

Gender issues in study abroad

Tim Newfields (Toyo University Faculty of Economics)

Abstract

What special concerns should be addressed when conducting gender research in study abroad (SA) contexts? To what extent does gender appear to influence SA interactions? This article considers these questions in the light of previous SA studies as well as an original study of 1215 students at one Japanese university. After mentioning some problematic issues involving research on gender in SA contexts, some practical suggestions regarding how to target SA programs for both male and female university participants are considered.

Keywords: study abroad, gender issues, overseas study, social research methods, SA marketing

Historically, the following claims regarding gender and overseas study have been made:

- (1) Females tend to study abroad more often than males (Onoa & Piperb, 2004; Gore, 2005 ; Goldstein & Kim, 2006; Schachner, 2008; Newfields, 2010).
- (2) Females tend to express greater SA pre-departure anxiety than males (McKeown, 2009).
- (3) Women tend to be less ethnocentric than men and tend to have more positive SA experiences than males (Goldstein & Kim, 2006, p. 516).
- (4) According to a 1990 typology of learning strategies suggested by Oxford, females tend to excel at "affective learning strategies" and males at "cognitive learning strategies" during SA (DuFon & Churchill, 2006, p. 287).
- (5) Prolonged study abroad in some places may change assumptions about gender roles. (Sakakibara, 1984, pp. 153 & 160; Ichimotoa, 2005).
- (6) Males and females tend to spend their time differently during SA (Brecht, Davidson, and Ginsberg, 1995)

Examining the methodology behind each of these claims, however, we are left with questions about the validity of each claim for the entire population of males and females around the world. For example, can the patterns observed of among Saudi Arabian SA participants in Europe also generalize to South Korean participants in Australia? It appears that SA research seeking to explore gender issues is faced with the following basic quandaries:

- (1) *Intervening variables* – Gender interacts with other factors such as race, nationality, cultural background, mother tongue and can never be examined as an isolated variable. It is therefore difficult to ascribe behaviors solely to "gender". At best, what researchers might be able to do is explore the impact of gender as one of many possible intervening factors for a given sample that is essentially homogeneous in other respects.
- (2) *Simplistic Bifurcation* - Although gender is often understood as a social construct (Bowen, 1996), most SA research treats it as a biological imperative with only two essentialist categories: respondents are either entirely "male" or entirely "female". No research designs that I am aware of have analyzed the how SA varies with each of these related, yet different constructs: biological sex, gender, and sexual orientation. Indeed, it appears that few Japanese undergraduates are even aware of how these constructs differ. If, for example, one is biologically male then all too often the assumption is that one also possesses a male gender and – unless evidence to the contrary is presented – a heterosexual sexual orientation.
- (3) *Peripheralizing gender* - Due to its sensitive nature, most SA studies treat gender issues

superficially or not at all. The majority of surveys have respondents to click a box indicating "male" or "female" without taking the matter much further. The notion that study abroad might be viewed as part of a "gendered discourse" (Sunderland, 2004) is simply not considered in most research.

In light of these problems, it is good to question any universalist claims about the effects of gender on study abroad. More specifically, we should question whether the research findings about about male and female university students from North America or Europe are also applicable to the same body of students from Japan. Likewise, the study abroad destination might have a decisive impact on the formulation of attitudes towards gender. A group of students heading to Seoul, for example, many observe somewhat different normative ideas about gender than a group heading to San Francisco.

To highlight some of the problems involved in gender research, I will first outline a traditional quantitative study that contrasts a large group of Japanese males and females, then share some exploratory ideas about qualitative research of study of study abroad and gender might be conducted.

Method

Context and Respondents

The following survey explores how male and female undergraduate students at a mid-ranking private university in Tokyo differ in their attitudes towards study abroad. Like all too many social science research surveys, it is based solely on self-reported survey results. A convenience sample of 529 male and 684 female students primarily from four faculties of Toyo University were the respondents of this study. Their demographic details are summarized in Table 1.

