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研究成果の概要(和文)：留学において、学習者のスピーキング能力の向上が期待されるが、現実にはその結果はまちまちである。そこで、日本人英語学習者がいつ「話せる」と感じ、いつ「話せない」と感じるのか、学習者の「話す能力」(CTS)を調査した。インタビューと日誌を用いて、小学生から大学入学後12ヶ月までのCTSの変動を調査した。その結果、学生は当初、会話を理解することに苦労していることがわかった。留学期間中は、他の「L2英語話者」に対しては高いCTSを示すが、「現地の英語話者」に対しては苦戦する傾向が見られた。また、留学後は、留学生(「L1英語使用者」を含む)との会話を教室ではなく、社交の場で行うことを好むようになった。

研究成果の学術的意義や社会的意義

Pre-SA, students need exposure to international students. Post-SA, they returned sensitive to incoming international students' needs. In future, we hope that faculties and international offices will collaborate in recruiting post-SA students to help inbound international students integrate.

研究成果の概要(英文)：Although we expect learners to improve their speaking proficiency during “study abroad” (SA), in reality results are mixed. Therefore, many researchers study “willingness to communicate” (WTC). Although WTC assumes that learners want to speak, research in Asia indicates that many learners may have WTC but these learners stay silent. Therefore, we investigated learners’ “capacity to speak” (CTS) to understand when Japanese learners of English feel they can speak and when they cannot speak. Using interviews and journals, we investigated the fluctuations in CTS from students’ elementary school through to 12 months after their university SA. Results indicated that students struggled initially to understand conversations. During SA, they tended to have a high CTS with other “L2 English speakers” but struggled with “local anglophones”. After SA, they preferred speaking to international students (including “L1 English users”) in social rather than classroom contexts.

研究分野：Applied linguistics

キーワード：Study abroad WTC capacity to speak ELF longitudinal mindset complex dynamic systems reticence

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1. 研究開始当初の背景 (Background for the research)

Target language interaction is essential for SLA development (Ellis, 1999; Gass, 2013; Long, 1996; Swain, 1995) but in many foreign language learning contexts, such as those found within Japanese universities, opportunities for meaningful L2 communication tend to be severely limited (King, 2013). Study abroad (SA), therefore, offers an attractive option for learners wanting to immerse themselves within a target language environment and develop their speaking skills in order to open up further academic and professional opportunities (see Goh & Burns, 2012). Consequently, SA sojourns provide a key context for applied linguistics researchers to delve more deeply into the complex factors that dynamically influence learners' attitudes to L2 speaking.

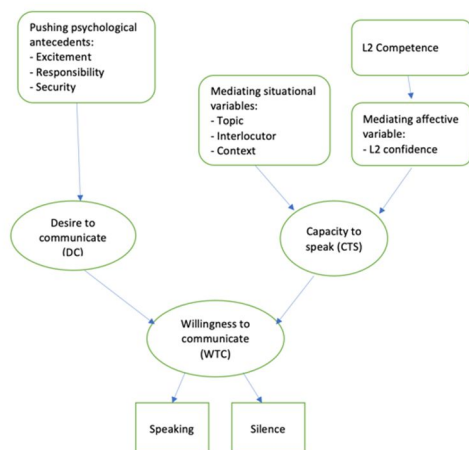
There may be a tendency toward speaking reticence in East Asian classrooms, which indicates that complex sociocultural factors play a role to prevent willingness to communicate (WTC) for many learners (King, 2013; Wen & Clément, 2003). Rather than assuming that the volition inherent in WTC should be the central aspect causing speech, we need to also account for whether L2 users feel that speaking is actually possible. It therefore may be appropriate to focus on influences of L2 users' capacity to speak (CTS), or "students' perceptions of their abilities to speak under various classroom situations" (Humphries et al., 2015, p. 165). The current study expands this concept beyond L2 learners in the classroom to include non-educational situations when L2 users feel they can and cannot speak well.

Participants in SA programmes face unique experiences and challenges as they adjust to life in new education systems and cultures. Moreover, SA students travel with different experiential baggage, influencing the development of their L2 mindset during the sojourn. Subsequently, they may return to their home countries with new perspectives. However, to date, there have been no longitudinal investigations of the changes or durability in L2 speaking attitudes extending from learners' pre-tertiary education, through to university and SA to one year post-SA. To fill this gap, this study explored perceived fluctuations in L2 speaking capacities and attitudes of two upper intermediate Japanese English as a Foreign Language (EFL) learners who sojourned in the USA and UK.

