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言語文化共同研究プロジェクト2024

応用言語学における理論と実践
- 研究と教育を通して -

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言語文化共同研究プロジェクト 2024

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言語教師のウェルビーイングに関する質的研究：パイロット調査

西田 理恵子

1. はじめに

平成 25 年文部科学省が示す「教職員のメンタルヘルス対策検討会議」の資料によれば、休職を伴っている公立小学校・中学校・高等学校・特別進学校の教職員の現状をみると、休職者（病気）の割合は、平成 4 年度には、1,111 名（精神疾患含む：0.11%）であったが、平成 21 年には、5,458 名と上昇している状況にある。また休職者（精神疾患）については、平成 24 年度の調査では 2,244 名が休職中のうち、1,957 名（同 37.1%）が復職しており、1,073 人（同 20.3%）が退職（定年退職含む）するという深刻な状況が続いている。教職員のメンタルヘルスの改善が求められる中で、言語教師のウェルビーイングの研究が欧米を中心に行われているが（e.g., Mercer, 2020; Mercer & Kostoulas, 2018）国内における言語教師を対象とした研究はこれまでにない。従って、本研究では、教師のウェルビーイングを維持喚起する関連要因は何かを明らかにし、教育現場への提言を行うことを目的としている。

2. 先行研究

2.1. ポジティブ心理学

ポジティブ心理学を提唱した Seligman (2011) は、ポジティブ心理学を「人間がそのもののよさのために何を選ぶか」（宇野訳, 2014, p.25）と定義した。持続的幸福を維持するためにウェルビーイング理論を提案した。Seligman (2011) では PERMA と呼ばれるウェルビーイングの 5 つの測定可能な要素があり、PERMA とは ポジティブな感情 (P: Positive Emotions) (幸福感と満足感)、エンゲージメント (E: Engagement)、関係性 (R: Relatedness)、意味・意義 (M: Meaning)、達成 (A: Achievement) である。Seligman (2011) の PERMA は、言語学習に特化したものではなかったため、Oxford (2016) が 9 つの側面を持つ EMPATHIC を提案した。感情・共感 (E: Emotion and Empathy)、意味・動機づけ (M: Meaning and Motivation)、忍耐 (P: Perseverance including resilience, hope and optimism)、エージェンシー・オートノミー (A: Agency and Autonomy)、時間 (T: Time)、我慢強さ・習慣的性質／性格 (H: Hardiness and Habits of Mind)、知性 (I: Intelligence)、人格的な強み (C: Character strengths)、自己に関わる要因 (S: Self-efficacy, Self-concept, Self-esteem, Self-verification) と定義づけている。持続的幸福は様々な構成要素があると言える。

2.1 言語教師の心理学

ポジティブ心理学の系譜を受けて、言語教師の心理学に注目が置かれるようになった。Kalaja and Mäntylä (2018) が示すように、言語学習者における心理学は、1950 年代半ばから開始されているが、言語教師の心理学についてはこれまでに注目されてこなかった。外国語教育に携わる英語教員は、近年加速化するグローバル化の現象に伴って様々な課題が課されており、例えば、国内外における多言語使用の多様化が挙げられる (Kalaja & Mäntylä, 2018)。このような時代の流れの中で、言語教師の動機づけやウェルビーイングに注目が置かれるようになった。言語教師を動機づけるためには、肯定的な自己効力感を持つこと、自分自身を振り返ることで自信をもつことで動機づけに繋がる可能性があると言及されている (Hiver, Kim & Kim, 2018)。

数量解析を用いた実証研究では (Dewaele & Mercer, 2018)、オンライン質問紙を用いて英国・米国・ウクライナ・ギリシャ・アゼルバイジャン・アルゼンチン・中国・インド・スペイン・トルコ・マセドニア・カナダなどの国々を対象に 513 名に調査を行っている。教師のウェルビーイングに関わると考えられる「生徒への態度」「生徒との喜び (Enjoyment)」が測定された。生徒への態度が高い教師群は生徒との喜び (Enjoyment) が高い傾向にあり、生徒への態度が低い教師群は生徒との喜び (Enjoyment) が低い傾向にあることを捉えた。また

言語運用能力が高い教師群は、生徒への態度が高く、生徒との喜び (Enjoyment)が高い傾向があることも明らかになっている。全体を通して、女性教員の方が男性教員と比較して、生徒に対する態度と生徒との喜び (Enjoyment)が高い傾向にあることを示した。

質的研究では、Hiver (2016) が Change-point analysis 法を使用して、言語教師から面接データと日誌をもとに、ウェルビーイングに繋がる可能性のある「望み」 (Hopefulness) に関して、1年間の縦断的な変化の傾向を捉えている。それぞれの教師には様々な変化点が見られるが、変化点の多くには、一時的な低下が見られたとしても、1年間の後半には上昇する傾向を捉えていた。Hiver (2018) はさらに、教師のレジリエンス (回復力) についても言及している。このように実証研究が見られるものの、国内における言語教師を対象とした研究、特に、ウェルビーイングに関する研究はない。

3. リサーチクエスチョン

先行研究を踏まえても、国内において言語学習時に関する言語教師のウェルビーイングの調査は行われていないために、国内の教育現場においてまだ明らかになっていない教師のウェルビーイングの維持喚起を可能とする関連要因を明らかにすることを目的とする。

RQ1. 公立中学校教員の教師のウェルビーイングを維持喚起する要因は何か。

4. 研究方法

4.1 調査方法

2022年2月に教師Aに対して約60分の半構造化面接を行っている。面接はZOOMによって行われた (表1参照)。

表 1. 調査方法

調査実施時期	調査方法	面接時間	逐語録
2023年2月	ZOOMによるオンライン面接	約60分	23611語

4.2 調査対象者

調査対象者は公立中学校の男性教員1名であり、40代であった。大阪府に位置付けられて公立中学校にて教員Aは18年の教員歴を有するベテラン教員であり、海外滞在経験もある (表2参照)。

表 2. 調査対象者に関する基礎情報

調査対象者	教員歴	担当科目	海外滞在歴
男性教員A	18年	英語	約1年半 (イギリスへ留学) *近年オーストラリアへはほぼ毎年行っている。

4.3 倫理的配慮

大阪大学人文学研究科研究倫理審査を受け、承認を得たうえで調査を実施している。この研究は、科学研究費助成金事業基盤研究C (21K00759) の基づく研究であり、本科研全体に対して、倫理審査を申請し承認を得ている。調査対象者には同意書を送付し、個人情報保護に関する法令、国が定める指針およびその他の規範を厳守し、個人が特定されないことがないように配慮し、本データは科学研究費助成金の研究以外の目的での使用を一切しないことを説明し、書面にて同意を得ている。

4.4 調査項目

調査項目は主に、生徒・保護者・同僚のとの関り、学内運営、教室内での授業運営、学校内でのサポート体制、学内の財務状況 (施設に対する不満など)、校務に関するストレス耐性、学外での家族・同僚・友人との関りなどを中心に質問している (Appendix 参照)。

4.4 分析方法

面接データを文字起こしし、Grounded Theory Approach (GTA) (Strauss & Cobin, 1990)のコード化の分析方法を参考にして、分析にはMaxQDA 22.を使用して分析を行った。MaxQDA とは質的データを分析する分析ソフトであり、面接データの管理、体系的な分析結果を可視化することを可能とする。分析手順は、文字起こしした面接データに対して、意味のまとまりごとにグループ化し、グループ化の特徴を表すために具体的なコード（コード化）を行った。次に、コード化の似ている意味同士を集めて、より抽象化してカテゴリー化している。何度も繰り返してデータを分析し、分析と修正を繰り返して、コーディングを行っている。カテゴリー名を【 】,コードを「 」で示す。

5. 結果

MaxQDA22 によってコード化をした結果を表 1 と表 2 に示す。意味のまとまりに対してコード化を行い、29 個のコードが確認された (APPENDIX B 参照)。これらのコードをより抽象的にカテゴリー化した結果、9 個のカテゴリーが生成された。それらのカテゴリーは【教師のモチベーションとビリーフ】【COVID 期間中の環境づくり】【職場での困難な要因】【周囲との良好な関係性】【良好な外的要因】【職場で改善されたい要因】【ストレスなし】【幸福感】【教師としての資質】であった。最も多く記述があったのは【周囲との良好な関係性】であった (表 3 参照)。

表 3. コードとカテゴリー

カテゴリー	コード	コードの数
教師のモチベーションとビリーフ	教師のモチベーションに関わる要因	2
	教師のモチベーション	5
	教師のブリーフ	3
	教師の授業力	2
COVID期間中の環境づくり	COVID期間中の制限	2
	COVID期間中の公的な環境づくり	1
職場での困難な要因	家庭環境のしんどさ	4
	近隣小学校の問題点	12
	学内運営への不満	1
周囲との良好な関係性	良好な職場環境	10
	良好な周囲との関係性への感謝	2
	良好な家族との関係性	5
	良好な保護者との関係性	1
	良好な教師との関係性	2
	良好な生徒との関係性	4
	良好なサポート体制	20
	生徒からの肯定的な評価	2
良好な外的要因	良好な経済面	5
	設備に対する肯定的感情	3
	機能している働き方改革	1
職場で改善されたい要因	組織改革の必要性	2
	若手教員の経験値	1
	役職の年齢構成	6
	教員不足の現状	5
	学内運営	5
ストレスなし	ストレスなし	4
幸福感	幸福感	1
教師の資質	留学経験	4
	ベテラン教員	1

【良好な周囲との関係性】に関するコードが多く、そのうちで最も多かったコードは、「良好なサポート体制」(20)であり、調査対象者 A は学校内でのサポート体制が良好であると繰り返し伝えていた。「良好な職場環境」(10)に関する発言も多く、職場環境が良好であり、お互いが支えあっているという旨の内容が面接時に伝えられた。【周囲との良好な関係性】に関するコードが多くみられ、良好な家族との関係性(5)「良好な周囲との関係性への感謝」(2)「良好な保護者との関係性」(1)「良好な生徒との関係性」(4)「良好な教師との関係性」(2)「生徒からの肯定的な評価」(2)が見られ、生徒・教師・保護者・家族との良好な関係性の構築があることが見られた。

「そんなかき乱す人もいず、大体みんな大人の意見ができてっていう。同じぐらいの年齢の人が多いで、子育ての手の掛かる小学生以下の、小学生未満。小学生未満じゃないな。中学生未満やな。小学校、だから 12～13 歳までの子が 1 人 2 人いる家が多いので、そういう点では、子どもが急に発熱する何やかんやっていう点では、まあまあ穏やかに、「ほなもうしゃあないな」っていうので。多分ありがたい環境ではあります。」コード：良好なサポート体制 (20) 調査対象者 A.

「環境は恵まれてると思います」コード：良好な職場環境 (10) 調査対象者 A.

【職場での困難な要因】としては、「近隣小学校での問題点」(12)「家庭環境のしんどさ」(4)「学内運営への不満」(1)であり、そのなかでも「近隣小学校の問題点」(12)が多く、学習の定着がされないまま中学校へと上がってくる小学生についての懸念がしばしば会話から読み取れた。

「ここは結構小学校で定着しない児童が多いです。この地区は。」コード：近隣小学校の問題点 (12) 調査対象者 A.

「今の 1 年生なんかで言うと、家庭学習すごくしんどいな。」コード：家庭学習でのしんどさ (4) 調査対象者 A.

【職場で改善されたい要因】としては「組織改革の必要性」(2)、「教員不足の現状」(5)、「学内運営への不満」(1)がみられた。教員不足に関する指摘があり、特に、有期雇用の講師については将来的に教育現場での雇用の継続がされないために、学校現場における教師の継続性についての懸念がなされていた。

「教師の人数は増やしていかないとあかんのかなっていうふうには思いますし。」コード：組織改革の必要性 (2). 調査対象者 A.

