

【研究論文】

The possibility of study abroad in the Philippines フィリピン・セブ島における語学留学に関する一考察

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Introduction

The rapid expansion of higher education has spread throughout the world and the number of students who want to study abroad has increased from 1.3 million in 1990 to 4.5 million in 2012 according to OECD (Organization for Economic Co-operation and Development) data. Traditionally, the destination of those students has been English-speaking countries such as the United Kingdom, the United States, and Australia. (OECD, 2013) However, the flow of students began shifting towards the Asia Pacific region in the early 2010s. Specifically, the number of international students throughout East Asia in areas such as Hong Kong, Singapore and Malaysia are becoming one of the educational destinations of choice of international students because of their diverse background and relatively low cost. (星野, 2015)

The Philippines should be added to the list of destinations. The Philippines is fast becoming the world's low-cost English language learning locations with rapid increases in overseas students coming to learn English recently. (UNESCO Bangkok, 2013) In the age of globalization, it is becoming increasingly important for millennials in the workplace to consider studying abroad and immersing themselves in different cultures. For Japanese students, the Philippines is an ideal place to study abroad, especially for English communication because of the cost, distance from Japan and the nature of the Filipino people. According to the Innovation for Cool Earth Forum (ICEF), Japanese students who came to study English in the Philippines has risen 35,000 in 2014, which was more than eight times the number of students in 2010. (ICEF Monitor, 2016)

This paper will discuss the advantages and disadvantages of study abroad in the Philippines. This is followed by how Hiroshima Bunkyo Women's University (HBWU) can introduce the Philippines as the destination of study abroad to the students.

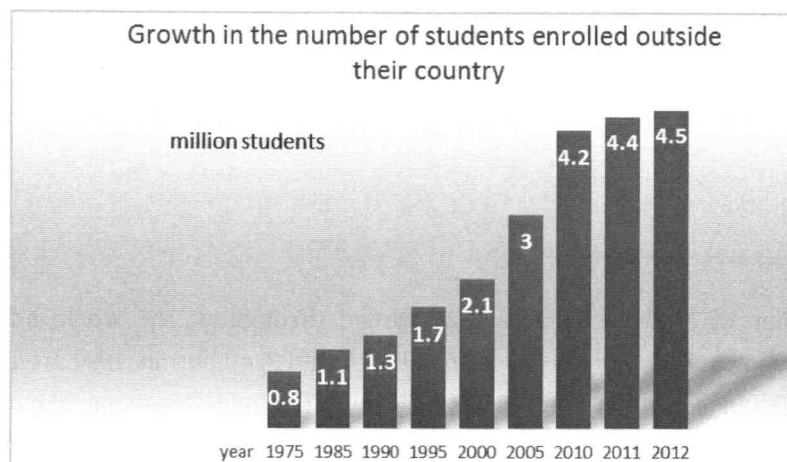
The fact sheet about study abroad

Over the past three decades, the number of students who studied abroad has risen dramatically, from 0.8 million worldwide in 1975 to 4.5 million in 2012. This remarkable growth has the effect of introducing students to different cultures and ways of thinking, and also promotes a rise in academic standards. (Table 1)

In 2012, more than 4.5 million students were enrolled in tertiary education outside their countries. Of those 53 % of International students are students from Asian countries. The largest numbers

of those students were from China, India and Korea. It is observed in Table 2 that China and India increased the number of students who studied abroad about three times compared to ten years ago. (OECD, 2013)

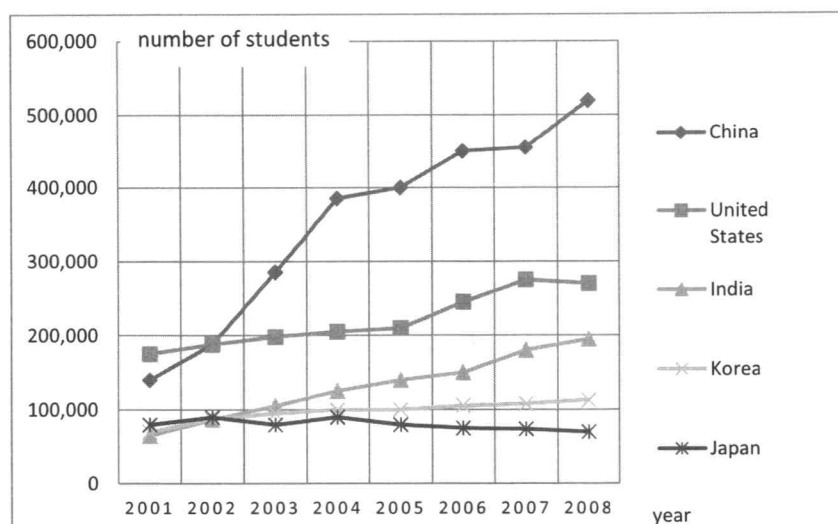
Table 1) Growth in internationalization of tertiary education (1975-2012, in millions)



Source) OECD (2013) 「Education at a Glance」, UNESCO Institute for Statistics .

