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 研究課題名（和文）The Role of Instruction and International Communication in the Development of Humor Competency in a Foreign Language
 研究課題名（英文）The Role of Instruction and International Communication in the Development of Humor Competency in a Foreign Language
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研究成果の概要（和文）：本プロジェクトでは、日本人英語学習者が英語圏におけるユーモアの使われ方を察知、理解し、そして反応する能力を向上させるためのトレーニング教材の効果を測定することを目的とした新しい調査研究を実施しました。研究プロジェクトは大きな成果を上げ、研究論文や学会の提案が受け入れられました。本プロジェクトによる出版物として、編著書籍（研究代表者と共同研究者による）1冊、書籍の4つの章、査読付き学術論文4本を出しました。主任研究者はまた、研究プロジェクトのテーマに関する一連のコラムを執筆するよう招待されました。また、PIは学会で20件以上の口頭発表を行いました。

研究成果の学術的意義や社会的意義

ユーモアは異文化コミュニケーションに不可欠な要素ですが、英語学習者が英語圏のユーモアをよりよく理解できるようにすることに特化した研究はまだ不足しています。教育におけるユーモアの利点については多くの研究が説明していますが、PIと共同研究員が編集したこの本は、英語学習者のユーモア能力開発を支援するための実証研究について説明している点でユニークです。さらに、私たちの論文の1つは、特に日本人の英語学習者向けのユーモア能力トレーニングに関する最初の論文であり、こういったテーマの論文では、Q1ジャーナルである『System』に初めて掲載されたものだと考えています。

研究成果の概要（英文）：During this project, we implemented a new research study designed to measure the effect of training materials on improving the ability of Japanese learners of English to detect, comprehend, and react to how humor is used in English speaking countries. Our research project resulted in significant results and the Principal Investigator and Co-Investigator were thus very successful in having research articles and conference proposals accepted. Publications for this project included an edited book (by the Principal Investigator and Co-Investigator), four book chapters, and four peer-reviewed journal articles. The PI was also invited to write a series of columns for TESOL International about the theme of the research project. Despite the impact of COVID-19, the PI also delivered more than 20 oral presentations at academic conferences.

研究分野：外国語教育

キーワード：humor instruction humor training verbal irony cultural differences

1. 研究開始当初の背景

This project was inspired by the results of two previous Grant-in-Aid for Scientific Research projects: 言語学習と異文化理解におけるユーモアの役割 (2537071805) by John Rucynski (研究代表者) and Ayako Namba (研究分担者) and “Evaluating the effectiveness of humor training in language education” (16K02838) by John Rucynski (研究代表者) and Caleb Prichard (研究分担者). In these two previous projects, there were three important findings. First, many Japanese learners of English, despite their proficiency level, struggle to detect and comprehend the humor used in English-speaking countries. Second, Japanese learners of English are motivated to better understand the humor of the English-speaking world and find a focus on this aspect of communication in their English classes useful. Third, implementing humor competency training projects in English courses at the university level can lead to significant gains for Japanese learners of English when it comes to detecting and comprehending English humor.

Because of the positive results of these previous projects, we were inspired to further investigate techniques for helping Japanese learners of English to better detect and actively engage in humorous interaction in English communication. A growing number of researchers (Bell & Pomerantz, 2016; Kim & Lantolf, 2018; Wulf, 2010) advocate for implementing humor instruction into the English teaching curriculum. However, there remains a lack of empirical research which demonstrates practical techniques for improving English language learners' ability to detect and understand the humor of the English-speaking world. Additionally, there is a lack of research focused specifically on Japanese learners of English. With this current project, we aimed to further develop empirical research projects by examining the role of both instruction and international communication (e.g., during study abroad, courses in Japan with international students).

2. 研究の目的

For the current project, we investigated the following three research questions:

1. What kinds of humor are Japanese students most likely to encounter and struggle with while studying in English-speaking countries (project 1)?
2. Based on the results, how can educators best prepare students for understanding and responding to humor (projects 2 & 3)?
3. What is the effect of the three projects on participants' English humor competence?

The purpose of this research was to greatly expand on the current literature about humor in English language education. There are several limitations when it comes to the current literature. First, much of the literature merely focuses on the benefits of humor without considering how English language teachers can help their learners to detect and understand humor in the English-speaking world. Second, there is a lack of research about humor instruction that employs an empirical model with a pre- and post-test design. Third, there is also a lack of research which specially focuses on Japanese learners of English and their ability to improve their humor competency in English communication. A deeper understanding of both the L1 and native culture is essential when designing research projects aimed at improving English language learners' humor competency in English interaction.

3. 研究の方法

The research was focused on the following three main projects:

Project	Research Methodology
1) Humor competence training (Japanese students in English courses in Japan)	1. Pre- and posttests 2. Humor competency training materials
2) “Humor and Cross-Cultural Communication” course (Japanese and international students in Japan)	1. Survey on interest and effectiveness of the course 2. Follow-up interviews with students

3) Humor use in online English courses (teacher perspectives)	1. Survey of English language instructors in Japan 2. Follow up oral interviews
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Originally, there was an additional project to investigate the impact of study abroad on humor competence in English. Unfortunately, this project needed to be heavily modified due to the impact of COVID-19 and the lack of study abroad opportunities for our students. Thus, the main focus of the project was on the first two projects in the chart above. Additionally, due to the impact of COVID-19, we implemented the third project, based on examining instructor use of humor in online English courses.

For the first project, we implemented a pre- and post-test design empirical study aimed at investigating the impact of humor instruction on Japanese university students' ability to comprehend, understand, and respond to humor in online interaction. We shifted the focus to online interaction due to the impact of COVID-19 (e.g., no opportunity to study abroad, lack of international students at universities in Japan during the pandemic). For a qualitative component, learners were also asked to give their feedback on the effectiveness and usefulness of the training materials.

