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研究課題名(和文) 言語学習と異文化理解におけるユーモアの役割

研究課題名(英文) The role of humor in language education

研究代表者

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研究成果の概要(和文)：1) 語学授業の中で扱われるユーモアに着目し、これまで検討されてこなかった視点について測定する詳細な調査を行った。2) 語学教師が授業の中でユーモアを使用しているか、その使用状況についての詳細な調査を行った。3) 上記の研究成果を論文投稿や様々な学会発表を通じて積極的に行ってきた。具体的には、3年間の研究期間で合計14回学会発表を行い、研究成果を提示してきた。4) 研究代表者と分担者は共に2つの論文を発表し、さらに、研究代表者は語学教育におけるユーモアの役割に関する論文を海外の出版社へ投稿した。5) 研究代表者は英語の授業でのユーモアの使い方に関して、100種類ほどのレスンプランを集めた本を編集した。

研究成果の概要(英文)：First, we carried out extensive surveys to measure the perspectives of Japanese students with regards to humor in the language classroom. Second, we also carried out surveys to gain insight into when and how language teachers use humor. Third, investigators made 14 conference presentations during the three-year period, helping to greatly disseminate the results of the research. In addition, the co-investigator published two journal articles and the principal investigator submitted an 8000 word journal article to an international publication. The principal investigator also edited a book with almost 100 lesson plans on how to use humor in the English classroom. Japanese students need a greater understanding of the humor of the English-speaking world in order to improve their cross-cultural communicative competence and assist them in becoming true global citizens. The results of this research project will thus contribute to the fields of humor and foreign language education research.

研究分野：語学教育

キーワード：ユーモア 異文化理解 語学教育 ステレオタイプの認知

1 . 研究開始当初の背景

A growing body of research shows the importance of using humor in the English language classroom. Possible benefits include better class atmosphere, increased student motivation, and insights into foreign language and culture. However, there are also risks to using humor in the English language classroom. Students might consider the use of humor inappropriate in university classes or feel anxious if they cannot understand English jokes, especially if the instructor comes from another country. Finally, there are great differences between types of humor in Japan and English-speaking countries, so the use of humor could cause confusion or even upset some students. Considering these benefits and drawbacks, the researchers aimed to get a greater understanding of the role of humor in the university English classes, especially in the context of Japan. In this specific context, what are the benefits and risks? Additionally, with the current aim of helping Japanese students to become global citizens, it is vital that they learn to use English as an active communication tool. Since an understanding of English humor is an important aspect of this, the researchers aimed to research Japanese students' successes and struggles with using humor in cross-cultural communication.

2 . 研究の目的

Considering the importance of discovering more about the role of humor in the English language classroom in the specific context of Japan, the researchers set the following three goals:

To identify how humor both helps and hinders Japanese who are communicating in intercultural contexts. Furthermore, to determine the benefits and drawbacks of using humor in the English language classroom in Japan.

To identify key differences between the way humor is used in Japanese and Western society.

To use the results from 1 and 2 to help Japanese better understand Western humor and improve Japanese students' ability to communicate in English in

intercultural environments.

3 . 研究の方法

For this project, the researchers carried out both qualitative and quantitative analysis. A survey about student perceptions of humor in the language classroom was completed by over 900 university students across Japan. This survey included 20 quantitative items and 2 short answer qualitative items. To help disseminate the results globally, all student qualitative comments were also translated into English. In addition, the researchers carried out follow-up interviews of 30-45 minutes with eight of the survey respondents. Finally, to also investigate teachers' views of the role of humor in the language classroom, a separate survey with quantitative and qualitative items was completed by 59 English language teachers in Japan.

4 . 研究成果

The main results of the survey revealed that Japanese learners generally have a positive outlook on the use of humor in the university English classroom. On a 6-point Likert scale, the highest rated item was "I believe humor plays an important role in the language classroom" (5.03). Other high-scoring items included "I can relax more in language classes when humor is part of the lesson" (4.96) and "Understanding humor gives us insight into foreign cultures" (4.74). These important results reveal that: 1) Japanese students generally see humor more as something that helps them relax rather than causes anxiety and 2) They do insight into foreign cultures as one of the benefits of humor in the classroom. However, students also commented on types of humor which they found difficult or inappropriate, such as dark or sarcastic humor. In the short answer responses, however, students were overwhelmingly positive in the use of humor in university English classes. These results showed that Japanese students are curious about the way humor is used in English-speaking countries, which can help them to improve their cross-cultural communicative competence in English. At the same time, the study provided insight into elements of English humor which may clash with

Japanese culture and thus provide warnings to English instructors, especially those who are not Japanese.

For the practical side of the use of humor, the principal investigator edited a book of humor lesson plans for TESOL Press entitled *New Ways in Teaching with Humor*, which will be published in the summer of 2016. This includes sample lesson plans for making humor and humor learning part of English language education. Instructors from around the world contributed a total of nearly 100 chapters. This will thus contribute greatly to the understanding of how to use humor in the English language classroom.

5. 主な発表論文等

(研究代表者、研究分担者及び連携研究者には下線)

〔雑誌論文〕(計 2 件)

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6 . 研究組織

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