How do students choose their destination for study abroad? The language spoken and used in instruction is one of the factors for students. As an international language, countries using English are chosen as students' destinations of study abroad. Therefore, English-speaking countries such as Australia, Canada, New Zealand, the United Kingdom and the United States are advantageous for study abroad. On the other hand, OECD reports in 2015 that a large proportion of international students in OECD countries come from neighboring countries. It means that new destinations are commanding a higher and higher share of international students, while some traditional destinations of study abroad are losing a share. International students tend to consider not only their geographic situation, but also cost, ease to enroll and educational quality in neighboring countries. (OECD, 2015) On the contrary, Japanese students tend to stay inside the country. According to the statistics of Ministry of Education, Culture, Sports, Science and Technology in Japan, the students' numbers of studying abroad is decreasing year by year since we had marked the highest numbers in 2004. (Table 2) Only 1.0 % of all Japanese students chose to study abroad and this marks the lowest proportions within developed countries. (文部科学省, 2012) This situation shows that Japanese students tend to look inside and they are reluctant to take risks to venture outside to develop advanced knowledge, access to a global network of talent and improve their foreign language skills. It is true that students have many obstacles of going study abroad, especially the lack of funds. However we should not conclude that Japanese students are introvert recently. We have to take consider into the differentiations of the word 'international students'.

Table 2) International Comparison of study abroad



Source) OECD (2013) 「Education at a Glance」, IIE 「Open Doors 2010 fast fact」, UNESCO Institute for statistics.

Study abroad definition

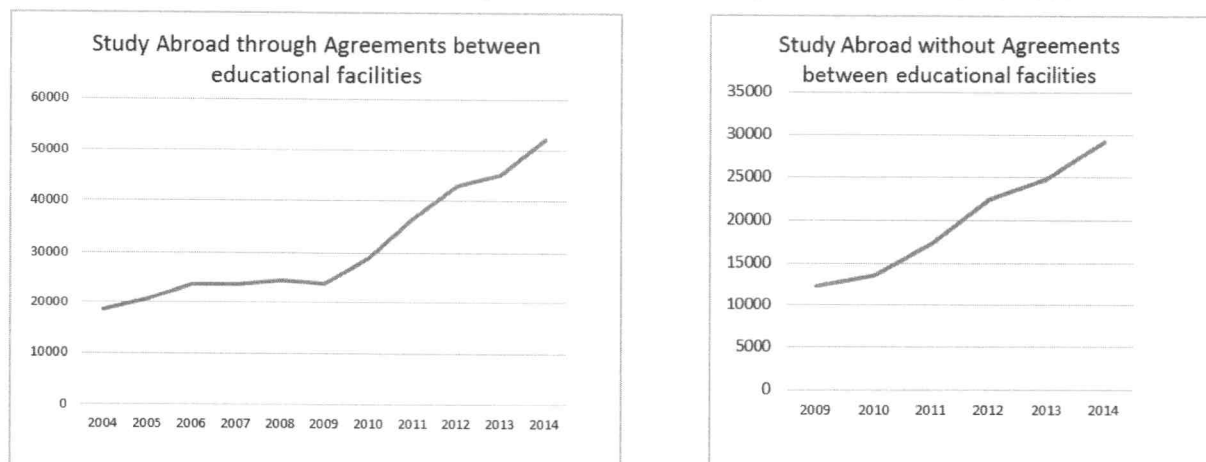
According to the UNESCO Institute for Statistics' (UIS) Global Education Digest (2006) , international students have left their countries and moved to another countries with the objective of acquiring a degree. The OECD (2006) 「Education at a Glance」 defines international students as to be enrolled in regular courses in the host countries and follows UIS definition.

The statistics of Ministry of Education, Culture, Sports, Science and Technology in Japan follow the UIS and OECD definitions. (文部科学省, 2012) That means international students are considered internationally mobile if they are not permanent residents of the host country in which they pursue their studies. Also students are considered internationally mobile if they obtained the entry qualification to their current level of study in another country.

