

# Kokusaika, kokusaijin and international programs: A pilot study

Niculina Nae

Nagoya University of  
Commerce and Business

Soonhee Fraysse-Kim

Nagoya University of  
Commerce and Business

## Reference data:

Nae, N., & Fraysse-Kim, S. (2011). *Kokusaika, kokusaijin and international programs: A pilot study*. In A. Stewart (Ed.), *JALT2010 Conference Proceedings*. Tokyo: JALT.

The paper presents the results of an empirical study which examines the effectiveness of the international programs offered by Nagoya University of Commerce and Business (henceforth NUCB) against the background of a growing demand for globalization and internationalization in higher education. Currently NUCB offers five international programs. The present study aims at identifying the impact of these programs upon the participants' general knowledge as well as upon their perception of themselves, their country, and foreigners or foreign countries. The study is based on a questionnaire administered before the participants' departure and after their return. The questionnaire sheds light on the changes in the students' knowledge and perception as a result of their international experience. Surprisingly, overall results indicate a renewed appreciation of Japan rather than an increased openness towards other countries and cultures.

現在日本では、国際的通用性がある人材育成のための大学の役割が高く求まれている。このような状況の下、名古屋商科大学では国際教育の一環として様々な国際プログラムを実施している。本稿は、本大学が実施している5つの国際プログラムの教育的効果を検討するため行った実証的研究の結果報告である。研究の目的は、国際プログラムへの参加経験が学生の知識や自己・自国・国際意識にどのような影響を及ぼしたかを調査し、国際プログラムの教育的有効性を測ることにある。調査は、プログラム参加学生を対象に海外出発前と後にそれぞれアンケートをとり、その結果を数量的に比較・分析する方法を用いた。分析結果からは、現状のプログラムは、学生の外国や海外文化に対する意識の変化に比べて自国の良さや自国文化の再認識においてより効果的であることがわかった。

## *Kokusaika and kokusaijin*

Lincicome (2009) defines *kokusaika* as “becoming or making international,” and other authors as a “desire to learn from the foreigner, without betraying traditional Japanese values” (Walker, 2005, p. 180). During the Meiji Restoration, *kokusaika* was a practical means of creating a prosperous country with a modern and strong military (*fukoku kyōuhei*) which would ensure Japan's hegemony in Asia. It was associated with radical ideas such as “modernization,” “westernization,” and “liberalization” (Lincicome, 2009; Gerbert, 1993). At present, *kokusaika* is considered a means to “cope” with the profound changes under way in the Japanese economy and culture (Lincicome, 2009) by offering “another model of the world with Japan at the center” (Yoshimoto, 1989, p. 22).

The internationalization of Japan embodies two contradictory stances. On the one hand, as Hall (1997) and Iwabuchi (1994) point out, Japan admits that it has to change and open up



to the world, while on the other it is argued that Japan's unique traditional culture precludes it from becoming a truly international country. The internationalization of Japanese education has followed the same contradictory pattern. Among the goals set by the Japanese Ministry of Education (MEXT) for internationalization are the development of Japanese citizens who can live in the international community (the so-called *kokusaijin*, or international citizens); promotion of international exchange and cooperation in education, sports and culture; promotion of student exchange; expansion of Japanese language education for foreigners; and improvement of education for Japanese children overseas and children returning from overseas (Aspinall, 2001). The Ministry emphasizes the importance of education in nurturing "capabilities to live in harmony with people of different cultures and customs" while at the same time inspiring students to be proud of and feel love of Japanese culture and tradition (MEXT, 2007, 2008). The goal of international education is "*the awakening as a Japanese and the rearing of kokusaijin*" (Ishii et al., 1996, p. 237, our italics).

Sugiyama defines the concept of *kokusaijin* as entailing "the extent of knowledge of foreign language and foreign countries; adaptability to life in foreign countries and acquisition of the sensitivity, linguistic capabilities and other abilities necessary for international experiences" (1992, p. 73). Yoneoka (2000a, 2000b) shows that there is more to a *kokusaijin* than just language skills and knowledge of foreign countries. As shown in Table 1 below, the findings of her ten-year study suggest that Japanese students and foreign students have different images of a *kokusaijin*.

**Table 1. Differences between Japanese and foreign students' view of the necessary conditions for becoming *kokusaijin* (internationally minded persons) (Yoneoka, 2000a)**

	Japanese Students	Foreign Students (USA, Germany, India)
EXPERIENCE	Language Culture	Important but not essential
COGNITIVE ATTRIBUTES	Language ability Knowledge of Japan and world affairs	Important but not essential
AFFECTIVE AT- TRIBUTES	?	Tolerance Lack of prejudice Volunteerism Interest in foreigners and foreign countries
AWARENESS	Differences (Japanese vs. the others)	Similarities between people

The Japanese students in Yoneoka's study considered that knowledge of the foreign language and culture, and awareness of the differences between themselves (as Japanese) and others as foreigners were important for becoming a *kokusaijin*. The conditions described by Yoneoka's students correspond to Sugiyama's definition of *kokusaijin*, referred to earlier. The foreign students, on the other hand, stressed the importance of such affective attributes as tolerance of other people's culture and customs, lack of prejudice against other cultures and ethnic groups, volunteerism and interest in foreigners and foreign countries. Moreover, an awareness of the similarities between people rather than their differences was considered more important. This image of *kokusaijin* suggests a positive, outward-oriented attitude, as opposed to the Japanese students' more passive, inward-oriented stance.



## Internationalization in higher education

In recent years, education has moved toward integrating “an international/intercultural dimension into the teaching, research and service functions of the institution” (Knight, 1999, p. 8). International (or study abroad) programs have played an important part in the internationalization of higher education. They offer the benefits of exposing the students to different social and cultural environments and helping them overcome stereotypes connected to the target countries and cultures. Moreover, it has been shown that students who participate in such programs tend to become more mature than their peers (Van Hoof & Verbeeten, 2005). Besides these advantages at the individual level, international programs are also beneficial for improving the quality of university education by helping open up Japanese universities to international influences (Kida, 1981). Nevertheless, while MEXT has extolled international programs as a means of fully appreciating the uniqueness of Japanese culture, they have also been criticized as a marketing strategy employed by Japanese universities to increase enrollment (Walker, 2005).

