

令和 6 年 6 月 2 7 日現在

機関番号：12601

研究種目：研究活動スタート支援

研究期間：2022～2023

課題番号：22K20274

研究課題名（和文）Investigation of Japanese Students' Language Anxiety in English Speaking Classes

研究課題名（英文）Investigation of Japanese Students' Language Anxiety in English Speaking Classes

研究代表者

Bordilovskaya A. (Bordilovskaya, Anna)

東京大学・グローバル教育センター（ALESS/A）・特任講師

研究者番号：70758573

交付決定額（研究期間全体）：（直接経費） 1,300,000 円

研究成果の概要（和文）：本研究では、量的および質的データ収集方法を採用し、必修科目の英語コースに在籍する日本の大学1年生を対象に、アンケート調査と面接を実施することで、相互に関連する2つの感情的要因である不安と違和感を探求した。その結果、日本人学習者は、状況に応じて不安と違和感の両方を異なる割合で経験することがわかった。教室内では、英語使用の信憑性の欠如により、違和感という感情がより強くなるようである。また、不安と違和感はFLAの異なる次元を指していることもわかった。不安は、生徒が自分のコミュニケーション上の不安を説明するためのものであり、違和感は、自分の言語能力や言語アイデンティティに関連する内的な懸念である。

研究成果の学術的意義や社会的意義

Findings of these research are crucial for developing the methods to reduce Japanese students' foreign language anxiety (FLA) in classroom environment and real-life situations. Understanding the fuan/iwakan differences can be used to provide focused support to students with different forms of FLA.

研究成果の概要（英文）：Foreign language anxiety (FLA) is a complex phenomenon that has been become one of the central topics in the applied linguistics. Present research adopted quantitative and qualitative data collection procedures to explore the two interrelated affective factors: anxiety (fuan) and iwakan (incongruity) by conducting an anonymous survey and interviews among first-year Japanese university students enrolled in compulsory active learning English courses. The findings of this study show that depending on the situation Japanese EFL learners can and do experience both: fuan or iwakan in different proportions. For example, the feeling of iwakan seems to be more prevalent in the classroom setting due to the lack of authenticity of English use. The results also show that fuan and iwakan refer to different dimensions of FLA. Fuan is by students to describe their communicative anxiety while iwakan in the internal concern related to their linguistic abilities and language identity.

研究分野：Applied Linguistics

キーワード：language anxiety affective factors motivation Japanese students

**Anxiety and Incongruity:**

**Affective Factors Influencing Japanese English Learners**

1 . 研究開始当初の背景

Foreign language anxiety (FLA) is a complex phenomenon that has been one of the central topics in English education. FLA is often viewed as situation-specific anxiety, which includes classroom setting and is commonly measured by FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). FLCAS has been applied to investigating Japanese students' foreign language anxiety (Cook, 2006; Ostman&Xethakis, 2021; Nagahashi, 2007) and is usually translated as *fuan* in Japanese literature.

The Japanese educational system and society have demonstrated several anxiety-related phenomena that are partially socially and culturally specific such as *futōkō* 'school refusal', and *hikikomori* 'social recluse'. In the previous research (Schaefer, Reid & Bordilovskaya, 2022) investigating Japanese EFL learners' comments about the English discussion course, the term *iwakan* 'sense of discomfort, incongruity' was frequently found, when learners were referring to their uncomfortable feelings when using English in classes. Traditionally anxiety is referred to as *fuan* (不安), however, Japanese students use a variety of words to describe their emotions when speaking English: e.g., *fuan* (不安), *kinchō* (緊張), *iwakan* (違和感), *teikō* (抵抗) (Shaefer, Reid, Bordilovskaya, 2023). Tsumura (2010), and Tobar et al. (2019), also mention *iwakan* as a term used to describe self-conscious emotions related to L2 use. According to Iizuka (2011, p.11) socially-based L2 anxiety should be differentiated from L1 socially-based anxiety and can include the following dimensions: 1) L2 linguistic anxiety; 2) Content anxiety; 3) Cultural anxiety.