If we follow the definition above, we cannot count as study abroad when students have short-term studying abroad not to be aimed for degrees or overseas training with earning credits. The forms of the study abroad are a great variety of them recently. Our university uses the term study abroad which is not defined by UIS and OECD.

Then the paper holds another statistic which is held by Japan Students Services Organization (JASSO: (独) 日本学生支援機構) . The statistics held by JASSO include students who study abroad to be aimed for a degree and not to seek any degree such like language study learning in a private language school. JASSO conducts the research regarding to going abroad of Japanese students throughout investigating the universities. HBWU takes the term study abroad as JASSO definition, so the paper follows it.

Table 3) The Number of Japanese Students Study Abroad based on JASSO



Source) (独) 日本学生支援機構, http://www.jasso.go.jp/about/statistics/intl_student_s/2015/ref15_02.html

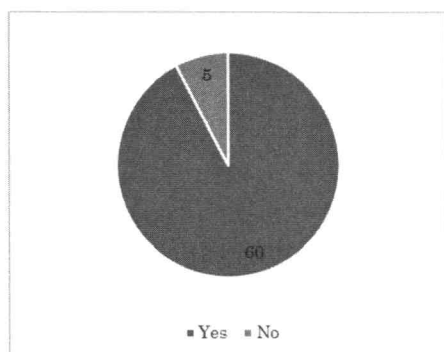
Based on JASSO statistics, Japanese students intend to choose short term programs, which are not seeking degrees. They are relatively high desire for study abroad in the long term but several factors such as cost and repeating a year prevent them from doing it as Ota (2014) stated. The destination of study abroad for Japanese students are the United States, China and the United Kingdom. Additionally, the JASSO statistics show that new destinations of study abroad for Japanese students have emerged over past 10 years. Those are Thailand, Indonesia, Vietnam and the Philippines. But 70% of Japanese students who chose the Asian countries studied in the host countries less than one month.

There are many reasons for this trend. The main factors are that students do not want to an extra year to graduate and they do not have enough funds. (経済産業省, 2010) Another reason is that the traditional recruiting system in Japan does not value study abroad experiences.

Global Communication Department students' trend

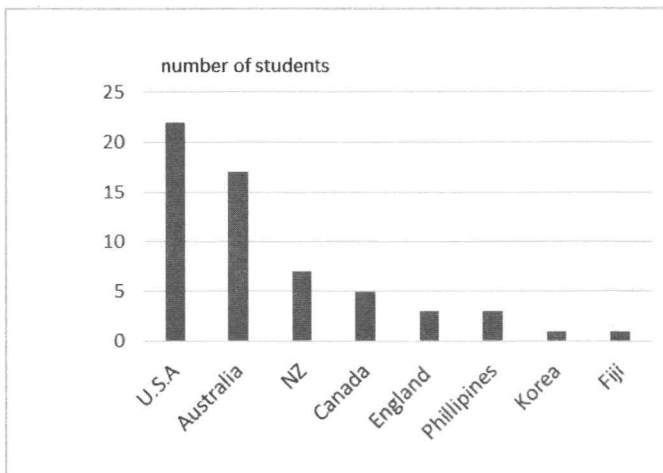
Here are the result of questionnaires about study abroad given to 30 first and 35 second grades of Global Communication Department (GCD) in HBWU in 2015.

Q1. Do you want to study abroad while you are an undergraduate?



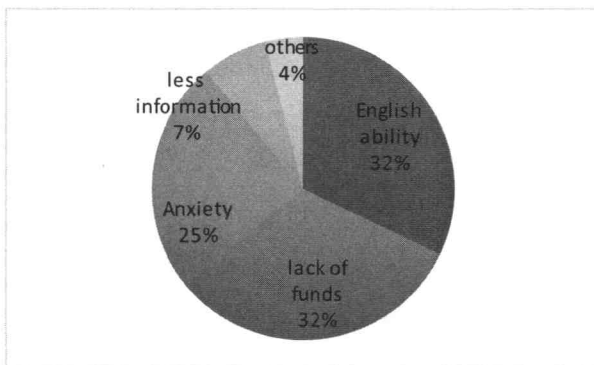
Regarding the survey, more than 90% of students want to study abroad in some way, however, only 25% of those made it and 8% have a plan as of 2016 school year.