### The present study

Our study was conducted over a period of one year (January to December, 2009) among the students who participated in one or more of the international programs offered by Nagoya University of Commerce and Business (NUCB). As shown in Table 2 below, five such programs were offered in 2009, and a total of 115 students participated in one or more of these programs. The Gap Year program takes place during the first semester of the first year, being open only to freshmen. Frontier Spirit is open to English and Chinese majors in the Department of English Communication (now the Department of International Communication), whereas the DIS program (Queens and Hong Kong) is exclusively for second-year students majoring in English or

Chinese in the Department of International Studies. The International Volunteer program is open to all the students at the university, irrespective of department or year of study.

**Table 2. International programs offered at NUCB in 2009**

Program	GAP YEAR	INT'L VOLUNTEER	FRONTIER SPIRIT	DIS QUEENS	STUDENT EX-CHANGE
	Semester abroad		Semester abroad	Semester abroad	Year abroad
Type	Travel	Work/Travel	Study	Study	Study
Country	Europe	Europe, etc.	UK, China	Canada, Korea, HK	HK, France
Period	Apr.-Jul.	Aug., Sept.	Apr.-Jul Sept.-Dec.	2 <sup>nd</sup> year fall semester	HK Sept.-Apr. Rouen Sept.-Jun.
Duration	11 wks	2-3 wks	16 wks	12 wks	10 months
Participants 2009 (115)	12	48	UK Spr 11 UK Fall 7 Beijing Fall 2	30	HK 3 Rouen 2

### The survey

A survey devised by the authors was used for the present study. The aim of the survey was to identify to what extent students' international experience impacted their general knowledge, individuality, national identity and perception of foreign countries and people. Four of the five programs (Gap Year, International

Volunteer, Frontier Spirit and DIS) were considered for this study. This choice was motivated by the fact that, unlike the Exchange program, which is longer and has fewer participants, the other four programs have relatively comparable lengths and numbers of participants. The survey was administered twice, right before the students' departure and immediately after their return. Out of the 115 students participating in international programs, we obtained 86 responses before (Gap, 12; Frontier Spirit, 18; Volunteer, 27; DIS, 29) and 67 after (Gap, 12; Frontier Spirit, 16; Volunteer, 16; and DIS, 23). Out of the total number of respondents in the before cohort, 60 were female, and 26 male, whereas in the after cohort, 38 of the respondents were female, and 29 were male. The survey, which was administered in Japanese, is comprised of two main sections: knowledge and awareness (see Appendix 1 and 2).

### *The knowledge section*

This section consisted of 46 general knowledge questions related to domestic and world history, geography, economics, political affairs, and culture. The questions were based on the authors' general knowledge. Moreover, in order to gauge the level of general knowledge which Japanese university students are expected to possess in order to pass employment examinations, we consulted a number of print and online publications containing general knowledge questions for employment exams (*Daigakusei no Shuushoku Shiken Ippan Joushiki Mondaishuu*, 2002; Kobayashi, 2000; *Yoku Deru Shuushoku Ippan Joushiki*, 2004). The questions in this section were multiple choice, one answer possible. The students were given a point for every correct answer.

Also, in an attempt to measure students' progress in English proficiency, we examined their average TOEIC scores before departure and after return. The TOEIC test is mandatory for all NUCB English majors in the Department of International Communication and Department of International Studies, and is

administered two times every year at NUCB. Our respondents sat for the TOEIC test before their departure, in April or June, 2009, and after their return, in January, 2010. With the exception of the students enrolled in the Asian overseas programs, all the students had to use English on a daily basis, either for communication with their travel and work partners (Gap, International Volunteer, Frontier Spirit) or for study purposes (DIS Canada and Frontier Spirit UK).

### *The self-awareness section*

This section consisted of three subsections, which tested students' awareness of themselves, of their own country and of foreign countries and people. The aim of these questions was to gauge students' growth as individuals, Japanese citizens, and internationally minded people. The first subsection contained a set of self-reflective questions, which the authors considered to be relevant for determining any changes in their perception of themselves as individuals and as social persons. The questions were multiple choice, one answer possible, and the responses were rated on a scale of one to five.

The questions in the second subsection were aimed at identifying any changes which took place in the students' perception of their own country after their exposure to culturally different environments. With the exception of questions related to the things that make students proud or ashamed of Japan, which allowed for multiple answers, all the other questions were multiple choice, one answer possible.

The third subsection was intended to identify changes in the students' perception of foreign countries and people by examining some of the stereotypes they had prior to their departure and changes after return. These stereotypes referred to the students' image of foreign people, their preference for and familiarity towards foreign countries, their position regarding interna-



tional marriage, as well as their tolerance of foreigners in Japan. Moreover, we assumed that students had little, if any, exposure to foreign environments before going abroad.

## Results and discussion

In order to analyze whether there were any significant improvements in the students' knowledge and awareness after their overseas program, a two-sample t-test assuming equal variances of the before and after cohorts was performed. The alpha for statistical significance was set at .05.

As Table 3 below shows, in the first section, there were no statistically significant improvements in the students' general knowledge. The t-test revealed no major differences between the students' general knowledge pre- and post-program. Most correct answers were related to Japanese history and geography (73% before and 76% after); however, the students scored poorly on questions related to international culture (63% before and 65% after).

**Table 3. T-test: two-sample assuming equal variances for the knowledge section**

Category	Group	Number	Mean	SD	df	t	P(T<=t)
General Knowledge	before	N=86	63.042	11.62	150	-.661	.258
	after	N=64	64.347	12.51			
TOEIC	before	N=71	403.239	106.941	117	-3.669	.0003*
	after	N=48	478.333	113.256			

\*p<.05

The lack of improvement in general knowledge could be due to several factors, including the short duration of most of the programs and their rather narrow educational focus (most of the study abroad programs were centered on English language learning). On the other hand, the TOEIC average scores reveal a statistically significant improvement in the English (reading and listening) skills of the participants. All the students who participated in international programs improved their TOEIC scores, the most substantial improvement being achieved by the Gap Year students (an average increase of 85 points), followed by DIS Queens (79), Frontier Spirit (73) and International Volunteer (44). Nevertheless, due to the time elapsed from students return until the administration of the second TOEIC test, ranging from one week to several months, one cannot assert with certainty that this progress was mostly due to the international program itself rather than the instruction received after participants returned.