Table 1. *The Demographic Details of the 1215 Respondents in This Study*

		Male	Female
Sex		529	684
Age	Mean:	19.5+ yrs.	19.2+ yrs.
	Median [Age 19]	33.1%	31.6%
	Max [Age 23+]:	2.8%	1.0%
	Min: [Age 18]:	23.1%	32.5%
Academic Yr.	Mean	1.8 yrs.	1.8 yrs. into college
	Median [1 st yr.]	44.9%	48.5%
Major	Economics	38.2%	12.9%
	Int. Reg. Studies	38.4%	48.1%
	Sociology	9.7%	16.6%
	Literature	2.3%	15.9%
	Others	11.5%	6.5%
Exchange Students		2.3% (n=12)	2.0% (n=14)

Statistically, it seems likely that the male and female respondents come from the same general population: they are closely matched in terms of age and academic year. However, their academic majors reflect some gender differences. This paper focuses solely on how gender differences might account for different attitudes towards SA rather than other factors such as academic major. Although nationality was not ascertained in this survey, it seems likely that at least 95% of the respondents were Japanese. Less than 2% of the university's total student population is non-Japanese (Toyo University, 2011, p. 8).

Instruments

A 30-item questionnaire about factors thought to be associated with SA decisions was used in this study. The original survey was in Japanese and appears in Appendix A. An English translation of it is in Appendix B. This instrument was developed by adopting the survey items used by previous researchers such as Carlson, Burn, Useem, and Yachimowicz, (1990) and Sanchez, Fornerino and Zhang, (2006) as well as Newfields (2010).

Three colleagues alpha tested the draft version of the survey in April 2010 and suggested minor changes. The revised survey was then beta tested with a group of nine students in May 2010 before the entire survey was formatted for machine-based optical character recognition and distributed to the target population.

Procedure

In June 2010 copies of the survey were distributed to a convenience sample of students in classes by four teachers. According to the principles of informed consent, students were briefly told about of the purpose of the research and given the option of opting out. Students could opt out simply by not handing in their surveys or by not completing any questions they did not wish to respond to. No special incentives for completing the survey were offered. Approximately ten minutes were given to complete the survey in class and the surveys were collected immediately after administration. All survey items were then run through an optical reading system.

Analysis

After the data were rendered into MS Excel format, standard descriptive statistics were used. Standard deviation, mean, median, and standard error of the mean were calculated for multiple-response items having pseudo-nominal Likert responses. To ascertain whether or not there were statistically significant different responses among male and female respondents, a two-independent-samples *t* test was employed.

Results

(1) Reputed SA Interest Levels

The most intriguing survey item from the standpoint of gender is Item #12 "How interested are you in studying abroad?" 47% of the female respondents (*n*=319) indicated they were "very interested", but only 29% of the male respondents (*n*=153) gave the same response. Conversely, 32% of the male students (*n*=174) claimed to have little or no interest in overseas study – compared with only 11% of the females (*n*=76). This suggests a clear gender gap in terms of SA interest. It appears the female students are keener about overseas studies than males.

(2) Reasons for Interest in SA

Item #15 is also revealing. Respondents who expressed either "some" or "much" interest in SA were asked to highlight their motives. The results, summarized in Table 2, suggest a modest gender gap: females tended to be more interested in learning foreign languages than males. Women also appeared to be slightly more interested in learning about foreign cultures than men.

Table 2. *Ascribed Motives for Wanting to Study Abroad Among Those Who Indicated Either "Some" or "Much" Interest in SA (Multiple Answers Permitted)*

	Male (<i>n</i> =356)	Female (<i>n</i> =608)
To learn about a foreign culture	257 (72%)	527 (87%)
To learn a foreign language	210 (59%)	435 (72%)
For success in job hunting	119 (33%)	235 (39%)
Simply enjoy traveling abroad	84 (24%)	238 (39%)
Parental recommendation	5 (1%)	9 (2%)
Teacher recommendation	5 (1%)	6 (1%)

Recommendation from friend(s)	6 (2%)	14 (2%)
Other	14 (4%)	29 (5%)

When this group of respondents was asked to identify what sparked their interest in SA most from the choices above, 48% of the males ($n=165$) and 51% of the females ($n=304$) indicated a desire to "learn about foreign cultures". Slightly less than one-third of the male or female respondents suggested foreign language learning was their primary SA motive. When interpreting the data in Table 2 it is best to remember that multiple factors may be behind some SA decisions. Indeed, it seems that a medley of touristic, cultural, and linguistic motives shaped the desire to study abroad by both males and females.