2. 研究の目的 (Research purpose/aim)

To summarise factors influencing learners' L2 WTC from East Asian contexts such as Japan, China and South Korea, we proposed a model where psychological antecedents (excitement, responsibility and security) (Kang, 2005) that may stimulate L2 users' desire to communicate (DC) are mediated by their perceived CTS (Figure 1).

Figure 1: Model summarising CTS variables mediating WTC



The CTS may be influenced by situational variables (topic, interlocutor and context) (Kang, 2005) and L2 confidence arising from a minimum L2 competence (Lafford & Collentine, 2006). Strong feelings that learners cannot speak (low CTS) may extinguish any DC embers leading to silence.

As East Asian learners may face factors in their home countries that weaken their CTS preventing their DC from developing into WTC, SA can provide a natural intervention as they are exposed to different attitudes and immersion. However, to fully understand the impact of any intervention, we need to explore prior learning experiences and the lasting effects.

We are unaware of longitudinal studies capturing students' attitudes toward L2 speaking ability during year-long SA programmes that include experiences outside class. Moreover, in general, studies often omit

learners' long-term experiences before SA and the lasting effects of the sojourn. Considering these issues, the following research questions drove our study:

1. How did participants' perceptions of their L2 capacity to speak develop over time (before, during and after SA)?
2. What psychological and situational factors influenced participants' L2 capacity to speak (before, during and after SA)?

3. 研究の方法 (Research method)

3.1 Participants

We collected data from six volunteers (Table 1) and outline their comparative results (see 4.1). Due to the longitudinal nature of our study, using multiple data sources and in-depth analysis of interviews and journals, we limit our central analysis to the two participants who offer the greatest opportunity to learn (Stake, 2000). Yumi and Kumi (pseudonyms) provided the richest interview and journal data as they reflected deeply on challenges, underlying causes and potential solutions. They were Japanese female English majors who attended a large private university located in the western region of Japan's main island. In the first year, based on their reading and listening scores in the TOEFL ITP, they were placed in an advanced English language class relative to other English classes, which was taught by the lead researcher. This class contained students at the B2 level according to the Common European Framework of Reference (CEFR), thus placing them at an upper-intermediate proficiency level. All first-year students took academic English courses in preparation for a compulsory sojourn that comprised their second year.

Aligned with the Japanese academic year, which begins in April, the SA programme lasted for nine months. At their overseas host institution, participants studied academic English courses with international students through the spring and summer. In the final SA semester, after qualifying for CEFR upper-B2 level, they selected undergraduate courses with local students in subjects such as intercultural communication (Kumi), and SLA and linguistics (Yumi). These undergraduate courses aligned with specialisations that they could continue in the final two years of their language and culture-related studies back in Japan.

3.2 Data collection

The lead researcher interviewed the participants (a) mid-SA and (b) one year after their return. The first interview explored data from CTS journals and graphs. Students' monthly journals were adapted from the focused essay technique, where learners select and report emotional L2 experiences (MacIntyre et al., 2011; MacIntyre & Gardner, 1991).

Retrospective timeline graphs plotted by participants can indicate changes in learners' feelings, and this approach has been used to track fluctuations in FLA (Ikeda et al., 2020) and motivation (Carpenter et al., 2009; Chan et al., 2015; Fukui & Yashima, 2021). We asked participants to draw graphs indicating their CTS from when they first began learning English at primary school. The plot frequency increased as the graph approached the interview date. In other words, participants plotted yearly CTS for their schooldays, semesterly CTS for their first year at university, followed by monthly CTS for their SA period and beyond. As noted by Falout (2016), retrospective timeline graphs are rough instruments providing thumbnail sketches of past fluctuations that need to be rendered into fuller portraits through interviews. We did not aim to discover objectively verifiable past experiences. Rather, we explored how participants derived meaning from their past in relation to their identities. The graphs provided a visual structure for the interviewer to explore perceived causes of high, low, and changing CTS.

Before the second interview, participants completed an adapted version of a CTS survey by Humphries et al. (2020) in Japanese. Using a six-point Likert scale, the survey provided a snapshot of their perceived CTS in classroom activities combined with their attitudes toward underlying factors: confidence, motivation, FLA, classroom support, classroom English use and experience outside class. They also completed a second CTS graph covering the remainder of their sojourn and 12 months post-SA. The interview explored their thoughts on the survey choices, CTS graph, and career plans. The participants had the option to translanguage between English and Japanese in the interviews and journals "as multilingual learners/users employ their resources to learn and communicate" (Humphries & Yashima, 2021, p. 150). However, they communicated primarily in English.

