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研究課題名(和文) Interactions between language learner emotion, feeling and identity

研究課題名(英文) Interactions between language learner emotion, feeling and identity

研究代表者

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研究成果の概要(和文)：この研究では、英語を外国語として学習している日本人学部生の追加言語(L+)の感情について、より微妙で文脈に即した理解を深めることでした。このプロジェクトでは、プラクティショナー研究アプローチを使用して、教室での生活だけでなく、ヒューマンズム教育で特に確立された活動が、L+の感情やアイデンティティとどのように関連しているかを明らかにしました。主な結果として、学習者の個々の心理学と経験の間の相互作用、およびL+感情の出現における社会的文脈での相互作用やL+教室での学習における感情の程度と多様性がわかった。(詳細は英文参照)

研究成果の学術的意義や社会的意義

教育分野では、認知的な最終結果に焦点が当てられてきました。そのような焦点は、学習の感情的な経験を無視することになります。この偏ったアプローチは、追加言語(L+)教育の分野でも明らかである。本研究は、学習者が経験する感情の多様性と、これらの感情が特定種類の活動とどのように関連しているかを具体化することにより、L+感情の理解に大きく貢献することができました。さらに、学習者がL+学習者以外としてのアイデンティティを利用するコミュニケーションの相互作用を通じて感情がどのように発生するかについて調べることにより、この分野の研究を進めました。

研究成果の概要(英文)：This research aimed to develop a more nuanced and contextualized understanding of the additional language (L+) emotions of Japanese undergraduates studying in English as a Foreign Language lessons. The project used a practitioner research approach to uncover how general classroom life, as well as activities specifically founded in Humanistic education, connected with L+ emotions and identities. The main outcomes were insights to: (1) Interactions between learners' individual psychologies and their interactions in social context in the emergence of L+ emotions; (2) A new research method that gathered discursive and introspective data; (3) The embodied nature of L+ emotions; (4) The degree and diversity of emotions in L+ classroom learning; (5) The use of Humanistic activities to assisting emotional connections; (6) The use of action research; (7) The use of complexity perspectives, in particular the idea of timescales in developmental processes; (8) The support of emotional literacy.

研究分野：Psychology of Language Learning

キーワード：L+ Learning Emotions Feelings Identity Complexity Thinking Humanistic Education Practitioner Research

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## 1 . 研究開始当初の背景

For many involved in education – students, teachers, parents, policy-makers, researchers – there was, and indeed still is, a focus on cognitive end-products. Such a focus comes to the neglect of the emotional experience of learning. This skewed approach has also been apparent in the field of additional language (L+) education. Regarding L+ learning, some psychological factors such as motivation have received considerable empirical attention. Indeed, it has been consistently found that the emotions learners experience connected with developing an L+ can also have a strong influence on their drive to continue study. Nevertheless, at the commencement of this research there was a growing recognition of a large gap in understandings of emotional experiences of L+ learning. When L+ learner emotion was investigated, it had almost exclusively been researched in terms of ‘language anxiety’ – worry and nervousness about using an L+ (Horwitz et al., 1986). While any teacher could easily discuss the multicolored emotionality of learners, historically, the empirical focus on anxiety seems to have taken precedence to the detriment of exploration of any other emotional aspects of L+ learning. Moreover, L+ theorizing and researching had been moving towards integrating the ideas of complexity theory, in which we consider emergent phenomena that are qualitatively different from the sum of their parts. While there was a building awareness of a need to consider the complexity of L+ emotions (and indeed learner psychology in general), they had often been studied via large-scale, quantitative means that obfuscated situated, individual experiences. In this regard, there was additionally a paucity of research examining situated ways in which emotional, social experiences in the classroom interact with longer-term processes of identity. Ushioda (2009) had proposed a ‘person-in-context relational view’ of language learner psychology in which L+ learner emotions, motivations and identities evolve as a process of iterative sense-making in interaction with the social context of learning. Importantly, and in congruence with Humanistic approaches to psychology and education, Ushioda’s (2009) development of this theory also reminded that people’s experiences as L+ learners interact with other personally-important identities, for instance as a football enthusiast, or a music lover. There was thus a pressing need for teachers (and researchers) to become more skilled in appreciating and understanding the interrelations between the various emotions and identities of L+ learners.

## 2 . 研究の目的

Based on these recognized gaps in the empirical literature, this research project involved the development of L+ classroom activities that explicitly instantiated participants’ identities as people other than ‘language learner’. In order to gain a deeper understanding of L+ learner psychology, it aimed to explore how these introduced activities encouraged interactions between participants’ identities – as L+ learners and their other identities – and both momentary emotions and more sustained recollected or prospected feelings. The project was grounded in ideas of complexity theory, aiming to develop a more nuanced and contextualized understanding of L+ emotions. The research therefore sought to uncover insights into the following three areas:

- (1) What are the qualities of participants’ emotions and identities – both as L+ learners and their other, personally-important identities – emergent from classroom language learning experiences?
- (2) How do learners’ emotions and identities interact over various timescales in classroom language learning?
- (3) How can a deeper understanding of these interactions inform future teaching practice?

## 3 . 研究の方法

This project employed practitioner research to introduce activities instantiating and encouraging sharing of learners’ identities as other than L+ learners into university-level English as a foreign language (EFL) classrooms. Via these activities, as well as examining the regular social life of the classroom, the research worked to produce a complex picture of the emergence and function of emotions in L+ classroom learning.

