

Analysis of the Study Abroad Summer Program

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Research Background

What kind of English education does ICU provide?

- ICU is a bilingual university in Tokyo.
- English for Liberal Arts Program (ELA) is a semi-intensive English program for freshmen and sophomores.
- The program's emphasis is placed on English for Academic Purposes (EAP) (English for Liberal Arts Program, 2015, p. 1).

Is study abroad beneficial?

- Kinginger (2009) defined study abroad as, "a temporary sojourn of pre-defined duration, undertaken for educational purposes" (p. 11).
- In general, study abroad has the possibility to foster learners' language skills in all aspects (Kinging, 2013).
- Watanabe (2000) conducted a quantitative study at International Christian University (ICU).
- He compared the TOEFL PBT scores between the students who took part in a 6-week study abroad program and those who did not.
- His research indicated that the study abroad program was effective because those who participated in the overseas program gained significantly higher scores than those who did not.
- For the students who were at lower and intermediate levels, progress in the listening section was significant. For the advanced level students, improvement in the structure section was the greatest.

Research Design

Whose data were analyzed?

- 333 students who took both PRE and POST. The students who achieved more than 630 were deleted.
- Many Japanese students went overseas before university. $n = 98$
- All the students study in the same English program. The students entered university in 2015.
- Total number of SEA program participants in 2015 was 142.

What tests were used?

- Students took the TOEFL ITP before the program began and IELTS after it finished.
- The scores were also converted to CEFR levels.
- The CEFR levels generally went up. (Eiken Foundation of Japan, 2017; ETS, 2017; IELTS, 2017)

CEFR	PRE	POST
C1	—	42
B2	51	252
B1	192	39
A2	90	0

Research Question 1

Who made more improvements in English, those who participated in the SEA program or those who did not participate?

Research Question 1 Results

Group	N	TOEFL	IELTS	CEFR
SEA	142	500.60 (41.91)	5.73 (0.52)	0.92 (0.47)
Non-SEA	191	528.04 (49.94)	6.12 (0.75)	0.74 (0.52)

Note: $t = 3.23$ $p = .001$

Research Question 2

Who benefitted more from the SEA program, those who attended a Japanese high school (JPN), or those who attended an international high school or a high school overseas (INT)?

Research Question 2 Results

Group	N	TOEFL	IELTS	CEFR
JPN	296	512.83 (48.24)	5.89 (0.68)	1.14 (0.50)
INT	37	545.76 (41.69)	6.46 (0.52)	0.97 (0.60)

Note: International high school students $n = 32$, overseas high school students $n = 5$, $t = 1.81$, $p = .072$

Conclusion

Hypothesis 1 was verified.

- SEA program participants improved more than non-SEA program students.

Hypothesis 2 was not verified.

- No statistical significance was found.
- However, since the p value is barely insignificant, it might become significant with more analysis.

More analyses could be done.

The same analysis should be done in other cohorts.

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