

# 広島大学大学院教育学研究科におけるグローバル化対応と

## グローバル教育の展開可能性に関する研究

### Research on Educational Measures in Response to Globalization and Possible Development of Global Education in Graduate School of Education, Hiroshima University

研究代表者 桑山 尚司 (グローバル教育推進室)

研究分担者 Aaron Claude Sponseller (グローバル教育推進室)

Brett Raymond Walter (グローバル教育推進室)

Micky Amune Babalola (グローバル教育推進室)

松見 法男 (日本語教育学講座, グローバル教育推進室)

島津 礼子 (グローバル教育推進室)

丸山 恭司 (教育学講座, グローバル教育推進室)

#### I 研究の目的 Purpose of the Study

急速に進展する社会のグローバル化に伴い, 広島大学大学院教育学研究科の教育, 研究, 社会貢献についても対応が求められている。その方途の一つとして, 2016年4月からグローバル教育推進室が設置された。同推進室に期待される機能は, 教育研究成果の国際的発信, 教職員及び学生の研修, 学生の海外派遣及び留学生の修学支援, グローバル教員養成プログラムに関わること等, 多岐に渡る。しかし, その研究上の基盤構築や実践上の課題解決に資する論点整理は緒に就いたばかりである。

本研究では, グローバル教育推進室が行う教育や附属学校との連携活動等を研究として対象化しながら, 本研究科におけるグローバル化対応やグローバル教育の展開可能性を考察する。  
(桑山尚司\*)

#### II SGU 事業に対する内側からの視点 Views on "Super Global" from the Inside

##### 1. 大学教員はスーパーグローバル大学をどのように定義したか。

###### How Do Faculty Define Super Global?

"Global" has been a buzzword in Japan for a while now, but what does it actually mean? Though the term may be employed in various contexts, higher education institutions (HEIs) in particular seem to use the term at every possible opportunity. The Japanese Ministry of Education, Culture, Science, and Technology's (MEXT) introduction of the "Super Global University Initiative" (SGU, hereafter) and all its attendant benchmarks should seemingly have helped crystallize the precise meaning of term "global" for Japanese HEIs. As a lecturer at one such SGU in Western Japan, I sensed quite the opposite effect had occurred; Clarity on what constitutes a global institution seemed more elusive post-initiative than it was beforehand. Particularly nebulous is the role of English in regards to meeting the lofty benchmarks to which the university has committed itself. Two studies, including a survey on faculty self-efficacy in English for academic

purposes and interviews asking select faculty and administrators to define global, react to university benchmarks, and interpret the results of the faculty survey were conducted.

I conducted 12 interviews with Japanese (N = 7) and non-Japanese (N = 5) faculty at an SGU university in Western Japan. All interviewees had PhDs, and many had been working at the university for over a decade. All interviews were conducted in English, and the selection of interviewees was based on English ability and convenience and/or availability. Interviews lasted from between 30 to 45 minutes in most cases. Informed consent was provided and participants were assured they would remain anonymous.

The interview procedures were straightforward. Participants were asked the following three questions:

- i. *What does the term “Super Global” mean to you?*
- ii. *In what ways, if any, are “Super Global,” “internationalization,” and “*kokusaika*” different?*
- iii. *What is your general impression of the Top Global University Initiative?*

The interview protocol was semi-structured beyond these questions, and two stimulus response documents were provided to encourage greater elaboration. The first document was a page taken from a press release authored by the university president upon receiving Super Global status at this university and displayed several very specific numeric benchmarks the university is aiming to reach by the year 2024. The second document displayed the statistical results of a survey exploring faculty English for Academic Purposes self-efficacy at this university.

Participant definitions were taxonomically coded using the semantic relationships approach described by Spradley (1979). The semantic relationships investigated were *strict inclusion* (e.g. Super Global is a kind of X, Y, Z), *cause-effect* (e.g. Super Global is caused by X, Y, Z), and *means-end* (Super Global is a way to do X, Y, Z). This allowed for the establishment of a preliminary, faculty-derived definition of what a SGU would look like in practice. The resultant faculty-derived definition of Super Global is presented here, with the underlined portions relating directly to strict inclusion, cause-effect, or means-end relationships:

Faculty define Super Global as a MEXT policy initiative with discrete benchmarks that was established due to the pervasive notion that Japanese higher education institutions are no longer as prestigious internationally as they once were. This drop in prestige, itself mirrored by the economic downturn Japan has faced for two decades, is now actively resisted through the SGU Initiative and its benchmarks which aim to make Japanese universities more competitive internationally by directly addressing areas in which Japanese universities are deficient in comparison to their would-be peer universities.

