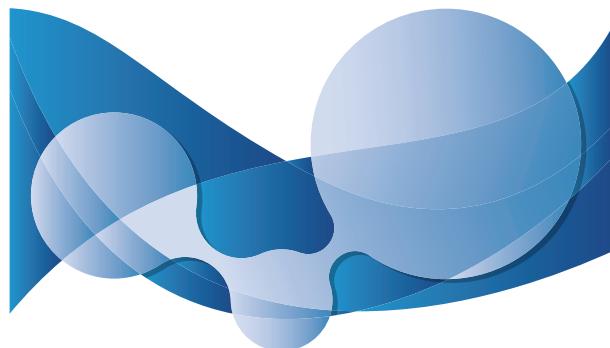
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