Table 3 offers a better clue as to what appears to have motivated the males and females in this sample to travel overseas in general.

Table 3. *Avowed Reasons for Previous Overseas Trips Among Those Reported Previous Overseas Trips (Multiple Answers Permitted)*

	Male ($n=262$)	Female ($n=426$)
Tourism	180 (69%)	321 (75%)
Study	74 (28%)	153 (36%)
Family Trip	24 (9%)	40 (9%)
Other	51 (20%)	65 (15%)

The categories above are by no means mutually exclusive, but it appears that touristic motives were the main reason for going abroad by all students. The most significant difference is that female respondents expressed more willingness to study when abroad. Given the fact many SA programs contain a significant foreign language learning components, and that foreign language studies tend to be more popular among Japanese women than men, this result is hardly surprising.

(3) Overseas Experience

What does the data reveal about actual overseas experience? In Survey Item #6, 60% of the female respondents ($n=424$) indicated that they had been outside of Japan, but only 50% of the males ($n=262$) made that claim. For whatever reasons, women tended to have more overseas experience than men. If we look at the total time spent overseas, however, gender differences begin to blur. Table 4 summarizes the time reputedly spent overseas by male and female respondents according to Survey Item #11.

Table 4. *Total Amount of Time Reputedly Spent Overseas by Respondents*

	Male ($n=529$)	Female ($n=684$)
No experience	226 (46%)	217 (34%)
1-7 days	115 (23%)	158 (24%)
8 - 30 days	90 (18%)	169 (26%)
31 -90 days	33 (7%)	55 (9%)
91-180 days	4 (1%)	12 (2%)
181+ days	23 (5%)	36 (6%)

As we can see, most of the respondents who have been overseas made only short trips under 31 days in length. If we discount the 26 overseas respondents, it becomes clear that very few Japanese students in this sample have spent much time abroad. For the majority of students, overseas experience is apt to amount to a short trip to a popular tourist destination.

(4) Desired SA Activities

In Survey Item #17 male and female respondents were given a 10-choice fixed response question about what they would like to do if they actually joined a SA program. The results in Table 5 reveal numerous gender differences.

Table 5. *Activities the Respondents Indicated They Wanted to Do in a University Study Abroad Program (Multiple Answers Permitted)*

	Male (n=529)	Female (n=684)
To do sight-seeing	302 (58%)	507 (74%)
To learn foreign culture & history	281 (54%)	509 (75%)
To learn a foreign language	198 (38%)	353 (52%)
To learn about local life & social problems	174 (33%)	340 (50%)
To make friends with people the same age	161 (31%)	354 (52%)
To enjoy local shopping	147 (28%)	374 (35%)
To simply relax	91 (18%)	128 (19%)
To do volunteer work	72 (14%)	238 (39%)
To tell local people about Japan	62 (12%)	142 (21%)
Other	3 (1%)	29 (5%)

In each category, female respondents expressed more interest in engaging in each activity than their male counterparts. Among both groups, sight-seeing and learning about history and culture were the most popular activities. Men appeared to be considerably more hesitant to learn a foreign language or engage in volunteer work than women.

(5) SA Worries

Now let us consider some of the main worries expressed about SA. In Survey Item #20 respondents were asked to identify their anxieties about overseas study. As Table 6 makes clear, female respondents tended to identify more anxieties about SA than males.