We can see here that in terms of *strict inclusion*, the faculty view Super Global as a MEXT policy. Importantly, however, is that the faculty also define Super Global in a cause-effect manner as coming to exist due to a pervasive notion of drop in the prestige of Japanese universities. This tentative definition then closes with *means-end* relationships by highlighting that Super Global is a means of resisting further prestige loss by directly addressing the sources of such loss. This can now be compared and contrasted with the official MEXT definition:

The Top Global University Project is a funding project that aims to enhance the international compatibility and competitiveness of higher education in Japan. It provides prioritized support for the world-class and innovative universities that lead the internationalization of Japanese universities. Selected universities are expected to press forward with comprehensive internationalization and university reform. (MEXT, 2014, p. 1)

In terms of *strict inclusion*, the official definition from MEXT largely agrees with the faculty-derived definition: Super Global is a MEXT project or initiative. From here, however, the definitions diverge in both tone and content. While the faculty-derived definition establishes that Super Global was established because of underlying weaknesses in the realm of Japanese higher education institutions, the MEXT definitions spin this a positive direction by using the word *enhance*. Moreover, the MEXT definition clearly sets expectations for universities that are selected. This is a *means-end* semantic relationship; Super Global is a *means* for setting expectations at universities. Overall, the MEXT definition does not address any of the underlying causes for the need to establish Super Global in the first place; it is the faculty-derived definition alone that presents this underlying truth. (Aaron Claude Sponseller\*)

## 2. グローバル教育推進室の設置

### An Introduction to the Institute for the Promotion of Global Education

After the introduction of the Japanese Ministry of Education, Culture, Science, and Technology's (MEXT) "Super Global University Initiative," universities across Japan have begun their own projects and devised plans designed to show the rest of the country that they are working to become "Global" in their own way. Hiroshima University's Faculty of Education is no exception, initiating from April 2016 of last year the Institute for the Promotion of Global Education. This section provides a glimpse into the development of this institute and discussed the potential of such a program in a Japanese university. Topics includes the development of the program (discussing how the institute is connected to other programs across campus), events and initiatives of the institute, issues the institute has faced and is still facing, and a discussion of some potential solutions for these issues.

The development of "Global Initiative" affected universities in Japan. Hiroshima University's 10 year plan for becoming a Super Global University thus showed the necessity for the creation of our Institute for the Promotion of Global Education. When discussing the development of the Institute, some material and notes collected from the early meetings showed some of the initial roles and goals that the developing committee had for the Institute. It also focused a bit on ideas for connecting the Institute to departments and programs outside of the Graduate School of Education itself. When discussing the perceived roles of the Institute, trying to figure out what exactly it is that we should do, the following list of roles was presented: workshops, connecting with other "Global" groups, creating templates, teach classes in English for departments, help out in classes, work on committees if asked, and maintaining flexibility.

The roles and goals of the Institute were then divided based on the Synergy model from

Hiroshima's Super Global University Initiative plan; those that were focused on the enhancement of research and those that were focused on the enhancement of education. For the enhancement of research, the Institute decided to try creating Research in Progress Conferences, working alongside our connected programs (specifically the Globally-minded Teacher Training Program and other IB programs), working with Hiroshima University's local connected schools (kindergarten and elementary), and creating lesson studies abroad. For the enhancement of education, we considered the role of creating all-encompassing English courses and providing guidance and counseling to students and faculty through lunch meetings, working with international students, and promoting university study abroad programs for the Japanese students.

We experienced some problems when trying to develop the Institute and raise awareness in the Graduate School. For complications we experienced while developing the Institute, the issues we had with initial communication and availability were discussed, along with the difficulties that were created as a result of the members all having different research backgrounds, the lack of a clear mission statement, and ambiguity in terms of the chain of command. We still experience complications and those that have an effect on our daily lives, such as the fact that many of us were hired on short term contracts (affecting our views of job stability and our general frames of mind), continuing difficulty with communication, getting feedback from our events, and, related to that, getting recognition as a young group.

Many of these difficulties were then counter presented with some solutions that we have since found to improve the Institute itself. These include the possible creation of a catch-all preparation course to keep our individual schedules from becoming too stretched out, the development of a tenured position to help with job stability and Institute member general frames of mind, and the development of an Institute Open House event to gain awareness and recognition throughout the Graduate School of Education. (Brett Raymond Walter\*)

### 3. グローバル教育：留学準備のための内容中心型教授法の役割

#### Global Education: The Role of Content-Based Learning/Instruction in Preparing Students for Study Abroad Program(s)

**[Introduction/background]** Since the introduction of the “Super Global University Initiative,” in 2014 by the Japanese Ministry of Education, Culture Science, and Technology (MEXT), universities across Japan have made global education part of their core mission. One of the key strategies for realizing this goal is student engagement in study abroad programs.