「教員の代替教員っていうのは講師しか就かないので、うちは英語科授業を今、5 人英語の授業してますけど、そのうち 3 人講師っていう状況はあります。」コード：教師不足の現状 (5). 調査対象者 A.

【教師のモチベーションとビリーフ】のカテゴリーは、「教師のモチベーションに関わる要因」「教師のモチベーション」「教師のビリーフ」「教師の授業力」であり、教師の内省に関わる発言も見られた。「教師のモチベーションの基盤」(2)では教師が動機づけられるであろうという要因、さらに「教師の授業力」(2)が見られた。「教師のモチベーション」(5)では教師がどのようにして動機づけを高めているのかの発言があった。「教師のビリーフ」(3)では教師自身がどのような信念をもって授業に取り組んでいるのかを垣間見ることができた。

「いわゆるこのクラスしんどいねんとかこのクラスしんどくないっていう格差はやっぱり減らしていこうっていうことはしてます。」コード：教師のモチベーションに関わる要

因 (2) 調査対象者 A.

「モチベーション上げる方法っていうのは、どうしても、いわゆる、さっきも言いましたけど、その話し合い活動じゃないですけど、授業を一方通行でやるんじゃなくて、ある程度話し合い活動とかもしつつ、その内容に関することもテストに出しつつ実施して。」コード：教師のモチベーション (5) 調査対象者 A.

「英語とか数学は結構プリント共有して同じような授業をしてることが多いですけど、理科とか社会とかは、結構教師のビリーフが違ってくる、プリント学習派の先生とノート学習派の先生とか。けど、テストは一緒だったりするんで。そういうところはうちはないので、だからそこはやっぱり満足度とか。」コード：教師のビリーフ. 調査対象者 A.

この他のカテゴリーとして【COVID 期間中の環境づくり】があり、COVID 期間中に行われた学校側の努力についても言及された。「COVID 期間中の制限」(2) では制限がある中での学校運営についての話が見れた。「COVID 期間中の公的な環境づくり」(1) では、学校側が制限があるなかでの良好な環境づくりを行っていたことが言及された。

「一時期、最初の頃なんかは話し合い活動禁止とかあったんで、一瞬講義形式には戻りましたが、それもある程度感染対策をしながらとかいう形に戻ってきてますし。」コード：COVID 期間中の制限 (2) 調査対象者 A.

「ある程度ソーシャルディスタンスが取れるとなれば、例年どおりできたかなっていうので。だから、その辺に関しては縛りの中で何とかうまく回そうっていうのはありました。」コード：COVID 期間中の公的な環境づくり (1) 調査対象者 A.

【ストレスなし】「ストレスなし」(4) では、調査対象者が面接時に、自信にはストレスがないと繰り返し伝えたこと、また教師の【幸福感】「幸福感」(1) とは心身ともに健康な状況であることを言及していた。

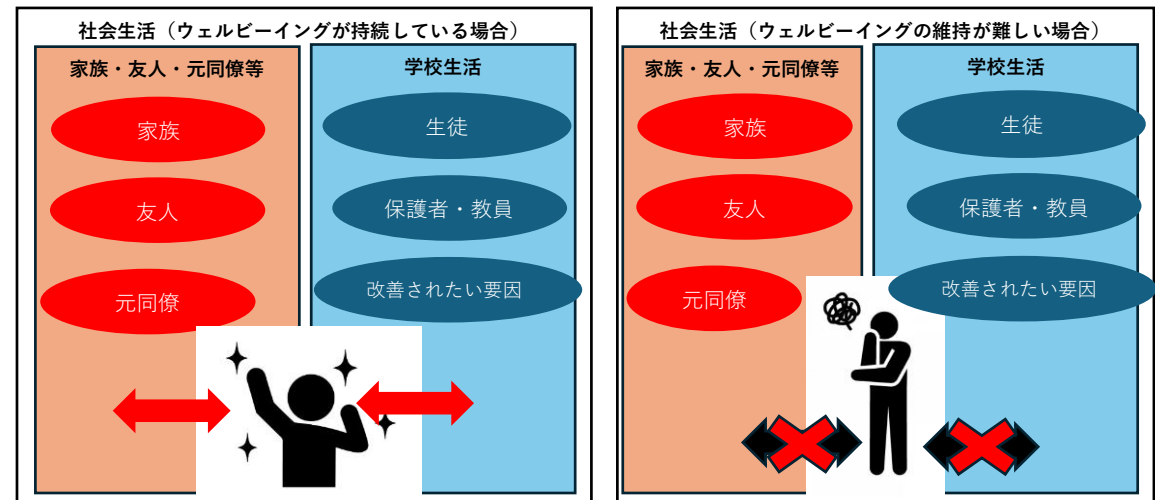
「ストレスがかかるところはあんまりないですね、今。」コード：ストレスなし. 調査対象者 A.

「心身ともに健康でいられていることが教師としてのウェルビーイングだと思います。幸福感。そうだと思います。」コード：幸福感. 調査対象者 A.

このほかのカテゴリー【良好な外的要因】には「良好な経済面」(5) 「設備に対する肯定的な感情」(3) 「機能している働き方改革」(1)であり、経済的にも安定していることや学校設備にも不満がないこと、【教師としての資質】では「留学経験」(4) や「ベテラン教師」(1)といった自身についての教師としての資質が高いことを垣間見ることができた。

図 1 は、仮説モデルであり、教師のウェルビーイングが上手く保たれている場合と教師のウェルビーイングを保つのが難しい場合を示している。社会生活の中で、公私ともに人間関係の構築が良好である場合、また、教師のモチベーションやビリーフが高い場合についてはウェルビーイングが保てる可能性がある。その一方で、公私ともに社会生活が難しい場合、特に周囲との関係性の構築が難しい場合については、教師のウェルビーイングを難しくさせる可能性が示唆される。

図 1. 仮説モデル：ウェルビーイングが上手く保たれる場合とそうでない場合



6. 考察

本研究のリサーチクエスションである公立中学校教員の教師のウェルビーイングを維持喚起する要因は何かを明らかにするために、MaxQDA を使用して GTA をもとにコード化を行った。本研究結果で最もコードが多かった【周囲との良好な関係性】(約 40%) については、本調査対象者 A においては、良好な職場環境、家族、保護者、生徒、教師同士との関係性の構築がみられた。また職場環境内での良好なサポート体制があり、持ちつ持たれつの関係性があると言及していた。また面接の中で、学校内外の良好な人間関係の構築に調査対象者自身も周囲との関係性に感謝をしている様子を垣間見ることもできた。【教師のモチベーションとビリーフ】(約 10%) については、教師のモチベーションの要因としては、格差のないクラスづくりをしていることや生徒との関りを大切に生徒の声を聞くなどしていること、教師同士の間でのブリーフが違っていても満足していることなどがうかがえた。さらに、教師の資質にも帰属するところがあり、ベテラン教員で 18 年目であることや留学経験・海外滞在経験も同様に教師の資質を高めていることが考えられる。また経済的にも良好であり、設備にも不満はなく、働き方改革も機能している状況であるために、経済状況などの外的要因についても良好であることが明らかになっている。

難しい側面としては、【職場での困難な要因】(約 15%) である生徒の家庭環境のしんどさや近隣小学校の問題点、学内運営の不満などが見られ、【職場で改善されたい要因】(約 16%) では組織改革の必要性や若手教員の育成、教員不足の現状への不満などが見られる。しかし、それでもストレスを感じることはなく、幸福感 (ウェルビーイング) を保ち、教員生活をおくれていることが明らかになった。

Seligman (2011) が提案した PERMA と Oxford (2016) が提案した EMPATHICS と照らし合わせると、それぞれのカテゴリーを PERMA と EMPATHICS に当てはめることができよう。

【周囲との良好な関係性】【COVID 期間中の環境づくり】は PERMA での関係性 (R: Relatedness) に関連すると考えられる。EMPATHICS については【幸福感】は、感情と共感 (E: Emotions and Empathy)、【教師のモチベーションとビリーフ】は 意味と動機づけ (M: Meaning and Motivation)、【教師の資質】は 知性 (I: Intelligence)、【ストレスなし】は 人格的な強み (C: Character Strength) であり、【職場での困難な要因】は 我慢強さ・習慣的性質／性格 (H: Hardiness and Habits of Mind) が関連要因であると考えられた。【外的な要因】については関連要素との関係が見られなかった。

本研究では、ウェルビーイングの高い教師が調査対象となっているが、その一方でウェルビーイングを高めることができない様々な教師も存在する可能性がある。先行研究でも明らかになっているように、欧米では言語教師のウェルビーイングに関する研究が行われつつあるが、国内においては言語教師を対象としたウェルビーイングに関する研究はまだ行われていない。今後活発な実証研究が行われていくことが求められよう。

7. おわりに

近年、公立小学校・中学校・高等学校・特別進学校の教職員のメンタルヘルスに関しては休職者の割合が高いため深刻な状況が続いているとの報告がある（文部科学省,2013）。その一方で、本研究での調査対象者のようにストレスが低く、幸福度を感じている教員も見られる。教師のウェルビーイングを高めるには、周囲との関係性の充足や教師のモチベーションを高めることがウェルビーイングに繋がる可能性があるために周囲との関係性の構築についてはある一定の示唆が得られたと言えよう。しかし、本研究の調査対象者は1人に限定されているパイロット調査の試みのために、更なる調査が必要となる。言語教師のウェルビーイングに関する国内での実証研究はみられないために、本研究が今後の発展的研究に繋がることを望んでいる。

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Appendix

- ・年齢を教えて頂いても良いですか？
- ・教員歴教えてもらってよいですか？
- ・海外経験お持ちですか。
- ・教師の動機付けをどのように維持、喚起をされておられるのかなということをお私に研究で行っています。まず学校内の話で。学校内っていうのは、サポート体制とか、教員の人、同僚の人と生徒さんたちと保護者の方々とどんな関係性が築けて、良好であったり、多分そうじゃなかったりする、難しい時も絶対にありますから。どんなふうに対応されておられますか？具体的に教えて頂いても宜しいでしょうか。
- ・学校内で何かストレスありますか。
- ・何か学校で改善してほしいこととおありになりますか？学校とか組織とか文科とか、何でも良いです。

- ・委員会とかについても対応できる人数を増やしてほしいというようお願いはありますか？
- ・財務のこととかあります、教具を増やしてほしいとか、お願いはありますか？
- ・教室内での授業運営で、何か難しいと思われていることはありますか？
- ・教室内での授業運営で、工夫をされておられることはおありになりますか？
- ・教師の教室内での動機付けの維持、喚起をどのようにすればいいと思いますか。教師自身が、基本的な要素が満たされていることが必要なと思いますがいかがでしょうか。
- ・毎日毎日いろんなことがある中で、その中でどうやってご自身のモチベーションもそうですが、教室内でのモチベーションっていうのを維持できると思いますか。
- ・学校外でのサポート体制ってどんな感じが教えて頂くことはできますでしょうか。例えば、家族、友人、同僚とか、周りの人々に困ったことがあったら相談されておられますか。
- ・学校内外でのメンタルヘルスについてです。心身ともに健康でいられていることが教師としてのウェルビーイングだと思いますが、いかがでしょうか。どのようにウェルビーイングを保たれておられるのか、教えて頂くことはできますでしょうか。

A Collaborative Journey: Practical Report on a Joint Research Project with Graduate Students

Lee Shzh-chen Nancy

This paper presents a reflective report of a collaborative research project I conducted with graduate students examining the impact of AI-driven and machine translation-driven feedback on English as a second language (ESL) writing. The project emerged from my introduction to applied linguistics class at the Graduate School of Humanities, Osaka University, where we revised the syllabus to align with students' research interests, background, and abilities. Through extensive discussions after conducting literature review, we agreed on a shared topic of second language acquisition which led us to investigate the effects of AI and machine translation feedback on ESL writing. This paper consists of a literature review on corrective feedback and the original paper that we replicated (Sasaki et al., 2024). It provides a detailed reflection on the development of this project and its processes, including brainstorming and topic selection, literature review, research design, ethical considerations and applying for approval, research redesign, data collection, result analysis and interpretation. Our journey culminated in an academic conference presentation in Osaka in 2025, marking a significant milestone in our academic collaboration. This paper also discusses the importance of collaborative research projects and suggests implications for future classroom and research practices. It is hoped that this reflective account can be useful for teachers and students who might be interested in starting their own research projects. By sharing this practical report, readers could hopefully take away some of the learning experiences and avoid possible pitfalls.