2 . 研究の目的

The present research addresses the following questions: do Japanese university students feel and identify different dimensions of socially based L2 anxiety in different communicative situations? Do Japanese university students feel *fuan* (不安) &/or *iwakan* (違和感) when speaking English? Do they differentiate between those two? Are the terms *iwakan* and *fuan* potentially referring to varying dimensions of L2 anxiety? How are they perceived and differentiated by the learners?

3 . 研究の方法

The present research adopted quantitative and qualitative data collection procedures to explore the two interrelated affective factors: anxiety *fuan* (anxiety) and *iwakan* (incongruity) by conducting a series of anonymous surveys and interviews among first-year Japanese university students enrolled in compulsory active learning English courses. A total of 73 first-year students of a national university in Tokyo participated in the survey. 53 students answered the survey during the spring 2023 semester, and 20 students participated during the fall 2023 semester. An anonymous survey was distributed via Google Classroom by English program professors to the first-year students taking their compulsory English writing and discussion classes. The survey consisted of 23 questions: 3 demographic questions, 13 closed-ended questions (Likert scale), and 7 open-ended questions. The language of the survey was Japanese. The participation was voluntary and the time allocated to the survey was outside of the class time. The survey was not related to students' classes and content. The first five questions were as follows and were aimed at clarifying whether students recognize feeling *fuan* and/or *iwakan* when speaking English, and whether they differentiate between the phenomena:

1. I feel *fuan* when speaking English.

2. I feel *iwakan* when speaking English.
3. I feel both *fuan* and *iwakan* when speaking English.
4. For me *fuan* and *iwakan* are the same.
5. For me *fuan* and *iwakan* are different.

#### 4. 研究成果

The results of the surveys are presented in Figures 1 and 2 below. Figure 1 summarizes students' responses to questions 1 through 5.

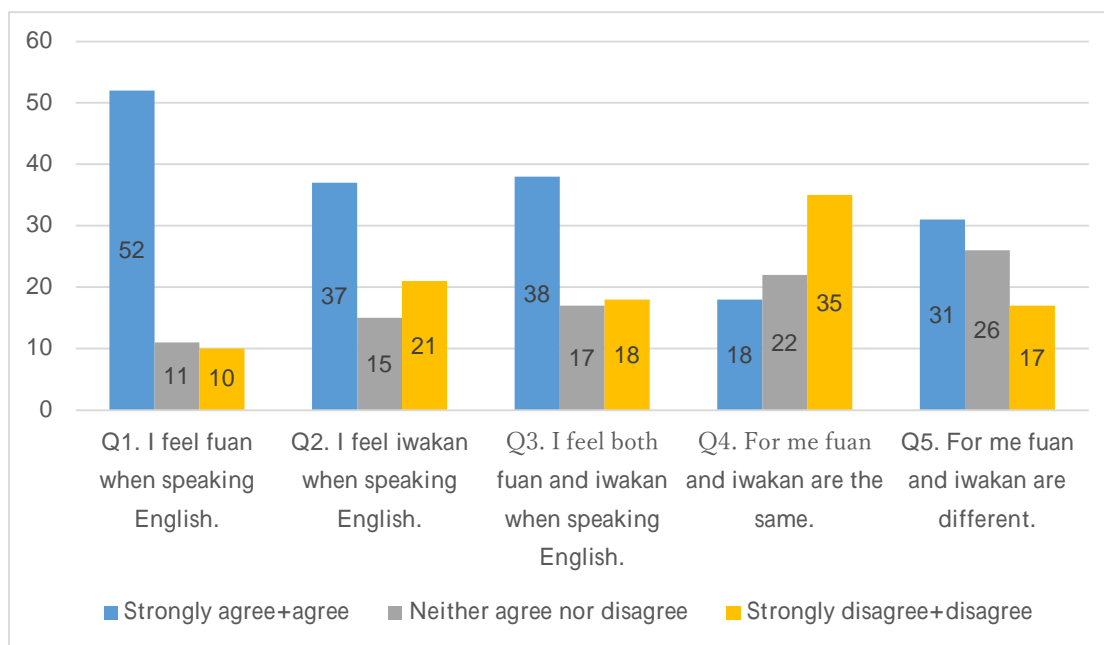


Figure 1. Summary of the students' responses to questions 1-5 of the survey.