3.3 Data analysis

Working within a complex dynamic systems framework (Larsen-Freeman, 1997), a longitudinal design can capture change and transformation (Dörnyei & Ushioda, 2021). The iterative-inductive constant comparison memo-writing approach (Corbin & Strauss, 2008) guided the collection and analysis of data. Themes and lines of inquiry arising from journals helped to guide individual interviews. The interviews were recorded, transcribed, and analysed to confirm patterns and uncover further areas of exploration. In line with attribution theory (Weiner, 1974; 1986), this study captured longitudinal data (a) retrospectively, (b) during their sojourn, and (c) post-SA to understand the reasons for learners' changing CTS profiles. We focused on patterns forming in intrapersonal attributions (how participants viewed themselves) and interpersonal attributions (the perceived influences of others) (Graham, 2020). The longitudinal design could help to reveal which student mindsets were fixed/entity (intelligence could not change) and which were growth/incremental (ability could increase through effort) (Dweck, 1999; Dweck & Molden, 2017).

4 . 研究成果 (Research results)

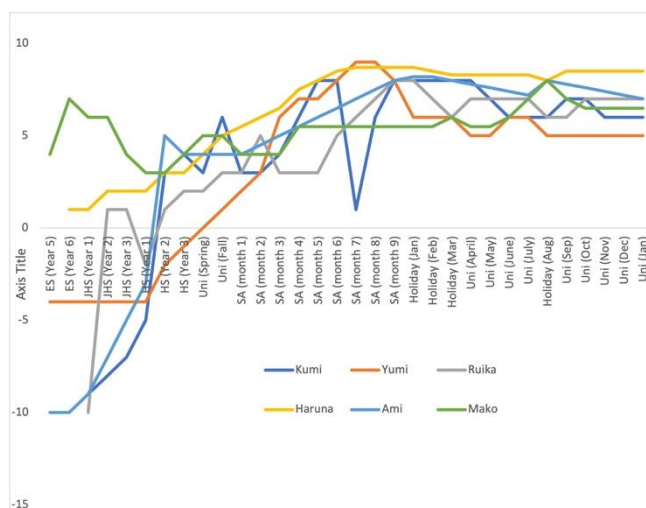
4.1 Comparative trends

Figure 2: Comparative CTS graph

Table 1

Participants

Name (pseudonym)	SA location
Kumi	U.K.
Yumi	U.S.A.
Mako	U.K.
Haruna	U.K.
Ruika	U.S.A
Ami	Australia



Based on the participants' retrospective timeline sketches (Figure 2), we could see perceived trends in their CTS over time for each participant. (Note that absolute values cannot be compared between participants. For example, although Yumi appears to have the lowest CTS in the final result, this does not indicate that she perceived herself as less able to speak out than the other participants at that point.) Apart from Mako, the participants had greater CTS fluctuations before and/or during SA, which tended to stabilise at a low-positive CTS post-SA.

Mako and Ami could be considered outliers for their pre-SA experiences because they had both experienced extended

sojourns overseas. Mako went to the USA with her mother when she was 8 years old and immersed herself in a regular American elementary school. When she returned to Japan for junior high school, her CTS fell as she found few opportunities to use English. Ami went to New Zealand for 10 months in the second grade of high school. As a result of this New Zealand experience, she had high CTS at university pre-SA and one study participant (Kumi) referred to Ami as her most confident English speaking classmate.

Although the stories of all six participants have intrinsic value, it is beyond the scope of this report to describe longitudinal data for them all in detail. Instead, we focus on two participants (Yumi and Kumi) who studied at regular primary and secondary schools in Japan prior to university and who described their SA speaking problems and solutions with the greatest detail and self-awareness.

4.2 Kumi and Yumi

The first research question asked about the participants' perception of how their L2 CTS developed longitudinally (before, during and after SA). Both participants mainly had negative CTS during their early school days, indicating that they tended to stay silent. In high school, they seemed to pass the fundamental threshold proficiency level (Lafford & Collentine, 2006). Consequently, their CTS increased as they progressed through high school and university before SA. During SA, they reached their highest CTS levels, which supports findings from WTC studies showing improvement during sojourns (De Poli et al., 2018; Dewaele et al., 2015; Kang, 2014; Lee, 2018; Yashima and Zenuk-Nishide, 2008). However, we saw fluctuations, indicating that this is a dynamic rather than linear experience (Dewaele et al., 2015). Both participants plateaued, showing a potential ceiling effect (De Poli et al., 2018; Dewaele et al., 2015; Kang, 2014; Lee, 2018). After returning to Japan, both participants reported that their CTS decreased slightly and then stabilised.