For the second project, the PI designed and implemented a course open to both Japanese and international students entitled "Humor and Cross-Cultural Communication." The PI conducted a survey to measure the effectiveness of the course and activities. Select students were also recruited for follow-up interviews. Additionally, a range of case studies focused on conflict caused by humor in cross-cultural communication were piloted.

Again, the third project was implemented due to the impact of COVID-19 and English courses at the university level being moved online. We conducted a survey designed to measure the impact of using humor in English language classes for instructors in Japan. Select participants were also recruited for follow up oral interviews.

4 . 研究成果

The results of all three projects were all promising and also resulted in numerous publications and presentations at (domestic and international) academic conferences.

With regards to the first project, the results of the empirical project designed to help learners better detect, comprehend, and respond to irony in online communication were significant. We presented our research at both domestic and international conferences, including JALT (Japan Association for Language Teaching), ISHS (International Society for Humor Studies) TESOL (Teaching English to Speakers of Other Languages) conferences. Additionally, our article about this project was published in *System*, a peer-reviewed Q1 journal devoted to applied linguistics and educational technology. Below is the abstract for this article:

"Verbal irony is common in Web 2.0 communication but detecting it can be challenging. Language learners may have even more difficulty with verbal irony, including meaning reversal irony (e.g., sarcasm, jocularit) and meaning replacement irony (surrealistic irony), possibly leading to miscommunication and demotivation. The study involves two experiments. The first investigates the ability of Japanese learners of English (N = 148) to detect verbal irony in social media comments using a validated instrument. The second experiment examines the effect of instruction on recognizing verbal irony using a pre-posttest, control group design. The first experiment found that the participants had some difficulty with meaning reversal irony (e.g., sarcasm), especially when cued by incongruous comments by the same person. The second experiment suggested that instruction on detecting verbal irony led to gains in the experimental group's ability to recognize irony when marked by paralinguistic cues. Implications for educators are discussed."

With regards to the second project, Japanese and international students both positively responded to this unique course and praised it as a unique opportunity to explore the differences in how humor is used in different cultures. The results of this project were also presented at international conferences, including the AHSN (Australasia Humour Societies Network) conference. An article was also published in the *Kobe JALT Journal*. Below is the respective abstract:

異文化間で起こるユーモア誤解の事例を扱った学習は、多様な文化的背景を持つ学習者に対

し、ユーモアに関する文化の違いを考察するよう導くクラス活動の手法として有効的である。本稿では、言葉で表す皮肉と風刺的な虚構のニュースという 2 つの異なる形式のユーモアについて、教室で行ったケーススタディの例を説明する。このようなケース スタディ導入の望ましいステップを概説し、 実際の拡張活動と学生の反応も紹介する。

With regards to the third project, the results were promising in that they explained the possibilities of using humor in English language courses regardless of the context (e.g., online, F2F). The results of this project were also presented at domestic and international conferences, including the JALT, AHSN, and AAAL (American Association for Applied Linguistics) conferences. The results were also published in *The Language Teacher*, JALT 's peer-reviewed journal. Below is the respective abstract: 本研究では、オンライン教育におけるユーモアの使用に関する英語教師の認識を調査した。59 名の英語教師を対象に、4 つの項目 (オンラインと対面での授業におけるユーモアの比較、オンライン授業での教え方の一部としてのユーモア)、オンラインでの授業におけるユーモアの利点、オンラインでユーモアを用いて授業を行う際の課題) についての見解を調査するため、混合研究法でアンケートを実施した。参加者は、対面とオンラインの授業でのユーモアの使い方の違いについて、特に意見が分かれた。しかし、多くの参加者は、オンライン形式でもユーモアを使う方法を見つけたと報告している。ユーモアの利点はどちらの状況でも似ていると考えられるが、オンライン形式では、学習者からの非言語的な合図がないなど、ユーモアを使う上での新たな課題が数多くあった。参加者の質的コメントから、オンライン授業にユーモアを取り入れることの違い、利点、課題についての深い洞察が得られた。

Overall, we had significant results with our unique project. Again, we believe this project is unique in that it contributed to the burgeoning field of the role of humor in foreign language acquisition and cross-cultural communicative competence. Specifically, our research is innovative in that it is based on an empirical, pre- and post-test design and offers practical opportunities for helping English language learners to better detect, comprehend, and respond to how humor is used in the English-speaking world. Additionally, our research is unique in that it specifically focuses on Japanese learners of English, but with global implications for language learners, language teachers, and researchers. Publications for this project included an edited book (by the Principal Investigator and Co-Investigator), four book chapters, and four peer-reviewed journal articles. The PI was also invited to write a series of columns for TESOL International about the theme of the research project. Despite the impact of COVID-19, the PI also delivered more than 20 oral presentations at academic conferences.

5. 主な発表論文等

〔雑誌論文〕 計10件（うち査読付論文 8件 / うち国際共著 8件 / うちオープンアクセス 1件）

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掲載論文のDOI (デジタルオブジェクト識別子) 10.1016/j.system.2022.102733	査読の有無 有
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3. 学会等名 American Association of Applied Linguistics (AAAL) 2023 Conference (国際学会)
4. 発表年 2023年

1. 発表者名 Peter Neff & John Rucynski
2. 発表標題 Considering the Cultural Context when Incorporating Humor into EFL Classes
3. 学会等名 TESOL 2023 International Convention & English Language Expo (国際学会)
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1. 著者名 John Rucynski & Caleb Prichard (editors)	4. 発行年 2020年
2. 出版社 Bridging the Humor Barrier: Humor Competency Training in English Language Teaching	5. 総ページ数 275
3. 書名 Lexington Books (Rowman & Littlefield)	

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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

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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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