The first part of the second section of the survey contained questions referring to the students' image of themselves as individuals and as group members. As shown in Table 4 below, the questions intended to reveal possible changes in the students' social skills yielded no statistically significant results. Moreover, judging by the slight differences in group averages, the students considered themselves less extroverted after their return, which, while understandable because of the short duration of most of the programs, may also indicate the students' tendency to become more introverted after contact with more socially communicative people abroad.

**Table 4. T-test: two-sample assuming equal variances for the self-awareness section.**

Section	Question	Group	Number	Mean	SD	t (df=150)	P
Self Awareness	Are you shy around strangers?	before	N=86	3.318	1.236	.536	.593
		after	N=67	3.209	1.249		
	How do you approach a group of strangers?	before	N=86	2.682	1.038	-1.103	.272
		after	N=67	2.881	1.117		
	How do you behave in a group discussion?	before	N=86	4.094	1.007	.0025	.998
		after	N=67	4.094	.660		
	Do you work more effectively on your own or in a group?	before	N=86	4.094	.811	-.621	.535
		after	N=67	4.179	.869		
	Do you have a complex?	before	N=86	4.823	.383	.503	.616
		after	N=67	4.791	.409		

\*p<.05

The next subsection consisted of questions related to students' image of their own country before and after their overseas experience. Some of the responses reflected an increased preference for their own country and a more positive and objective appreciation of Japan's positive aspects, while others show a slight decrease, which may be interpreted as an influence of the students' overseas experience. As shown in Table 5 below, while there are no statistically significant changes in attitude, a look

at the average scores for each of the questions reveals students' general attitude toward Japan. Thus, the students appear to like Japan, of which they are proud, and which they prefer over other countries, but lack confidence in their power to change it, and are even less willing to defend their own country in the event of war.

**Table 5. T-test: two-sample assuming equal variances for the national awareness section**

Section	Question	Group	Number	Mean	SD	t (df= 151)	P
National Awareness	Do you like Japan?	before	N=86	4.663	.806	-.192	.848
		after	N=67	4.687	.701		
	Are you proud to be Japanese?	before	N=86	4.430	.819	-.461	.645
		after	N=67	4.493	.842		
	Do you want to live in Japan in the future?	before	N=86	3.570	1.288	-1.532	.128
		after	N=67	3.880	1.187		
	Do you consider Japan an Asian country?	before	N=86	4.651	.664	1.219	.225
		after	N=67	4.493	.943		
	Do you think you can change Japan?	before	N=86	2.965	1.163	.200	.841
		after	N=67	2.925	1.283		
Would you fight for Japan in war?	before	N=86	2.593	1.211	-.934	.351	
	after	N=67	2.776	1.191			
Do you think Japan is a better country than others?	before	N=86	4.221	1.240	-1.622	.107	
	after	N=67	4.492	.660			

\*p<.05



Next, we asked students to choose those things which made them proud or ashamed to be Japanese (Figure 1 and 2 below). Before departure, the students were proud of Japanese food, technology, traditional culture, nature, popular culture and manners. Some of these areas, such as food, technology, popular culture and manners were appreciated after return as well, while others, such as traditional culture, nature and sightseeing dropped among students' preferences. This may indicate a slightly more objective appreciation of the positive aspects of Japan. Regarding aspects which made students feel ashamed to be Japanese, it can be observed that politics and attitude were among the most unpopular categories with students.

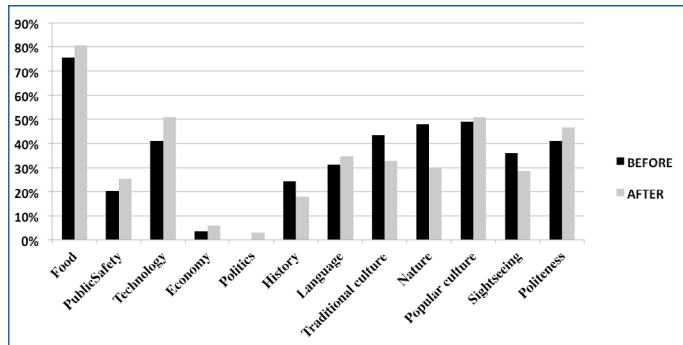


Figure 1. Responses to the question “What are the things that make you proud to be Japanese?”

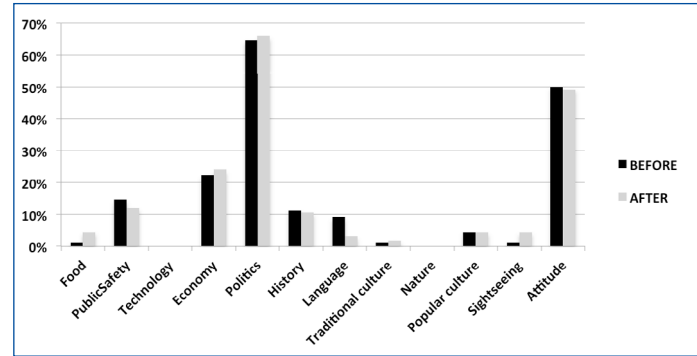


Figure 2. Responses to the question “What are the things that make you ashamed to be Japanese?”

The third subsection of our survey was related to the students' image of foreign people and countries. We aimed at identifying any changes in the way students (most of whom were having their first overseas experience) perceived foreigners and foreign countries.

First, we asked students to write down any word associated with their image of foreigners. We found that before departure their answers corresponded more or less to the Japanese stereotype of foreigners, such as assertive, active, cheerful, optimistic, tall/big/strong, open minded, rough, frightening, English speaking, and dangerous. It was interesting to see that after their return fewer students thought that foreigners were cool, tall/big/strong, rough, frightening, English speaking, or dangerous, and more saw them as friendly, free, funny, kind/nice or generous. As the Figure 3 shows, there was a shift from a biased, stereotypical image to a slightly more realistic image possibly as a result of their direct contact with foreigners. In addition, after their overseas experience more students appeared to appreciate

foreigners based on their personality traits, while fewer focused on their physical aspects.