Q2. Where do you want to study abroad?



Q3. What is the top obstacle to study abroad?

The main obstacles of study abroad are the student's lack of English communication skill, lack of



funds and anxiety. Many students are motivated to acquire the study abroad scholarships which are provided by acquired TOEIC scores from university. However, only a few of them can receive the scholarship because of insufficient TOEIC scores. Under the circumstances, some students arrange study abroad thorough outside agencies for short term.

Here is the number of students who have done study abroad through outside agencies over the past three years.

Table 4) GCD students study abroad with outside agencies (2012.4 ~2016.3)

Country	Canada	Philippines (Cebu)	Korea	Australia
Number				
GCD students	6	6	1	1

The table 5 compares of the cost of study abroad at QUT (Queensland of University of Technology) , which is one of HBWU programs in Australia and Cebu, in the Philippines. (Table 5) . The Cebu 5 weeks are based on Web site information and students' experiences. (グローバルリソースマネジメント)

Although it was estimated roughly without considering other miscellanies cost like transportation fee and standard meal cost, it shows the differences. Cebu program could cost half as much as a program in Australia.

Table 5) Cost of study abroad in Australia and the Philippines

	Australia 5 weeks (2015)	Cebu 5 weeks
Flight	130,000 yen	60,000 yen
Tuition + accommodation	380,000 yen	200,000 yen
Visa	(ETAS) 2,000 yen	6,000 yen
Insurance	28,000 yen	15,000 yen
TOTAL	540,000 yen	281,000 yen

Question 2 from the above mentioned survey, GCD students hardly chose the Philippines as a study abroad destination, though, actually several students studied abroad in the Philippines. Students who chose the Philippines praised varied styles of learning. The author interviewed those 6 students about their satisfaction of learning environment. They were satisfied with the learning environments in Cebu and four of them highly recommended to others. The most attractive point of Cebu is the cost performance of study abroad (all six agreed) , and second is the one-on-one style learning. The language academies provide a variety of learning styles to students. For example, some students took intensive TOEIC courses and one-on-one conversation sessions, some students took group discussion classes and one-on-one conversation sessions.

The issue of international students in the Philippines

For most Filipino students, bilingual education is a way of life. At universities, English is used for medium of instruction and surprisingly Business English Index (BEI) in the Philippines are ranked the first in the world. (The BEI is designed to quantify global workers' competence using English in the workplace.) The score of the Philippines was 7.95, even Singapore known for Singaporean English (Singlish) ranked in 10th and was 6.28 points in the BEI, and Japan ranked in 50th and had 4.29 points. (Business Solutions, 2013) English is indispensable for daily life for the Filipinos. As a result, taking advantage of English ability, the Philippines is getting more active in attracting international students.

Barker (1990) identified five barriers to the practice of intercultural communication. Those are 'language, non-verbal communication, perceptions and stereotypes, the tendency to place different values on the same behavior and high anxiety'. According to a survey administered by university of Santo Thomas in the Philippines, most international students ranked language as the number one difficulty in their academic achievement. Most of international students insisted that language proficiency would be significant in academic achievement. Moreover, according to Maria (2016) , a professor at university of the Philippines, the international students from Japan ranked ' writing up papers that can earn you good grades ' and ' expressing clearly own idea in a class 'as the highest sources of difficulty in the achievement. Maria stated that students' perceptions are influenced greatly by past experience, present circumstances and their expectations. So she insists that the success of study abroad for international students are based on their academic performance. So she is proud of the Philippines' variety of styles of instruction and she insists that the Philippines can provide such a learning environment that meets the needs of Asian students. The country has been

strengthening international students' acceptance policies.

The benefits of choosing the Philippines

Lots of students still tend to prefer the US, UK, Germany, France, or Australia, which are advanced nations and stable both economically and politically.

Meanwhile in Japan, due to family budget concerns, most students including HBWU are not able to consider study abroad for degrees. Therefore the author introduces the possibilities of study abroad in the Philippines. So far several universities in Japan have the academic exchange agreements with the universities in the Philippines, however, those agreements are mainly for research within specific fields such like environment, agriculture and nature and not for language acquisition.

There are four advantages of studying English in the Philippines. First, English is the language of instruction throughout the country. The Philippines is the world's third largest English-speaking country. In the US colonial period, the Philippines school system was established and provided by American supervisors. The use of English as the medium of instruction spread throughout the country. So it is English that is used country-wide for business, education, communication and trade in Asia.

