

# The Effects of Workshops on International Orientation and Self-Other Understanding: Attempts at CEFR A2 Level Classes in a Japanese Music College

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**ABSTRACT**— *This study evaluates the effectiveness of workshops within English classes for Japanese music college students. The objective is to enhance the international orientation of music students and to foster intercultural understanding, as well as self- and other-understanding. The participants were 42 second-year students classified as “false beginners” at the CEFR A2 level of English proficiency. These students had limited basic English abilities and little practical use experience, with a background of low motivation for learning English. The study, designed as an alternative to traditional English remedial education, involved eight workshop-based lessons over one year. The post-workshop survey revealed that students recognized the importance of the workshops, gained a deeper understanding of internationality, and improved their communication skills and self-other understanding. However, limitations of the study include its focus on a small group of music students, reliance on self-reported data, and the absence of long-term follow-up. These factors hinder the generalization of the results and assessment of long-term effects. Future improvements and effective implementation of workshop-based programs are anticipated to address these limitations.*

**Keywords**— workshop, international orientation, self-other understanding, English education

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## 1. INTRODUCTION

Students at a private music college in Japan are working hard every day to enhance their self-expression in performance. However, these students tend to be reluctant to learn English, and many are classified as “false beginners” with English proficiency at the CEFR A2 level. Therefore, a new approach to English education is necessary. Against this background, this study proposes a new approach tailored to students at a music college, replacing traditional remedial English learning methods in college education. The objective of this study is to improve the motivation of music college students to learn English through the development of international orientation, intercultural understanding, and self-other understanding. This study is the second-year research following last year’s “Workshops of Enhancing International Mindset - International Posture of Music Students” (Nakanishi & Kawai, 2023) [1].

In this study, eight workshops aimed at enhancing international orientation were incorporated into English classes over one year (two semesters, 28 sessions) at a Japanese private music college. In these workshops, seven instructors specializing in music, professionals using English in their work, and anthropological perspective focused on cultivating students’ international orientation, intercultural understanding, and self-other understanding through lectures, group work, and individual work. The participants were 42 second-year students (in two classes) from the music college, with six to eight years of English learning experience in Japanese elementary, junior high, and high schools.

Traditional remedial education alone will not increase motivation for students who have not adequately learned English by college. The new approach emphasizes devising ways for students to increase their interest in different cultures, international situations and activities, reduce anxiety, and gain confidence in communication (Yashima, 2002) [2]. The objective of this study is to evaluate the effectiveness of these workshops using Yashima’s (2009) [3] questionnaire and student reports before and after the workshops, and to clarify the characteristics and changes in the international orientation of music college students.

## **2. IMPLEMENTATION OF WORKSHOPS IN ENGLISH CLASSES AT A MUSIC COLLEGE**

Workshops are defined as interactive sessions where participants actively engage in joint problem-solving and idea generation. This method emphasizes experiential learning and cooperative work, distinguishing it from traditional classes and training sessions (LMS Hero[4]; Smart, 2023[5]). Incorporating workshops into English education at a music college aligns with the process-oriented approach to motivation proposed by Dörnyei (2001) [6]. According to Dörnyei's model, motivation in language learning is shaped not by a single factor but by many interacting elements. Workshops allow for the planning and implementation of flexible motivational strategies tailored to the needs of each learner. Recognizing and adapting to the evolving nature of learners' motivation is a crucial educational approach. Based on this model, designing workshops can be an effective method for developing students' practical language skills, enhancing communication abilities, and fostering intercultural understanding.

Clement, Dörnyei, & Noels (1994) [7] demonstrated that in acquiring English, students' motivation is often heightened by factors such as curiosity about foreign cultures, sociocultural reasons, practical reasons, and media usage. Integrating these factors into workshop activities can engage students' interests and promote involvement in learning. Ryan (2009) [8]'s research revealed the impact of exploring self-identity in second language learning on learners' motivation. In workshops, students' exploration of their own identities and the discovery of intrinsic motivation for learning English encourage more active participation and engagement. Yashima (2002) [2] emphasized the importance of intercultural communication, clarifying the relationship between intercultural communication skills and learners' motivation. Through workshops, activities that promote exchange and dialogue between cultures can enhance students' intercultural communication skills and strengthen their motivation to learn. Additionally, Byram & Fleming (1998) [9] suggested that language learning incorporating intercultural experiences deepens students' global awareness and cultural understanding. Workshops provide opportunities for students to engage with different cultural backgrounds and integrate them into their language learning, thus developing their international perspectives, respect for other cultures, and effectiveness in international communication. Furthermore, studies by Oxford & Shearin (1994) [10] have shown that language learning strategies and task design in the classroom can enhance learner engagement.

