

**International Students' Consciousness and Attitudes
toward Question-and-Answer Sessions
in Oral Presentations in Japanese:
A Case Study of International Master's Students
after One Year of Enrollment**

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Summary

The subject of this paper is to examine the difficulties present in question-and-answer sessions of oral presentations. The study is conducted through a qualitative PAC analysis of two international students in the middle of the Master's course. As a result of the analysis, international student A who has conducted lab work alongside Japanese students under the same conditions, understood the significance of question-and-answer sessions and actively engaged in the sessions. However, because of the anxiety of being misunderstood, the Japanese expressions the student used were not formed by herself, but expressions she had heard in the laboratory. The analysis indicates that there is still an issue in terms of giving an explanation in the student's own words even for international students who have conducted lab work alongside Japanese students. On the other hand, international student B had trouble making the transition from daily conversational Japanese to academic Japanese. The student was conflicted between a negative feeling of putting himself down for his poor performance and a positive feeling if he makes efforts to improve his Japanese, he will be able to present more fluently in the near future. These two case studies give us a look at the very complicated and varied circumstances international students encounter when making presentation in Japanese. Such results could not be obtained through quantitative analysis. They present suggestions for the importance of teachers to recognize such complications, and the necessity of using an individualized approach when teaching Japanese to international students.

Key words : Oral Presentations, Question-and-Answer Sessions, International Students, Master's Course, PAC Analysis