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研究課題名(和文)日本人英語学習者における聞き手語用論的能力の発達メカニズム

研究課題名(英文)Examining the Effects of Study Abroad on the Listenership of Japanese EFL Students

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研究成果の概要(和文)：本研究では日本人英語学習者の聞き手語用論的能力の発達に、指導及び留学が与える影響について考察した。結果、適切な指導をもとに留学することが、学習者の聞き手語用論的能力の発達に有効であることが分かった。特に、指導を受け長期留学をした者が、a) 語レベルのあいづちではなく、文レベルの応答をより使う、b) 豊富な形式を使う、c) 積極的にターンをとり質問をする、d) 理解できないときに、理解したふりをするのではなく、補償ストラテジーを積極的に使う、という点で顕著に発達が確認された。このような研究結果から、留学が語用論的能力の発達に効果的なことだけでなく、適切な指導が重要であることが指摘された。

研究成果の学術的意義や社会的意義

研究結果の学術的、社会的意義は次の二点である。留学が日本人英語学習者の語用論的能力の発達に大きな影響を与えるという研究結果は、留学の効果を実証するものである。また、語用論的能力の発達には留学前の指導も大きく関わるとい研究結果は、教育者、教育機関側のより効果的な留学プログラムの計画に重要な示唆を与えるものである。

研究成果の概要(英文)：This study examined the effects of both short-term and long-term study abroad, as well as pre-study abroad instruction, on the listenership of Japanese EFL university students. The results of this study point to the benefits of study abroad (SA), particularly for the learners who studied abroad long term, as well as for the learners who received instruction prior to studying abroad. Specifically, the students who studied abroad longer and received pre-SA instruction on listenership were best able to sustain the instructional goal of sending minimal backchannels less frequently and extended backchannels more frequently, with greater variability, while asking questions and taking the primary speakership in the conversation more often, and initiating conversational repair strategies when they did not understand and/or disagree rather than feign understanding and agreement. Such findings provide support for the pre-teaching of listenership to Japanese EFL students endeavoring to SA.

研究分野：Pragmatics

キーワード：backchannels study abroad EFL pragmatic competence あいづち 聞き手語用論的能力 語用論 留学

1 . 研究開始当初の背景

Broadly speaking, there has been a general assumption that studying abroad is the best way to learn a foreign language. However, as Tanaka and Ellis (2003) found in their survey of the research literature in this area, this assumption may require a great deal of qualification. For instance, much of the research to date suggests that study abroad may not necessarily yield better results than classroom instruction where grammar, listening and reading are concerned, particularly with higher-level students (Coleman 1997 and Freed 1990, 1993, 1995, 1998). In a recent study, Cutrone and Datzman (2015) confirmed this by comparing the TOEFL PBT scores of 47 Japanese EFL university students who studied abroad for three weeks with those of 28 students in the same faculty who remained at home. While both groups improved their average TOEFL PBT scores from the pre-test to the post (i.e., over the course of one month), the students who stayed at home made significantly greater strides (28 points vis-à-vis 20 points). In terms of language outcomes, oral proficiency would seem to be the area to benefit most from study abroad. In a survey of the research literature in this area, Tanaka and Ellis (2003) reported that study abroad resulted in gains fluency, in terms of the speaking rate (syllables per minute) or phonation/time ratio (percentage of total time spent speaking); additionally, oral proficiency scores, measured by the ACTFL Oral Proficiency Interview (OPI), were higher in learners in study-abroad programs than in learners who stayed home.

Specifically, as it relates to the study of pragmatic competence in this study, an important aspect of effective oral communication is being able to give adequate feedback to one's interlocutor. This conversational skill-set is known as Listenership and is one of the areas in which Japanese EFL speakers (JEFLs hereafter) have been shown to struggle with (Cutrone 2005, 2014). A number of studies into this phenomenon have shown that the listenership of Japanese EFL speakers differs to that of proficient English speakers from other cultures in many respects (Cutrone 2005, 2014; Maynard 1990, 1997; White 1989), and such differences can lead to miscommunication, negative perceptions and stereotyping across cultures (Blanche 1987; Boxer 1993; Cutrone 2005, 2014; LoCastro 1987). Despite the aforementioned importance of listenership in intercultural communication, this aspect of pragmatic competence remains largely neglected in EFL classes in Japan (Capper 2000; Cutrone 2016a). There has, however, been some speculation that SA might have an especially positive influence on learner's pragmatic competence (Tanaka & Ellis, 2003). Thus, in an effort to inform foreign language pedagogy, the purpose of this study is to examine the effects of study abroad on the listenership of Japanese EFL learners.

2 . 研究の目的

This purpose of this study is to shed light on two important aspects of foreign language education: study abroad and pragmatic competence. Concerning the former, it is not always clear what students gain from study abroad experiences in terms of foreign language outcomes. Thus, the researchers seek to examine what effect short-term and long-term study abroad has on one aspect of Japanese EFL university students' pragmatic competence, i.e., listenership. Further, the researchers also seek to examine the effects of pre-study abroad instruction (in the form of language awareness raising exercises, practice and feedback) has on learners' listenership.