These elements can be effectively utilized in workshop-style classes. Introducing workshops into English education at a music college is a viable approach to enhance international orientation and communication skills, and to multi-dimensionally boost students' motivation in language learning. This method surpasses traditional educational styles, drawing out students' intrinsic learning desires and cultivating an international perspective.

## **3. CONTENT OF WORKSHOPS ON INTERNATIONAL ORIENTATION AND SELF-OTHER UNDERSTANDING**

### ***3.1 Content of workshops and workshops surveyed***

This study was conducted over one year of elective-required Foreign Language Communication (English) III and IV classes (28 sessions) at a private music college in Japan. The details are as follows:

Implementation Period: April to December 2023  
Participants: 42 second-year music majors (2 classes)  
Analysis Target: 36 students who completed all tasks  
Participants' English Proficiency: CEFR A2  
Teaching Method: In-person and Google Classroom

This study developed and implemented workshops aimed at enhancing the international orientation of Japanese music college students and deepening their understanding of others and themselves. The workshops featured seven instructors with diverse specializations. They included several music majors with international experience, professionals proficient in daily English communication, and an expert with a background in anthropological perspectives. These instructors provided lectures and practical workshops combining intercultural communication and music, and facilitated discussion sessions to assist students in broadening their international perspectives. The workshop themes focused on complementing the students' lack of international experience and English proficiency, aiming to enhance international orientation, intercultural communication skills, and self-other understanding. Activities included music education in different cultures, interactions through music, presentations in English, and pair/group discussions. Through these activities, students deepened their understanding of different cultures and honed their daily and international communication skills.

The post-workshop assignments were: (1) Identify three important key words of the workshop, (2) Summarize the

workshop, and (3) Write a letter to the lecturer (what impressed you, what you learned newly, and questions for the lecturer). The letters to the lecturers were written in English or videotaped in English, with emphasis on the content.

Through these assignments, students developed the skills to organize, paraphrase in their own words, and self-express their knowledge gained in the workshop. The author of this paper, a teacher/researcher, provided detailed feedback on these assignments and helped students deepen their understanding.

A summary of the 8 workshops is shown in Table 1.

These workshops offered students a broad spectrum of learning experiences, enhancing international communication skills, fostering self-expression and creativity, deepening understanding of different cultures, encouraging critical thinking, and advancing both self-awareness and empathy towards others. Guided by instructors with diverse backgrounds, students participated in conversations and games centered on shared topics and hobbies. This approach effectively reduced barriers in communication and enriched mutual understanding. Additionally, the fusion of music and communication in these sessions cultivated the ability to express emotions in words. Moreover, engaging in cross-cultural dialogues helped students grasp their own emotions and those of others, establishing a foundation for building more profound human connections.

### **3.2 Survey Procedures**

[April, Week 1]

- 1) Students were asked to write a report describing 'internationality' in three words.
- 2) A survey was conducted to assess attitudes towards internationality, asking if participants consider themselves international, the reasons for their views, and their desire to become 'international' in the future, along with reasons for this.
- 3) A questionnaire on international orientation, developed by Yashima (2009), was administered.

[December, Week 28]

- 1) An end-of-term report was submitted, focusing on the most significant learnings from the workshop and their application in real life.
- 2) A survey was conducted to gauge changes in perceptions of internationality, understanding of internationality, the meaning of internationality, and the importance of the workshops.
- 3) The second round of Yashima's (2009) international orientation questionnaire was administered.

### **3.3 Questionnaire on International Orientation**

The 28-item questionnaire developed by Yashima (2009) [3] comprises five categories:

- Intercultural Approach (-Avoidance) Tendency (7 items),
- Interest in International Vocation (6 items),
- Ethnocentrism (Reaction to Different Customs/Values/Behaviors) (5 items),
- Interest in Foreign Affairs (4 items), and
- Having Things to Communicate (Willingness to Communicate to the World) (6 items).

