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 研究課題名(和文)Effect of intercultural contact on L2 motivation

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研究成果の概要(和文)：この研究は、日本の私立大学のEFL学習者に対し、モチベーションにおいて、異文化インタラクションがもたらす影響を調べたものである。2つのEFLクラスの生徒達(1クラス21人)が11週間以上にわたり参加した。日本の学生たちは5つのタスクを留学生達とこなした。集めた210アンケート項目の内、208の回答から分析した結果、異文化インタラクションに対する、モチベーション上での非常に良い効果をもたらした。加えて、生徒達のタスクの記録を分析した結果、異文化インタラクションによって、会話の際、順番に発言できるように促す効果も示した。

研究成果の概要(英文)：This study has investigated the effect of intercultural interaction on motivational flow and language learning for Japanese EFL learners at a private university in Japan. Two EFL classes of 21 students were used in the study. Learners in each group completed five tasks over a period of five weeks. The tasks were then repeated over another five-week period, during which time, the one group continued to perform the tasks with a Japanese student, while the other group performed tasks with an international (non-Japanese) student. Data was collected in the last five weeks only. An analysis of 210 questionnaires showed that intercultural interaction had a significant positive effect on motivational flow. This result was supported in an analysis of 208 student diaries. Finally, an analysis of task recordings revealed that intercultural interaction lead to more turn-taking during conversations.

研究分野：応用言語学

キーワード：intercultural contact motivation flow tasks TBLT EFL

1 . 研究開始当初の背景

Compared to other antecedents of motivation, the impact of intercultural contact on L2 motivation is rarely studied (Kormos & Cziser, 2007). This is unfortunate, because an encounter with a target language speaker is a powerful source of motivation for many foreign language learners (Rivers, 2011). Early research on intercultural contact on L2 learning suggests that frequent and pleasant contact with speakers of different ethnolinguistic backgrounds leads to increased linguistic self-confidence which positively affects learners' L2 motivation (e.g. Clement et al, 1985; Clement, 1980). More recently, the impact of intercultural contact on self-confidence, motivation, and L2 learning has been supported in a number of studies that include ESL, study abroad, and naturalistic settings (e.g., Blake and Zyzik, 2003; Cziser & Kormos, 2008; Dornyei and Cziser, 2005). In the context of Japan, Masuda (2004) argues in favor of intercultural contact in English-learning contexts, stating that, "encounters with an English-speaking person are an intense stimulus [for Japanese learners of English]" (p. 21). In Aubrey and Nowlan (2013), we found that Japanese students who had long-term contact with international, English-speaking students at a Japanese university felt a stronger obligation to study English and exhibited greater motivated learning behavior than students who did not experience contact. However, face-to-face intercultural interactions as they arise inside the foreign language classroom have not been systemically investigated. Therefore, the purpose of this proposed study is to fill this gap through the provision of intercultural contact during language learning tasks in an English-language classroom context.

To contribute to a greater understanding of L2 motivation as it manifests during intercultural contact, this study draws on flow theory (Csikszentmihalyi, 1975) to investigate the motivational intensity of Japanese EFL learners during task performances. Dornyei describes flow as the "optimal task experience" (2011, p. 57) or a "heightened level of task engagement" (2005, p. 82). In the case of language learning, the state of flow is attained while learners are at their most active or creative while being completely immersed in a language task. Unlike previous investigations of intercultural contact and motivation, which looked at long-term changes in motivational