1. Introduction

This joint research project originated from a graduate course I taught called Introduction to Applied Linguistics where only international students signed up and they were interested in topics different from my original syllabus. To accommodate their needs and interests, I decided to modify the syllabus for the above course. I invited the students to collaboratively develop a new syllabus and through reconstructing the syllabus, we found a gap in the existing literature. Eventually, the course evolved from reading and understanding existing literature to actually conducting a joint research project. Based on this research gap and students' strong interests, we discussed the feasibility of conducting a research project as a class project within the remaining semester time and our potential obstacles. Students also actively debated over appropriate topics for this possible class-based research project. Finally, students decided to replicate a writing study looking at machine translation as a form of feedback on L2 writing, comparing the impact of machine translation and teacher feedback on ESL writing (Sasaki et al., 2024).

This paper includes a brief literature review on the effects of corrective feedback and the original study on the comparison between the impact of machine translation (MT) and teacher feedback on writing followed by a reflective account of the collaborative research project. Collaborative research provides a unique opportunity for graduate students to engage in hands-on academic inquiry while developing critical thinking, analytical, and research skills. In this project, we adapted the original syllabus to accommodate student interests and foster an interactive learning experience. The present reflective summary describes the project starting from the birth of the project, brainstorming of ideas, topic selection, research design, applying to ethical committees for approvals, research redesign, data collection, data analysis, and finally presenting the research results at an academic conference. Our research focused on the comparative effectiveness of AI-driven writing assistance and machine translation tools in improving ESL writing quality. This practical report paper documents our research journey and hopes to offer some practical insights for future teachers and students starting their own joint research projects.

2. Literature Review

2.1 *Corrective Feedback*

Corrective feedback directs learners' attention to their linguistic errors, and learners exhibit more noticing when feedback is given (Mackey, 2006). According to Schmidt's (1990) Noticing Hypothesis, noticing is a necessary prerequisite for L2 development. Previous studies on the effects of corrective feedback have mostly produced robust evidence for its effectiveness (Lyster & Saito, 2010), while a lack of corrective feedback inhibits syntactic accuracy development (Goh & Burns, 2012). Feedback could encourage learners to notice discrepancies between their own language production and target language forms. Therefore, the more corrective feedback learners receive, the higher the probability they will improve on the target forms. However, there is a continuing controversy over the effectiveness of corrective feedback because there is evidence that implicit types of feedback are not always interpreted by learners as error correction. If learners do not realize a corrective form, they are unlikely to notice the gap between their production and the target language rule (Williams, 2005). In addition to the concerns with using implicit types of feedback, feedback can also be ineffective itself when extensive correction is given, in which learners receive feedback on too many types of errors or they experience fatigue in receiving feedback (Williams, 2005). In addition, even if learners notice errors in their own language output, it is not certain that they will successfully integrate what they have noticed into their interlanguage (Nicholas et al., 2008). Lyster (2004) further argued that only explicit forms of corrective feedback can push learners to precisely and appropriately reformulate their output and criticized the value of implicit feedback. Ineffective corrective feedback can result in students' inattention and negative attitudes toward receiving feedback (Paulus, 1999).

The role of feedback in second language writing has been widely studied, with teacher feedback traditionally considered to be the gold standard. Studies have shown that direct feedback from teachers helps learners improve accuracy and develop metacognitive skills. However, there are also some criticisms against teacher feedback because it can be vagueness and "rubber stamp" consisting of no constructive feedback. In addition, teacher comments can have an over reliance on grammar correction (Paulus, 1999). Finally, providing timely and individualized feedback is labor-intensive, leading to increasing interests in technological alternatives (Sasaki et al., 2024).

2.2 *Comparing Teacher and Machine Translation (MT) Feedback*

Sasaki et al. (2024)'s study examined machine translation as a form of feedback on L2 writing by comparing teacher corrective feedback (TCF) and machine translation (MT) feedback in an L2 writing classroom. A total of 23 Japanese university students whose first language is Japanese participated in this study where they were divided into two groups: TCF and MT. The TCF group described a picture in English where they were instructed to write one paragraph. They received teacher feedback for the paragraph they have written before they repeated the same English description task. The MT group described the same picture in English and were asked to compose a small paragraph in Japanese of what they composed in English. The Japanese paragraph was entered into DeepL and an English translation was produced. Differences between what they wrote in English and the English translation of their composed Japanese paragraph were highlighted and given to the MT group as feedback before they repeated the same English writing task. The TCF and MT groups reversed their order and received the same feedback before completing the English writing task. All participants were asked to complete a survey after completing their writing tasks. Sasaki et al. (2024) found that TCF improved complexity whereas MT improved accuracy and fluency. They suggested that differences in the engagement level of the teacher feedback and machine translation feedback might have influenced the different learning outcomes.

3. Reflective Account of the Project

3.1 *Origin of the Project*

The idea for this research project originated from my graduate class titled introduction to applied linguistics in October 2024, where I recognized a need to revise the syllabus to cater students' academic interests and backgrounds. My original syllabus concerned language learning and teaching from a scientific research perspective and how research findings can be applied into language classrooms. I designed my original course for students who want to be future language teachers and those interested in the mechanism of language development, especially the development of speaking proficiency. It was meant to serve as an introduction to students who want to experience postgraduate

studies in English as it included a strong component of reading and understanding literature written in English. Students were supposed to read research papers related to language proficiency development, participate in active class discussions, and to complete writing assessments in English on research paper critiques.

However, it became evident through discussions with the students that they had limited interest in my original selection of readings because of their backgrounds. Three students enrolled in this course and they are all native speakers of English and they are interested in JSL (Japanese as second language) research because they are international students who came to Japan to pursue their studies and research interests. As a result, we decided to replace the original list of class readings which were predominantly related to the research of the learning and teaching of English as a second language with readings related to the learning and teaching of JSL.

I uploaded the class readings list onto a Google doc document so that students could take ownership in developing the new reading list (see Appendix A). Students proactively searched and uploaded research articles. Students also took turns briefly introducing the papers they uploaded and reasons for uploading those articles. However, after searching online for several weeks, we found that there are limited numbers of research papers written in English on the learning and teaching of JSL. Through the process of looking for JSL literature, a gap surfaced that there is a need for expanding the research of the learning and teaching of Japanese as a second language.

Based on this research gap and students' high motivation, an idea appeared that we could change the course syllabus where students could jointly conduct a small research project to extend the line of JSL research instead of reading and critiquing JSL related research papers. Quickly, we discussed the feasibility of conducting a research project within the remaining semester time and our potential obstacles. Students also actively debated over appropriate topics for this potential class research project. Students enrolled in this class were interested in both speaking and writing proficiency development related topics. They debated the amount of time required for conducting writing proficiency development research and speaking proficiency development research. Finally, they decided to replicate a writing study looking at machine translation as a form of feedback on L2 writing, comparing the impact of machine translation and teacher feedback on ESL writing (Sasaki et al., 2024).

3.2 Replicating Previous Research

After students decided to replicate the study by Sasaki et al. (2024) comparing the impact of machine translation and teacher feedback on ESL writing, they discussed if they could do a complete replication of the study but change the research target from ESL to JSL. The original study by Sasaki et al. was a longitudinal study involving a complicated within-participant crossover design (Lui, 2016). We decided to shorten and simplify our study by changing our research design to once off intervention treatment and also by allocating participants into three groups (including two interventional groups and a control group) instead of crossover two interventional groups without a control group. We also changed the research target from ESL writing to JSL writing because all three students were interested in Japanese related studies. Finally, given students' interests in AI, we decided to conduct our study comparing the impact of AI driven feedback and machine translation driven feedback on JSL writing.

With the rise of artificial intelligence (AI), researchers have explored its efficacy as supplementary or alternative educational sources. However, while AI is rapidly changing the existing language learning and teaching practices, it is sometimes being misused or misinterpreted. AI and MT often overlap as AI also includes MT tools and vice versa. AI can offer context-aware suggestions whereas MT tools such as Google Translate or DeepL offer linguistic transformations that can assist learners in understanding complex structures. Some research suggests that AI tools like Grammarly enhance grammatical accuracy and coherence, helping learners refine their writing iteratively (Li & Hegelheimer, 2013). Conversely, MT feedback is often criticized for producing translations that lack nuance and contextual appropriateness. We wanted to replicate Sasaki et al. (2024) study but to further investigate on how learners interact with different feedback modalities in various learning contexts.

3.3 Ethical Committee Approval

A significant component of this research project involved navigating approval from research ethics committees. It was also the longest and most difficult stage of the project, which proved to be a valuable and albeit demanding learning experience for the students and myself. After we designed our research, we looked for suitable research participants through our affiliates. Since our original research

topic focused on JSL (Japanese as a second language), we consulted with a teaching fellow at a Japanese language program at our university with the possibility of asking her JSL students to participate in our study. We also invited the Japanese teaching fellow to join our project as she is also interested in the JSL research. After she consulted with her supervisor, we were asked to prepare an application to submit to their research ethics committee. The application documentation was very thorough and consisted of questions to carefully consider and protect participant privacy and to avoid misuse of research data. We also prepared a written consent for the participants in the program (See Appendix B). The following was our original research purpose that we included in the research ethics application: The study investigates how AI-powered translation and machine translation (MT) feedback impact Japanese as a second language (JSL) learners. While AI and MT translation tools have been widely used, their differences have often been overlooked as well as their potential different effects on learners. Participants will write one paragraph in Japanese and then they will receive either AI or MT generated feedback before they rewrite their paragraph. Participants' revised paragraph will be examined and differences in their Japanese composition will be examined.

Our initial submission was positive and was met with requests for resubmission due to concerns about data privacy and participant consent. We revised our application and resubmitted our application for but was unfortunately rejected. The ethics committee pointed out our mistakes in completing the research ethics application forms as we made a number of careless mistakes in completing the research ethics forms. It was a meaningful yet rather frustrating process as while we learned that we need to spend more time and not rush with the research ethics application applications, the students were concerned with the time running out in the semester and the fear of not being able to collect data for the project. The ethics committee finally granted us approval in our first submission attempt but requested for the research to be conducted outside of class time in order to not disadvantage participants from receiving normal class contact time. Due to the nature of our project looking at the effect of AI and MT generated feedback on writing and on the participants, we decided it would be infeasible to conduct the research outside the classroom. The students feared that they might need to terminate their project as we were unable to recruit enough number of JSL participants for our project.

3.4 Redesigning Study and Changing Research Focus

We eventually revised and changed the focus of our research from JSL to ESL writing and submitted an application to a different ethical committee board, which ultimately granted our approval in Feb 2025. Instead of collecting data from JSL learners, we decided to collect data from ESL learners from my own general English classes. While students were disappointed that they were unable to continue the line of JSL research, they quickly became eager to continue their project with a new focus on ESL. Our new research focused on comparing AI-generated feedback and machine translation (MT) feedback by evaluating their impact on ESL learners' writing improvement. We had two questions for our study: 1) How does AI feedback and MT feedback differ in terms of their usefulness? 2) What are the effects of each type of feedback on writing development? We collected data from three general English classes that I taught myself and randomly allocated the participants into two experimental groups (AI and MT) and one control group. The new project was designed where AI group received AI generated feedback and the MT group received MT generated feedback. The control group received no feedback intervention. The research was conducted during class time. We hypothesized that one interventional group would improve more in writing than the other interventional group and the control group.