This questionnaire is significant in several ways. It provides a comprehensive view of international orientation, encompassing aspects such as the tendency towards intercultural approach, interest in international vocations, engagement with international issues, and proactive communication. These facets are crucial for understanding the complexity and multi-dimensionality of international orientation. The questionnaire is also validated for its reliability.

Yashima notes that the willingness to actively communicate in English is influenced by one's international orientation, in addition to confidence in English language skills. This is directly linked to the motivation to learn English, aligning with the objectives of this study.

**Table 1: A summary of the 8 workshops**

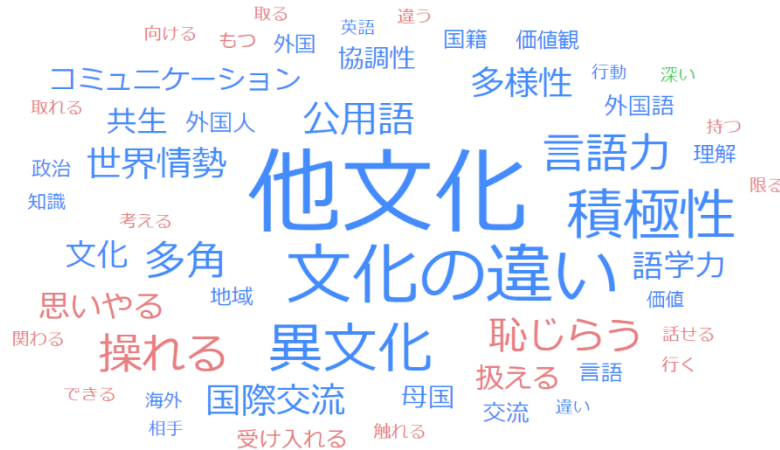
	Title	Instructor's Specialization	Keywords	Summary	Skills Promoted
1	First Step for International Communication: Finding Something in Common	International Communication Professional	commonality, lowering barriers, gamification, smile, likes	A teaching method incorporating easy topics and game elements was used to ease anxiety about communication and English. The workshop focused on conversations using simple words and topics based on common hobbies, increasing opportunities for active communication among students. Through the "Same-Same Game" activity, students found common ground, boosting confidence and communication skills.	understanding others/self, communication skills, reducing English complex
2	Aiming to Become an "International" Musician	Musician with Cross-Cultural Experience	intercultural communication, self-discovery, sharing, international news, global awareness	After a lecture based on the instructor's cross-cultural communication experience, students exchanged information with each other through a "Find & Share Game". They discussed a wide range of topics, including anime, idols, food, and animals, and the group representatives presented the most interesting topics to the whole group. This activity stimulated the interest of the students, who normally have little interest in international news, and provided an opportunity to deepen cross-cultural understanding. In particular, news related to Japan that was popular abroad attracted a lot of interest.	gathering information and analyzing information, communication skills, self-expression, sharing skills, cross-cultural understanding, critical thinking
3	What We Can Do to Contribute to the World	Musician and Documentary Professional	international news, global posture, documentary photography, piano performance	Combined documentary photography and piano performances. Students reflected on global issues like the war in Ukraine and the global refugee crisis while viewing Ukrainian portraits and listening to a Ukrainian pianist. The photographer's choice of portraits over destruction scenes helped students connect more personally with the subjects. Afterward, students shared their thoughts and presented in English on the most impactful photos, deepening international awareness and understanding.	understanding information, self-expression, critical thinking, creativity, problem solving
4	Nobody can Select the Country to be Born: Enhancing Skills to Understand Others Through Refugee Issues	Anthropological Perspectives Expert	refugees, understanding others, empathy, identity	The workshop was aimed at understanding the refugee issue as something closer to us and deepening empathy towards others. Particularly, through an activity called "Life's Possessions Check," students chose items they cherished and imagined the emotions of losing them, simulating the experience of refugees. This process effectively made the students feel closer to the refugees, realizing they are humans just like themselves and experiencing their suffering more intimately. It also took into consideration the unique sensibilities of music students, aiding in the development of both their self-understanding and international perspective.	understanding self-others, empathy, problem-solving, intercultural communication skills
5	Music and Communication - The Voice of Our Feelings	Musician Specializing in Composition	indeterminate music, creativity, imagination, musical mind, music parameters	Students creatively merged musical elements with language learning, exemplified by the activity where groups of 3-4 used everyday objects (such as cups, cans, rulers, sticks) to compose their own scores and perform impromptu. indeterminate This approach fostered creativity and communication skills among students, deepening their understanding of rich communication focused on the emotional depth of music and language.	creativity enhancement with musical elements, communication skills through music presentation, teamwork in music composition, emotional intelligence in musical expression
6	What is the Common Sense? : Reflect on One's Values and Developing Intercultural Competence	Anthropological Perspectives Expert	multicultural coexistence, understanding others, diversity, music parameters	The workshop aimed at re-examining one's "common sense" and understanding the differences with other cultures. Students, divided into groups and assigned roles, discussed with minimal information. This discussion made students experience how the ambiguity of cultural backgrounds can hinder communication. At the end, each person's role and cultural background were revealed, emphasizing the importance of mutual understanding. Students learned the importance of intercultural understanding and the need to adapt to the culture of the country they live in.	understanding self-others, international understanding, empathy, problem-solving skills, intercultural communication skills
7	Studying Music from a Broader Perspective - Introducing Classes at American Music Schools, Aiming to Create a Career of Your Own	International Music Education Expert	music careers, integration of music and liberal arts, culture, identity	Music was viewed as part of liberal arts, emphasizing basic education and human development. This allowed students to acquire not only musical skills but also a broader education and deeper understanding. Students were encouraged to explore the passion behind their instrument and interests in fields beyond music. This approach aimed to build a foundation for students to grow not only as musicians but as multifaceted individuals. Moreover, proposing projects combining music with other interests promoted students' creativity and self-expression, focusing on enriching their lives through music.	personal exploration, creativity, self-expression, self-understanding, understanding others, cross-cultural communication
8	International Communication Revealed by Digging Deeper into Yourself	Expert in Logical Communication Techniques	self-analysis, digging deeper, triangular logic, personal matters	This workshop provided students with an opportunity to understand the importance of logical thinking and to develop the ability to construct and express their own opinions. Learning the basics of logical communication using the Why-Because causality and touching upon the approach of triangular logic, students learned to organize and express their thoughts. These techniques were thought to be useful in intercultural communication, helping students understand what it means to be logical and how to provide reasoning and examples.	logical thinking, self-analysis, understanding self, communication skills

