

Report for CIL Event (Workshop/Lecture/Event) subsidy 2021FA

実施日: 2022 年 1 月 15、19 日

Date of Event: Year 2022 Month 01 Day 15 & 19

開催責任者 Event Organizer	氏名 Name	衛藤智子 Tomoko ETO		
	所属 Affiliation	言語教育センター Center for Language Education	職位 Position	特任講師 Senior Lecturer

イベント名称 Event Title	Language Festival			
イベント種別 Event Type	<input type="checkbox"/> Workshop <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Others (学生による言語レッスン / Language lessons taught by students)			
開催時期 Duration of Event	<ul style="list-style-type: none"> • イベント本番: 2022 年 1 月 15 日 • フォローアップ交流会: 2022 年 1 月 19 日 • Event: 2022/01/15 • Follow-up session: 2022/01/19 <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> Year Month Day Year Month Day Days </div>			
開催地 (会場) Venue	Hybrid (対面&オンライン / offline & online)			
開催言語 Language	<input checked="" type="checkbox"/> English / <input checked="" type="checkbox"/> 日本語			
ターゲット Target Audience	APU 学生と教職員、別府市民、大分県の高校生 Students, faculty and staff of APU; citizens of Beppu; and high school students of Oita Prefecture			
参加者数 Number of Participants	学内/From APU	N/A (以下参照 / See below.)	合計 Total	140
	学外/From Outside APU	N/A (以下参照 / See below.)		
報告内容 / Report セミナーの状況を詳しく記載してください。 / Please describe the seminar in detail.				
This report on the implementation of an event, the Language Festival consists of the following four items: <ol style="list-style-type: none"> 1. Overview of the event 2. Summary of the applicants for the event participation 3. Summary of the audience satisfaction survey 4. Evaluation of the achievements in event goals 				

1. Outline of the event

Date, time, and location:

Event: Held at AP House 4 on Saturday, January 15.

Follow-up Exchange Session: Conducted online on Wednesday, January 19.

Objectives:

1. To enhance understanding of diversity and promote inclusion within university and local communities
2. To promote understanding of own and other cultures
3. To cultivate students' leadership
4. To facilitate intermingling within university and local communities
5. To provide opportunities for minority students in the community to present their identities.

Implementation details:

Students representing the linguistical minority groups of APU gave lectures, introducing themselves and their cultures and languages. Each lecture lasted 30 minutes and was offered in both English and Japanese.

Schedule:

See attached sheet.

Implementation format:

Event: Hybrid

Follow-up Session: Online only

Audience:

The number of audiences on the day of the event was as follows.

In-person: 44 (Lectures taught in Japanese: 30, English: 14)

Online: 96 (Lectures taught in Japanese: 43, English: 53)

Follow-up session: 2 participants (The session was planned to be held as a hybrid session, but due to the rapid spread of COVID-19, it was held only online. 20 people wanted to participate, but only 2 people attended on the day.)

Administrative staff:

Student lecturers: 10

Student staff: 10 (in charge of event preparation, set-up, lesson content and language support for lecturers, event operation, and satisfaction survey data input etc.)

Faculty staff: 4

2. Summary of the applicants for the event participation

The final number of sign-ups for the event is as follows:

In-person participation: 46

Online participation: 92

(1) Category

About 60% of people who wanted to join face-to-face sessions were adults (not a student), and 30% were undergraduate/graduate students, while 60% of those who preferred online participation were undergraduate/graduate students and 35% were adults. We assume that this reflects their familiarity with online event participation. In the future, it will be necessary to choose the format that best suits the main target of the event.

職業 / Occupation	生徒（高校生以下） / a student in high school or younger	大学生・大学院生 / an undergraduate or graduate student	社会人 / an adult (not a student)	その他 / Other	Total
Offline	2 (5%)	12 (30%)	24 (62%)	1 (2%)	39 respondents (100%)
Online	1 (1%)	59 (64%)	32 (35%)	0 (0%)	92 respondents (100%)

(2) Information source

More than half of face-to-face applicants chose “from acquaintances/friends” and “from B-biz LINK.” This indicates that direct introductions from acquaintances were effective. On the other hand, for those who applied for online sessions, in addition to “from acquaintances and friends,” “announcements within APU” and “from class instructors” worked well.