3.5 Data Collection

The data for this study were collected from three undergraduate general English classes I taught at our university. A total of 49 participants were divided into three groups: AI-generated feedback, MT-generated feedback, and a control group. In order to make sure we have equal number of participants completing tasks in both experimental groups, we randomly assigned participants into one of the two experimental groups. A total of 19 students were assigned to the AI group and they received feedback from ChatGPT. A total of 19 students were assigned to the MT group and they received feedback from DeepL. Only eleven students were in the control group. Data collection lasted for two weeks. In Week 1, all participants were asked to describe a four-panel comic in English. They were asked to write a paragraph describing the comic and to aim to write for 150 words in 15 minutes. They were also asked to write a Japanese paragraph of equivalent to what they wrote in English. The data was collected

using Google form during class time. Research purpose was explained to the participants and a consent form was distributed before data collection.

We used ChatGPT to generate feedback for the AI group by copying and pasting participants' English paragraphs into ChatGPT. We instructed ChatGPT to produce feedback for improving participants' English writing. We used DeepL to generate feedback for MT group by copying and pasting the participants' Japanese paragraphs into DeepL. We highlighted differences between participants' original English text and the DeepL generated English translation by following Sasaki et al. (2024)'s research methodology. We printed out the feedback onto A4 sheets stapled the feedback with original English text. In Week 2, we distributed the feedback to individual participants and gave them 10 minutes to review the feedback before we collected the feedback from participants. Participants were asked to write the same task. Participants in the control group were not given any feedback and they simply repeated the same English writing task. We also collected the second writing samples using Google form during class time. Finally, we asked participants to complete a survey concerning their experiences with using AI and MT and their perceptions toward their repeated writing tasks.

3.6 Data Analysis

The project progressed very quickly and we moved onto the next stage of data analysis and interpretation. We evaluated changes in participants writing from the impact of feedback by looking at four types of measurements: holistic human rater scoring (overall evaluation by the graduate students), syntactic accuracy (percentage of accurate verb tense and global accuracy, fluency (total number of words), and complexity (MLT (mean length of T-units) and clause/T-unit ratio). We evaluated changes (improvements) in participants' writing from the effect of feedback by looking at scores of their first writing and second writing. We compared the differences between and across the three groups.

Results of our project found different results using different measurement tools. Based on holistic human rater scoring, both AI and MT groups outperformed the control group (who received no feedback). In addition, the AI group had a larger improvement than the MT group. However, based on the accuracy, fluency and complexity measurements, control group surprisingly outperformed the experimental groups. The AI group also decreased in performance in writing 2. These results indicate that analytical results can be very different from human holistic ratings. The survey found that most participants use AI and MT once a week or more. It also found out that some participants do not perceive AI and MT feedback to be effective. Some participants indicated that they wanted teacher feedback.

3.7 Presenting Research Results

The highlight of this research project was our presentation at the ACIE Conference in Osaka in March 2025, marking a major academic milestone for both myself and my students. The process of preparing for this conference involved many meetings with the students inside and outside of class time, in person and online, on weekdays and over the weekends. At the presentation, we delivered our well-practiced presentation where we all took active parts and enjoyed our parts. We engaged in discussions with the audience and further enriched our experiences as researchers of our own project and also researchers in the field of applied linguistics.

4. Conclusion

This collaborative research project provides a unique opportunity for graduate students to engage in hands-on academic inquiry while developing critical thinking, analytical, and research skills. It fosters a sense of academic ownership, enhances motivation, and equips students with practical experience in navigating research. The research process was a dynamic one, involving multiple stages such as brainstorming and topic selection, literature review, research design, ethical considerations and research ethics applications, data collection, analysis, and presentation. This paper aims to document our journey, providing an in-depth reflection on the processes we undertook, the challenges we encountered, and the key takeaways from our collaborative efforts.

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Appendix A

Class reading list collaboratively developed by students

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Appendix B
Research Participation Consent Form
Date to be decided

You are being asked to participate in a Japanese proficiency development research. The purpose of this research is to improve the writing ability of JSL (Japanese as a second language) learners. Your help is important in order to improve the current Japanese education. Please understand the following points before participating in this research.

- Participation is voluntary (you may withdraw your consent at any point).
- You are free to ask questions about this research anytime.
- Your personal information will not be disclosed in any paper or presentation related to this study.
- Your personal information will only be accessed for the purpose of this research and for this duration of this study.
- The results of your participation will not affect your course grade.
- Upon completion of this study you may request the results at lee.nancy.hmt@osaka-u.ac.jp

I agree to take part in the study on Japanese proficiency development by four graduate students. This paper presents a reflective report of a collaborative research project I conducted with some graduate students at the Graduate School of Humanities, Osaka University. The project examined the impact of AI-driven and machine translation-driven feedback on ESL (English as a second language) writing. This joint research project originated from a graduate course I taught called Introduction to Applied Linguistics where only international students signed up and they were interested in topics different from my original syllabus. To cater for their needs and interests, I decided to modify the syllabus for the above course. I invited the students to collaboratively develop a new syllabus and through reconstructing the syllabus, we found a gap in the existing literature. Eventually, the course evolved from reading and understanding existing literature to actually conducting a joint research project. Based on this research gap and students' high interests, we discussed the feasibility of conducting a research project as a class project within the remaining semester time and our potential obstacles. Students also actively debated over appropriate topics for this possible class based research project. Finally, students decided to replicate a writing study looking at machine translation as a form of feedback on L2 writing, comparing the impact of machine translation and one professor.

Shzh-chen Nancy Lee
Graduate student names omitted

Signature _____ Date..... (E.g. 2025/1/25)

Academic Yarigai, Assemble! Uniting Engagement, Motivation, Enjoyment, Well-being, and Ikigai under Academic Yarigai

KANAZAWA, Yu

Abstract

This paper introduces the concept of Academic Yarigai as a novel, comprehensive framework that integrates essential motivational and emotional constructs such as engagement, motivation, flow, enjoyment, and well-being in applied linguistics and educational psychology. Despite extensive research on these concepts individually, a holistic framework capturing their interconnectedness and collective impact in educational contexts remains absent. To address this gap, the interdisciplinary concept of *ikigai*, a life purpose that contributes to overall well-being, is first discussed. Building upon *ikigai*, this paper further introduces the narrower, situationally targeted construct of *yarigai*, or the worth and fulfillment derived from meaningful activities, specifically contextualizing it as Academic Yarigai. A newly developed Academic Yarigai-9 Scale (AYS) comprising nine items is proposed based on Ikigai-9 and new empirical findings from Japanese undergraduate learners of English, which includes factors such as intrinsic fulfillment, intellectual stimulation, personal growth, social contribution, and overcoming challenges. The paper argues that Academic Yarigai uniquely compensates for gaps within existing motivation frameworks, such as the L2 Motivational Self System and emotional concepts like flow and enjoyment, by emphasizing learners' immediate, meaningful experiences and real-world relevance of academic activities. Implications for future studies, including validation and further integration of Academic Yarigai into language education and well-being research, are also discussed.

1. Introduction

In applied linguistics, key concepts such as engagement, motivation, flow, enjoyment, and well-being have received considerable attention from researchers and educators. Each of these concepts significantly contributes to understanding and enhancing learners' experiences; however, these frameworks are often used without an integrative approach that can comprehensively account for their dynamic interconnectedness and collective impact in academic contexts. Consequently, there is a gap in applied linguistics and educational psychology for a comprehensive concept capable of integrating these interrelated constructs, providing educators and learners with deeper and operationalizable insights into the dynamics of engagement, motivation, flow, enjoyment, and well-being in educational contexts. In an attempt to address this gap, this paper starts by interdisciplinarily introducing a widely recognized concept from the field of well-being research, *ikigai* (García & Miralles, 2017).¹

2. Ikigai

Ikigai (生きがい), a Japanese concept broadly defined as a “reason for living” or a “purpose in life,” embodies one's sense of meaningful existence, characterized by optimistic and positive emotions towards life, proactive and hopeful attitudes toward the future, and recognition of one's personal value within society (Imai et al., 2012). It encapsulates the sense of purpose that gives an individual's life meaning and direction, and it has increasingly drawn attention in psychological and health-related research due to its associations with positive mental and physical health outcomes. According to research by Imai et al. (2012), *ikigai* is operationalized through a scale known as Ikigai-9, comprising nine items grouped into three primary dimensions: optimistic and positive emotions toward life, active and positive attitudes toward the future, and acknowledgment of one's existence as meaningful within social contexts. This scale has demonstrated high reliability and validity in Japanese populations, indicating that it reliably captures the psychological state related to experiencing purpose and meaning in life. It includes dimensions such as optimism about one's current life circumstances, a proactive attitude toward future possibilities, and a recognition of one's existential significance within social contexts (Imai et al., 2012).

In an effort to extend research on ikigai to international contexts, Fido, Kotera, and Asano (2020) translated the Ikigai-9 into English and examined its validity among participants based in the UK. The English validation study found that a single-factor model of ikigai provided the best statistical fit, suggesting that ikigai may manifest as a more unified psychological construct rather than distinct dimensions. Ikigai was found to have significant associations with psychological well-being. Fido et al. (2020) reported that higher levels of self-reported ikigai correlate with increased mental well-being and reduced depression symptoms, suggesting ikigai serves as a protective psychological factor. Interestingly, ikigai did not show significant relationships with anxiety or stress, implying its role might specifically relate to a broader sense of well-being and protection against depressive symptoms rather than situational acute stress reactions. Ikigai represents a meaningful psychological construct that encapsulates purpose, motivation, and life satisfaction. The validation of the Ikigai-9 scale in both Japanese and English-speaking populations supports its use as a reliable measure of this concept.

3. Ikigai and Foreign Language Learners

Applying ikigai to foreign language learning can significantly enhance learners' motivation, engagement, and overall educational experience. According to Kanazawa (2023c), the concept of ikigai, understood as “what makes life worth living,” is closely linked to higher cognitive functions and self-actualization. When integrated into foreign language education, ikigai serves as a psychological foundation that encourages deep, meaningful engagement rather than superficial rote learning. The Deep Positivity Hypothesis (DPH), a concept closely associated with ikigai, suggests that positive emotional valence can enhance the deep semantic processing crucial for language acquisition, particularly for vocabulary retention (Kanazawa, 2020). Learners with a stronger sense of ikigai are expected to engage more deeply and positively with language learning tasks, facilitating higher retention rates and more effective communication skills. Kanazawa (2023c) suggested that learners who approach language learning tasks with an ikigai-oriented mindset show increased motivation and resilience, particularly when faced with challenges such as language anxiety or academic setbacks. This positive emotional engagement aligns with the harmonious passion described in positive psychology, characterized by voluntary engagement and joy in learning activities.

Furthermore, Kanazawa's (2023a) study targeting Japanese undergraduate learners of English revealed that ikigai, as a trait, correlates positively with multiple intelligences, including emotional and existential intelligences. These intelligences allow learners to better understand cultural contexts, interpret emotional nuances, and effectively use language in social interactions based on deep contemplation. Consequently, incorporating ikigai into language teaching may not only enhance linguistic skills but also foster broader personal and social development.