variables using self-reporting questionnaires, this study takes a more situated approach in which short-term levels of task engagement is the primary focus. This dynamic, task-based approach to the study of motivation is considered to be "one of the most fruitful directions for future research" (Dornyei, 2003). Egbert (2003) first applied flow theory to language learning research when she attempted to measure the flow of Spanish learners while they participated in variety of learning tasks. She concluded that flow does exist in the language classroom, and suggested that flow occurs along four dimensions when 1) there is a perceived balance of task challenge and participant skills during the task; 2) the task offers opportunities for intense concentration; 3) the participants find the task intrinsically interesting; and 4) the participants perceive a sense of control over the task process. Egbert (2003) first applied flow theory to language learning research when she attempted to measure the flow of Spanish learners while they participated in variety of learning tasks. She concluded that flow does exist in the language classroom, and suggested that flow occurs along four dimensions when 1) there is a perceived balance of task challenge and participant skills during the task; 2) the task offers opportunities for intense concentration; 3) the participants find the task intrinsically interesting; and 4) the participants perceive a sense of control over the task process. A minor but notable conclusion from Egbert's (2003) study is that during an online task "participants found that interacting with native Spanish speakers in Spanish... facilitated their flow experiences" (p. 513). This finding is of particular relevance to this study as it suggests that intercultural may have an effect on motivational flow. In addition to filling an important research gap, this study provides a template for generating intercultural contact inside language classrooms in Japan.

2 . 研究の目的

This two-year study addressed the following research questions.

- (1) Does interaction arising from intercultural contact affect the motivational flow of Japanese EFL learners during the performance of oral tasks, if so, in what ways?
- (2) How does intercultural contact affect
 - (a) interaction
 - (b) the amount of output generated by Japanese EFL learners

during the performance of classroom tasks?

- (3) Is there a relationship between (a) motivational flow, (b) interaction, and (c) and the amount of output produced by Japanese EFL learners during the performance of tasks?

The purpose of this study is to show:

① Changes in motivational flow both quantitatively (questionnaires) and qualitatively (learner diaries) for Japanese EFL learners as they perform tasks under inter-cultural and intra-cultural conditions.

② Interactional differences between inter-cultural and intra-cultural task performances (audio-recordings of tasks)

③ Language learning benefits of inter-cultural contact as observed in task performances (audio-recordings of tasks) and as self-reported by students (self-reported learning chart).

3 . 研究の方法

The current research was conducted at a Kwansai Gakuin University. A total of 63 students participated in the study. Forty-two of these participants were first-year Japanese university students, beginning their first semester in the Intensive English program. These students were part of two classes consisting of 21 students with intermediate-level proficiency. One class was randomly chosen to be the inter-cultural group while the other was assigned to be the intra-cultural group. On a background questionnaire completed a week before the study, students rated their English-speaking proficiency and estimated their inter-cultural contact experience on campus during the previous semester (minutes per week). Speaking proficiency was rated on a 7-point scale anchored by 1 (very poor) and 7 (very good). The two groups were similar in terms of first language L1 (Japanese) and year at university (1st year, second semester).

The remaining 21 participants included four degree-seeking international students and 17 short-term exchange students studying at the same university. Selection was based on the following criteria: (1) not born in Japan, (2) native or highly proficient English-speaker, (3) committed to attending all classes in the project, and (4) interested in inter-cultural exchanges. A background questionnaire

administered two weeks before the study revealed that all non-native speakers of English self-reported having at least 'very good' speaking, listening, reading, and writing English skills (equivalent to a '6' on a 7-point Likert scale).

The context for intra- and inter-cultural contact was provided via five dialogic, oral tasks that contained an information exchange and decision-making component. A flow questionnaire containing 14 Likert-scale items was used to elicit Japanese participants' perceptions of their task experiences. The questionnaire required students to reflect on experiences during the preceding task. Items targeted the four dimensions of flow: interest (4 items), control (3 items), focus (3 items), and a balance of skills and challenge (4 items). After the English version of the questionnaire was drafted, it was translated into Japanese by a bilingual graduate student and translated back into English by a bilingual English professor. Students in each group completed the five tasks twice (Stage 1: initial performance; Stage 2: repeated performance). Therefore, in total, 20 administrations of the flow questionnaire were conducted. Table 4 shows the reliability coefficients for each sub-construct of flow, while Table 5 shows the reliability coefficients of flow (all 14-items) for each administration. The construct flow (all items) were evaluated as reliable scales.