情報源 / Information source	別府市報 / Beppu city paper	インスタグラム / Instagram	フェイスブック / Facebook	別府市内のレストランや店舗で / Restaurants and shops in Beppu	友人・知人から / From friends and acquaintances	APU内での宣伝 / Ads at APU	B-biz LINK紹介 / From B-biz LINK	筒井先生から / From Professor Tsutsui	その他 / Other	
Offline	2 (5%)	0 (0%)	3 (8%)	0 (0%)	13 (33%)	7 (18%)	9 (23%)	0 (0%)	5 (13%)	39 respondents (100%)
Online	1 (1%)	1 (1%)	6 (7%)	1 (0%)	27 (30%)	44 (48%)	0 (0%)	6 (7%)	5 (5%)	91 respondents (100%)

(3) Preferred medium language

Among the applicants for the offline lectures, the number of those who preferred the lectures in Japanese slightly exceeded that of in English, yet 60% of the applicants for the online lectures wished to take the course in English.

希望媒体言語 / Preferred medium language	日本語 / Japanese	英語 / English	
Offline	21 (55%)	17 (45%)	38 respondents (100%)
Online	34 (37%)	57 (63%)	91 respondents (100%)

(4) Resident area

Only residents of Oita Prefecture were eligible for face-to-face participation to prevent COVID-19 clusters. For

those who wished to participate online, about half were residents of Oita Prefecture, and the rest were of other prefectures within Japan and of overseas. In other words, this event was an opportunity for not only people who live in Oita Prefecture but also those who live outside the prefecture to experience the diversity of APU. Furthermore, international applicants seem to include family members and acquaintances of the student lecturers. The Language Festival appear to have provided them with a good opportunity to see the lecturers' active student life at APU. From these perspectives, we believe that this event can serve as a public relations tool for the university admissions.

居住地域 / Resident area	大分県内 / Within Oita Prefecture	日本国内 / Within Japan (other than Oita Prefecture)	日本国外 / Overseas	
Offline	39 (100%)			39 respondents
Online	43 (47%)	21 (23%)	28 (30%)	92 respondents

3. Summary of the audience satisfaction questionnaire

All audiences were asked to answer a questionnaire about their satisfaction and feedback of the event. Sixty-three responses were collected, which is summarized below.

(1) Things expected

According to the results of the satisfaction questionnaire, many audiences came to the event with high expectations for cross-cultural understanding, language learning, and intercultural exchange. It can also be said that these expectations were satisfied to a large extent. (See the table below.)

Expectation and satisfaction average:

期待したこと / Expectation (63 respondents)	# of responses	Ratio (*1)	Satisfaction average (*2)
Cross-cultural understanding	35	56%	4.5
Language (encountering new languages, learning English and Japanese)	23	37%	4.2
Faculty's research perspective (Japanese language skills of international students, English language skills of domestic students, students' presentation skills, etc.)	4	6%	4.5
Interaction (interaction with international students, new encounters)	10	16%	4.5
Other	3	5%	3.3

(*1) Since responses were gained in an open-ended question, they were coded and analyzed by the event organizers. Multiple types of expectations were shown in some individual responses.

(*2) The satisfaction rate was calculated using a 5-point Likert scale, and the mean value of the responses obtained was gained. (Not satisfied at all = 1, very satisfied = 5)

(2) Impressions

The following is a list of typical impressions from the questionnaire responses.

- I am grateful for the opportunity to receive lectures from so many people from so many countries/regions

today. I think there are some countries that have not been well spotlighted yet, and other countries might like people to know about the serious current situation of the countries. I would like you to introduce such things. By doing so, maybe we can find a way to solve the problems.