Table 6. *Concerns the Respondents Reported About Study Abroad (Multiple Answers Permitted)*

	Male (n=525)	Female (n=679)
Lack of sufficient money	280 (53%)	443 (66%)
Inability to communicate in a foreign language	281 (50%)	432 (64%)
Personal safety concerns	244 (47%)	410 (60%)
Health concerns	103 (20%)	213 (31%)
Conflict with other academic courses	71 (14%)	156 (16%)
Homestay host family concerns	44 (8%)	166 (24%)
Conflict with job hunting	36 (7%)	109 (16%)
Parental approval worries	19 (4%)	47 (7%)
Other	4 (1%)	10 (2%)
No particular worries	32 (6%)	15 (2%)

Lack of adequate funds for SA was the biggest worry expressed by both groups. Being unable to communicate in a language other than Japanese was also a prevalent concern. Not surprisingly, anxiety about personal safety tended to rank high among the respondent's concerns. The widest gender gap involved host family placement anxiety. Women tended to be significantly more worried about getting along well with their host families than males: only 8% of the men expressed apprehension about this, in contrast with 24% of all women.

(6) Other Gender Differences

There were no statistically significant differences in the TOEIC or TOEIC Bridge scores reported by respondents. Since males typically score 38 points lower on the TOEIC than females worldwide (ETS, 2007) and Weaver (2010, p. 78) has also reported that female students in Toyo University's Faculty of Business Administration tend to perform significantly higher on the TOEIC Bridge than males, this raises concerns about the reliability of self-reported test scores.

Participation in the university's supplemental English study program (SCAT) remained uniformly low: 95% of the male and female respondents indicated that they had never taken that program. Whereas 70% ($n=464$) of the female respondents reported studying a second foreign language, only 52% ($n=269$) of the male respondents indicated this. Given the fact that female respondents tended to be in different university faculties than male respondents, this might be a reflection of faculty policy rather than personal interest.

Discussion and Conclusion

Limitations of this survey

Before summarizing this study, it is important to acknowledge its limitations. First of all, the sampling distribution of the respondents in this study is not representative of the entire university's undergraduate population. Third and fourth year students were significantly underrepresented, constituting a mere 24% ($n=286$) of the respondents. Moreover, 86% ($n=1,111$) of the respondents were in the Economics, International Regional Studies, Sociology, or Literature faculties. There were relatively few respondents in other faculties. The current sample might give us some idea of what first and second year students at Toyo University in four of the university's faculties think about study abroad. However, the results may not generalize well to other faculties.

A second limitation of this study concerns the fact that it is based entirely on self-reported quantitative data. Such information is prone to a degree of social desirability bias and needs to be corroborated with other types of data such as in depth interviews, peer reports, or school records. As Bowen (1996) points out, self-reports are not entirely worthless, but they should be backed up by other kinds of data.

A third point is that this paper merely explores correlations between gender and study abroad attitudes. Strictly speaking, it is beyond the scope of this paper to address issues of causality. It is very difficult to ascribe a "reason" for any particular attitude towards overseas. Indeed, it seems likely that gender is but one of multiple factors influencing study abroad attitudes.

Summary of Main Results

Having made these caveats clear, the main findings can be summarized as follows:

Female respondents tend to . . .

- travel overseas more often than men [6, 11]
- be more interested in foreign language study than men [8, 15, 17]
- be somewhat more inclined to university SA than men [9, 12, 13]

Male respondents tend to . . .

- express less anxiety about SA than women [20]

The survey items informing each finding are bracketed. The previous list focuses solely on ways that male and female respondents *differ*. It is also worth pointing out some similarities that both groups of respondents appeared to share:

Both male and female respondents tend to . . .

- prefer similar travel destinations [7, 13, 14]
- be equally apt to take a family trip overseas [10]
- want to learn about the culture and history of the place(s) they visit [15, 17]
- express an interest in sightseeing when studying abroad [17]
- not have taken the university's supplemental English program (SCAT) [23]

Marketing SA Programs

What do these results mean in terms of recruiting students to participate in overseas study programs? Extrapolating the data, it is tempting to venture the following hypotheses:

SA programs appealing to students in general from this specific population probably should . . .