4. Yurigai, the Situational Ikigai

Although applying ikigai to foreign language learning can be beneficial due to its capacity to foster deep, intrinsic motivation and positive engagement, ikigai, as a broad and deeply existential concept, may not directly address specific motivational challenges in language learning contexts. This calls for an applied concept that situates ikigai to more specific settings: *yurigai*. *Yurigai* (やりがい), a Japanese concept defined as “something worthwhile doing,” embodies a sense of intrinsic satisfaction, fulfillment, and personal growth derived from actively engaging in specific meaningful tasks or roles (Shoji et al., 2014). Unlike ikigai, which is broadly defined as one's purpose in life or existential fulfillment, *yurigai* is narrower, specifically applied to particular activities or occupations. It focuses on the sense of accomplishment and satisfaction derived from engaging deeply with work that aligns closely with one's skills, personal values, and immediate motivations (Nishigori et al., 2024).

According to Shoji et al. (2014), *yurigai* can be understood through various components that include knowledge acquisition, meaningful interactions, and a sense of personal growth. In their study on community pharmacists, they found that *yurigai* was significantly related to pharmacists' ability to provide patient counseling, improve their clinical knowledge, and enhance their personal growth through professional experiences. This demonstrates that *yurigai* emerges notably when professionals perceive their work as directly impactful and personally meaningful, reinforcing their professional identity and commitment.

Further elaborating on *yurigai* in professional contexts, Nishigori et al. (2024) conducted a narrative inquiry exploring how physicians experience *yurigai* in their medical practices, particularly within teaching medical professionalism. Their findings indicated that physicians found *yurigai* when

they could derive positive meanings even from challenging patient-care situations, recognize the inherent strength and resilience of their patients, or develop meaningful relationships with patients and their families. This intrinsic reward was notably different from traditional measures of job satisfaction or monetary compensation, as it emphasized relational and existential dimensions—such as experiencing profound gratitude from patients or witnessing patients’ renewed vitality after treatment.

Moreover, research involving community pharmacists highlights *yarigai* as a multifaceted construct that includes knowledge application, interpersonal communication, and personal growth. Pharmacists reported experiencing *yarigai* through patient interactions that effectively reduced patients’ anxiety about medications and fostered meaningful interpersonal relationships (Shoji et al., 2014). The notion of *yarigai* is particularly important for community-oriented professions, where success and satisfaction are deeply interwoven with interpersonal relationships and perceived social contribution.

Furthermore, Yoshida (2014) explored *yarigai* among professionals in interpersonal support roles, specifically clinical psychotherapists and nurses. Yoshida identified that *yarigai* in these occupations emerges prominently when professionals perceive their actions as positively impacting their clients or patients, fostering strong relational connections, contributing meaningfully to others’ well-being, or gaining recognition and validation from others. The study highlighted *yarigai* as a critical motivational factor that helps professionals cope with emotional and occupational stress by fostering a sense of self-worth, meaningful interpersonal connections, and acknowledgment from clients or colleagues. Importantly, the findings emphasize that feeling *yarigai* helps these professionals sustain their emotional resilience and commitment to their demanding roles.

In educational contexts, *yarigai* is equally relevant. For example, Hamano and Urata (2016) found that junior high school students’ *yarigai* was closely related to school-based activities, social interactions, and achievements, suggesting that *yarigai* plays a critical role in motivating students toward sustained engagement in their studies and broader educational activities. By nurturing a targeted sense of worth derived from specific academic experiences rather than broader existential purposes, *yarigai* could significantly enhance motivation and fulfillment in learners.

Applying the broader concept of *ikigai*, *yarigai* provides a more targeted and contextually relevant framework for understanding motivation and fulfillment in various professional and educational domains, suggesting practical implications for enhancing job engagement, professional growth, and overall life satisfaction. In foreign language classrooms, *yarigai* can more precisely capture students’ sense of accomplishment and intrinsic reward from engaging successfully with language learning activities. Thus, integrating *yarigai* into language teaching, or academic activities and instructions in general (i.e., Academic *Yarigai*), may provide educators and learners with a more practical, focused, and adoptable framework for enhancing task-specific motivation and achievement.

5. Study on Academic *Yarigai*

This study explored the concept of Academic *Yarigai* among Japanese undergraduate learners of English, involving 74 participants. Students responded to open-ended questions about experiences and common characteristics associated with feeling *yarigai* (a sense of worth or fulfillment) in academic activities, including but not limited to language learning. The responses can be categorized into at least nine key factors, each accompanied by illustrative examples paraphrased and translated into English.

The first factor is Intrinsic Fulfillment. Students frequently reported activities as intrinsically rewarding due to personal enjoyment and satisfaction derived directly from engaging in the tasks (e.g., “Because it’s enjoyable and directly connected to my future.” ; “Because I felt a clear sense of growth and satisfaction from achieving goals through persistent effort.”).

The second factor is Curiosity & Intellectual Stimulation. Engagement was driven by curiosity and opportunities for intellectual exploration (e.g., “I could investigate what I wanted to know extensively using various resources.” ; “Because I encountered new discoveries and intellectual competition with peers.”).

The third factor is Personal Growth & Self-Development. Activities contributing to noticeable personal growth and self-improvement provided *yarigai* (e.g., “I could feel my own growth; my skills clearly improved over time.” ; “The success experience raised my self-esteem and further motivated me.”).

The fourth factor is Social Contribution. Students valued experiences where they could perceive tangible impacts on society or others (e.g., “Because I could take action directed toward the world.” ;

“I felt my learning was benefiting others; being able to use my knowledge practically was fulfilling.”).

The fifth factor is Engagement & Flow. A deep level of immersion and absorption in the activity led to experiences of flow (e.g., “It was something I was deeply interested in, allowing me to become fully absorbed.” ; “Because it wasn’t forced; I voluntarily engaged in tasks out of genuine interest.”).

The sixth factor is Recognition & Appreciation. Being acknowledged, appreciated, or praised by others significantly enhanced the sense of *yarigai* (e.g., “Because our group’s efforts were recognized highly, and we received an award.” ; “Because my hard work was recognized positively and praised.”).

The seventh factor is Overcoming Challenges. Successfully facing and overcoming significant academic challenges generated a strong sense of accomplishment (e.g., “Because I overcame difficulties and achieved what initially seemed impossible.” ; “Because completing a difficult experiment and writing a lengthy report gave me deep satisfaction.”).

The eighth factor is Application & Real-World Relevance. Students emphasized the practical use and real-world applicability of their academic learning as highly motivating (e.g., “Being able to apply what I learned in real life made my learning meaningful.” ; “Because practical language use in daily life feels more rewarding than just achieving good test scores.”).

The ninth factor is Sense of Purpose in Learning. Having clear goals and understanding the purpose behind their academic activities significantly contributed to *yarigai* (e.g., “Because the goals were clear, and it directly connected with my aspirations.” ; “Because I recognized that what I was learning was directly linked to my future career.”).

To sum up, it was found that Academic *Yarigai* is strongly linked to intrinsic motivation, personal growth, social relevance, and practical applicability. Experiences where students actively engage with intellectually stimulating tasks, receive recognition, and clearly perceive the meaningfulness and purposefulness of their efforts foster heightened motivation and deeper engagement in their academic journeys.

6. Academic *Yarigai*-9 Scale (AYS)

Based on the findings, the Academic *Yarigai*-9 Scale (AYS) was newly developed. AYS consists of nine items specifically designed to measure students’ sense of fulfillment and motivation in academic contexts. Each item of the AYS captures a distinct aspect of *yarigai*, derived from qualitative research findings on Japanese undergraduate learners of English. This scale reflects critical motivational and psychological dimensions central to effective learning experiences. In the following paragraphs, *Ikigai*-9 item numbers are based on Imai et al. (2012) and Fido et al. (2020). The English translation of *Ikigai*-9 is publicly available online albeit numbered differently (Kemp, 2020).

Item 1, “I feel personally fulfilled when I study,” measures Intrinsic Fulfillment, highlighting internal satisfaction and emotional happiness students experience through academic engagement. This aligns closely with *Ikigai*-9 item 1, “I often feel that I am happy,” indicating the fundamental connection between emotional well-being and intrinsic motivation in learning contexts.

Item 2, “I enjoy learning new things and find it intellectually stimulating,” addresses Curiosity and Intellectual Stimulation. This dimension emphasizes learners’ excitement and eagerness to explore new knowledge. It aligns with *Ikigai*-9 item 5, “I am interested in many things,” underscoring a broad intellectual curiosity essential for sustained engagement and motivation.

Item 3, “Studying helps me grow as a person and develop my abilities,” targets Personal Growth and Self-Development. It reflects how academic activities foster a sense of progress and self-improvement, corresponding directly with *Ikigai*-9 item 8, “I would like to develop myself,” emphasizing continuous self-improvement as central to Academic *Yarigai*.

Item 4, “I believe that my academic learning can contribute to society in the future,” captures the dimension of Social Contribution. It illustrates learners’ recognition of their academic efforts’ societal relevance and potential impacts. This correlates closely with *Ikigai*-9 item 3, “I feel that I am contributing to someone or society,” reinforcing the importance of perceiving academic pursuits as meaningful and socially beneficial.

Item 5, “When I study, I feel deeply engaged and lose track of time,” reflects Engagement and Flow. This item assesses the deep absorption learners experience, potentially aligning with *Ikigai*-9 item 4, “I have room in my mind,” suggesting readiness for a relaxed yet deeply engrossed cognitive state associated with optimal academic performance.

Item 6, “I feel motivated when my academic efforts are recognized by teachers, peers, or family,” assesses Recognition and Appreciation, highlighting the motivational significance of external acknowledgment. This closely corresponds with Ikigai-9 item 6, “I think that my existence is needed by something or someone,” indicating how external validation reinforces learners’ sense of purpose and value in academic settings.

Item 7, “I feel a sense of accomplishment when I overcome difficult academic challenges,” addresses Overcoming Challenges. This reflects the satisfaction derived from successfully navigating academic difficulties, mirroring Ikigai-9 item 7, “My life is mentally rich and fulfilled,” which captures the broader emotional fulfillment stemming from overcoming life’s various challenges.

Item 8, “I can see how my academic knowledge can be applied in real-life situations,” emphasizes Application and Real-World Relevance. It assesses learners’ perception of the practical applicability of academic learning, aligning with Ikigai-9 item 9, “I believe that I have some impact on someone,” thus highlighting how real-world applicability enhances the perceived value of academic activities.

Finally, Item 9, “I understand how my academic studies align with my long-term life goals,” measures learners’ Sense of Purpose in Learning and goal alignment. It corresponds with Ikigai-9 item 2, “I would like to learn something new or start something,” suggesting how clearly articulated academic goals connect meaningfully with broader life ambitions.

While these items comprehensively capture Academic Yurigai, further validation studies are essential to confirm the reliability, validity, and applicability of the Academic Yurigai-9 Scale across diverse student populations and educational contexts. Such studies will be crucial for establishing this scale as a practical tool for psychological and educational research.

7. Engagement and Academic Yurigai

The concept of Academic Yurigai enriches current understandings of second language (L2) engagement by addressing specific motivational aspects missing in existing engagement models. While L2 engagement typically emphasizes behavioral, cognitive, emotional, and social dimensions (Fredricks, Blumenfeld, & Paris, 2004), it often overlooks the broader, intrinsic sense of worth and meaningfulness learners attribute to academic tasks. By contrast, extending the concept of the agentic engagement (Reeve & Tseng, 2011), Academic Yurigai explicitly captures students’ intrinsic fulfillment, curiosity, personal growth, social contribution, and sense of purpose—dimensions vital to fostering deep and sustained motivation in academic contexts.