- It was a very nice event. I would like to see this event held on a regular basis.

- The instructor's Japanese was very fluent and easy to understand. I would like to learn more about the language and the culture behind it. I would like to do some research on the "endangered languages". This was a valuable experience for me. Thank you! Multumesc! YIN SHA LICH!

- It must have been very difficult for you to give the lecture in Japanese, but you did your best and I enjoyed it. I hope you will hold such a lecture again.

(3) Areas for improvement and consideration for the future

a. Language

There were comments such as "the lecturer's English was difficult to understand" and "I did not understand their Japanese well". We think this is an opportunity for lecturers to develop their proficiency in the language that they are learning and ability to send out their messages to others, so we will try to help them by considering effective ways to use visual aids such as slides, and creating a list of items to check in the mock class. On the other hand, considering the purposes of this event, we would like to use this event as an opportunity to encourage the audience to learn about the diversity of English and tolerance toward the output made by foreign language learners. We believe that by encouraging them to do so, the event can contribute to creating an environment that promotes further "inclusion" and "intercultural exchange" in the community.

b. Lecture time

Each lecture was 30 minutes long. Several participants commented that they would have liked more time.

c. Technical issues

With the implementation of the hybrid event, we received requests to improve "the quality of the sound from microphones," "the information processing speed of PCs, (which were borrowed from the university)" "the internet connection for online lecturers," and " the settings of zoom cameras to show the venue". We would like to ask for support from specialist staff in the Media Center if we consider continuing the event in hybrid format in the future.

d. Contents

There was a request to have "more topics shared among all lectures". This comment was understood as a request to provide fixed perspectives to compare different cultures and societies, introduced in the event. Some also wrote that they would like to see more focus on language. This can be an important point to meet the expectation of the participants, so we will ask lecturers to surely include common phrases, such as "hello" and "thank you" in their lectures, but for other content, we will prioritize what the lecturer wants to convey.

4. Evaluation of the achievements in event goals

In order to evaluate how well we achieved the goals of this event, we need to examine the results of the

questionnaires from the instructor and staff students. (However, as of January 26, the questionnaires are still being accepted. Since the students are in the final exam period, the deadline for submitting the questionnaires was set for January 31st to allow more time.) Therefore, the following is an evaluation of the achievement of the event's goals from the perspective of (a) the audiences based on the results of the audience satisfaction questionnaire above, (b) the four student staff and four student lecturers who have already responded to the questionnaires, and (c) the faculty staff.

(Goal 1) To enhance understanding of diversity and promote inclusion within university and local communities

This event focused on cultural and linguistic diversity. We find the significance of the event in the fact that 160 people, including audiences, staff, and lecturers, paid attention to diversity and participated in this event. Although there are various stages in understanding diversity and realizing an inclusive society, we believe we were at least able to contribute to raising the awareness of the participants and those involved.

(Goal 2) To promote understanding of own and other cultures

According to the results of the audience satisfaction questionnaire, the satisfaction level of the 35 participants who sought cross-cultural understanding was 4.5 (5=very satisfied). The lecturers also commented that it was an opportunity for them to learn about their own culture anew through the preparation of their lectures. Based on the above, it can be said that this event can serve as an opportunity to promote understanding of other cultures and one's own culture.

(Goal 3) To cultivate students' leadership

In the responses to the questionnaires submitted by the four student staff, a few common key words were shared in terms of their personal growth, which were "teamwork," "leadership" and "problem-solving". When unexpected problems occurred, they "acted together with other staff (teamwork)" and "thought about what role they should play and acted accordingly (leadership and problem-solving skills)". Although the trouble itself was undesirable, it seemed to be an opportunity for the student staff to develop a sense of responsibility. It took about three months to prepare for this event, but in the end, there was not enough time, and the faculty staff finally had to assume great responsibility for the implementation of the event. In order to have the students play more roles, we need to spend more time on preparation, and if we can hold staff study sessions on diversity, inclusion, and cross-cultural understanding, it will lead to further growth of the students.