Annual breakdown of research conduct:

AY2019: Conducted review of literature from humanistic education and psychology to develop data collection methods for implementation as classroom language learning activities. Piloted and collected data in two different classes in second semester (via reflective learner journals, worksheets, and 360-degree video recording of groupwork). Refined activities in preparation for data-collection in AY2020. Three conference presentations.

AY2020: Due to the challenges presented by the Covid-19 pandemic, unable to collect classroom data. Collected online (Zoom video) data and reflective journals to be used as secondary data if necessary. Used pilot (classroom) data from 2019. Began transcription of video recordings, analysis of journal data. Developed approach to analysis of discursive data. Presentations at two conferences. Organized online symposium regarding theoretical aspects of research. Published one article, one book (about research method).

AY2021: Ongoing analysis of specific cases of emotional significance for learners from pilot data. Published two articles (one about research method, one about theory). Commenced writing up more focused results on significant cases as a research monograph. Organized an online international symposium about practitioner research. Nine presentations (online).

AY2022: Extended the period of project. Completed analysis of specific cases of emotional significance. Published as open access with international publisher (Routledge). Two presentations. Published co-authored article detailing 2021 online symposium chaired. Further publications accepted (but not yet published). Collected additional classroom data concerning students' emotional literacy and strategies to display and help understand emotions in face-to-face settings when wearing facemasks. Ongoing development of multimodal representation of the emergence and functions of emotions in classroom groupwork.

#### 4 . 研究成果

(1) One of the most significant contributions of the project concerns the development of a more situated view of the emergence and function of emotions via student interactions in groupwork, located within their ongoing psychologies. That is, although we may think of emotions as fleeting, momentary occurrences, the research revealed the complex interplay of timescales across which they emerge in classroom learning. A key insight here concerns the emotional benefits of students being able to draw on their identities as other than L+ learner to express themselves and develop emotional intersubjectivities (Denzin, 1984). I presented on this a number of times during the project. One article published specifically calls for further research in this vein, whilst the open access monograph published provides an extended argument and examples.

(2) In this regard, via the research I was able to utilize Ushioda's (2016) small lens conceptualization to develop a method that combines a focus on the social (discursive data via video recordings) and psychological (learner reflections). Such an approach is, I believe, a significant step forward in furnishing an empirical picture of L+ emotions that bridges these two realms, and which, despite the overtly social nature of L+ learning, has been oddly missing up to this point. Many of my presentations over the course of the project, as well as one article and the open access monograph provide arguments for this method.

(3) In extension of this small lens approach (Ushioda, 2016), the research project also prompted me to consider the multimodality of emotional experience for L+ learners. That is, it brought to my attention the need for methods of analysis and representation that more sufficiently recognize the range of modes via which emotions are displayed and understood in social interaction. Although I raised this possibility in the research monograph, I have not yet presented or completed multimodal analysis. This said, at the time of writing I am conducting a multimodal analysis of data collected in the final year of the project, and anticipate presenting on this topic in the near future.

(4) A further vital contribution regards the way in which the research illuminated the degree and diversity of emotions in classroom L+ learning. Although (language) anxiety was apparent in the data, it was far from the most prevalent emotion, with pleasant emotions far outweighing unpleasant. Another intriguing aspect of the degree and diversity of emotions concerned their connection with particular activities in the classroom. One very short, Humanistic activity which allowed students to instantiate their various identities in free conversation witnessed by far the greatest proportional reports of emotions; conversely, exercises involving a compulsory textbook evoked little emotionality. I presented on these findings via an online international conference (in Barcelona), with a book chapter published after completion of the project.

(5) The project facilitated the development and piloting of classroom activities founded on Humanistic principles of education. Initial analysis suggests that these activities allowed students to draw in their identities as other than L+ learners, and had a deeply emotional aspect. I have not as yet presented or published on this part of the research.

(6) The research process itself also revealed insights to the situated use of action research as a research methodology for practitioners. In particular, I gained a better understanding of the adaptability of the action research method, the intuitive nature of teacher-research, and more generally the conduct and ethics of practitioner research. I also developed my ideas of how practitioner research might be utilized effectively to explore the situated nature of L+ learner emotions. Results have been disseminated through articles, presentations, and an online international symposium, with an additional article being written currently.

(7) The research project allowed me to deepen my understandings of complexity theory, and the usefulness

of this way of thinking to underpin more nuanced research into L+ learner psychology. The concept of timescales from complexity theory played a vital role in my approach to the analysis of significant episodes of emotionality represented in the research monograph. I presented extensively on my arguments for integrating complexity theory to L+ emotion research, as well as the congruence between this theory and practitioner research. An online symposium and edited book additionally continued these arguments.

(8) A final direction for my future research emergent from this project regards the development of students' emotional literacy (Sorin, 2009) – their awareness of the emotions of themselves and their peers. I was able to introduce practitioner research to classroom lessons in the final (extended) year of the research project focusing on supporting learners' emotional literacy while having to wear facemasks. I have been asked to write an article for a Special Issue of an international journal, and will present within the next couple of months regarding this part of the project.

## 5. 主な発表論文等

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3. 雑誌名 Language Teaching	6. 最初と最後の頁 1-4
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する
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2. 論文標題 Shifting focus through a small lens: Discursive and introspective perspectives on the emergence of L2 study emotions	5. 発行年 2022年
3. 雑誌名 Studies in Second Language Learning and Teaching	6. 最初と最後の頁 15 ~ 36
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〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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