Second, it provides quite affordable tuition fees including accommodation and living expenses and overseas certifications. Monthly tuition and daily expenses are half of those in the developed countries such like US or Canada. Additionally, it takes about four hours to fly from Japan and there is no jet lag.

Third, in the Philippines, the language academies prepare specific programs to suit the students' needs. One of these is 'the Philippine ESL (English as a Second Language) Program', in which the study of English forms part of a structured package. The duration of English courses vary depending on the needs and objectives of the student. They offers a variety of styles of forms, which are one-to-one conversation session, intensive TOEIC course, group discussion and so on.

Fourth, the Philippines is one of the fastest-growing economic country in Asia and students can learn the process of growth and have the opportunities to know unequal distribution between developed countries and developing countries. By participating in volunteer activities, students can learn valuable local relationships with people and teamwork among volunteers. Students will learn that their actions will be useful directly to people.

Therefore, if students choose the Philippine as their destination of study abroad, it has a lot of benefits for students. Actually in the past five years, this country has attracted a great number of students from Asia, especially from Korea and Russia who want to take English courses that can last from two weeks to several months.

Disadvantages of choosing the Philippines

Although studying in the Philippines has many advantages, not everything is good. There are several disadvantages of studying English in the Philippines.

Firstly, many students listed the Filipino accent as the most disadvantage in the Philippines. Though many teachers in the Philippines speak with American accents, there are some who do not. As Haisa (2016) mentioned that most Japanese English learners in the Philippines considered the Philippines as a preliminary stage to study in the US. , Australia and Canada. Their goals would be communicating with the people who speak English as the mother language. Therefore Japanese learners tend to concern about their English accent.

Second, students cited safety concerns that they should weigh when considering the Philippines as a study abroad destination. The crime rate in the Philippines are really high. The occurrence of the murder and robbery are more than ten times as Japan. (外務省, 2016) Fortunately, the students from Japan have never been involved in those crimes, but we should be aware the society has a high crime rate. Regarding traffic conditions, sometimes we need to pay close attention when crossing the road. There are no centerlines on the road and few traffic signals. Drivers take priority over pedestrians and seem to follow no traffic rules at all. Based on studies, 90% of traffic accidents are due to human errors that may be attributed to two major causes: (1) lack of proper attitude towards safety; and (2) inadequate skills to operate motor vehicles. (Honda) The other safety issue comes from the poor. Begging from homeless people can be seen everywhere, and the students feel helpless, while feeling of accomplishment by volunteering activities. Homeless may sometimes chase students to get something, so that it will be a scary experience for students.

Third, it will take time to adjust to the local climate and culture. Since young generations in Japan are growing up in the world's most hygienic large country, they take time to be adjusted for new environment. Moreover, the students face so many new cultures such like local food, Filipino language, and religion. Openness to host country will be the key for adjustment.

Conclusion

The finding of this paper was that the Philippines has several advantages for studying English. It is one of the good places for students to study in English, at affordable prices, high quality and the closest location in Japan. As the world's third largest English-speaking nation, the Philippines provides huge knowledge resources, programs to suit the students' needs, and a multicultural learning atmosphere with its 93.9% literacy rate. Students can interact with people not only in class but also out of class. Any signs are written in English and bookstores sell English books mostly. The author personally admired their high English skills and varieties of class structures.

Overall, the Philippines is great place for learning English for entry and intermediate students.

However, as discussed above, there are several disadvantages for choosing the Philippines as one's destination. The country may be a good environment for experiencing how to support a developing country or how to improve life environments. The country is still growing rapidly in economic and politic situation. Though it faces exciting and interesting era, it sometimes faces to the harsh condition. Students who have critical mind towards poverty or have strong mind to pursue their goal could be motivated a lot in this country. As many students state the Philippines as a preliminary stage for studying to advanced countries, HBWU student will think the same. If students have strong motivations to learn English, it would be a better choice to use varieties of forms of study in the country.

Although university teachers tend to recommend students to go study abroad easily, it is not easy for students that have tight budgets for tuition and anxiety for loss of one year. The current needs of study abroad for students will be short term program which students can go to study abroad during vacation at lower cost. Therefore the author believes that the possibility of study abroad in the Philippine are ideal. The experiences in the Philippines give students great motivation to study and multi-cultural understanding. The Philippines is known for its people's hospitality and joyfulness. The experiences in the Philippines give students the chance to remind themselves of the opportunities they have in Japan and to know about the diverse world.

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