(Goal 4) To facilitate intermingling within university and local communities

Although the event was held under the unusual circumstances of the COVID-19 pandemic, according to the participant satisfaction questionnaire, the 10 audiences who participated in the event with the expectation of interacting (interacting with international students, meeting new people) gave an average satisfaction rate of 4.5 (5 = very satisfied). Since the event was designed to focus on lectures, and the follow-up exchange session emphasized individual interaction, the participants who could not attend the online follow-up sessions may have been left with a little regret that they did not have enough change to interact with student lecturers.

However, on the day of the event, new opportunities for interaction were created among the lecturers and student staff. In addition, in the lecturer questionnaire, there were descriptions of learning from other

lecturers. We believe that this event was a place for new encounters and exchanges within the university community.

(Goal 5) To provide opportunities for minority students in the community to present their identities.

This time, we were able to provide lectures on 10 rare countries and regions and the languages used in them. The lecturers were very happy to have the opportunity to present their country/region and language, and they prepared carefully for their presentations. The audiences also commented that it was refreshing and interesting to hear about countries and regions that they do not usually have a chance to hear about directly.

Conclusion

Although there were several problems in implementing the event in a hybrid format, the audiences commented that it was a place for cross-cultural understanding, a place to learn a new language, and a place to meet and interact with new people. The lecturers also seemed to be more excited and pleased with the opportunity to introduce their culture than we had imagined. We believe that continuing this kind of event for a long time will lead to better intercultural and inclusive society in our campus and local communities. We would like to continue this, but to do so, we need to consider and solve the technical and budgetary problems mentioned above. In addition, we would like to ask for the wisdom and cooperation of various people in Beppu City and Oita Prefecture, as well as those in the university, to develop an interesting event where we can learn about a wider range of diversity.

(別紙) イベント・スケジュール / Event Schedule

		Lessons in English (2 nd Floor) 英語での講座 (2 階)	Lessons in Japanese (1 st Floor) 日本語での講座 (1 階)
Session 1 第一部	10:00-10:10	Opening 開会	Opening 開会
	10:10-10:40	Marshallese / マーシャル語 (Republic of the Marshall Islands / マーシャル諸島共和国)	Nepalese / ネパール語 (Nepal / ネパール)
	10:50-11:20	Portuguese / ポルトガル語 (Mozambique / モザンビーク)	Khmer / クメール語 (Cambodia / カンボジア)
	11:30-12:00	Persian / ペルシャ語 (Afghanistan / アフガニスタン)	Cantonese / 広東語 (Hong Kong / 香港)
	12:00-12:05	Closing 閉会	Closing 閉会
	12:05-12:30	Interval 休憩	
Session 2 第二部	12:30-12:35	Opening 開会	Opening 開会
	12:35-13:05	Pohnpeian / ポンペイ語 (Federated States of Micronesia / ミクロネシア連邦)	Marshallese / マーシャル語 (Republic of the Marshall Islands / マーシャル諸島共和国)
	13:15-13:45	English / 英語 (South Sudan / 南スーダン)	Portuguese / ポルトガル語 (Mozambique / モザンビーク)
	13:55-14:25	Romanian / ルーマニア語 (Romania / ルーマニア)	Arabic / アラビア語 (Palestine / パレスティナ)
	14:25-14:35	Closing 閉会	Closing 閉会
	14:35-14:55	Interval 休憩	
Session 3 第三部	14:55-15:00	Opening 開会	Opening 開会
	15:00-15:30	Nepalese / ネパール語 (Nepal / ネパール)	Pohnpeian / ポンペイ語 (Federated States of Micronesia / ミクロネシア連邦)
	15:40-16:10	Khmer / クメール語 (Cambodia / カンボジア)	English / 英語 (South Sudan / 南スーダン)
	16:20-16:50	Cantonese / 広東語 (Hong Kong / 香港)	Romanian / ルーマニア語 (Romania / ルーマニア)
	16:50-17:00	Closing 閉会	Closing 閉会