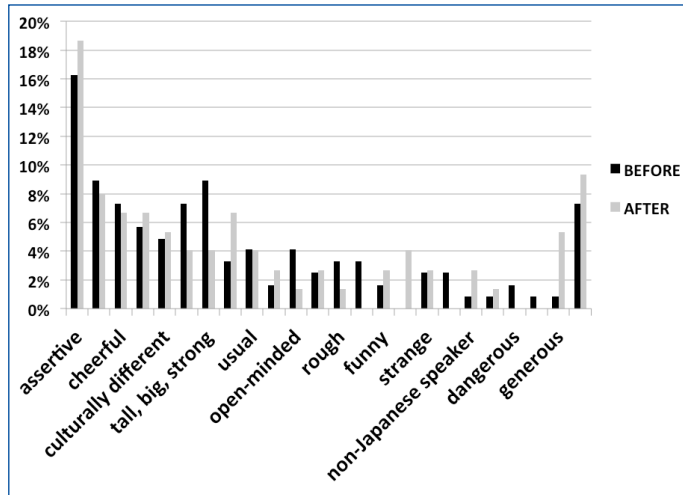


Figure 3. What is your image of foreigners?

The next question asked students to choose the country that their spouse would come from if they were to enter into an international marriage. Figure 4 indicates that both before and after their program, students were consistent in preferring potential partners from industrialized countries, especially from English speaking and European countries. As expected, the short overseas stay did little to change the students' deeply rooted convictions and stereotypes about such countries.

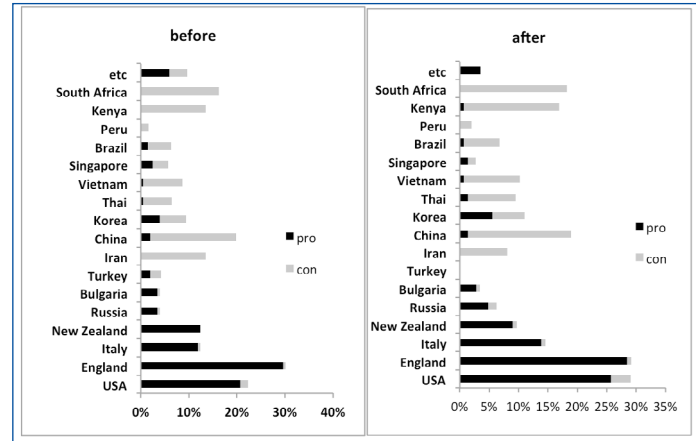


Figure 4. Preferences regarding of international marriage (before and after)

This is also shown in Figures 5, 6 and 7 below, which present the students' favorite countries, most familiar countries and countries where they hoped to work in the future.

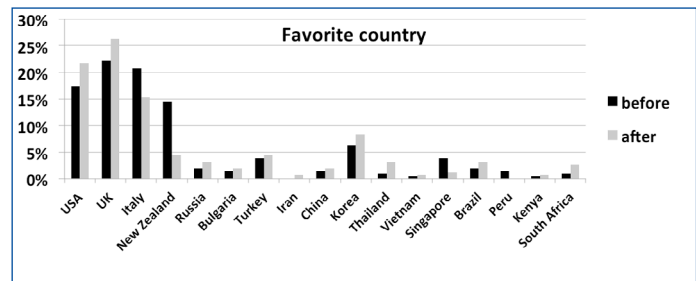


Figure 5. Favorite country



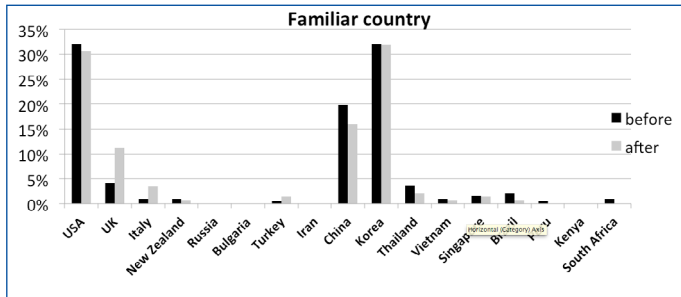


Figure 6. Familiar country

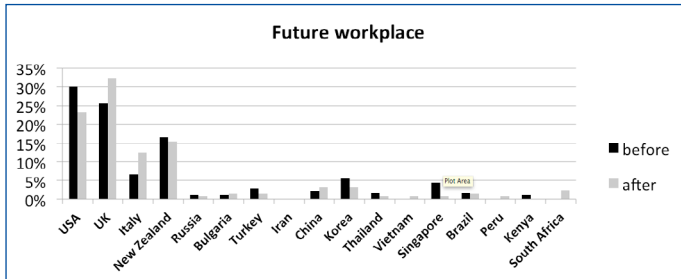


Figure 7. Desired work location in the future

A different pattern can be seen in Figure 6, where many students selected the USA and Japan's neighbors, China and Korea. This could be due to the long tradition of cultural and economic exchange between Japan and these countries. As can be seen, both pre-and post-program, many students preferred mostly English-speaking countries. After their return, the popularity of the USA and UK increased.

On the other hand, when asked to choose the country in which they would like to work in the future, students' preferences understandably coincided with their favorite countries. Figure 7 shows that they tended to favor industrialized, English speaking countries, over less developed, non-English speaking ones.

Finally, we examined the changes in students' tolerance of the presence of foreigners in Japan after their international programs. Figure 8 below shows a positive change in attitude towards foreign people in Japan.

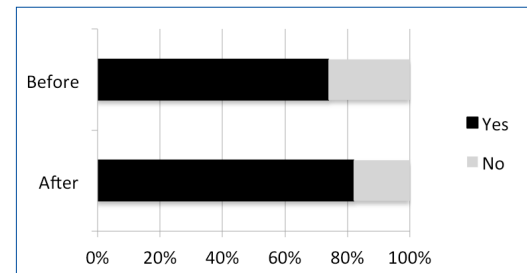


Figure 8. Responses to the question "Would you like to see more foreigners living in Japan in the future?"