## 4. SURVEY RESULTS AND ANALYSIS

### 4.1 April Report and Attitude Survey Results

#### 4.1.1 Report: Analysis of “What is Internationality?”

Figure 1 shows the results of the text-mining analysis by User Local, based on three words describing “internationality” provided by 36 music students.



**Figure 1:** Results of AI Text Mining (User Local) Explanation of “Internationality”

The survey reveals that students perceive internationality as more than just language skills. While many students identified language skills and the ability to speak English as important aspects of internationality, they also emphasized intercultural communication skills such as the ‘ability to interact’ and ‘communicate effectively’. In addition, deep insight into other cultures and a broadening of values, like ‘knowledge of other cultures’ and an understanding of ‘diversity’, are recognized as important aspects of internationality. Furthermore, an openness to other cultures and international situations, characterized by ‘positivity’, ‘initiative’, and ‘tolerance’, as well as ‘coexistence’, ‘empathy’ for others, and ‘cooperation’, are seen as vital components of internationality.

#### 4.1.2 Attitude Survey: Analysis Results of “Internationality”

In the survey on attitudes toward internationality (Do you think you have internationality, and why? Do you want to be ‘international’ in the future, and why?), 6 of the 36 music college students who responded (approximately 16.7%) affirmed their sense of internationality, while 30 students (approximately 83.3%) responded negatively. It became clear that language proficiency, cross-cultural interactions, communication skills, and an international perspective and understanding influence the perception of internationality. Students who answered ‘yes’ demonstrated confidence in their Chinese language abilities and cross-cultural interactions and expressed interest in international issues. Conversely, those who answered ‘no’ cited language barriers, a lack of opportunities for cross-cultural engagement, and difficulties in communication as reasons. Furthermore, 34 students (approximately 94.4%) expressed a desire to develop internationality in the future, aiming to broaden their possibilities through cross-cultural interactions. In an increasingly globalized society, there’s a recognized importance of possessing communication skills and international understanding among people from diverse cultural backgrounds. Some students also expressed a strong desire for self-realization, aspiring to achieve on the international stage through music.