The study was conducted over an 11-week period and divided into two stages. As the tasks performed were different from the activities usually done in class, the purpose of Stage 1 was for students in both groups to practice the tasks. During this stage (weeks 1–5), students were paired with a Japanese peer from their respective group and asked to perform one task per week for five weeks. During Stage 2 (weeks 7–11), students performed Tasks 1–5 again. However, while students in the intra-cultural group were paired with another Japanese learner in the same class, students from the inter-cultural group performed tasks with an international student.

Data was collected and analyzed from four sources. First, paired interactions were recorded and transcribed for Task 1 and Task 2. Analysis included tabulating spoken output (words and number of turns taken). Second, motivation flow was measured through the administration of a flow questionnaire after each task in Stage 2. A reliability analysis

was performed on the questionnaire. To test for the effect of intercultural contact on flow, independent t tests were conducted on flow scores. In addition, to determine the relationship between spoken output and flow, a Person correlation was computed between flow scores and words/turns. Third, as a secondary means of measuring motivational flow, students were asked to keep a diaries detailing how they felt during each task. A content analysis of the diaries determined the components of flow in each context. Fourth, students completed a self-reported learning chart, in which they recorded what they had learned in each task. It was found that not all language that learners' self-reported could be found in the task recordings. Because of this, the self-reported learning chart was deemed unreliable and not used in further analysis.

4 . 研究成果

The analysis of data was done between May 2016 and July 2016. After the analysis, results were disseminated at various international conferences and two papers for publication were written.

Research question 1 asked if intercultural contact affects motivational flow. Independent t-tests were conducted on flow scores to test for a significant difference between groups for each task. Results showed a statistical different for Task 1 ($p < .001$) and Task 2 ($p = .002$). Intercultural contact, therefore, appears to have had a positive effect on learners' flow states. The positive impact of inter-cultural contact on flow was explained by looking at some of the features of inter-cultural interaction in this study. A key design feature of these tasks was the requirement to exchange 'cultural' information. Because interlocutors had different cultural backgrounds, they often interpreted the task content with a particular cultural bias, drawing on personal connections in order to present their points of view. To a Japanese learner, a non-Japanese personal insight into foreign culture may be perceived as novel, which may arouse curiosity and induce attention.

The above results were supported by an analysis of learner diaries. Content analysis and subsequent Pearson chi-squared tests revealed there was a proportionately significant difference between the number of instances that increased flow for the Inter-cultural group's diaries and the

Intra-cultural group's diaries, in favor of the Intercultural group (Chi-squared = 21.26, $p < .001$). Further analysis on the kind of flow-related comments in the diaries revealed six categories of flow emergent in the data: interest, enjoyment, challenge-skill balance, control, sense of accomplishment, and attention. Pearson chi-squared analysis determined that the enhanced flow states due to intercultural contact was due to a greater sense of control and a resulting stronger sense of accomplishment in overcoming task difficulties.

Research question 2 asked how intercultural contact affects interaction and the amount of output generated during task performances. The descriptive statistics of words and turns generated during the tasks showed that the Inter-cultural group provided a higher number of turns ($M = 255.2$, $SD = 28.3$) than the Intra-cultural group ($M = 183.6$, $SD = 37.0$). In fact, this difference was significant for Task 1 ($t = 2.51$, $p = .017$) and Task 2 ($t = 4.74$, $p < .001$). However, the difference between the number of words produced was not significant at the adjusted $p = .025$ level for Task 1 ($t = 2.07$, $p = .046$) and Task 2 ($t = 1.51$, $p = .140$). This indicates that inter-cultural contact had the effect of increasing interactivity (turn-taking) but had no effect on words spoken. A comparatively high engagement in language use during inter-cultural interactions may be partly explained by proficiency differences. In this study, international interlocutors were the 'expert' users of English, generating more speech than the 'novice' Japanese users of English. The lower proficiency participants may have produced more turns by simply reacting to their interlocutor and completing adjacency pairs. When curiosity-driven interaction occurs during inter-cultural interaction, learners use a variety of interactional strategies, which increases interactivity. These same strategies, however, were rarely displayed in intra-cultural interactions.

