

令和元年6月27日現在

機関番号：34315

研究種目：研究活動スタート支援

研究期間：2017～2018

課題番号：17H07252

研究課題名(和文) The Effect of Study Abroad on Informal MALL Acceptance and Usage in Japanese Higher Education

研究課題名(英文) The Effect of Study Abroad on Informal MALL Acceptance and Usage in Japanese Higher Education

研究代表者

Mills Daniel (Mills, Daniel)

立命館大学・経済学部・准教授

研究者番号：60802907

交付決定額(研究期間全体)：(直接経費) 2,100,000円

研究成果の概要(和文)：本研究では、留学経験がどのようにテクノロジー、特に電子機器の使用に影響を与えるかを様々な側面から検証した。その結果、日本の大学生において留学経験とモバイル機器利用の言語学習(MALL)の利用に正相関があることがわかった。さらに、国際的志向性と理想自己がMALLを利用する意思決定の要素になった。ソーシャルメディアにおけるアイデンティティ交渉の調査では、留学経験がテクノロジーの利用に変化を与え、日本の文化的な特徴、例えば自身の能力を見せびらかすことへの恐れが障壁になっていた。そのため日本人学生が外国人とソーシャルメディアを通してコミュニケーションをとろうとする際に問題が生じていることがわかった。

研究成果の学術的意義や社会的意義

Through active participation in conferences and publication of my work, I have been able to share my ideas with fellow academics and the general public. In addition, I have formed relationships with researchers in Japan and abroad with whom I will continue the projects I have started.

研究成果の概要(英文)：The aim of this research project was to examine how a study abroad experience affected usage of technology, especially digital devices, for the purpose of learning. Several studies were conducted in order to investigate different aspects of this theme. The results of the research showed a positive correlation between study abroad and usage of mobile-assisted language learning (MALL) among Japanese university students. In addition, the factors of international posture and ideal L2 self were seen as determinants of MALL. Research regarding identity negotiation in social media demonstrated that experience with study abroad changed the way that participants used the technology and also identified Japanese cultural characteristics, such as fear of flaunting, as a potential barrier to use. Tensions were shown to arise when Japanese students attempted to communicate with non-Japanese interlocutors through social media.

研究分野：Computer Assisted Language Learning

キーワード：Study Abroad Mobile Learning Satisfaction Instructor Intervention

1 . 研究開始当初の背景

For language learners, study abroad offers a unique opportunity to not only develop competency in the target language, but also to be immersed in a foreign culture and to cultivate personal relationships with individuals from the host country. In the past, once a student returned to their own country, it took a concerted effort to maintain these relationships and continue to be immersed in both the language and culture they experienced. Technology has not only provided students of a foreign language with additional opportunities for learning, but also a means for students studying abroad to continue the immersive experience and cultivate the friendships they formed even after their formal program of study in the host country ends.

2 . 研究の目的

The purpose of this research was to gain a deeper understanding of how Japanese university students utilize technology, especially mobile devices, for learning and communication before, during and after a study abroad experience. As the research developed, the PI discovered the need to also examine several peripheral topics that were related to the main purpose of the investigation. For example, one such study looked at how international posture affected students' usage of informal mobile-assisted language learning. In addition, research regarding the instrumentation used to measure acceptance and usage of digital technologies as well as factors affecting responses was conducted to ensure the validity and reliability of the tools used for data collection.

3 . 研究の方法

The vast majority of the research conducted under this grant utilized quantitative survey instruments to measure both acceptance and usage. The Technology Acceptance Model (TAM) was a major influence on the theoretical foundation of this research. In particular, the Unified Theory of Acceptance and Use of Technology, a variant of the TAM, and the work of Lai & Zheng (2017) on self-directed mobile-assisted language learning usage was of great value to this research. Furthermore, Tomoko Yashima's research on the influence of international posture and L2 self was utilized to ascertain initial results among participants regardless of whether or not they had studied abroad. The data collected using these instruments were analyzed statistically using the SPSS software bought through this grant. One study, however, "#SLA: Negotiating of identity on social media following a study abroad experience" utilized a mixed-methods approach to data collection and analysis. The theoretical foundation of that work was based on research centered around identity negotiation and the use of social networking sites for language learning. Interview data collected in that investigation was analyzed thematically manually and using the NVivo software package, also purchased with this grant.