### 4.2 December Survey

#### 4.2.1 An end-of-term report: Analysis of “What I learned in the workshop and how I applied it to my real life”.

Student A learned tools such as “self-dissemination of information, self-enjoyment of information, and self-development of information”, and mentioned becoming more interested in issues such as refugee problems, global economic changes, and international relations after hearing news about wars. They have applied this learning to enhance conversations and obtain further information from others.

Student B acquired skills like “recognizing that the norm is not always normal”, self-analysis, and triangular logic. They shared how they use triangular logic to clarify information in conversations when others do not understand and apply self-analysis in daily life. This student has also become adept at understanding cultural differences and aiming for coexistence with people from other cultures.

Student C mentioned learning about “the desire to learn, action, and flexibility”. They became more proactive in attending lectures post-workshop, appreciating the joy of learning new things and attending various lectures. Student C described how their desire to learn leads to stopping at flyers, their action leads to attending lectures, and their flexibility allows them to positively embrace and digest unfamiliar areas, creating a positive cycle of increased motivation. This report shows that Student C has successfully integrated the workshop learnings into everyday life, broadening their perspective and using these tools for personal and career development, enhancing cross-cultural understanding and communication skills.

These reports indicate that students have acquired vital skills like information dissemination, enjoyment, and development, self-analysis, and understanding of different cultures through the workshops. They have applied these skills in real-life scenarios, such as developing a deep interest in international news and enhancing daily conversation. They have also recognized the importance of mutual understanding and coexistence in cross-cultural interactions, demonstrating a proactive approach. These experiences have enriched their worldview and interpersonal skills.

#### **4.2.2 Attitude Survey: Analysis of the Survey on “Workshops on International Orientation”**

Following the report, an awareness survey was conducted regarding the Workshops on international orientation. The survey included the following four questions:

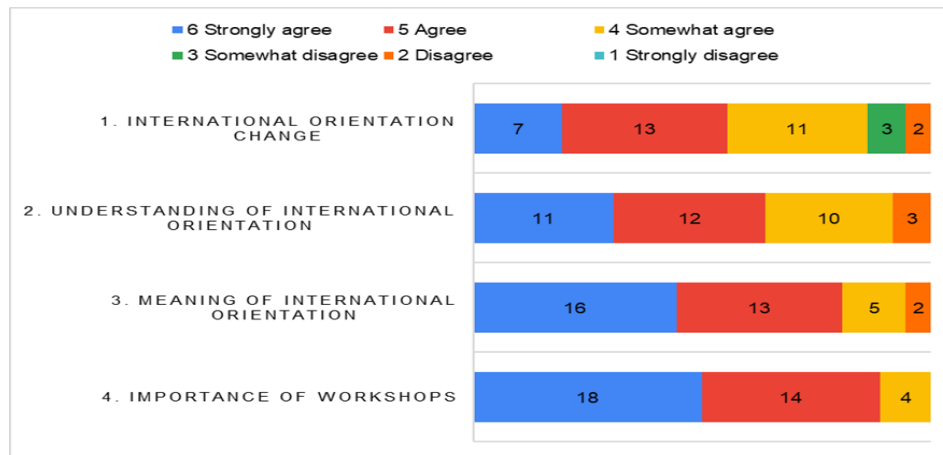
- 1) Change in Internationality: Did your international attitude change after the one-year workshop?
- 2) Understanding of Internationality: Did your understanding of internationality improve after the workshop?
- 3) Meaning of Internationality: Do you think it’s meaningful for a Japanese person to be internationally aware?
- 4) Importance of Workshops: Do you think it’s important to incorporate internationality workshops into English classes?

The survey utilized a six-point scale (1: strongly disagree, 2: disagree, 3: somewhat disagree, 4: somewhat agree, 5: agree, 6: strongly agree).

According to the survey results from 36 students (Table 2, Figure 2), 55.56% responded positively to the change in international attitude with an average score of 4.53. For understanding internationality, 63.89% responded positively with an average score of 4.75. Regarding the meaning of internationality, 80.56% responded positively with an average score of 5.03. Notably, on the importance of workshops, 32 out of 36 students responded positively, with 88.89% acknowledging the significance of incorporating workshops in English language teaching, yielding the highest average score of 5.28. This indicates that the workshops positively influenced students’ understanding and attitudes towards internationality.