## Conclusions

From the results presented here it can be said that the international programs offered by our university appear to be mostly effective at reawakening students' national pride (which is also one of the major internationalization goals set by MEXT). Moreover, after their overseas trip, students showed a relatively more realistic perception of foreign countries and foreign people. In addition, although the knowledge survey showed little progress in general knowledge, the higher TOEIC score

averages indicated an increased motivation towards the study of English. However, the short time spent traveling or studying abroad is not enough to change many of the students' deep-rooted stereotypes and prejudices against foreign countries and people. It can be said that such programs should be regarded as stepping-stones in a more complex process of cognitive and emotional transition towards internationalization. In order to be effective, this process should be continued even after students' return, through intensified exchanges with international students and universities abroad and a more internationally oriented curriculum.

### Limitations of the study

Given the short time span of one year allocated for the study the results are far from conclusive. Another important limitation is the lack of a control group which did not participate in any of the international programs. A comparison between participants and non-participants in international programs would be more edifying for understanding the relationship between the changes in the students' perception and knowledge and their overseas experience. Also, in our attempt to offer an impartial selection of countries in the survey, we selected countries which were not covered by the international programs offered by NUCB, with repercussions on the objectiveness of the study.

International programs are an important component of international education in Japan and worldwide. Such programs can positively influence students' growth as world citizens and self-reliant individuals. However, as shown in the present study, the effectiveness of short-term programs for nurturing internationally minded individuals appears to be limited. In addition, it may also depend on other factors related to the students' cultural background, their attitude in relation to foreign countries and people, and, last but not least, the values nurtured by the educational system of their country of origin. Earlier studies

showed that students with a multi-cultural background tend to be more open to international experiences in comparison with students coming from relatively homogeneous cultures, like Japanese students. A more detailed and longer-term study of the effects of each program may allow us to draw more precise conclusions about the effectiveness of study abroad programs as opposed to those which focus mainly on traveling or working abroad.

### Bio data

**Niculina Nae** teaches English at Nagoya University of Commerce and Business. Her research interests include translation and interpretation, computer assisted language learning, and Japanese language and society. <nae@nucba.ac.jp>

**Soonhee Fraysse-Kim** teaches Korean and French at Nagoya University of Commerce and Business. Her research interests include critical discourse analysis and language and teaching methodologies. <kim@nucba.ac.jp>

### References

- Aspinall, R. (2001). Policies for "internationalization" in the contemporary Japanese education system. *Nagoya University Studies in Language and Culture*, 21(2), 3-21.
- Casey, J. W. (2000). Demeaning *kokusaika*: Nationalist and neoliberal discourses. *The Keiai Journal of International Studies*, 6, 23-45.
- Gerbert, E. (1993). Lessons from the *kokugo* (national language) readers. *Comparative Education Review*, 37(2), 152-180. Retrieved from <<http://www.jstor.org/pss/1188682>>.
- Hall, I. P. (1996). Japan's new cultural push toward Asia: Partner, hegemon, or perpetual outsider? *Pacific Rim Report*, 3. Retrieved from <[http://usf.usfca.edu/pac\\_rim/new/research/pacrimreport/pacrimreport3.html](http://usf.usfca.edu/pac_rim/new/research/pacrimreport/pacrimreport3.html)>.



- Iwabuchi, K. (1994). Complicit exoticism: Japan and its other. *The Australian Journal of Media & Culture*, 8(2). Retrieved from <<http://www.wmcc.murdoch.edu.au/ReadingRoom/8.2/Iwabuchi.html>>.
- Ishii, S., Kume, T., Tohyama, J., Hirai, K., Matsumoto, S., & Midooka, K. (Eds.). (1996). *Ibunka komyunikeshon handobukku* [Intercultural Communication Handbook]. Tokyo: Yukaikakusensho.
- Kida, H. (1981). *Japanese universities and their world: Their features and tasks*. Tokyo: National Institute for Educational Research.
- Kobayashi, K. (2002). *Ippan joushiki A-ranku: Shuushoku shiken ni deru saijuyou teema* [A-rank general knowledge: Important topics for employment examinations]. Tokyo: Nikkei Jigyuu.
- Knight, J. (1999). *Quality and internationalisation in higher education*. Paris: OECD.
- Lincicome, M. (2009). *Imperial subjects as global citizens: Nationalism, internationalism, and education in Japan*. Lanham: Lexington Books.
- Ministry of Education, Culture, Sports and Technology (MEXT). (2007). *Kokusai kyouiku suishin foramu* [Forum on the promotion of international education]. Retrieved from <[http://www.mext.go.jp/a\\_menu/kokusai/plan/08070713.htm](http://www.mext.go.jp/a_menu/kokusai/plan/08070713.htm)>.
- Ministry of Education, Culture, Sports and Technology (MEXT). (2008). *Kokusai kyouiku suishin foramu* [Forum on the promotion of international education]. Retrieved from <[http://www.mext.go.jp/a\\_menu/kokusai/plan/08070714.htm](http://www.mext.go.jp/a_menu/kokusai/plan/08070714.htm)>.
- Seibidou Shuppan (Ed.). (2002). *Daigakusei no shuushoku shiken ippan joushiki mondaishuu* [Employment examination questions for university students]. Tokyo: Author.
- Shuushoku Jouhou Kenkyukai. (2004). *Yoku deru shuushoku ippan joushiki* [Frequently asked general knowledge questions for employment examinations]. Tokyo: Jitsumu Kyouiku Shuppan.
- Sugiyama, Y. (1992). Internal and external aspects of internationalization. In G. Hook & M. Weiner (Eds.), *The internationalization of Japan*, (pp. 72-103). London: Routledge.
- Van Hoof, H. B., & Verbeeten, M. J. (2005). Wine is for drinking, water is for washing: Student opinions about international exchange programs. *Journal of Studies in International Education*, 9(1), 42-61. doi: 10.1177/1028315304271480.
- Walker, P. (2005). Internationalising Japanese higher education. In J. S. Eades, R. Goodman, & Y. Hada (Eds.), *The 'big bang' in Japanese higher education: The 2004 reforms and the dynamics of change* (pp. 165-182). Melbourne: Trans Pacific Press.
- Yoneoka, J. (2000a). What is a kokusaijin? A 10 year study. *The Language Teacher*, 24(9), 7-12.
- Yoneoka, J. (2000b). Ten years of kokusaika: Has progress been made? *The Language Teacher*, 24(10), 13-18.
- Yoshimoto, M. (1989). The postmodern and mass images in Japan. *Public Culture*, 1(2), 8-25. doi:10.1215/08992363-1-2-8.