Unlike traditional engagement constructs, which predominantly measure observable participation, effort, and emotional reactions, Academic Yurigai emphasizes learners’ subjective experience of meaningfulness and intrinsic satisfaction from specific academic tasks. Thus, Academic Yurigai is not reducible to engagement; rather, it complements existing constructs by providing a nuanced, motivational perspective crucial for understanding learners’ sustained commitment to language learning. By capturing what current L2 engagement studies often omit—specifically, the intrinsic value and existential satisfaction derived from academic tasks—Academic Yurigai offers a richer, contextually sensitive approach to fostering and assessing motivation in education.

8. Motivation and Academic Yurigai

Academic Yurigai provides a novel lens through which to examine L2 learning motivation, compensating for limitations found in traditional motivational frameworks. While existing L2 motivation studies typically focus on different types of motivation as well as theories like Self-Determination Theory (Ryan & Deci, 2000) and the L2 Motivational Self System (Dörnyei, 2009), they often overlook the experiential, immediate satisfaction learners derive from specific academic tasks (Dörnyei, 2019).

Academic Yurigai addresses this gap by explicitly capturing a more situational sense of fulfillment, curiosity, and real-world applicability experienced during educational activities. It compensates particularly for what the L2 Learning Experience component within the L2 Motivational Self System has historically underrepresented: a learner’s intrinsic perception of task value and immediate fulfillment (Dörnyei, 2019). Academic Yurigai thus fills a critical gap by emphasizing the lived experiential quality of academic tasks, which traditional motivational theories often inadequately address.

Overall, Academic Yarigai represents an essential conceptual advancement, addressing motivational dynamics currently underexplored by traditional L2 motivation frameworks and significantly enhancing how researchers and educators conceptualize and foster motivation in language learning contexts.

9. Flow, Enjoyment, and Academic Yarigai

Academic Yarigai complements emotional concepts in L2 learning research, such as flow, enjoyment, and directed motivational currents (DMCs). Flow, characterized by deep involvement and challenge-skill balance (Csikszentmihalyi, 1990), emphasizes immersion and the loss of self-consciousness but may neglect learners' broader existential or purpose-driven motivations. Similarly, DMCs (Dörnyei & Muir, 2013), i.e., sustained and long-term flow, emphasize vivid, future-oriented goal-directed actions and self-relevant visions, yet they may overlook the situated, everyday intrinsic satisfaction and micro-level emotions that learners experience during specific tasks (Kanazawa, 2016).

Enjoyment focuses on the immediate, positive affective experiences in the classroom, often arising from interpersonal interactions and teacher support (Dewaele & MacIntyre, 2014), but it does not explicitly capture learners' long-term goal orientations, the perceived meaningfulness of tasks, and social contribution. Academic Yarigai specifically addresses these gaps by emphasizing immediate intrinsic fulfillment, personal growth, social contribution, and real-world relevance, thus integrating emotional and motivational experiences that flow, enjoyment, DMC, and vision only partially address.

10. Well-being and Academic Yarigai

The concept of Academic Yarigai can also contribute to existing frameworks of well-being in education, particularly addressing gaps identified in models such as PERMA (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment; Seligman, 2018) and the E4MC model (Empathy, Emotions, Emotional Intelligence, Engagement, Motivation, and Character Strengths; Alrabai & Dewaele, 2023). While PERMA broadly outlines dimensions of general psychological well-being, focusing primarily on subjective happiness, relationships, and accomplishments (Seligman, 2018), Academic Yarigai specifically emphasizes the immediate experiential fulfillment and meaningful engagement derived from academic tasks. Overcoming the vulgarized glorifications of positive emotions (Kanazawa, 2019), it captures both hedonic elements (pleasure and comfort) and eudaimonic aspects (personal growth, excellence, authenticity) which are crucial for well-being (Huta & Ryan, 2010).

Likewise, Academic Yarigai also resonates with the E4MC model of language learner well-being, which integrates empathy, emotions, emotional intelligence, engagement, motivation, and character strengths but lacks explicit factors on personal growth, self-development, and real-world relevance (Alrabai & Dewaele, 2023). Academic Yarigai explicitly captures immediate, task-specific experiences and clarifies the motivational significance of immediate achievement and real-world applicability, thus effectively bridging theoretical concepts with practical learner experiences.

Moreover, Academic Yarigai is not reducible to concepts like engagement or positive emotions alone, as it uniquely integrates intrinsic satisfaction, social contributions, intellectual stimulation, and overcoming challenges into its framework. It thereby serves as a comprehensive motivational construct, operationalizing and deepening the understanding of well-being beyond mere subjective happiness or generic engagement.

11. Epistemic Emotions and Academic Yarigai

Academic Yarigai offers promising contributions to the Deep Epistemic Emotion Hypothesis (Kanazawa, 2023b; 2024a; 2024b; in press) by emphasizing how intrinsic satisfaction and purposeful engagement in learning activities can evoke and sustain epistemic emotions—such as intellectual surprise, curiosity, and wonder—that are pivotal for deep active learning and knowledge acquisition. Academic Yarigai uniquely conceptualizes the immediate, task-specific sense of fulfillment learners experience, which aligns closely with the conditions that foster epistemic emotions. Specifically, the factors of curiosity, intellectual stimulation, and overcoming academic challenges inherent in Academic Yarigai directly engage learners in epistemic exploration and deeper cognitive processing, crucial aspects described by the Deep Epistemic Emotion Hypothesis (Kanazawa, 2024b).

Additionally, Academic Yarigai helps clarify practical pedagogical implications for triggering epistemic emotions by offering concrete, task-based contexts that can systematically induce

intellectual surprise and curiosity through emotional and cognitive incongruities (Kanazawa, 2023b). By situating epistemic emotions within specific academic tasks, Academic Yarigai could significantly enhance understanding of how such emotions influence learning effectiveness and knowledge retention. Thus, future studies on Academic Yarigai, integrated with epistemic emotional frameworks, could substantially advance insights into the psychological mechanisms underlying deep learning and provide effective strategies for educational practices aimed at fostering sustained intellectual engagement.

12. Conclusion

In conclusion, Academic Yarigai offers an expanded, multidimensional perspective on learner engagement, motivation, and well-being, enhancing existing theoretical frameworks by explicitly addressing the motivational and experiential dimensions specific to educational contexts, including enjoyment, curiosity, and a meaningful sense of achievement. Just as one cannot enjoy a symphony by listening to each instrument in isolation, understanding students' educational experiences requires integrating these interconnected emotional and motivational melodies into one coherent harmony. Academic Yarigai not only captures the missing notes but orchestrates them into a composition educators can actually use, turning theoretical complexity into practical classroom harmony. Future validation and exploration promise to illuminate pathways for creating genuinely inspiring learning experiences—reminding us all that the best education is, ultimately, one worth doing.²

Notes.

1. It is worth noting that the famous Ikigai Venn Diagram with four components (that which you love, that which the world needs, that which you are good at, and that which you can be paid for) is not so much what ikigai really means in Japan as an misunderstood Western interpretation (Kemp, 2019); hence the four-component conceptualization is not adopted in this study.
2. Further relevant resources and updates pertaining to Academic Yarigai can be found at the following webpage. <https://researchmap.jp/yu-kanazawa/yarigai>

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Appendix

Academic Yarigai-9 Scale (AYS)

Item	Factor
1. I feel personally fulfilled when I study.	Intrinsic Fulfillment
2. I enjoy learning new things and find it intellectually stimulating.	Curiosity & Intellectual Stimulation
3. Studying helps me grow as a person and develop my abilities.	Personal Growth & Self-Development
4. I believe that my academic learning can contribute to society in the future.	Social Contribution
5. When I study, I feel deeply engaged and lose track of time.	Engagement & Flow
6. I feel motivated when my academic efforts are recognized by teachers, peers, or family.	Recognition & Appreciation
7. I feel a sense of accomplishment when I overcome difficult academic challenges.	Overcoming Challenges
8. I can see how my academic knowledge can be applied in real-life situations.	Application & Real-World Relevance
9. I understand how my academic studies align with my long-term life goals.	Sense of Purpose in Learning

Note. 1 = Not applicable; 5 = Highly applicable. Scale based on Ikigai-9.

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Enhancing Critical Thinking About Real-World Challenges: Insights From a Project-Based EFL Course on Healthy Ageing

Záborská Schack Dorota

1. Introduction

Project-based learning (PBL) as a student-centered pedagogical methodology has been recognized for its positive impact on students' critical thinking skills. In their systematic review of literature, Song et al. (2024) looked at the effects of PBL on fostering critical thinking skills and language skills within the EFL context over the past years (2013-2023), and confirmed that "[t]he findings indicate that PBL, as a student-centered approach, fosters an environment conducive to enhancing both critical thinking and language proficiency, crucial competencies in the modern educational landscape." (Song et al., 2024, p. 407).

Project-based English (PBE) course is one of the five types of Integrated English (IE) courses offered by the Center for Multilingual Education at the University of Osaka. In this paper, I reflect on my experience designing and teaching one of these PBE courses in the fall-winter semester of the academic year 2024. This 15-week-long course brought together twenty students from diverse departments of faculty of science and faculty of engineering who used English as a tool for research, discussion, and collaboration. My goal was to create an environment where students could develop particularly their productive English language skills while engaging in meaningful, interdisciplinary inquiry related to the real-world challenges, in this case their possible contribution to healthy ageing.

The course followed a structured progression: (1) students read *AGE*, a brief book about ageing written by biogerontologist Suresh Rattan, to build foundational knowledge; (2) they conducted interviews with older adults in their families or neighborhoods to explore real-world perspectives on healthy ageing and lived experiences with ageing; (3) in interdisciplinary groups, they developed projects proposing how their fields could contribute to healthy ageing; (4) in group presentations, they shared their ideas with their peers, receiving constructive feedback from their audience; and (5) they compiled portfolios documenting their work and reflections.

Students' reflections serve as the primary basis for assessing the course's impact. Drawing from their feedback and my own observations, I explore how project-based learning fostered their engagement, critical thinking, and confidence in using English. To serve as a practical guide, I provide a chronological, week-by-week account of what took place in each class. This description is followed by an explanation of the pedagogical underpinning - specifically, my goals for each class or sets of classes. I then present illustrative excerpts from students' reflections and/or key themes that emerged from their end-of-semester portfolios.

2. The Teaching Context

2.1 Course Type: Integrated English (Project-Based English)

There are five types of face-to-face Integrated English (IE) courses offered within the general education curriculum to first-year and second-year students by the Center of Multilingual Education at the University of Osaka: IE Liberal Arts & Sciences, IE Performance Workshop, IE Academic Skills, and IE Project-Based English. These are semi-compulsory, meaning that the students have to take a certain number of English classes during their university studies, but they have the freedom of choice. There are several instructors in charge of each type of IE who are free to create their syllabi and content of their courses following the basic guidelines regarding each type.

The aim of IE Project-Based English is described on the university website as follows (author's translation of the Japanese): Project-based English is a course centered on research projects conducted individually or in groups, starting from each student's interests. In this class, students present the results of their research in English after reading and listening to relevant English-language materials and discussing their findings and research direction with their classmates. Through these activities, the course aims to develop all four English language skills—reading, listening, speaking, and writing—

while also fostering research and research communication skills essential for academic work. In this class, actively using English and participating in activities is prioritized over striving for perfect accuracy. Students are encouraged to engage in discussions and express their ideas freely, even if their English is not flawless. To enhance learning outcomes, of course, it is important for students to refine their writing and speaking skills in other language-focused courses. (*Center for Multilingual Education*, n.d.)

2.2 Why Healthy Ageing? Course Objectives and Learning Goals

The subtitle of the course was *Healthy Ageing – Finding Possible Contributions from Our Fields of Study*. Several years ago, I designed a course on healthy ageing for students in the Department of Welfare Society and the Department of Public Policy at another public university (see Záborská, 2021). The feedback from students at that time was overwhelmingly positive. So, when I was assigned to teach a project-based course at the University of Osaka, I wanted to replicate that meaningful learning experience on a topic highly relevant to Japanese society. Additionally, I was curious to see how students from diverse fields—such as engineering, physics, chemistry, biological sciences, and applied natural sciences—would approach this issue from their unique disciplinary perspectives.