**Table 2: Attitude Survey on International Orientation Workshops (Results of the December Survey)**

Response	1. International Orientation Change	2. Understanding of International Orientation	4. Importance of Workshops	4. Importance of Workshops
6 Strongly agree	7	11	18	18
5 Agree	13	12	14	14
4 Somewhat agree	11	10	4	4
3 Somewhat disagree	3	0	0	0
2 Disagree	2	3	0	0
1 Strongly disagree	0	0	0	0
Average	4.53	4.75	5.28	5.28



**Figure 2:** Attitude Survey on Internationalization Workshops (December survey results)

### 4.3 Questionnaire Survey

The survey on international orientation, conducted before and after the workshops in April and December, based on Yashima (2009), is presented in Table 2. Out of the 42 class participants, 36 completed all parts of the survey, including the questionnaire. Responses were on a six-point scale (1: strongly disagree, 2: disagree, 3: somewhat disagree, 4: somewhat agree, 5: agree, 6: strongly agree). Reversed items (\*marked) were 2, 6, 8, 12, 22, 26, and 27.

#### 4.3.1 Analysis of April Survey Results

In April, the survey of 36 music students indicated openness to international interaction. High motivation to be friend international students was evident, with an average score of 4.47. The tendency to avoid speaking with foreigners was moderate, with a score of 3.11, but they were more proactive in interacting with international students at school (average score 3.83). They were positively inclined towards living with international students (average score 4.50). Regarding career orientation, interest in working abroad was notable (average score 3.83), but interest in working for international organizations was lower (average score 2.31). Active interest in international news was recorded (average score 3.47), and discussing international events with family and friends was common (average score 3.00). Enthusiasm for international communication was evident, with a desire to share global thoughts (average score 3.17) and discuss international issues (average score 3.50). However, hesitancy about international dialogue topics (average score 3.06) suggested some uncertainty in participating in such conversations.

#### 4.3.2 Analysis of December Survey Results

The December survey reflected the workshop's impact. The willingness to make friends with international students increased further (average score 4.86). The tendency to avoid conversation with foreigners significantly decreased (average score 3.94), indicating that dialogue skills and deeper understanding developed during the workshops were beneficial. Comfort in living with foreigners also reached a high level (average score 4.94), showing the contribution of improved cultural understanding from the workshops. Interest in working abroad remained stable (average score 3.86), while interest in working for international organizations showed a slight increase (average score 2.54), suggesting the workshops may have stimulated international career interests. Discomfort with foreign customs and behaviors decreased slightly (average score 2.94), while enjoyment of collaborating with people from diverse backgrounds remained high (average score 4.36). Interest in international news and discussions of global events with family and friends increased (average scores of 3.83 and 3.50, respectively). These increases are attributed to the global perspectives and knowledge gained from the workshops, broadening students' awareness.

**Table 3:** April and December Survey Results on International Orientation

<b>International Posture</b>	Apr.	Dec.	Change
<b>Intergroup Approach-Avoidance tendency</b>			
1) I want to make friends with international students studying in Japan.	4.47	4.86	0.39
2) *I try to avoid talking with foreigners if I can.	3.11	3.94	0.83
3) I would talk to an international student if there was one at school.	3.83	4.14	0.31
4) I wouldn't mind sharing an apartment or room with an international student.	4.50	4.61	0.11
5) I want to participate in a volunteer activity to help foreigners living in the surrounding community.	4.00	4.19	0.19
6) *I would feel somewhat uncomfortable if a foreigner moved in next door.	2.33	4.94	2.61
7) In Japan, I believe I would actively help a foreigner who is in trouble at a restaurant or station.	4.17	4.09	-0.08
<b>Interest in international vocation</b>			
8) *I would rather stay in my hometown.	3.17	3.83	0.67
9) I want to work in a foreign country.	3.83	3.86	0.03
10) I want to work in an international organisation such as the United Nations.	2.31	2.54	0.24
11) I'm interested in an international career.	3.47	3.64	0.17
12) *I don't think what's happening overseas has much to do with my daily life.	2.14	5.19	3.06
13) *I'd rather avoid the kind of work that sends me overseas frequently.	3.14	3.94	0.80
<b>Ethnocentrism, Reaction to different customs/ values/ behaviors</b>			
14) I sometimes feel uncomfortable with the words and actions of foreigners.	3.00	2.94	-0.06
15) I prefer to associate with people who have similar habits and values to mine, rather than those who are different."	3.58	3.83	0.25
16) I find it enjoyable to cooperate with people who have different habits and values.	4.50	4.36	-0.14
17) I want to work with people who have similar ideas and values to mine.	4.03	4.25	0.22
18) I am not comfortable with people who have different habits and values.	3.06	2.89	-0.17
<b>Interest in foreign affairs</b>			
19) I often read and watch news about foreign countries.	3.47	3.83	0.36
20) I often talk about situations and events in foreign countries with my family and/or friends.	3.00	3.50	0.50
21) I have a strong interest in international affairs.	3.56	3.94	0.39
22) *I'm not much interested in overseas news.	2.78	4.25	1.47
<b>Having things to communicate (Willingness to communicate to the world)</b>			
23) I have thoughts that I want to share with people from other parts of the world.	3.17	3.61	0.44
24) I have issues to address with people in the world.	3.06	3.67	0.61
25) I have ideas about international issues, such as environmental issues and north-south issues.	3.50	3.89	0.39
26) *When it comes to talking with people from around the world, I don't know what to talk about.	4.31	3.31	-1.00
27)* I don't really have any opinions on international issues.	3.06	4.22	1.17
28) I have many things I want to talk about with my foreign friends.	3.86	3.97	0.11