With the increasing interest and participation rate in the study abroad programs across universities in Japan, study abroad has become a priority for many establishments in Japan (MEXT, 2013). As such, universities and MEXT are taking measures to promote study abroad in order to train students into globally minded professionals needed by the Japanese society.

However, there has been an increase in the trend of home universities enrolling students in pre-departure preparation programs. Most universities have established language support program, supplementary instructions, mentoring systems and learning communities in facilitating the students' preparation before going abroad for studies. There are numerous arguments and

concerns about how these programs should be taught or run, for all intents and purposes, Content-Based Instruction (CBI) becomes relevant to study abroad programs.

Recently, foreign and second language instructors have been supporting and promoting the benefits of CBI, and such instruction fosters academic growth at the same time language proficiency (Pessoa et al., 2007). Therefore, this study is conducted under the framework of the principle of content-based instruction by applying the concepts of teaching organized around students required content and meaningful communication where information is shared and exchanged (Stryker & Leaver, 1997; Stoller, 2004,).

**[Objective]** This study examined the role of Content-Based Instruction as a possible strategy for preparing students to study abroad in an effort to improve their confidence, academics skills, and extend their interests beyond language study and into national and global issues.

**[Methods]** This study focuses primarily on the ASEAN International Mobility for Students Program (AIMS) pre-study abroad program at Hiroshima University. The participant are 8 students (4 female and 4 male) in their 2nd and 3rd year, who enrolled in a fifteen-week preparation class were preparing for a six-month study abroad program in Thailand. The prep class was divided into writing and presentation course, with each course using the same text. The text is titled, Global Issues Towards Peace by Tatsukawa and it comprises of fifteen units divide into three sections with each unit further divided into three subsections; DVD, reading and further (conversation) activities (Tatsukawa et al., 2014). The research design is based on a descriptive analysis, which relies on mixed method approach in collecting, interpreting and analyzing data. The students were given a set of questionnaire (Likert type scale questions) to fill out at the end of their course and they responded anonymously the questionnaire which contains information concerning in-class presentations, text and course contents, and writing skill.

**[Result and Discussion]** In line with the research objective, the perceptions of the effectiveness of both the instructional methods and the course contents provide the basis for the analysis. The result revealed that the students find the teaching methods and discursive approach of the instructors was useful and helpful to the students. More than 90% of the student agree to learn better, again confident, and find the text and materials interesting. A possible reason for this might be that it's their first time to be exposed to a different teaching style and a content base class taught by non-Japanese instructor. In the case of student perceptions of and interest in content introduced, the result shows that the students agree that the course content was interesting, informative and important. While there were mixed responses regarding the units (lessons) which is largely due to the influence of their research interests and academic majors.

**[Conclusion]** The purpose of this study was to examine the role of CBI as a possible strategy for preparing students to study abroad. The reason for this is to improve students' confidence and academic skills, and extend their interests beyond language study and into national and global issues. Hence, CBI is used to achieve curricular goals and the integration of language and content in a pre-study abroad program. The initial findings show that instructor(s) discursive practice can help students gain more knowledge of the content; and student feedback indicates they benefited from a CBI approach. Indicating that, an effective CBI course is the best way to go for study abroad

### Ⅲ 平成 28 年度広島大学附属三原幼稚園における留学生交流 Exchange Program 2016 with International Students in Hiroshima University Kindergarten, Mihara

#### 1. 研究の目的 Research Objective

広島大学附属三原幼稚園における園児と留学生との交流は、2016年10月4日より、全6回行った。本研究は、幼稚園児と留学生が交流することにより生起する幼児、留学生双方の学びと留学生交流の課題を検討することを目的とした。

#### 2. 交流日程・活動の目的

##### Dates of Exchange Program and the Aim of Each Activity

交流会は下記の日程で行い、各回にグローバル教育推進室の教員が参加、引率をした。各回の留学生の参加人数と活動目的は、表1の通りである。年少、年中、年長のそれぞれの組を担当する留学生を決め、毎回特定の組の幼児と留学生が交流するように設定した。各回には、中国、インドネシア、ベトナム、ナイジェリア、アメリカからの留学生ならびにグローバル教育推進室の外国人教員が参加した。

表1 交流日程・留学生参加人数・活動の目的

交流日	人数	活動の目的
10月4日	4名	留学生との出会いを通して、園児が留学生に親しみをもてるようにする。
10月17日	6名	留学生の出身国の言葉による絵本の読み聞かせを園児が聞き、世界のいろいろな言葉に触れられるようにする。
11月15日	6名	学生が出身国の様子を映像で見せたり、礼儀やマナーなどを実際にやってみせたりすることで、園児が他国の文化に興味をもてるようにする。
12月6日	6名	日本の伝統文化である「お茶会」を開き、園児が点てたお茶を留学生にふるまい、その場で簡単な作法を伝えたり一緒に味わったりする。
1月10日	3名	園児が留学生と「かるた」や「凧揚げ」をすることで、日本の伝統的な遊びの楽しさを味わえるようにする。
2月2日	3名	劇遊びを通して、園児が日本の昔話の楽しさや良さを知り、それらを留学生に伝えていけるようにする。