The second research question asked about the causes of CTS fluctuations. Kumi and Yumi faced speaking problems during schooldays and SA. As suggested by King (2013) and Wen and Clément (2003), both participants felt inhibited in situations where they had to speak in the target language in front of others, and this hindered their CTS. From one perspective, this appeared to be a fixed mindset as, post-SA, they refrained from speaking English if their Japanese classmates spoke first in the L1, and Kumi had low CTS in classes with international students. However, some nuance exists.

Learners with positive past experiences are more likely to use a greater variety of strategies to cope with setbacks (Carpenter et al., 2009). This was the case with the participants. They had successful strategies based on perceived progress compared to peers (Kumi) and examination results (Yumi). Consequently, Kumi and Yumi had growth mindsets that helped them reflect on SA speaking challenges and develop solutions (Dweck, 1999; Dweck & Molden, 2017). Initially, Yumi struggled in spontaneous communication due to incomprehension and the time needed to form longer utterances, but she deduced to practise and improve her familiarity with various contexts. Like participants for Deng and Peng (2021), Kumi and Yumi were worried initially about using accurate grammar and pronunciation, but this mindset changed when they saw other L2 speakers assert themselves despite linguistic limitations.

Peng's (2020) framework helps explain underlying trends in their WTC. As CTS barriers from misunderstanding and confusion decreased, they had fewer *unwilling and silent* situations with L1 English speakers. With L2 English speakers in ESL classes, the familiar context (Cao & Philp, 2006) and active environment (Deng & Peng, 2021) encouraged their CTS to increase to the extent that they were *willing and breaking silence*. Essentially, they felt included (Deng & Peng, 2021; Wen & Clément, 2003). They felt comfortable with Chinese students who shared similar cultural interests. This dynamic expanded for Kumi to include European students.

During SA, Kang's (2005) psychological antecedents of responsibility, security and excitement seemed to drive their L2 use as they (a) wanted to improve their English; (b) spoke with dependable interlocutors and (c) had energising moments (for example, Kumi experienced an exhilarated boost from a successful

presentation). After SA, they reached high speaking proficiency levels but lacked clear language-related goals. Their weakened sense of language-learning responsibility reduced their DC, but situational variables of interlocutor, topic and context (Kang, 2005) seemed to influence their CTS (Figure 1). They tended to be *willing and breaking silence* with international students in the dorm (Kumi) and through an international buddy programme (Yumi). In contrast, when fellow Japanese classmates spoke the L1, they could be described as *capable but silent* (or capable but speaking L1) in many situations. Kumi seemed *yearning but silent* in her seminar with reticent Japanese classmates. In contrast, she was capable linguistically with international students in class discussions but felt insecure about her ideas.

4.3 Implications and limitations

SA has often been conceived in monolingual terms that ignore the multilingual reality of most contexts (Tulloch & Ortega, 2017), and education providers subscribe to a deficit view of learning that targets interaction with native speakers (Dewaele et al. 2021). However, like the findings from Köylü and Tracy-Ventura (2022), Kumi and Yumi benefitted from communicating with non-Japanese L2 English users. Home universities should explore opportunities for local students to interact with international guests before SA to develop familiarity and after SA to maintain their passion for languages. This approach has reciprocal benefits for incoming international students who feel more integrated into campus life.

As this study contains a small but focused sample and relies on retrospective recollections, the results cannot be generalised and participants' memories can be distorted. However, we focused on understanding our participants' perspectives and how their views developed dynamically. Readers may find resonance from our participants' experiences or feel stimulated to pursue new lines of enquiry. Although we did not intend to conduct an intervention study, the process of recalling speaking incidents and reflecting on their feelings seemed to help the participants develop positive coping strategies (Falout, 2016). In particular, writing journals encouraged them to reflect on speaking problems and solutions, which could stimulate incremental mindsets, leading to improved performance (Lou & Noels, 2017).

4.4 Conclusion

The experiences of our participants indicate lasting benefits for both sojourners and hosts from intercultural contact. Although the participants appeared to reach a ceiling in their perceived speaking capacities, causing continued silence in some post-SA classroom situations, they actively assisted and socialised with international students. Developing from their own SA struggles, they returned sensitive to incoming sojourners' needs. Moving forwards, we hope that faculties and international offices will collaborate in recruiting post-SA students to help inbound international students integrate.

5. 主な発表論文等

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掲載論文のDOI (デジタルオブジェクト識別子) 10.13140/RG.2.2.21719.01447	査読の有無 有
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オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

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〔産業財産権〕

〔その他〕

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6. 研究組織

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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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