I described the course objectives and goals for them in the syllabus in the following manner: (1) Course Objectives: In this course, you will read a collection of short essays on age and ageing by biogerontologist Suresh Rattan, and other materials related to ageing. As students majoring in various fields of science, you will ponder the question of ageing in Japan, what healthy ageing is, and how can your field of study possibly contribute to or inform healthy ageing. In this course, you will become classmates with your colleagues from different faculties. Together, you will work on a project with an interdisciplinary approach to the topic in question. (2) Learning Goals: Upon successful completion of the course, students will have learned: 1. to engage in group and class discussions, 2. how to engage in online interactions, 3. how to make effective presentations individually and as a team, 4. how to conduct a research project in interdisciplinary collaborative groups, and 5. how to create a summative-reflective portfolio.

2.3 An Online Platform

I have been using Microsoft Teams as a supporting digital tool and online platform since the pandemic (see Záborská, 2021; Záborská, 2022; Záborská Schack, 2023). Besides utilizing its functions—such as assigning and collecting homework, distributing class materials, and easily communicating with students via chat—the ability to create separate channels for each class meeting enables me to keep a record of the classes. This also allows students to review my instructions, stay updated on class activities if they were absent, and participate in online discussions and written contributions related to that particular class meeting.

2.4 Students

Twenty students (5 female students: F1~F5, and 15 male students: M1~M15) from seven departments (physics, biology, chemistry, applied natural sciences, environmental and energy engineering, earth and comprehensive engineering, and earth and integrated engineering) in three different faculties (Faculty of Engineering, Faculty of Science, Faculty of Applied Sciences) signed up for the course. Except for one fourth-year student, all were in their first year of university studies. The average attendance was 87 %, which is relatively high, considering that the class was meeting on the first period on Thursday.

3. Classwork and Homework Week by Week

3.1 Week 01: Orientation and Brief Self-Introductions

After I introduced myself to the students, I communicated to them my intentions when designing the course and the reasons for the choice of the topic of healthy ageing. We went through the syllabus together, and I explained the general flow of the classes, how to use MS Teams, what kind of work they would be expected to do, and how they would be evaluated.

Students wrote a very brief self-introduction on the MS Team channel for the first class. They were also asked to prepare for a mini professional self-introduction speech due in the following two classes.

3.1.1 Goals

The main goal for me was to make sure that students understood the expectations and workload clearly, so they could make an informed decision whether they wanted to stay in the course or not. None of the students quit the course. I consciously paid attention to being friendly and showing support, so that students would feel positively challenged and motivated rather than simply overwhelmed by the amount and complexity of the course work.

3.1.2 Reflections

According to the students' answers to the question 1. How did you feel after our very first class meeting? collected from their portfolios, overall, they experienced a range of emotions, from nervousness and uncertainty to excitement and curiosity. Many appreciated the interactive format, the opportunity to improve their English, and the chance to collaborate with classmates from different backgrounds.

"I was worried at first because I didn't know what I was going to learn, but the teacher and the friends in the group were very cheerful and made me feel at ease." (M15), or "The introduction to the course content and structure made me want to learn more. The lecturer explained everything clearly and the atmosphere was friendly and engaging." (M7), and "The teacher was very kind, the members of the same team were very warm, and I felt that the classes would be conducted in a good atmosphere." (F2) illustrate students' mixed initial reactions, such as nervousness, worries, and excitement, as well as appreciation for an interactive and friendly atmosphere.

Some students struggled with the English-only environment at first but saw it as an opportunity to improve their language skills. *"In my early English classes, I usually spoke Japanese, so I couldn't improve my skills well. However, in this class, Mrs. Dorota speaks English, so I struggled at first, but gradually got used to it." (F5).*

They showed interest in the course content and group work: *"I was glad to hear that we would be learning about healthy aging, as I thought the subject matter would be useful in real life." (M15), or "I thought this would be a great opportunity to practice presenting and collaborating with others." (M5).*

Some students had heard that the course was difficult but believed it would be valuable. *"Some friends told me this class is a little hard but worth taking. I was a little worried but excited." (M5), and "To be honest, I was not looking forward to this course because my friend said it was difficult due to the many assignments. However, I thought if I took this class seriously, I could improve my English, so I decided to work hard." (F4)* show expectations for a challenging but rewarding experience.

3.2 Weeks 02-03: Mini Professional Self-Introduction Speeches

In these two class meetings, students were asked to give a short (5~7-minute-long) professional self-introduction speech. The instructions were as follows: Here is a set of questions to help you prepare. 1. Who are you? 2. Where are you from? 3. How did you end up at Osaka University? (Why not another university?) 4. What is your faculty and major? (Check the English version of the website/webpage of your faculty for the correct names.) 5. What classes are you taking this semester? 6. What classes and/or topics are you looking forward to studying the most? Why is that so? 7. What are your most important study/research goals in this academic year? What (field of study/topic) do you want to explore? Why? Let (make) your speech flow naturally. Incorporate the answers in your speech in a way that is comfortable for you. Feel free to share any other information about you.

Students in the audience were asked to take notes into their notebooks while listening to their classmates, so they could later write comments to the speaker's individual posts. (About 50 words or more within 48 hours from the class.) I provided them with a sample comment to a "sample" student post by Osaka Hanako (an imaginary classmate): *Hi Hanako. Thank you for your self-introduction. I found your interest in biomechanics quite fascinating. I didn't know much about its uses, so when you talked about ... (here comes something concrete that Hanako talked about) I got interested in it, too. Let's talk after class.* (number of words)

3.2.1 Goals

The main goals were to help students build positive rapport and collegiality within a relatively short time, and also think about and practice giving brief, yet more professional and in-depth self-introduction speech. This is also when I put students from different departments into six groups of 3

to 4 students

3.2.2 Reflections

Many students were surprised by the requirement to give, in their mind, a long self-introduction, but they saw value in it, as the following quotes show: *"I was surprised when you told us to make a self-introduction lasting at least five minutes because I had never made such a long self-introduction, even in Japanese."* (F1), or *"I had never introduced myself in such detail before, so it was a new experience."* (F5), and *"Listening to everyone's self-introductions, it was interesting to see people from different departments and faculties."* (M8)

Regarding dividing the class into heterogeneous groups, students seemed to accept it without any problems. At least, they did not show any significant stress about changing the seats and parting with their friends from the first three classes, nor did they share anything related to this later in their reflections.

3.3 Week 04: Reading the Textbook, Writing Interview Questions, Brainstorming

In this class, we watched a short video on WHO's work on the UN Decade of Healthy Ageing (2021-2030) released by the World Health Organization (*UN Decade of Healthy Ageing*, 2024), and talked and thought together about healthy ageing. I provided students with other useful materials and links related to the topic. I announced the next activity in a post titled *"Investigating older people's beliefs, experiences, and needs regarding healthy ageing through interview-Brainstorming."* The instructions communicated in class and also posted on MS Teams were: *The aim of your interview will be to gain a deeper understanding of the realities of older people, so in your group project you can think together about how you and your field of study could contribute to healthy ageing of already older people (and eventually to you, too).*

For their homework, students were asked to do the following. Instructions explained in class and shared on MS Teams were: *1. Finish reading the book AGE, 2. Access the links provided in today's class, get yourself familiar with the websites, and read the articles there to inform and educate yourself about what healthy aging can be, what the common misconceptions are, what ageism is, etc., 3. Summarize your informed understanding of healthy ageing in your notebook., 4. After you have acquired knowledge about (healthy) ageing, think of several interview questions that might help you make your interview with older people valuable and that will inform your main project of this course: Presenting A Project - Finding Possible Contributions From Our Field Of Study, and 5. Have your notes and questions ready for our next class.*

Students were also asked to brainstorm possible interview questions and post them online. I gave the students a framework for thinking about the possible questions to scaffold this activity: *As a reply to this post, share some possible interview questions for your investigation of older people's beliefs, experiences, and needs when it comes to healthy ageing. This is just our first brainstorming! What (kind of) questions do you think you could ask? E.g.: Osaka Hanako: Beliefs: ...here, write a question/questions related to what your interviewee(s) believe is connected to healthy ageing. Experiences: ...here, write a question/questions related to your interviewee(s)' experiences with (healthy) ageing. Needs: ..., write a question/questions answers to which would help you understand better what kind of needs your interviewee(s) express they have for ageing healthily.*

3.3.1 Goals

My goals for this class were to engage the students with a variety of authentic materials related to the topic while scaffolding them with clear and paced instructions provided orally in class and in the written form online.

3.3.2 Reflections

Judging from the answers with their possible interview questions that all students posted within the due date, the scaffolding was successful, and they created a valuable and useful bank of questions for them to work with in the next class meeting. Here are but a few examples of students' questions investigating older people's: (1) beliefs: *How has your view of aging changed compared to before? / As you get older, have your values changed? What are they?*, (2) experiences: *What are some habits or endeavors you are glad you have done so far? Conversely, what have you done that you should not have done? / When did you start thinking of yourself as an old person? / What has changed the most*

as you get older? Also, how do you feel about being the age you are now?, (3) needs: What do you need most to enrich your future life? / Is there anything that young people can do to support you for healthy ageing, or anything you would like them to do to support you? / Are there any health-related services that you want? / What do you think is necessary for you to continue to live longer?

3.4 Week 05: Finalizing Interview Protocols

For this class meeting, we met online on Zoom in six breakout rooms (BOR), one for each group. The students finalized their group's interview protocols and got ready to conduct interviews with older people in their families or in the neighborhoods.

We also talked and thought about the idea of multiple ages within oneself taken from the reading the textbook AGE (Chapter 6, pp. 57~60).

3.4.1 Goals

The main goal for this class was to give students as much space as possible to work in groups. The Zoom breakout room setting allowed me to stop by in each BOR and help each group with anything they needed without being overheard by other groups.

There was only one question decided by me that I asked students to incorporate into their interviews, and that was a question of multiple ages within oneself. The instructions for the students were posted ahead of time in this class time, but on the channel for Week 06. They were as follows: In his book AGE, in the chapter ME AND MY MULTIPLE AGES, Suresh Rattan wrote: *"Age is neither one physical state of the body, nor one fixed state of the mind. Age is a continuum."* (p. 57) *"Our age flows forward and backward depending on how we feel, how we behave and how we visualize ourselves."* (p. 58) You were asked to ask your interviewees to share their opinion on this part. As a reply to this post, share their answers with the class. Start with your name in Romaji and identify the interviewee with M for a male participant and F for a female participant, followed by number and their age in the brackets and write his/her opinion. E.g., Zaborska Schack Dorota: F1 (65): F1 said that M1 (72): M1 shared that ... F2 (80): F2 told me that ...

3.4.2 Reflections

Each group submitted their interview protocols within the due time. It is beyond the scope of this paper to report on each protocol. However, based on the results in the following class, the students managed to be ready for interviewing.

3.5 Week 06: Conducting Interviews With Older People – Our Results – Now What?

In this class, students analyzed the qualitative data from their interviews. They reported to their team mates (1) what ways of thinking their interviewees shared with them, (2) what needs their interviewees expressed, and (3) what tendencies they saw.

Students were then asked to decide together what kinds of literature/articles would each member search for and report back to the group in our next class.

3.5.1 Goals

Besides analyzing the qualitative data, another goal of this class was to summarize the tendencies, ways of thinking, experiences and needs, think what kind of literature would be relevant, and thus work on the background and introduction part of their group project presentation.

