神戸市外国語大学 学術情報リポジトリ

L2 Learning Programs for Seniors : Maximizing Life Experience, Knowledge, and Motivation through a Training Course on Tour Guiding in a Foreign Language

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博士論文審査等報告書

１．出願者　　　外国語学研究科文化交流専攻【　言語　　】コース

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２．　論文題目

L2 Learning Programs for Seniors: Maximizing Life Experience, Knowledge, and Motivation through a Training Course on Tour Guiding in a Foreign Language.

シニア向け L2 学習プログラム：外国語によるツアーガイド講座を通して人生経験、知識、動機づけを最大限に高める

３．審査委員

主　査：Montserrat Sanz（サンス・モンセラット）　㊞

副査：Donna Tatsuki（立木ドナ）　　　　　　　㊞

副　　査：　野村和宏　　　　　　　　　　　　㊞

副　　査：　片桐恵子　　　　　　　　　　　　㊞

４．博士論文審査の要旨

Ms. Emi Shibuya's PhD dissertation defense took place on February 4th, 2021, from 13:30 to around 15:40. The committee was composed of the thesis director (Prof. Montserrat Sanz), two professors from Kobe City University of Foreign Studies (Prof. Donna Tatsuki and Prof. Kazuhiro Nomura), and an external member (Prof. Keiko Katagiri, from the Graduate School of Human Development and Environment at Kobe University). Due to the Covid-19 pandemic and the state of emergency derived from it, the defense was conducted in a hybrid format, with two of the committee members participating from home through the platform Zoom (Prof. Tatsuki and Prof. Katagiri), and two members present in the room, together with the candidate (Prof. Nomura and Prof. Sanz).

Ms. Shibuya presented her results for 30 minutes, followed by a question session from the committee members, who later agreed that both the dissertation and the presentation had been subjected to high standards of quality. The committee praised the contributions of the dissertation to the field of L2 learning and teaching, as well as to the gerontology research area. They also valued the structure of the dissertation, which made it easy to follow the argumentation (the thesis was divided into three parts:

Part I, divided into two chapters, covered the issues related to senior language teaching and learning, a review of the pertinent literature and some language policies in Japan; Part II, also comprising two chapters, presented the original studies conducted through Spanish and French volunteer guide courses for seniors, the methodology for collection of data and the results; and Part III, consisting of three chapters, focused on the perspective from the teachers of these courses about the senior language learning process, and stated the general conclusions of the dissertation). The 30-minute presentation was also well organized and clear. During the defense, the value of this research in relation to language teaching to younger generations was also discussed, since, even though younger learners have limited life experience, MEXT advises to lead students to use their life experience in their L2 acquisition process.

The following requests were made to the candidate in order for her to improve the dissertation for its final version:

About the justification of some claims and decisions that were made in the dissertation:

- The thesis argues for the appropriateness of a *Language-for-Specific-Purposes* approach as the most adequate for teaching language to seniors, but fails to compare this approach to alternative methods, so that readers from fields not directly related to the L2 teaching field may not understand clearly why this is argued to be the best method for the senior population. She is expected to insert a comment about this in her final draft.

- The candidate does not make completely clear why she chose certain subjects over others to report in the dissertation, and why she highlighted certain parts of the introspective materials from the subjects of the research and not others. When asked about these issues, she explained the circumstances of the research that led her to that decision, and she linked her choice of comments from the introspective materials to her research questions. She is expected to clarify these decisions in the final draft.

About the use of terminology:
- Some words that are technical terms in Sociology are used in the dissertation in a conversational way, and therefore the candidate should include the technical definition. This applies to terms like *masculinity*, etc. Likewise, the concept of *hidden curriculum* is attributed in the thesis to Shibano (1982), but it was pointed out that there were prior references related to this term that should be included, in particular, Philip W. Jackson (1968). This is expected to be fixed in the final draft.

- Fluency and accuracy. There was a discussion about the meaning of these two terms, since one of the teachers interviewed for the dissertation stated that in the volunteer guiding training

course for seniors, fluency is prioritized over accuracy, but these terms had not been sufficiently clarified in the thesis. This clarification is expected to be included in the final manuscript.

About the data and statistics

- It was pointed out that, in reporting the data from the Multidimensional Mood State Questionnaire included in chapters 3 and 4, bar graphs are difficult to read and interpret. It was pointed out that, for this kind of data, it would have been better to use 折れ線グラフ (line graphs). This is only a suggestion for further studies, but is not expected to be changed in the final draft of this dissertation.
- The term GB used in the Multidimensional Mood State Questionnaire is introduced in the dissertation as "Good and Bad". It was pointed out that It would be better to replace this definition for "Good or Bad", or "Good/Bad".
- Likewise, the candidate, who has translated the Multidimensional Mood State Questionnaire from English into Japanese, uses AT for "Awake and Tired". The choice of words to convey the states of "alert" as "awake" was discussed: whereas the latter is taken in a metaphorical way, in reality, the teachers mention in the interviews that some students are literally asleep in the afternoon, when the class is taking place. The choice of words for the translation into Japanese should be clarified a bit more in the thesis.

Future projects:
- The candidate was asked about the possibility of using the qualitative method for data analysis SCAT on the data. Ms. Shibuya stated that, even though she trained herself on the use of this tool, it was impossible to implement it rigorously at this stage and for this set of data. It was agreed that, in future projects, the application of this tool to the data will yield new and interesting insights.
- As stated above, it was also discussed that a future project could be to explore the implications of this kind of teaching for younger learners in Japan.
- Finally, the candidate stated that a new look at the data with other focuses in mind, like gender or language experience abroad would also be interesting for future data collection.

Final comments
The committee agreed that the dissertation constitutes an important contribution to society, that the studies have been done with rigor and meticulousness, and that it is worthy of an A-level grade.

５．論文成績　　───────点───　　最終試験評価　　───────合格───────
６．授与する学位（付記する専攻分野）
　　　博士（　　　　　　　）