3 . 研究の方法

The final report of this project is divided into two parts: the aspect that deals with short-term study abroad and the one that deals with long-term study abroad. First, regarding the part that concerns short-term study abroad, a total of 20 Japanese university students participated in this aspect of the study (16 females and 4 males). Each student was given pragmatic tests at three points in time: within four to seven days of going abroad (pre-test), within seven days of returning to Japan (post-test1), and four to five weeks later (i.e., post-test 2, the delayed post-test). Each of these tests involved participating in an intercultural conversation with a native speaker of English (NES), completing a questionnaire and being interviewed. To determine the efficacy of preparatory instruction, half of the students set to study abroad (N = 10) were given explicit instruction on listenership. This consisted of two (2-hours each) instructional sessions whereby the teacher drew students' attention to various features of conversation, engaged them in discussions on the implications of cross-cultural communication styles and, subsequently, taught them of some common patterns of listenership in English. The data was analyzed according to the following assessment criteria of L2 listenership: the ability to approximate the backchannel (BC) norms of proficient speakers of English, willingness to communicate (WTC), the ability to initiate conversational repair strategies in situations of

non-understanding, and Intercultural Communicative Competence.

Second, regarding the part that concerns long-term study abroad, a total of 8 Japanese university students participated in this study (4 females and 4 males). Similar to measurement described above for the short-term study abroad students, each student that studied abroad long-term was given pragmatic tests at three points in time: within four to seven days of going abroad (pre-test), within seven days of returning to Japan (post-test 1), and four to five weeks later (i.e., post-test 2, the delayed post-test). Each of these tests involved participating in an intercultural conversation with a native speaker of English (NES), completing a questionnaire and being interviewed. To determine the efficacy of preparatory instruction, half of the students set to study abroad (N = 8) were given explicit instruction on listenership. This consisted of two (2-hours each) instructional sessions whereby the teacher drew students' attention to various features of conversation, engaged them in discussions on the implications of cross-cultural communication styles and, subsequently, taught them of some common patterns of listenership in English. The data was analyzed according to the following assessment criteria of L2 listenership: the ability to approximate the backchannel (BC) norms of proficient speakers of English, willingness to communicate (WTC), the ability to initiate conversational repair strategies in situations of non-understanding, and Intercultural Communicative Competence.

4 . 研究成果

First, regarding the part that concerns short-term study abroad, the results of this study point to the benefits of study abroad (SA), particularly on the learners who received instruction prior to studying abroad. Specifically, the students who received pre-SA instruction on listenership were able to sustain the instructional goal of sending minimal backchannels less frequently (especially while one's interlocutor was speaking) and extended backchannels more frequently, with greater variability (but at context-appropriate moments), while asking questions and taking the primary speakership in the conversation more often, and initiating conversational repair strategies when they did not understand and/or disagree rather than feign understanding and agreement. Such findings provide support for the pre-teaching of listenership to Japanese EFL students (JEFLs) endeavoring to SA.

Second, regarding the part that concerns long-term study abroad, the results also point to the benefits of study abroad (SA), particularly on the learners who received instruction prior to studying abroad. Specifically, the students who received pre-SA instruction on listenership were able to sustain the instructional goal of sending minimal backchannels less frequently (especially while one's interlocutor was speaking) and extended backchannels more frequently, with greater variability (but at context-appropriate moments), while asking questions and taking the primary speakership in the conversation more often, and initiating conversational repair strategies when they did not understand and/or disagree rather than feign understanding and agreement. Such findings provide support for the pre-teaching of listenership to Japanese EFL students (JEFLs) endeavoring to SA.

In conclusion, while both groups of students that studied abroad (short-term and long-term) showed marked improvements once they returned to Japan, the group that studied abroad long-term made greater and more sustainable gains in terms of pragmatic competence. In particular, these students were able to use conversational repair strategies to manage conversations and/or avoid communication breakdown more often. Although the argument for lengthier sojourns abroad seems to be supported by the results of this study, it is also very important to stress that short-term study abroad is also very beneficial to students. Several researchers have previously argued that short-term study abroad does not seem to yield better results than stay-at-home classroom instruction where grammar, listening and reading are concerned; thus, the results of this study become even more important because they pinpoint the benefits of short-term study in different areas. That is, the benefits of short-term study abroad may be more evident in terms of conversational output and pragmatic competence. Further, the results of this study have shown that short-term study abroad can serve as an important motivational tool in that it shows students why they need English and, thus, may inspire them to study more and/or attempt longer sojourns abroad in the future.

Lastly, within both (short-term and long-term) groups, the students that received pre-instruction outperformed the ones that did not across the board. Thus, this study was able to not only show the positive impact of study abroad on Japanese EFL learners' pragmatic competence, but it also showed the benefits of pre-instruction. While the content of pre-SA is likely to vary depending on institutional goals in various contexts, the

researchers advocate incorporating some elements of instruction that focus on conversational features of language and pragmatic competence. To that end, the pre-SA instruction on listenership that was used in this study proved to be effective and can be explored as a potential framework for instructors moving forward. Instructors would be well-served in administering initial consciousness raising activities to draw students' attention to various features of conversation; subsequently, instructors would do well to facilitate discussions among their learners on the implications of cross-cultural communication styles (i.e. to further raise awareness and explore perceptions of various conversational behaviors across cultures); then, instructors would be wise to expose their learners to authentic models of English that demonstrate effective conversational and listenership behavior in a host of situations, and, finally, instructors should provide learners with ample practice opportunities and offer subsequent corrective feedback.

5 . 主な発表論文等

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6 . 研究組織

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