The third question asked if there is a relationship between motivational flow, interaction and spoken output. For the Inter-cultural group, weak (non-significant) positive correlations were found between flow and turns ($r = .166$, $p = .334$) and flow and words ($r = .161$, $p = .349$). In contrast, the Intra-cultural group had a significant positive correlation between the number of turns and flow ($r = .392$, $p = .032$) but a

weak negative (non-significant) relationship between words and flow ($r = -.147$, $p = .392$). These results suggest that flow is more closely related to interacting for intracultural interaction than inter-cultural interaction. However, the weaker correlation for the inter-cultural group could be partially explained by the high flow scores, which would make oscillations between interactivity and flow less variable and hence less sensitive to analysis. The weak negative relationship between flow and words for the intra-cultural group may be explained by the common appearance of long turns of talk.

This study not only demonstrates the flow-enhancing experience of inter-cultural contact, but also provides a template of sorts for teachers that want to 'manufacture' face-to-face inter-cultural contact in an EFL classroom. Therefore, teachers who have students from different cultural background at their institutions may want to consider capitalizing on this resource by incorporating an inter-cultural contact component in their courses.

The second pedagogical implication relates to the design and implementation of collaborative tasks in the absence of inter-cultural contact. If teachers want to promote flow under this condition, the pedagogic purpose of the task should be to optimize interactivity and minimize the likelihood of learners entering into lengthy monologues. Ideally, two-way tasks should include an opinion-sharing or decision-making component that encourages learners to go beyond simple exchanges of information and push them to volunteer opinions and explanations. This could be further encouraged by having learners choose the task topic and prepare the task content before the performance. The resulting sense of control over the task process and invested interest in the task may motivate learners to interact productively. To facilitate turn-taking, lower proficiency learners may benefit from explicit instruction related to using various interactional strategies. In addition, teachers may want to provide models of collaborative task performances, which might give learners the structure they need to interact in a cooperative manner.

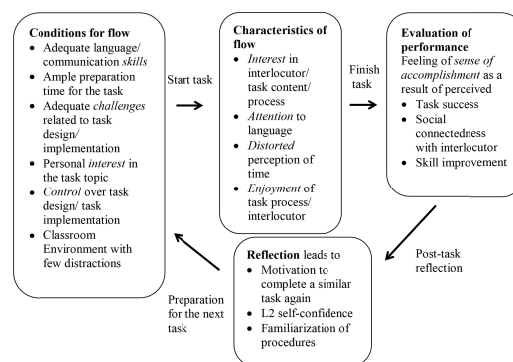


Figure 1 - A model of flow in the classroom

A second implication pertains to the dimensions of flow and how they can be stimulated in a task-based classroom. Figure 1 illustrates how tasks can take on a central role in facilitating various flow-related experiences reported in this study.

It follows from Figure 1 that if teachers want to induce flow, there are certain task and environment variables that can be manipulated. First, time should be set-aside for students to adequately prepare for tasks, ensuring the task goals are clear. Second, tasks should be designed to provide learners with adequate challenges (e.g. a decision-making component) and implemented in a way that adds complexity and novelty (e.g. inter-cultural contact; changing interlocutors; procedural repetition). Thirdly, learners should be given some control over the task. For example, teachers may want to have students choose their task partners, topics, or generate the content to be used in the tasks. Finally, teachers should provide an environment that minimizes distractions (e.g. spread students out into multiple classrooms) and facilitates focus (e.g. set out rules that prevent students from talking to others not in their task group). The above conditions may lead to high levels of task engagement, characterized by a deep curiosity in the task, enjoyment, attention to language issues, and an intense focus on achieving the goals of the tasks. After task completion, teachers should encourage students to evaluate their task performance through activities that assess their task successes and language improvement. For instance, students can score their performance based on their ability to reach the task outcome, discuss the strategies on overcoming challenges, or report on language they learned during the task (e.g. completion of a language uptake chart). Giving students

time to evaluate their task accomplishments may result in familiarization of task procedures and increased L2 self-confidence, which may ultimately motivate them to complete similar tasks in the future at a higher skill level.

5. 主な発表論文等

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〔図書〕(計 0 件)

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