The results demonstrate and confirm that students feel both and potentially a combination of *fuan* & *iwakan* but slightly “more” *fuan*, and that students differentiate between *fuan* & *iwakan*. This supports the hypothesis that *fuan* and *iwakan* are used to indicate different aspects or dimensions of language-related anxiety.

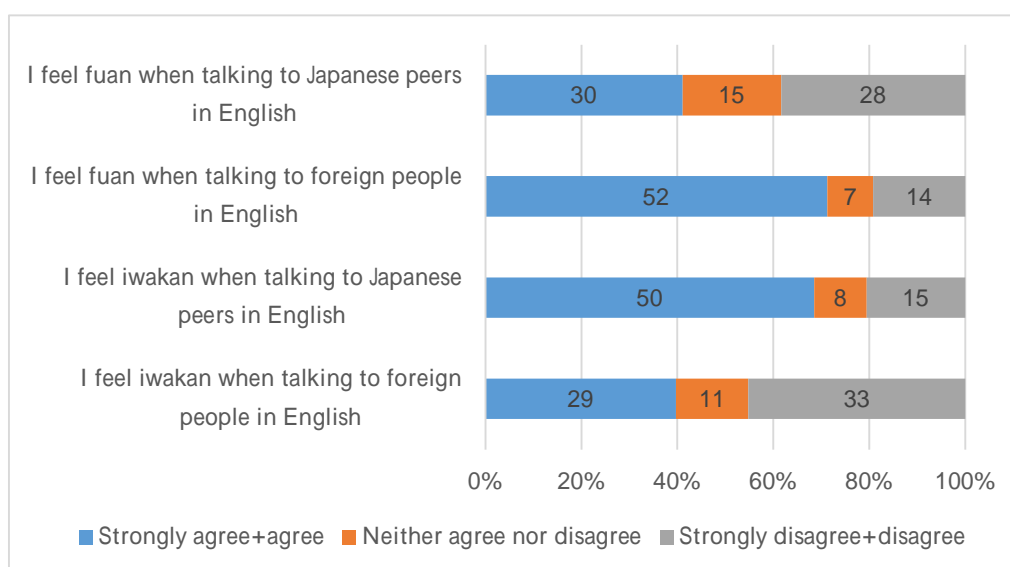


Figure 2. Summary of students' responses to questions 6-9.

The results presented in Figure 2 indicate that students feel more *fuan* when talking to foreigners, while they feel more *iwakan* when speaking to their Japanese peers.

In order to identify the qualitative aspects of Japanese students' perception and interpretation of the two terms the open-ended questions were asked after the Likert-scale questions. The thematic analysis approach was applied and the selected responses demonstrating the themes are presented below.

First, the thematic analysis of the responses to the open-ended question "What do you feel most *fuan/iwakan* about?" were collected and compared. A comparison of the themes occurring in the comments towards the questions indicated a number of themes. Concerning *fuan* 30 comments mention the words *tsutawaru/tsutaeru* (伝わる・える) which mean "to communicate/convey the meaning". The following comments illustrate students' answers to the question regarding *fuan*:

**Comment 1:** 意図していることが伝わるかどうかということ。"If what I intended being communicated." (mt)

**Comment 2:** 自分の伝えたいことが相手に伝わっているのか不安。"(I am) anxious whether I can communicate what I want to the person I am talking to." (mt)

**Comment 3:** 伝えたいことがしっかり伝わっているかどうかが不安です。"(I am) anxious if what I want to communicate is communicated correctly." (mt)

On the other hand, only 4 comments mention the words *tsutawaru/tsutaeru* in the *iwakan*-related comments to the same question.

**Comment 4:** 自分の伝えたいことが、日本語で考えている通りの意図できちんと相手に伝わっているかどうか確証が持てないこと。"I don't have a confirmation if what I want to communicate is being communicated to the person I am talking to correctly, the way I think about it in Japanese." (mt)

**Comment 5:** 自分の伝えたいことを伝えられるようにニュアンスを変えること。"The nuances change when I try to communicate what I want to communicate." (mt)

However, in the comments to the same question regarding *iwakan* some linguistic concerns. The comments presented below demonstrate that *iwakan* is used by Japanese students to describe a different aspect of language anxiety as compared with *fuan*.

