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研究課題名(和文) Improving on-campus intercultural communication in English

研究課題名(英文) Improving on-campus intercultural communication in English

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研究成果の概要(和文)：まず、授業で使用する教材や自習ツールのWebサイトを作成しました。第二に、研究資料は九州大学の3つの授業で使用され、スコットランドのセント・アンドリュース大学のコースにも組み込まれています。日本の他の大学の学生にも推薦されています。学会でも宣伝してきました。第三に、これらのコースの学生は、研究資料への関心と自己評価の有効性の両方について意見を調査されています。最後に、これらの調査は2023年に発表される研究論文の基礎を形成しました。

研究成果の学術的意義や社会的意義

English as a Lingua Franca is a growing field in global sociolinguistics, and as such this research project has added to the knowledge of how it operates and provided this information to students in a practical way. Academic presentations connected with this project been a popular and well attended.

研究成果の概要(英文)：Firstly, the research project has been able to produce a website which has served as a repository of materials to be used in class and as self-access learning tools. Secondly, the research materials have been used in three classes at Kyushu University and included in courses at St. Andrews University in Scotland. They have also been recommended to students in other universities in Japan. This provided us with feedback about the interest in the topic of English as a Lingua Franca and motivation to increase the materials and how the information was delivered, leading to improvements in the website. We also promoted it at academic conferences. Thirdly, the students in these courses have been surveyed for their opinions on both their interest in and their self-evaluated efficacy of the research materials. Finally, these surveys have formed the basis of a research paper that was published in 2023.

研究分野：Sociolinguistics

キーワード：Lingua Franca

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1. 研究開始当初の背景

English as an International Language (EIL), led by scholars such as Matsuda (2003, 2012), and English as a Lingua Franca (ELF) led by Jenkins (2007) and Siedlhofer (2009). EIL moved away from tying English language use to nationalities (the so-called ‘named varieties’ or ‘hyphenated varieties’ such as American-English, Indian-English, Japanese-English, etc.) to look at how English operates in transnational and transcultural settings. It also considered the development of supranational and international varieties. ELF went further, shifting focus from individual varieties to viewing English use as an emergent process arising out of the unique circumstances of each communicative act (Jenkins, 2007).

Our research and teaching seek to enact an ELF-paradigm within university classes. The present project investigated how materials could be produced for university-level study of topics likely to be of interest to students but elucidated by users of English that the students may not have had the opportunity to hear before. This report outlines how materials were developed through the adaptation of existing non-teaching resources, describes a pilot program that used the materials in classes taught by the authors, and presents the results of surveys and other personal observations about the use of these materials.

2. 研究の目的

From the interview catalog, we initially selected ten interviews that collectively represented a breadth of English varieties. In addition, we gave preference to interviewees who were not currently living in their country of birth. The intention was to demonstrate how differences in life experiences and context can affect one’s language development. From these interviews, we excerpted about 10 minutes of material (primarily from the interviewee, with little of the interviewer’s speech). Five additional interviews were added during the pilot program.

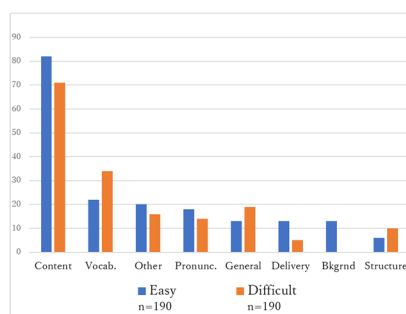
3. 研究の方法

Seven interviews were selected by the teacher for each class. The list of interviews varied across the eight courses the study was piloted in as adjusted the materials based on student feedback and personal observation, and also to include some from the five new interviews added during the middle of the piloting. Most interviews contained explicit discussions of international English, EMI, and associated topics. For the first seven weeks of each quarter, as homework, students had to listen to one of the interview excerpts, summarize it, and answer questions which included both listening

comprehension components and opportunities to consider the topic in light of their own experiences. Students were instructed to listen to each several times and use the written transcripts only as aids when writing summaries. In the following week, students discussed the interview topics in groups. These discussions were mostly student-led, with any interview-related topic open for discussion.

Criteria for “easiest” or “hardest” designations were categorized by the author; since some students offered multiple reasons, each response could be placed into more than one category. In total, there were 190 reasons given for the “easiest” interviews and 170 reasons for the “hardest” interviews. Those reasons were organized into 8 broad categories: Content (the ideas being discussed), Vocabulary & Grammar, Pronunciation & Accent, General (responses consisting of “it was difficult” or something similar), Delivery (including the rate of speech, quality of the recording, etc.), Background (when students recalled having a similar experience), Structure (how the interview was organized) and Other (anything which did not fit into one of the previous categories). The compiled results can be seen in Figure 1. “Content” was overwhelmingly the main contributor to an interview’s perceived difficulty, appearing more than twice as often as the next most frequent factor (Vocabulary & Grammar). Furthermore, Pronunciation was a distant fourth, suggesting that the variety of English used by the speakers was not significantly contributing to students’ ability to understand.

Figure 1. Reasons for identifying interviews as easiest/most difficult



A similar result can be seen by looking at which interviews were selected as easiest/most difficult. For example, the interview most frequently selected (44 times) as the easiest and least frequently (0 times) selected as the most difficult concerned the problem of silence in junior high school English classes in Japan. Outside of a small number of international students, this was a topic that most students had personally experienced (which they stated in homework and discussions). Furthermore, the variety used (Japanese English) was likely not the reason why it was “easy,” since the

other two speakers of Japanese nationality, who spoke on more abstract or linguistic topics, were not rated as highly.