- include lots of fun, sightseeing and touristic activities ^[8, 17]
- be reasonably priced to create minimal financial burden ^[20]
- be short in length and during a vacation period to avoid academic conflicts ^[20]
- allay fears about personal safety and be in adequately secure settings ^[20]

To attract male students, SA programs should probably emphasize that language study is by not the sole focus of SA and that it is possible to have successful SA experiences even with minimal linguistic proficiency. To attract female students, SA programs should probably provide lots of detailed information to allay their fears about program safety and anxiety about communicating in a foreign language. The SA recruiting materials should also make it clear that if a host family is not suitable, measures can be taken to redress grievances and obtain a different host family if is deemed appropriate.

Future Research Directions

This paper considered various aspects of the SA decision making process vary by gender. Some questions that have not been addressed in this research that are worth exploring in future research projects need to be acknowledged:

- Do attitudes towards risk-taking in SA contexts tend to vary among male and female participants?
- Would male and female respondents be equally willing to enroll in non-chaperoned SA programs?
- Do male and female respondents tend to vary in the amount of time they speak with their host families?
- Do lesbian, gay, bisexual, and transgender students tend to have different SA attitudes and concerns than other students?
- Do the mechanisms for dealing with stress and intercultural conflicts in SA contexts tend to differ among males and females?

To research these questions, future studies adopting both qualitative and quantitative methodologies are needed. This study has confirmed Schmidt's 2009 finding that the motivations for study abroad vary somewhat among the men and women, at least for this specific sample.

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Appendix A. The original Japanese language questionnaire

東洋大学人間科学総合研究所プロジェクト
TOYO UNIVERSITY
学習者の視点に立った
異文化理解と外国語教育アンケート

留学生の方は、設問6、設問10、設問11、設問28の「日本」は「ご自分の母国と日本」と読み替えてください。
設問24、設問26、設問27の「英語」は「日本語」に読み換えてください。

1. 性別
 ① 男性
 ② 女性

2. 年齢
 ① 18歳
 ② 19歳
 ③ 20歳
 ④ 21歳
 ⑤ 22歳
 ⑥ 23歳以上

3. 学年
 ① 1年
 ② 2年
 ③ 3年
 ④ 4年

4. 学部
 ① 経済学部
 ② 国際地域学部
 ③ 社会学部
 ④ 文学部
 ⑤ その他 → 学部

※記入は、HBの黒鉛筆を使用してください。
※アンケート用紙は折り曲げたり、汚さないよう気をつけてください。

正しいマーク  悪いマーク 

5. 留学生の方のみマークしてください。
 出身国 →

6. 日本以外の国に行ったことがありますか？
 ① ない ② ある

7. 設問6. で「ある」と答えた方は、行き先のエリアをすべてマークしてください。【複数回答可】
 ① 北アメリカ ② ヨーロッパ ③ アジア ④ その他 →

8. 設問6. で「ある」と答えた方は、行った目的・理由をマークしてください。【複数回答可】
 ① 観光 ② 勉強 ③ 家族の都合 ④ その他 →

9. 設問6. で「ある」と答えた方は、いつのことですか？【複数回答可】
 ① 中学入学前 ② 中学時代 ③ 高校時代 ④ 大学時代

10. 日本以外の国に、家族旅行で行ったことがありますか？
 ① ない ② 1回行った ③ 2回行った ④ 3回行った ⑤ それ以上行った

11. 今まで日本以外の国に、合わせてどのくらいの期間、滞在しましたか？
 ① 全くない ② 1～7日 ③ 8～30日 ④ 31～90日 ⑤ 91～180日 ⑥ 181日以上

12. 大学在学中に海外研修に出かけることについて、どの程度の関心がありますか？
 ① 高い関心がある ② 少し関心がある ③ あまり関心がない ④ 全く関心がない

13. あなたが大学在学中に海外で最も研修したいと思うエリアを以下から一つ選んでください。
 ① アフリカ ② オーストラリア又はNZ ③ アジア ④ ヨーロッパ ⑤ 北アメリカ ⑥ 中東 ⑦ 南米 ⑧ 研修地に無い

14. あなたが大学在学中に海外で最も研修したくないエリアを以下から一つ選んでください。
 ① アフリカ ② オーストラリア又はNZ ③ アジア ④ ヨーロッパ ⑤ 北アメリカ ⑥ 中東 ⑦ 南米 ⑧ その他