#### 3. 結果 Result

文部科学省（2005）は、国際理解教育に関して、従来要請されてきた異文化や異なる言語を持つ人々を受容し、共生することのできる態度・能力に加え、自らの国の伝統・文化に根差した自己の確立と、自らの考えや意見を発信し、具体的に行動できる態度を育てることの重要性を示している。園児と留学生が交流する活動においては、園児または留学生自らが考え、自国の文化を解釈・説明して、相手に伝えようとしていた。その過程においては、幼児と留学



自国の文化を紹介する留学生

生の双方に異なる文化・言語の学びのみならず、自国の文化に対する相対化や再解釈も生じたものと思われる。また、交流活動の中では、その国において伝統的に重んじられている価値観に触れる機会も持たれていた。これらの経験は、自国の伝統・文化の深い理解や相対化を通じた自己の確立を促すものだと言えるだろう。課題としては、交流活動が単発的な活動に終わることなく、交流会をもとにした日常的な深い学びと探求の機会を設けることだと思われる。(島津礼子\*)

#### IV 成果と今後の方向性 Outcomes and the Way Forward

本研究は、グローバル教育推進室が行う教育や附属学校との連携活動等を対象として進められた。まず Aaron C. Sponseller は、評価指標やその到達度が注目されがちな文部科学省の「スーパーグローバル大学創生支援事業（以下、SGU 事業）」の文脈において、大学教員による事業に関わる語りを調査分析し、文部科学省の語りと比較考察した。また、本稿においては言及されていないが、彼の研究全体としては SGU 事業の評価指標で強調される「英語」の役割を再検討しつつある。Brett R. Walter は、SGU 事業を契機として創設されたグローバル教育推進室が、どのように自らのミッションや役割を模索し、大学内での教育・研究・社会連携事業に統合的に関わろうとしてきたか、創設時の経緯や課題について紹介した。両者の考察内容を背景として、Micky A. Babalola と島津礼子は、具体の活動事例を提示した。Micky は、同推進室が行う留学準備コースの英語学習科目において内容中心教授法の可能性を示した。島津は、広島大学附属三原幼稚園で全 6 回行われた園児と留学生との交流を紹介し、同交流で生起する幼児、留学生双方の学びと留学生交流の課題を検討した。

これらの考察は、広島大学大学院教育学研究科のグローバル教育推進室内部から、本研究科内で SGU 事業がどのように展開されようとしているかの一端を示している。加えて、同推進室では、本年度に英語による研究推進を目的とした (i) Research-in-Progress Conference や (ii) Research Luncheon を定期的に開催している。前者は、本年度計 4 回実施され、計 80 名以上の参加者を得た。後者は、2016 年 10 月以降、計 34 回実施され、のべ 50 名程度が参加した。その他の活動は、(iii) グローバル教員養成プログラムの授業担当、(iii) 2016 年 12 月 21 日 (水) 特別講演会 “The Review Process in Academic Journal in Education” (ライティングセンターとの共催、参加者 37 名)、(iv) 英文アブストラクト校閲 (20 件以上)、(v) 英語論文校閲 (2 件以上)、(vi) オフィスアワーにおける個別指導 (31 件以上)、(vii) 海外大学からの来学者交流支援 (5 大学 42 名)、(viii) 福山附属高等学校におけるセミナー (1 回、203 名の参加者生徒)、(ix) 附属三原小学校における外国語活動 (1 回 8 名の留学生) であった。

来年度もこうした活動の充実に加えて、平成 28 年度に広島経済大学との共同で採択された「大学の世界展開力強化事業：CLMV 諸国の持続可能な平和、幸福、発展に貢献する研究力と社会起業力の融合人材育成 (PEACE 事業)」の一環で行われるカンボジアからの短期交流留学生の受入、PEACE 事業も含めたカンボジアにおける教育の質改善支援、広島県内の認定こども園の 2～5 園に対する留学生交流支援等を予定している。今後も、推進室が自らの活動を継続的に研究として対象化するとともに、日本国内外の他の教育機関におけるグローバル化対応とグローバル教育を比較考察することをとおして、本研究科ならび

に他の教育機関の研究・教育・社会連携の質向上に貢献していくこととしたい。

(桑山尚司\*)

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