**Comment 6:** 英語が母国語ではないことが指摘されること。"That I'll be pointed out that English is not my native language." (mt)

**Comment 7:** 自分の発音と普段耳にする英語の発音の乖離に違和感を覚える。"I feel *iwakan* about the divergence in my pronunciation and English I usually hear." (mt)

**Comments 8:** 文法や単語が適切か "The appropriateness of grammar and vocabulary" (mt)

**Comment 9:** 発音が違う "(That) the pronunciation is different" (mt)

Another theme among students' comments regarding *iwakan* mentions L1/L2-self conflict. Japanese students feel uncomfortable and conflicted observing themselves expressing their ideas non in their native language. For example:

**Comment 10:** 自分の思考や頭の中は日本語なのに口から出ている言葉が英語なのに違和感を感じる。 “I feel *iwakan* because, although my ideas and inside my head are in Japanese, English comes out of my mouth.” (mt)

**Comment 11:** 日本語を話している自分と別人格のような感じがする。 “It makes me feel like I am a different person from when I am speaking Japanese.” (mt)

Next, the responses to the question asking students to explain the difference between *fuan* and *iwakan* based on their experiences were analyzed.

**Comment 12:** 不安はマイナスな気持ち。違和感は感覚的な直感 “*Fuan* is a negative feeling. *Iwakan* is an intuitive feeling/a hunch.” (mt)

**Comment 13:** 不安は外向的な問題で、違和感は内向的な問題。 “*Fuan* is an external problem. *Iwakan* is an internal problem.” (mt)

**Comment 14:** 不安は、意思が伝達できているかという心配からきており、違和感は日本語を話している自分との乖離からきている。 “*Fuan* comes from the worry whether the ideas are being communicated, while *iwakan* comes from the detachment from Japanese speaking self.” (mt)

Overall, the findings of the present project demonstrate that Japanese learners of English differentiate between content anxiety (*fuan*) vs. linguistic anxiety (*iwakan*). This study shows that Japanese EFL learners can and do experience both: *fuan* or *iwakan* in different proportions depending on the situation. For example, the feeling of *iwakan* seems more prevalent in the classroom setting due to the lack of authenticity of English use. The results also show that *fuan* and *iwakan* refer to different dimensions of FLA. *Fuan* is by students to describe their communicative anxiety while *iwakan* is the internal concern related to their linguistic abilities and language identity. Therefore, it can be suggested that English classes at the university level should have more applied and real-life English use-oriented goals and classroom design, and a more focus on developing Japanese EFL learner's bilingual understanding and acceptance.

The findings of this research are crucial for developing methods to reduce Japanese students' foreign language anxiety (FLA) in classroom environments and real-life situations. Understanding the *fuan/iwakan* differences can be used to provide focused support to students with different forms of FLA. *Iwakan* should be considered when investigating classroom anxiety as it is associated with the use of English with Japanese peers. Feeling ‘incompatible’ with English/low level of awareness of L2-self. Potential conflict between L1 and L2 selves (?) – strong monolingual mindset & self-image.

5 . 主な発表論文等

〔雑誌論文〕 計0件

〔学会発表〕 計3件（うち招待講演 0件 / うち国際学会 3件）

1 . 発表者名 Bordilovskaya Anna
2 . 発表標題 Fuan vs. Iwakan: Japanese students ’ English-Speaking Anxiety in Post-Covid Classrooms
3 . 学会等名 PanSIG2023 ( 国際学会 )
4 . 発表年 2023年

1 . 発表者名 Bordilovskaya Anna
2 . 発表標題 Japanese students ’ Language Anxiety: Affective and Cultural Factors
3 . 学会等名 The 32nd International Symposium on English Language Teaching and Learning and Book Fair ( 国際学会 )
4 . 発表年 2023年

1 . 発表者名 Bordilovskaya Anna
2 . 発表標題 Anxiety and Incongruity: Affective Factors Influencing Japanese English Learners
3 . 学会等名 2024 TESOL International Convention & Expo ( 国際学会 )
4 . 発表年 2024年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

-

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
--	-------------------------------	-------------------------	----

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
---------	---------