15. 設問12. で「高い関心がある」、「少し関心がある」と答えた方にお尋ねします。海外研修をしたいと思う理由を以下から選んでください。【複数回答可】
 ① 外国語を学びたい ② 他の国の文化を学びたい ③ 将来的に就職に役立つと思うから ④ 海外旅行が好きだから
 ⑤ 家族が勧めるので ⑥ 先生が勧めるので ⑦ 先輩(友人)が勧めるので ⑧ その他 →

16. 設問15. に答えた方はその答の中から、最も大きな理由を一つ選んでください。
 ① (A) ② (B) ③ (C) ④ (D) ⑤ (E) ⑥ (F) ⑦ (G) ⑧ (H)

17. あなたが大学在学中に海外で研修するとしたら、どのようなことをしてみたいと思いますか？【複数回答可】
 ① 語学の授業を受けたい ② その国や地域の文化・歴史を勉強したい ③ 現地の人に日本について教えてみたい
 ④ 現地の生活を知り、社会問題を実感したい ⑤ ボランティア活動をしたい ⑥ 観光したい
 ⑦ 現地で買い物をしたい ⑧ 同世代の友人を作りたい ⑨ <つるぎたい ⑩ その他 →

18. 設問17. の中で、最もしてみたいことを一つ選んでください。
 ① (A) ② (B) ③ (C) ④ (D) ⑤ (E) ⑥ (F) ⑦ (G) ⑧ (H) ⑨ (I) ⑩ (J)

19. 設問17. の中で、最も魅力的でないことを一つ選んでください。
 ① (A) ② (B) ③ (C) ④ (D) ⑤ (E) ⑥ (F) ⑦ (G) ⑧ (H) ⑨ (I) ⑩ (J)

裏面につづく

No.804C 110kg

20. 海外研修に出かけることについて不安だと思うことは何ですか？【複数回答可】

- (A) 経済的な余裕がない (D) 家族の賛成が得られるか心配 (G) 治安が心配 (I) 健康の管理が心配
 (B) 外国語で会話できるかが心配 (E) 大学での他の学業と両立できるか心配 (F) 課外活動と両立できるか心配
 (H) ホームシックの心配 (C) その他 → (J) 特に不安はない

21. 設問20. で (J) 以外で回答された方は、最も不安なことを一つ選んでマークしてください。

- (A) (B) (C) (D) (E) (F) (G) (H) (I)

22. あなたの最近のTOEICまたはTOEIC-BRIDGEのスコアは何点ですか？【いずれか一方で答えてください。】

- TOEIC-BRIDGE:
 (A) 90点以下 (B) 91-110 (C) 111-130 (D) 131-150 (E) 151-170 (F) 171点以上 (G) 受験したことはない
 TOEIC:
 (A) 250点以下 (B) 251-299 (C) 300-349 (D) 350-399 (E) 400-449 (F) 450-499 (G) 500点以上
 (H) 受験したことはない

23. 東洋大学のSCATプログラムに参加したことがありますか？

- (A) いいえ (B) 現在取っている (C) そのプログラムの一部だけ取った (D) そのプログラムを既に終了した

24. 英語以外に学んだか、学んでいる外国語はありますか？「ある」と答えた方はその言語の種類を一つ記入してください。

- (A) ある → 語 (B) ない

25. 設問24. で「ある」と答えた方は、その外国語で「話す」、[聞<]、[書<]、[読む] ことについて最も近いと思われる学習到達度をそれぞれ一つ選んでマークしてください。

- 【話す】**
 (A) 自己紹介や買い物などに使う簡単な表現ができる
 (B) 相手がゆっくり話し、繰り返したり、言い換えたりしてくれるなら会話が少しできる
 (C) それ以上 →
- 【聞<】**
 (A) はっきりとゆっくり話してもらえれば、自分、家族、すぐ周りの具体的なものに関する単語をいくつか聞き取れる
 (B) はっきりとゆっくり話してもらえれば、簡単なメッセージやアナウンスの要点を聞き取れる
 (C) それ以上 →
- 【書<】**
 (A) 自分の国籍や住所などの単語を記入できる
 (B) 礼状など短い個人的なメッセージを書ける
 (C) それ以上 →
- 【読む】**
 (A) 掲示やポスター、メニューやカタログなどに出てくる単語をいくつか読める
 (B) 掲示やポスター、メニューやカタログなどの簡単な文を読める
 (C) それ以上 →