## Appendix I.

### The knowledge section

性別 : 女 男

年齢 : \_\_\_\_\_

学年 : \_\_\_\_\_

参加するプログラム :

Gap Year / Frontier Spirits / 国際Volunteer (国: \_\_\_\_\_)

国際教養学科カナダ語学研修 / その他 ( \_\_\_\_\_ )

以下の質問の答えを○で囲みなさい。

(1) 天皇ができないことを選びなさい

1. 憲法改正・法律・政令・条約を公布すること
2. 外国大使・公使を接受すること
3. 国務大臣や官吏の任免を認証すること



4. 法律を誠実に執行し、国務を総理すること

(2) 次の記述から、六法を組み合わせているものを選びなさい

1. 憲法、民法、刑法、商法、公職選挙法、財政法
2. 憲法、民法、刑法、商法、民事訴訟法、刑事訴訟法
3. 憲法、民法、刑法、内閣法、国会法、労働基準法
4. 民法、刑法、商法、内閣法、国会法、裁判所法
5. 憲法、民法、刑法、内閣法、国会法、裁判所法

(3) 次の組織の中で日本が加入しているものはどれですか？

1. 欧州連合／EU
2. 石油輸出国機構／OPEC
3. 北米貿易自由協会／NAFTA
4. 関税および貿易に関する一般協定／GATT

(4) サブプライムローンの問題の発端はどこ国ですか？

- ①フランス ②英国 ③米国 ④中国

(5) 現在、日本はどの国から最も輸入していますか？

- ①韓国 ②米国 ③中国 ④ブラジル

(6) 中国チベット自治区の指導者で、チベット仏教の最高指導者はだれですか？

- ①ダライラマ ②マハトバガンジー ③ヨハネパウロ ④ヘルイアマル

(7) 次の国のうち、ユーロを使っていない国はどれですか？

- ①イタリア ②オランダ ③ベルギー ④イギリス

(8) 国際連合はどこにありますか。

- ①ニューヨーク ②ロンドン ③パリ ④ワシントン

(9) 2008年十二月二十七日、イスラエル軍がハマス掃討作戦として大規模な空爆を開始した地域はどこですか？

- パレスチナ ②イラク ③アフガニスタン ④レバノン

(10) 現在北朝鮮(朝鮮民主主義人民共和国)の国家首席の名は何ですか？

- ①ボク・セイキ ②キム・ジョンイル ③キム・デジュン  
④キム・イルソン

(11) 次の川のうち、ヨーロッパのものではない川はどれですか？

- ①ボルガ川 ②ライン川 ③ナイル川 ④ドナウ川

(12) 北アフリカに広がる世界最大の砂漠はどれですか？

- ①サハラ砂漠 ②アタカマ砂漠 ③ゴビ砂漠 ④タクラマカン砂漠

(13) ベトナムの首都はどれですか？

- ①ウランバートル ②ホーチミン市 ③マニラ ④ハノイ

(14) 次の国のうち、中東に位置しない国はどれですか？

- ①イラン ②イスラエル ③レバノン ④エジプト

(15) 国名と首都の組み合わせとして、間違っているものはどれですか。

- ①アフガニスタン - カブール  
②スペイン - マドリード  
③ペルー - リマ  
④カナダ - トロント

(16) 日本の最西端の、東経122度56分にある島はどれですか？

- ①南鳥島 ②与那国島 ③沖の鳥島 ④択捉島

(17) “日本の屋根”と呼ばれる日本アルプスに属しない山脈はどれですか？

- ①飛騨 ②木曾 ③赤石 ④和泉

(18) 鹿児島県が飼育頭数第1位である代表的家畜は何ですか？

- ①鶏 ②牛 ③ぶた ④羊

(19) 日本でいちばん面積の小さい都道府県はどこですか？

- ①青森 ②群馬 ③山梨 ④香川



(20) 北海道の先住民はどれですか？

- ①アイヌ ②ウィルタ ③イヌイト ④ニヴフ

(21) 1997年、香港はどこから中国へ返還されましたか？

- ①イギリスから ②アメリカから ③フランスから ④オランダから

(22) オリンピック発祥の地である都市はどこですか？

- ①アテネ ②ローマ ③エルサレム ④ボンペイ

(23) 1991年、米軍中心の多国籍軍によるイラク攻撃で勃発した湾岸戦争の「湾」とは、何湾ですか？

- ①ペルシャ湾 ②ボスニア湾 ③メキシコ湾 ④パナマ湾

(24) ソ連の民主化の改革ペレストロイカを推進した人物はだれですか？

- ①ゴルバチョフ ② イェルチン ③レニン ④プチン

(25) 東西冷戦のシンボルとなっていたベルリンの壁があった国はどこですか？

- ①ルーマニア ②ボスニア ③チェコ ④ドイツ

(26) 冠位十二階や十七条憲法を定め、法隆寺を建てたとされる摂政はだれですか？

- ① 藤原道長 ② 北条時宗 ③ 聖徳太子 ④ 豊臣秀吉

(27) 1603年に征夷大將軍となり、幕府を開いたのはだれですか？

- ① 足利尊氏 ② 徳川家光 ③源頼朝 ④徳川家康

(28) 日本の初代首相はだれですか？

- ① 西郷隆盛 ②板垣退助 ③ 伊藤博文 ④ 坂本竜馬

(29) 1972年にアメリカから日本に返還された島はどこですか？

- ①国後島 ②種子島 ③ 隠岐ノ島 ④ 沖縄本島

(30) 元号が昭和から平成にかわった際に在任していた内閣総理大臣はだれですか？

- ①宮沢 喜一 ②竹下 登

③小渕 恵三

④羽田 孜

(31) 次のシンボルを宗教の象徴としている宗教はどれですか。

- ①キリスト教 ②ユダヤ教 ③イスラム教 ④仏教



(32) 国名の英語表記がまちがっているものはどれか。

①マレーシア — MALAYSIA

②ガーナ — GHANA

③フィリピン — PHILIPPINES

④オーストラリア — AUSTRALIA