The key finding from the Skills-Based course was that the main factor affecting students' ability to understand the interviews seemed to be the content, not the pronunciation (variety of English). The raw measurement of which interviews were easiest/most difficult, together with the student survey comments and the teacher's observations of the discussions and homework all point to "Content" being the primary issue precluding easier comprehension. In other words, the "good news" is that teachers should not feel the need to exclude texts that feature a diversity of English varieties when selecting course materials. These preliminary results suggest that the presumption held by some teachers that "non-native" Englishes are too difficult for students is not accurate given the success students seemed to have with materials that were topically accessible. As such, the authors believe that if we had been able to proceed with the original plan (with materials generated by other students on topics more relevant to students' personal experiences) the site would have been more successful and thus could potentially become the backbone of an ELF-focused course — even a compulsory course like this one.

In another course, Interdisciplinary Faculty Studies faculty students were taking six lessons of weekly Intensive English in three back-to-back lesson blocks, covering two periods each of Global Issues, Academic Issues, and Research Issues. The present materials were used in the Global Issues lessons as homework tasks. Students selected two interviews of their choice each week from the list of 15. They then summarized the contents and described how well they understood the material, their individual experiences with that specific topic, and their opinions about the interviewee and the topic. This was done for five of the eight weeks of the quarter, meaning students covered 10 of the 15 interviews.

The raw data showed that, perhaps unsurprisingly, three of the top five most listened-to interviews, (which received 20, 17, and 19 selections respectively), were also the three the students identified as being the easiest to listen to. Interview #1 being selected 20 times means that it was listened to by all the students who agreed to have their data included.

The most common student comments on the interviews revealed that the speaker's pronunciation and performance were critical. The data indicated that moderate to slow pace of speaking, clear speech, or familiarity with the English performance (e.g., Japanese English for interviews #1, #2, and #9) all affected student perception of the difficulty of the interview. The homepage for the materials featured the speaker's name, their linguistic background, the topic being discussed, and a photo of the

speaker, which allowed the participants to make pre-listening decisions of which interview they would like to review.

4 . 研究成果

We believe that the differences in the data collected and the results noted were caused by the differences in how the course materials were used and the nature of the courses: the Skills Course was compulsory, and the interviews were chosen by the teacher, while for the Intensive Course students, who voluntarily selected a more challenging course, they were freely able to choose which two interviews they would prefer. In both cases, it appears that some type of additional pre- and post-use support should be investigated, either content-based or language based. We believe that such additional support can be provided in a way that does not treat differences as deficiencies and thus cultivate an ELF mindset.

Other feedback from students (on the surveys and otherwise) suggested that improvements to the website itself would also increase student success. The content could be further categorized and laid out to account for student's preferences, and additional support (as discussed above) could be embedded directly into the site. It may also be helpful to students to reconfigure the way the recordings are presented to include the questions (rerecorded to make them more concise than in the original podcast) so that students do not have to jump between the written transcript and audio to understand the context of the interviewees' answers.

There is a need for open-source ELF course materials presented in an easily accessible manner. With a more extended study, we hope to have a website with dozens of interviews and related course materials for open-access use. We encourage teachers with interest to have a look for themselves, try our classroom delivery techniques, or develop methods of their own.

This project went a step beyond what might be considered 'proof-of-concept,' but it is by no means finished. Having the materials online in an easy-to-use webpage hosting service means we can continue to add features that will make the materials easier to use as a self-access resource. We have yet to fully avail ourselves of the opportunities for mobile access by both smartphone and tablet. By linking to other internet programs, we intend to continue to expand both the library of materials and their ease of use. In addition, some students suggested it would be helpful if the transcripts and recordings could be linked, such that if a particular sentence were clicked on the transcript, the recording would automatically play from that point. While we agree that this would be beneficial in allowing students to easily listen multiple times to difficult sections, it would require a significant re-coding of the website, and a web-design expert.

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 2件/うち国際共著 0件/うちオープンアクセス 2件）

1. 著者名 Haswell, C. G. & Hahn, A	4. 巻 51
2. 論文標題 Producing English as a Lingua Franca online content	5. 発行年 2023年
3. 雑誌名 Studies in Languages and Cultures	6. 最初と最後の頁 45-52
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
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 -

1. 著者名 Haswell, C. G. & Shachter J.	4. 巻 46
2. 論文標題 Turning a podcast into a research opportunity: The story of "Lost in Citations"	5. 発行年 2021年
3. 雑誌名 九州大学言文論究	6. 最初と最後の頁 33-41
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
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 -

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2. 発表標題 English as an effective tool of international communication
3. 学会等名 University of Kaleniya E-Talk (招待講演)
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4 . 発表年 2021年

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2 . 発表標題 Turning the Lost in Citations podcast into a research opportunity
3 . 学会等名 JALT International Conference (国際学会)
4 . 発表年 2021年

1 . 発表者名 Haswell, C. G, & Hahn, A.
2 . 発表標題 Essentializing Cross-cultural Communication Competencies in English Language Teaching
3 . 学会等名 JALT Fukuoka Chapter (招待講演)
4 . 発表年 2020年

〔 図書 〕 計0件

〔 産業財産権 〕

〔 その他 〕

<p>ELF Communication - web-based materials https://www.elfcommunication.com/ ELF Communication https://www.elfcommunication.com ELF Communication https://www.elfcommunication.com/</p>

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