26. 英語以外に学習した外国語で取得した資格はありますか？

- (A) ない (B) ある (資格の名称) →

27. 英語及び設問24. で答えた外国語以外に学びたい言語はありますか？「ある」と答えた方はその言語の種類を一つ記入してください。

- (A) ない (B) ある → 語

28. 日本の中で国際交流を経験したことがありますか？

- (A) ない (B) ある

29. 設問28. で「ある」と答えた方にお尋ねします。どのようなきっかけで、合わせてどのくらいの期間の経験でしたか？【複数回答可】

- (A) 家族・親戚を通じて (B) 学校で (C) ボランティア活動で (D) アルバイト先で
 (E) その他 →
 期間

30. 普段、日本語で話したり聞いたりする時に、言いたいことを伝え、相手を理解するためにどんなことをしていますか？該当する項目をマークしてください。【複数回答可】

- (A) 相手の話す内容を理解したという意味で肯定的 (E) 相手の話す内容をときどき言い換えて聞いてもらう
 (B) 自分の話す内容をときどき言い換えて伝える (F) 不慣れた話題や場面であっても相手に尋ねながら話を聞く
 (C) 不慣れた話題や場面であっても話してみる
 (D) その他 →

どうもありがとうございました



Appendix B. An English translation of the questionnaire

Toyo University Institute of Human Sciences Project

From the Learners' Perspective

Cross Cultural Understanding & Foreign Language Education Survey

International students should interpret questions #6, #10, #11, #28 as pertaining to your own homeland or mother tongue rather than as pertaining to "Japan" or "Japanese"

1. Gender: (1) Male (2) Female
 2. Age: (1) 18 (2) 19 (3) 20 (4) 21 (5) 22 (6) 23 or older
 3. Academic Year: (1) 1st yr. (2) 2nd yr. (3) 3rd yr. (4) 4th yr.
 4. Faculty: (1) Economics (2) Int. Reg. Studies (3) Sociology (4) Literature (5) Other: _____
 5. For international students - Please indicate your nationality: _____
 6. Have you ever been outside of Japan? (1) Yes (2) No
 7. If you answered "yes" to Question #6, what region(s) have you been to? [multiple responses possible]
(1) North America (2) Europe (3) Asia (4) Other: _____
 8. If you answered "yes" to Question #6, what was the purpose of your trip? [multiple responses possible]
(1) sight-seeing (2) study (3) family trip (4) Other: _____
 9. If you answered "yes" to Question #6, when did you travel overseas? [multiple responses possible]
(1) before jr. high (2) during jr. high (3) during H.S. (4) during college
 10. Have you traveled outside of Japan with your family?
(1) No (2) Yes, once. (3) Yes, twice. (4) Yes, three time. (5) Yes, over three times.
 11. In total, how long have you been outside of Japan so far?
(1) Not at all (2) 1-7 days (3) 8-30 days (4) 31-90 days (5) 91-180 days (6) over 180 days
 12. How interested are you in studying abroad while you are at college?
(1) Very interested (2) Somewhat interested (3) Not so interested (4) Not interested at all
 13. Where are you interested in studying abroad most while in college?
(A) Africa (B) Aus./NZ (C) Asia (D) Europe (E) N. America (F) S. America (G) I'm not interested in going abroad
 14. Where are you interested in studying abroad least while in college?
(A) Africa (B) Aus./NZ (C) Asia (D) Europe (E) N. America (F) S. America (G) Other
 15. If you answered (1) or (2) to Question #12, indicate why study abroad interests you. [multiple responses possible]
(A) I want to learn a foreign language. (B) I want to learn about a foreign culture.
(C) It will be useful for future job-hunting. (D) I simply enjoy traveling overseas.
(E) My family recommended I do so. (F) My teacher recommended I do so.
(G) My older classmate/friend recommended I do so. (H) Other: _____
 16. Of the reasons mentioned in Question #15, which one would you say was the most important?
 (A) (B) (C) (D) (E) (F) (G) (H) (I)
 17. If you did study abroad while in college, which activities would you like to do? [multiple responses possible]
(A) Take foreign language lessons (B) Learn about a foreign country's culture/history
(C) Talk about Japan with local residents (D) Learn about local lifestyles and social problems
(E) Do volunteer work (F) Do sightseeing
(G) Go shopping (H) Make friends who are your age
(I) Simply relax (J) Other: _____
 18. Of the items mentioned in Question #17, which one are you interested in doing most?
 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
 19. Of the items mentioned in Question #17, which one are you interested in doing least?
 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
- Continued on the reverse side
20. What worries do you have about participating in overseas study? [multiple responses possible]
(A) I lack the financial resources. (B) My parents won't permit me to study abroad.
(C) I worry about safety issues. (D) I worry about health/disease.
(E) Being able to converse in a foreign language is a concern.
(F) Studying abroad would impinge on my ability to take other university courses.
(G) Studying abroad would impinge on my job hunting.
(H) I worry about my homestay. (I) Other: _____ (J) I have no particular worries.
 21. Unless you selected (J) in Question #20, please indicate which of the above was your foremost worry.
 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
 22. What was your most recent TOEIC/TOEIC Bridge score?