(33) 次の悲劇のうち、シェイクスピアの作品ではないものはどれですか？

- ①オセロー ②ハムレット ③マクベス ④ロレンザチオ

(34) 次のうち、ノーベル受賞者ではない日本人はだれですか？

- ①大江健三郎 ②佐藤栄作 ③小林誠 ④夏目漱石

(35) 次のうち、一番長く就任した日本の総理大臣はだれですか？

- ①阿部伸三 ②小泉純一郎 ③小渕恵三 ④森喜朗

(36) 世界遺産と所在国の組み合わせでまちがっているものはどれですか？

①アンコールワット(アンコール) — タイ

②ピサの斜塔(ピサのドゥオモ広場) — イタリア

③ヴェルサイユの宮殿と庭園 — フランス

④マチュ・ピチュの歴史保護区 — ペルー

(37) 敬語の使い方として、ふさわしくないものはどれですか？

①明日お宅に参ります。

②部長をそこまでお送りして参ります。

③先生がお帰りにになりました。

④お客様、7時にはご入場できます。



(38) 次のうち、ジブリの作品ではないアニメはどれですか？

- ①となりのトトロ      ②蛍の墓  
③ブレイブストリ      ④風の谷のナウシカ

(39) ノーベル賞で有名なノーベルはどこの人ですか？

- ①スウェーデン    ②ノルウェー    ③デンマーク    ④アイスランド

(40) サッカーのワールドカップについて、まちがっているものはどれですか？

- ①アジアで開かれるのは2002年が初めてである。  
②複数の国で共催するのは2002年が初めてである。  
③1998年の大会では開催国のフランスが優勝した。  
④南半球で開催されたことは一度もない。

(41) 東太平洋の赤道付近の海水の温度が低くなって起こる異常気象を何と  
いいますか？

- ①ラニーニャ現象      ②エルニーニョ現象  
③ブロッケン現象      ④ダイポールモード現象

(42) 国名と公有語の組み合わせとして間違っているものはどれですか？

- ①トルコ      —    トルコ語  
②メキシコ    —    スペイン語  
③イラン      —    アラブ語  
④ブラジル    —    ポルトガル語

(43) 和食で吸物が出たとき、お椀のふたの扱い方として正しいものはどれ  
ですか？

- ①ふたを取ったら、そのまま糸じりが上になるようにして善の外に置く。  
②ふたを取ったら、そのまま糸じりが上になるようにして善の中に置く。  
③ふたを取ったら、裏返しにして善の外に置く。  
④ふたを取ったら、裏返しにして善の中に置く。

(44) 西洋料理の席でナプキンの使い方として、好ましくないものはどれで  
すか？

- ①ホストや目上の人が広げたあとで広げるようにする。  
②口をぬぐう場合はナプキンではなく、なるべく自分のハンカチを使うように  
する。  
③食事中の中座は好ましくはないが、やむをえないときはナプキンを椅子の  
上に置く。  
④食事後は、簡単にたたんでテーブルに置く。  
(45) 「人民の人民による人民のための政治」という言葉を残した人はだれで  
すか？

- ①エイブラム リンカーン    ②トマス ジェファースン  
③マハトマ ガンジー      ④フランクリン ローズベルト

(46) 今年(2009年)米国のアカデミー映画祭で最優秀外国語映画賞を受賞  
した日本の映画のタイトルは何ですか？

- ①60歳のラブレター    ②ジェネラル・ルージュの凱旋  
③菊次郎の夏④おくりびと

ご協力ありがとうございました

## Appendix 2.

### The Awareness Section

以下の質問について、○をつけてお答えください。

1. あなたは日本が好きですか

- (1) そう思う  
(2) どちらかといえばそう思う  
(3) どちらともいえない  
(4) そう思わない  
(5) わからない



2. あなたは日本人であること、または日本で生まれ育ったことを誇りに思いますか

- (1) そう思う
- (2) どちらかといえばそう思う
- (3) どちらともいえない
- (4) そう思わない
- (5) わからない

3. 日本はアジアの一部だと思いますか

- (1) そう思う
- (2) どちらかといえばそう思う
- (3) どちらともいえない
- (4) そう思わない
- (5) わからない

4. あなたはずっと日本に住みたいと思いますか

- (1) そう思う
- (2) どちらかといえばそう思う
- (3) どちらともいえない
- (4) そう思わない
- (5) わからない

5. あなたが、日本について誇りに思うもの・外国人に紹介したいものはどのような部分ですか (以下のうち、5つ以内で選んでください)

- (1) 食文化 (2) 治安 (3) 様々な技術 (4) 経済
- (5) 政治 (6) 歴史 (7) 日本語
- (8) 伝統文化(歌舞伎、能など) (9) 自然(温泉、四季など)
- (10) 大衆文化(漫画アニメ、映画、スポーツなど) (11) 観光名所

(12) 日本人のマナー(礼儀正しさ、他人への思いやり、気配りなど)

6. あなたが、日本の恥ずかしいと思う部分は、どのような部分ですか (以下のうち、5つ以内で選んでください)

- (1) 食文化 (2) 治安 (3) 様々な技術 (4) 経済
- (5) 政治 (6) 歴史 (7) 日本
- (8) 伝統文化(歌舞伎、能など) (9) 自然(温泉、四季など)
- (10) 大衆文化(漫画アニメ、映画、スポーツなど)
- (11) 観光名所 (12) 日本人のマナー(旅行先での悪いマナーなど)