(Based on survey items from Yashima, 2009)

[Response: 6-point scale (1: Strongly Disagree, 2: Disagree, 3: Somewhat Disagree, 4: Somewhat Agree, 5: Agree, 6: Strongly Agree). For reverse-scored items\*, read as (1: Strongly Agree, 2: Agree, 3: Somewhat Agree, 4: Somewhat Disagree, 5: Disagree, 6: Strongly Disagree).]

#### 4.3.3 Changes from April to December

From April to December, there was a noticeable shift in the attitudes of music students, influenced by workshops focused on communication and internationality. This shift is evident in the increase in average scores for making friends



with international students (from 4.47 in April to 4.86 in December) and a decrease in the tendency to avoid speaking with foreigners (from 3.11 in April to 3.94 in December). Additionally, there was a significant rise in students' comfort with living in a neighborhood with foreigners (from 2.33 in April to 4.94 in December), suggesting that the workshops effectively reduced cultural barriers. The interest in international careers remained fairly stable (from 3.83 in April to 3.86 in December), with a slight uptick in interest in working for international organizations (from 2.31 in April to 2.54 in December). The interest in international news rose (from 3.47 in April to 3.83 in December), as did its discussion with family and friends (from 3.00 in April to 3.50 in December), likely due to enhanced understanding and interest developed through the workshops. Notably, there was a significant increase in interest in international news (from 2.78 in April to 4.25 in December as a reversed item) and in students expressing opinions on international issues (from 3.06 in April to 4.22 in December), indicating the workshops' impact in fostering a more informed and confident approach to international dialogue. These results demonstrate the effectiveness of the workshops in enriching students' international outlook and engagement.

#### 4. CONCLUSION

This study evaluates the effectiveness of a workshop designed to improve the internationality of music students and their understanding of themselves and others. In an April survey, students identified internationality as encompassing more than just language skills. They cited communication competence, knowledge of other cultures, understanding of diversity, positivity, energy, and tolerance as important factors. However, only 16.7% of the students felt they were international, with many pointing to language barriers and limited exposure to other cultures as reasons.

The December survey revealed a positive shift in attitudes post-workshop, with students reporting progress in their understanding of internationality, the significance of international attitudes, and the importance of the workshop. They learned valuable skills including information dissemination, enjoyment, and development, self-analysis, and intercultural understanding. The survey results by Yashima indicated an increased willingness to make friends with international students and greater comfort in interacting with foreigners, alongside improvements in international communication skills.

These results suggest that workshops are an effective way to broaden students' international perspectives, deepen their intercultural understanding, and enhance self-awareness and confidence. They also highlight the need for a multidimensional approach to internationality education, extending beyond mere language learning, and offer important insights for designing and implementing future educational programs.

However, this study has limitations, including a small participant pool limited to music students, reliance on self-reported surveys, and the absence of long-term follow-up. These factors limit the ability to generalize the study's findings and evaluate its long-term impact.

Future research will aim for a more precise evaluation of effectiveness by refining the workshop-based program, broadening the participant pool, enhancing the research design with objective evaluation methods, and conducting long-term follow-up surveys.

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