TOEIC Bridge:

- (1) 90 or below (2) 91-110 (3) 111-130 (4) 131-150 (5) 151-170 (6) 171 or more (7) Haven't taken this test.

TOEIC:

- (1) 250 or below (2) 251-299 (3) 300-349 (4) 350-399 (5) 400-449 (6) 450-499 (7) 500 or more (8) Haven't taken this test.

23. Have you participated in Toyo University's SCAT program?

- (1) No (2) Yes, I'm currently enrolled. (3) Yes, I did part of the program. (4) Yes, I completed that program.

24. Have you learned any foreign language besides English? (If so, indicate which language).

- (1) Yes, I have studied: _____ (2) No

25. If you answered "yes" to Question #24, please indicate how well you feel you are currently able to fulfill the following skills.

[Speaking]

(A) I can carry out simple conversations involving self-introductions, shopping, etc.

(B) If the other person speaks slowly and uses paraphrases, some extended conversations are possible.

(C) Other: _____

[Listening]

(A) If the other person speaks slowly and clearly, I can understand concrete content about topics such as the immediate environment, my family, and myself.

(B) If the other person speaks slowly and clearly, I can understand messages and announcements.

(C) Other: _____

[Writing]

(A) I can write simple things such as my nationality or address.

(B) I can write short, formulaic messages to foreigners.

(C) Other: _____

[Reading]

(A) I can read some of the words in simple messages contained in posters, menus, and catalogs.

(B) I can read simple messages contained in posters, menus, and catalogs.

(C) Other: _____

26. Have you obtained any proficiency certificate in any foreign language besides English? (If so, indicate which ones).

- (1) No (2) Yes, I have obtained (name of certificate) : _____

27. Are you interested in learning any foreign languages besides English? (If so, indicate which language).

- (1) No (2) Yes, I want to learn : _____

28. Have you participated in any "international exchange activities" in Japan?

- (1) No (2) Yes

29. If you answered "yes" to Question #28, what sort of activities did you participate in? [multiple responses possible]

- (1) With family or parents (2) At school (3) In a volunteer activity (4) at my workplace (5) other: _____

30. Which of the following communication strategies do you usually use when communicating in Japanese?

(A) Indicate that I have understood what my partner said with a verbal response

(B) Paraphrase what my partner has said to indicate that I am listening

(C) Paraphrase what I am saying so that my partner will understand

(D) Ask my partner questions when there are uncertainties

(E) Try to confirm my understanding of places that are unclear

(F) Other: _____