7. あなたには、尊敬する日本人の人物がいますか

- (1) そう思う (2) どちらかといえばそう思う
- (3) どちらともいえない (4) そう思わない (5) わからない

いる場合は、誰ですか。その人の名前を書いてください。\_\_\_\_\_

8. あなたは、「これからの日本を変えるのは自分だ」という気持ちを持っていますか

- (1) そう思う (2) どちらかといえばそう思う
- (3) どちらともいえない (4) そう思わない (5) わからない

自分ではない場合は誰だと思いますか \_\_\_\_\_

9. もし戦争が起きたら、あなたは日本を守るために戦えますか

- (1) そう思う (2) どちらかといえばそう思う
- (3) どちらともいえない (4) そう思わない (5) わからない

10. あなたは、他の国に比べて、日本はいい国だと思いますか

- (1) そう思う (2) どちらかといえばそう思う
- (3) どちらともいえない (4) そう思わない (5) わからない



11. あなたは現在、一人暮らしをしていますか

1. はい
2. いいえ

12. アルバイトはしていますか

1. はい
2. いいえ

13. アルバイトをする目的を教えてください

1. 好きなものを買うため
2. 好きなことをするため(海外旅行などを含めて)
3. 生活費を稼ぐため
4. 学費を払うため

14. あなたは人見知りする方ですか

1. とても人見知りする
2. どちらかといえばする
3. どちらともいえない
4. あまりしない
5. まったくしない

15. あなたはどんな環境で最も効率よく働けますか

1. 一人で
2. グループで
3. わからない

16. あなたはコンプレックスを持っていますか

1. はい
2. いいえ

17. 16の設問に「はい」と答えた人は以下の中から相当する項目に ○をつける

てください(複数選択可)

1. 顔
2. 体形
3. 性格
4. 知性
5. 英語・語学能力
6. 運動神経
7. 才能
8. 家の経済状況
9. その他があれば教えてください( )

18. 日常生活におけるあなたの精神状態はどうですか

1. 安定している
2. 気分屋です
3. 心配性です
4. 落ち込んでいる
5. わからない

19. あなたが、サークルやクラブに入った最初の日を想像してください。周りには知らない人ばかりがいます。あなたはこういった行動を取りますか。

1. 一人でいて、声がかげられるのを待つ
2. グループに近づいて、声がかげられるのを待つ
3. グループの中の一人に自分から声をかける
4. なるべく大勢の人に声をかける
5. わからない

20. あなたのサークルやクラブで、夏休み合宿を行うため、会議を開いて、日程、場所などを決めることになりました。あなたはその話し合いの場でどのような態度をとると思いますか





1. 自分がやりたいことを積極的に話し、意見をいう
2. 自分のやりたいことを話しますが、周りのことも考えて意見を少なめにする
3. 自分から意見を言わずに他の人の意見に従う
4. わからない

21. あなたにとって「外国人」と、どのようなイメージがありますか。自由に書いてください

22. あなたが行った／住んだことのある国を教えてください。

23. あなたには、何らかの連絡を取り合っている外国人の友達がありますか

1. いる
2. いない

「いる」と答えた人 → 何人いますか ( )人

「いる」と答えた人 → どの国の人ですか( )

24. 以下のうち、あなたが好きな国を選んで○をつけてください(3つまで)

アメリカ、イギリス、イタリア、ニュージーランド、ロシア、ブルガリア、トルコ、イラン、中国、韓国、タイ、ベトナム、シンガポール、ブラジル、ペルー、ケニア、南アフリカ共和国

25. 以下のうち、あなたが身近に感じる国を選んで○をつけてください(3つまで)

アメリカ、イギリス、イタリア、ニュージーランド、ロシア、ブルガリア、トルコ、イラン、中国、韓国、タイ、ベトナム、シンガポール、ブラジル、ペルー、ケニア、南アフリカ共和国

26. もしも将来あなたが外国で働くとしたら、以下のどの国で働きたいですか(3つまで)

アメリカ、イギリス、イタリア、ニュージーランド、ロシア、ブルガリア、トルコ、イラン、中国、韓国、タイ、ベトナム、シンガポール、ブラジル、ペルー、ケニア、南アフリカ共和国

27. もしあなたの兄弟姉妹(いない場合はいる場合を想像して)が国際結婚

すると言ったら、どの国の人とであれば嬉しいと感じますか(3つまで)

アメリカ、イギリス、イタリア、ニュージーランド、ロシア、ブルガリア、トルコ、イラン、中国、韓国、タイ、ベトナム、シンガポール、ブラジル、ペルー、ケニア、南アフリカ共和国、その他[ ]

28. もしあなたの兄弟姉妹(いない場合はいる場合を想像して)が国際結婚すると言ったら、どの国の人の場合、あなたは抵抗を感じてしまうと思いますか(3つまで)

アメリカ、イギリス、イタリア、ニュージーランド、ロシア、ブルガリア、トルコ、イラン、中国、韓国、タイ、ベトナム、シンガポール、ブラジル、ペルー、ケニア、南アフリカ共和国、その他[ ]

29. あなたにとって以下の国(の人)は、どのようなイメージがありますか。あてはまるものに○をつけてください。

アメリカ	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]
イギリス	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]
ニュージーランド	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]
ロシア	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]
中国	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]
韓国	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]

タイ	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]
ケニア	明るい 格好いい おしゃれ お金持ち 怖そう ずるそう 危険そう 貧しそう わからない その他[ ]

30. あなたが英語以外に勉強するとしたら、何語を勉強したいですか

( )語

31. あなたは、日本に住む外国人が増えた方がよいと思いますか。減った方がよいと思いますか。その理由も教えてください。

1. 増えた方がよい
2. 減った方がよい

理由 [ ]

32. あなたが海外の何に興味を持っているかを教えてください。以下の分野のうち、あなたの海外への興味として当てはまるものを選んでください(3つまで)。

ファッション/ブランド品、音楽、スポーツ、遺跡/歴史、政治/社会、食事、リゾート、芸術/文化、環境保護への取り組み、開発援助、紛争/戦争、その他[ ]
---

ご協力ありがとうございました。