

研究区分	教員特別研究推進 教育推進
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研 究 テーマ	A Staff Development Program for Workplace English Communication Proficiency: Exploring Functional Formats for Lifelong Learning				
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講演題目
Comparison of Formats for Staff Development Programs: Focus on English Communication
研究の目的、成果及び今後の展望
<p><b>Background and Aim</b></p> <p>This action research project explores effective methods for conducting an English oral proficiency program for university staff at the University of Shizuoka. Previous research suggests that university staff members are rarely the target audience for English proficiency programs (Davila, 2022). Furthermore, while some universities have developed their own internal teaching materials, these typically lack instructional or methodological guidance (Hosei University, 2014). Previous SD programs at the University of Shizuoka were conducted either offline (Arshavskaia &amp; Aiba, 2023) or on-demand. This project focuses on identifying effective methods for teaching English oral proficiency to Japanese university staff by subsequently conducting three programs in offline, on-demand and hybrid formats.</p> <p><b>Methods</b></p> <p>While the two previous SD programs were conducted offline and on-demand, a hybrid SD program was implemented. This program aimed to provide opportunities for self-study and included four rounds of video explanations followed by corresponding practice tasks. The video explanations included model conversations and relevant vocabulary, ranging from low-beginner level (“survival English”) to intermediate level, and were followed by 30-minute in-person speaking sessions. The program covered four topics: self-introduction, giving directions, communication with students and emergency situations. Seven staff members from four university-affiliated institutions participated in the program.</p> <p><b>Results</b></p> <p>The comparison of questionnaire responses collected from participants after each program revealed the following. The offline program received high levels of engagement and satisfaction, but participants pointed out that 30 minutes was insufficient for both instruction and speaking practice. The on-demand program demonstrated declining video view rates and low questionnaire return rates, suggesting reduced engagement. Finally, the hybrid program resulted in consistently high participation rates, high levels of satisfaction and willingness to join further programs among participants. These findings suggest that the hybrid program, combining self-paced video instruction with interactive practice sessions, may offer the most effective method for enhancing English oral proficiency among university staff members.</p>