4 . 研究成果

The results of my research conducted under this grant has been mostly positive. Below is a brief outline of each strand of research:

The impact of study abroad on the usage of digital technologies for informal language learning: The main strand of my research showed that study abroad experiences are correlated with increased use of mobile devices for informal language learning. In addition, significant, positive correlations were seen in responses to the total perceptions scale and subscale of personalization.

International posture and ideal L2 self as determinants of informal mobile-assisted language learning: In this study where I examined international posture (a measure of an individual's desire to be part of the global community) and mobile-assisted language learning (MALL), I demonstrated a positive correlation between usage and four factors of international posture. In addition, there was a positive correlation between usage and ideal L2 self.

#SLA: Negotiating identity on social media following a study abroad experience: This research demonstrated a need to prepare students studying abroad how to effectively utilize social media in order to make the best use of this resource. The data revealed that a

student's usage of social media changed over their period of study abroad and that cultural factors such as fear of flaunting acted as a barrier to the use of the technology. Finally, cultural differences in social media usage caused was a source of tension for Japanese users when interacting with non-Japanese interlocutors.

The effect of instructor intervention on the usage of mobile devices for informal language learning: This research project was an attempt to devise a practical application of the findings in previous studies. One factor that needed to be explored was how instructors could intervene in order to influence usage of mobile devices for learning. While no positive results were found with the intervention, I believe that this study offered valuable information as to how to improve interventions in the future.

Measuring learner-initiated, self-directed MALL in the Japanese university context: The purpose of this research was to validate a translated and modified survey instrument that was used for several of the studies above. My analysis showed that the total scale and subscales were acceptable - Total Scale ($\alpha = .901$), Personalization ($\alpha = .811$), Authenticity ($\alpha = .720$), and Connectivity ($\alpha = .903$)

5 . 主な発表論文等

[雑誌論文] (計 4 件)

1. Mills, D. J. (2019). The effect of instructor intervention on the usage of mobile devices for informal language learning. *The 4th IAFOR International Conference on Education Official Conference Proceedings*. ISSN: 2432-8642 (no peer review)
2. Mills, D. J. (2018). International posture and ideal L2 self as determinants of informal mobile-assisted language learning. *The 3rd IAFOR International Conference on Education Official Conference Proceedings*. ISSN: 2432-8642 (no peer review)

[学会発表] (計 4 件)

1. Mills, D. J. (2019). The effect of instructor intervention on the usage of mobile devices for informal language learning. Presented at The 4th IAFOR International Conference on Education.
2. Mills, D. J. (2019). Measuring learner-initiated, self-directed MALL in the Japanese university context. Presented at The Hawaii Conference on Education.
3. Kitano, C., Mills, D. J., & Kohyama, M. (2018). Negotiating identity in informal language learning settings. Presented at the JALT Pan-SIG Conference 2018.
4. Mills, D. J. (2018). International posture and ideal L2 self as determinants of informal Mobile-Assisted Language Learning. Presented at The 3rd IAFOR International Conference on Education.
5. Mills, D. J. (2018). The impact of study abroad on the usage of digital technologies for Informal language learning. Presented at the 16th Asia TEFL, 1st MALL, & 6th HAAL 2018.

[図書] (計 1 件)

1. Kitano, C., Mills, D. J., & Kohyama, M. (2019). #SLA: Negotiating identity on social media following a study abroad experience. In C. N. Giannikas, E. K. Constantinou, & S. Papadima-Sophocleous (Eds.). *Professional development in CALL: A selection of papers* (pp. 181-196). Voillans, France: Research-publishing.net.

科研費による研究は、研究者の自覚と責任において実施するものです。そのため、研究の実施や研究成果の公表等については、国の要請等に基づくものではなく、その研究成果に関する見解や責任は、研究者個人に帰属されます。