3.5.2 Reflections

Collectively, the students interviewed 37 older people in total (F=20, M=17): 14 grandfathers, 13 grandmothers, 5 unspecified, and five people other than a grandparent (aunt, uncle, mother, clerical worker, teacher). The average age of the interviewees was 75 years of age, the youngest being 50 and the oldest being 84. The total time spent interviewing was 17.5 hours, or 22 minutes on average, with the shortest time of 15 minutes and the longest time 40 minutes.

Many students reported that they had little prior experience interacting with older people in this way but found the interviews insightful. Some realized that they had misconceptions about ageing and elderly individuals. Due to the space constraints, here are but three illustrative excerpts from students reflecting on conducting interviews: *"Before I took this class, I seldom had an opportunity to talk with my grandparents. But thanks to this class's interview assignments, I got an opportunity to talk with*

my grandparents, and after this interview, we started talking once a week." (M1), "Having lost both my grandfather and grandmother early in life, I had always assumed that the elderly were really frail, fragile, and had negative feelings about their own weakening bodies. However, when I actually interviewed them, I found that many elderly people are resisting aging and thinking about what they should do to live healthily." (M6), and "Through these conversations, I realized that many elderly people feel a lack of social connections. Even though they want to be more active, they often lack opportunities to do so." (M2)

3.6 Week 07: Working on the Project Introduction

In this class, students worked on their project's introduction and background part. They summarized their findings in terms of beliefs and needs expressed in and tendencies emerged from their qualitative data. They tried to connect the findings with the literature they reported in class to their team mates.

The students were also asked to brainstorm ideas for their concrete project proposals, and they thought about the kinds of innovative actions which would contribute to healthy ageing.

3.6.1 Goals

The main goals for this class was to give the students enough of space to synthesize their findings with the literature, and to feel free to be creative while listening attentively to their peers' perspectives.

3.6.2 Reflections

Interdisciplinary learning, or working with students from different disciplines, emerged clearly as a key point in students' reflections. Many found it challenging but rewarding to collaborate with classmates from different academic backgrounds.

Illustrating this sentiment are the following quotes: *"Our group members were from engineering and physics, which made it difficult for me to understand physics-related aspects of our project. However, their presentation preparation was very quick, and the quality was good." (M1), "In my group, all members were in the faculty of engineering. However, each had a different point of view, and it was very interesting. When we decided on the outline of our project, a lot of ideas I could not have come up with appeared from other members." (M5), "By bringing together three people with different perspectives, exchanging opinions, and then putting them together, we came up with a good idea for a matching application for elderly people." (M6), and "It was very interesting that in this class, there were not only engineering students but also science students, and they had different ways of thinking when considering their respective fields of specialization." (M8)*

3.7 Week 08: Mid-Term Oral Report: Introduction & Background

In this class, all six groups gave a 10~12-minute-long mid-term oral presentation of their project introduction and background with a PowerPoint, which they did not have to submit. At this point, they also did not have to reveal whether they have any concrete ideas how their project could contribute to healthy ageing.

The students in the audience were asked to listen attentively and critically, take notes in their notebooks, and within 48 hours write their concrete comments and suggestions for each group on MS Teams.

3.7.1 Goals

The main goals in this class were to encourage students' attentive and critical listening and thinking, and also to show solidarity and support in making constructive suggestions to their colleagues. After each presentation, I also offered my own advice pointing out all the good and interesting possibilities and directions in which their projects could be developed, publicly, as well as individually approaching each group at their desks.

3.8 Weeks 09~12: Preparing Group Projects and Its Presentations

The students used these four classes for outlining, polishing, finishing, and practicing their project presentations. During the class time in Week 09, students worked on combining their own ideas with their classmates' suggestions, and my advice. During the Week 10, I was available to assist or support students only online via the chat due to influenza. Students were understanding of my condition and worked diligently on polishing their projects. They could work at a place convenient for all the group

members. Four out of six groups chose this option, and two groups worked in the classroom. In Week 11, I met with the students in our regular classroom and helped each group on individual basis listening to them, talking with them, and giving them last pieces of advice. The class time in Week 12 was again used for practicing the final versions of their presentations in the place of their choice. I was available online via the chat function. No questions were asked, nor any further assistance or help required.

3.8.1 Goals

The goals of these four classes were again two-fold. On one hand, I made sure that I show and provide students with solid support, while simultaneously allowing them space and time to work at their own pace.

3.9 Weeks 13~15: Group Project Presentations

Here are brief introductions to the six group projects based on my notes during the students' presentations in class and their PowerPoint files. Three groups also shared the script of their presentations, in more than 5000 words in total.

DOKODEMO DOOR Project (Group 1)

This project helps elderly people stay socially and mentally active by using the Metaverse to host virtual class reunions. Many older adults value reconnecting with friends but face challenges traveling long distances. By creating nostalgic virtual environments with familiar landscapes and foods, this project allows seniors to relive memories, strengthen social bonds, and boost cognitive health, ultimately improving their well-being.

Find New Interactions Through DIY! (Group 2)

This project encourages elderly people to stay active and socially connected through DIY house renovations. Older adults and young volunteers work together to refurbish abandoned houses into community spaces. This hands-on activity promotes light exercise, social interaction, and a sense of purpose, helping seniors maintain both mental and physical health. Even after the renovations, these spaces will serve as gathering places for continued community engagement.

Anti-Dementia Sports (Group 3)

This project focuses on helping elderly people stay physically and mentally healthy through sports and community interaction. Many seniors want to maintain their health and independence while preventing dementia. Research shows that exercise improves mental health and reduces the risk of cognitive decline. To support this, the project introduces enjoyable and accessible sports like Mōlkky and Boccia, which anyone can play. The plan includes community sports events where seniors can interact while staying active. Students will participate as receptionists, referees, and recorders, and a stamp rally system will add a fun incentive to participation. By combining physical activity with social engagement, this project encourages healthy aging and stronger community bonds.

Show and Share (Group 4)

This project promotes healthy aging by encouraging elderly people to share their hobbies, learn new skills, and interact with others. Inspired by "Show and Tell," it features monthly culture festivals, weekly practice sessions, online interactions, and intergenerational exchanges. By engaging in activities like haiku, tea ceremonies, and even science experiments, seniors can find their Ikigai—a reason to wake up with excitement—leading to a happier, more fulfilling life.

Application "Tinderderly" (Group 5)

This project addresses the need for social connections among the elderly by creating a matching app for people over 60. Many older adults want to make new friends, find people with similar hobbies, and enjoy life with others. "Tinderderly" is a safe and easy-to-use app designed exclusively for seniors, allowing them to meet and interact without stress. Unlike traditional matching apps, it's not just for romantic connections—it helps users find friends and activity partners based on shared interests. The app also organizes offline meetups in different regions, giving elderly people more opportunities to talk, hang out, and engage in fun activities together. By eliminating loneliness, reducing stress, and promoting enjoyable social interactions, this project supports healthy and fulfilling aging.

VR Horse Racing Using In-Facility Currency (Group 6)

This project combines exciting gaming with cognitive stimulation to improve the quality of life for elderly people in care facilities. Using virtual reality technology, seniors can participate in virtual horse racing—some as jockeys wearing VR headsets, while others place bets using a special

in-facility currency. This interactive experience actively engages the brain, encourages social interaction, and stimulates new cognitive activity, helping to prevent dementia. The project also considers potential challenges, such as introduction costs and possible conflicts within the facility, ensuring a well-balanced and inclusive experience. By making use of VR's immersive potential, this project promotes mental stimulation, community engagement, and fun competition, all of which contribute to healthy aging.

3.9.1 Goals

The ultimate goals for involving the students in creating their group projects were to investigate real-world issues related to healthy ageing through interviews with older people, then to simulate an interdisciplinary collaboration through engaging in critical discussion with their university colleagues studying different fields of studies, and finally present their findings and innovative ideas to attentively listening audience.

3.9.2 Reflections

Listening to classmates' project presentations, students appreciated the creativity of their peers' projects and gained new perspectives on solutions for healthy aging: *"Other groups' project presentations were very interesting for me. There were catchy project titles, interesting projects, and good pronunciation."* (M1), *"One particularly interesting idea was using digital tools to help seniors connect online, which presented new possibilities for reducing isolation."* (M2), *"The most interesting one was meeting and talking with friends in the metaverse. It is not only novel but also reasonable. Those who cannot move far can communicate with friends without transportation barriers."* (M5), *"Listening to the presentation on using the Metaverse, I was reminded of the importance of working on a project as a group. Even those with physical disabilities can participate as long as they can use digital devices."* (M6), *"All the presentations by other groups were great. Group 1 had a unique idea, and I learned how to change viewpoints."* (M3)

4. Summative-Reflective Portfolios

Subheadings in the above section 3. *Classwork and Homework Week by Week* were also parts in the portfolio master copy file which I uploaded to the Assignments on the Microsoft Teams. The students filled out their portfolio according to the instructions within. (See the screenshots in Appendix.)

The students were asked to copy their written online contributions (e.g., comments and suggestions for their classmates, answers to questions posted in class, etc.) from the individual channels on MS Teams and paste them into the assigned part in the portfolio file. They were also asked to write the following reflections: (1) on reading the book AGE by Suresh Rattan, (2) on their classmates' comments and suggestions for their group project and the group work done in weeks 09~12, and (3) on the whole course, what they experienced and how it contributed to their way of thinking about healthy ageing through 1. interviewing older people, 2. researching the relevant literature, 3. cooperating with people from different fields of study, and 4. listening to their classmates' presentations.

The portfolio also included students' general information, self-evaluation, evaluation of their group mates, simple statistics of total words of their comments and responses on MS Teams, and their three reflections, group project abstract, references in APA style, declaration of academic integrity, free message for the instructor and two open-ended questions/prompts: 1. Describe your feelings and first impressions of the course and expectations for the course in at least 70 words, and 2. When comparing yourself at the start of this project-based English course to where you are now, how have you gained knowledge both in terms of content and language? Only one student failed to submit their portfolio. While the absolute minimum for the word count of student writings collected, as well as directly written in the portfolio was 1300 words, students on average wrote 2187 words. The raw qualitative data from the portfolios thus resulted in 41,562 words.

5. Evaluation

Students were evaluated in five categories: 1. their classroom participation/learning engagement (15%), 2. their comments and posts on MS Teams (15%), 3. report/reflections (15%), 4. portfolio (25%), and project presentation (30%). The average points for these categories were as follows: 1. 13.0/15 points, 2. 11.1/15 points, 3. 11.1/15 points, 4. 19.1/25 points, and 5. 24.7/30 points. The

average total score was 78.9 points.

Interestingly enough, regarding students' self-evaluation, they tended to under-evaluate themselves compared to my scores based on my class notes, observations, and evaluations of the presentations and the levels/depths of their portfolios.

6. Reflections on the Whole Course

Although as an instructor and designer of this course, I might be seen as positively biased towards my students, I can proudly insist that they worked hard, and from my pedagogical point of view, achieved the goals set so highly in this course.

Finally, the students reported that they felt they gained valuable insights that changed their perspective on ageing and on collaboration, showing thus their personal growths. They wrote: *"Throughout this class, I have been thinking about healthy aging, and I thought that the most important thing is how much fulfillment, accomplishment, and satisfaction I can get from my own daily life."* (M7), or *"Unlike other classes, in this class, after the mid-term presentation, we had the same members present again after receiving comments and reviewing, which gave us a good opportunity to incorporate others' opinions and improve our work."* (M8), and *"I learned how to deal with difficult problems, how to explain solutions, and how to get older in a healthy way."* (M5)

These reflections highlight the course's impact in broadening students' perspectives on aging, encouraging interdisciplinary collaboration, and fostering critical thinking about solutions for promoting healthy aging.

7. Summary and Afterthoughts

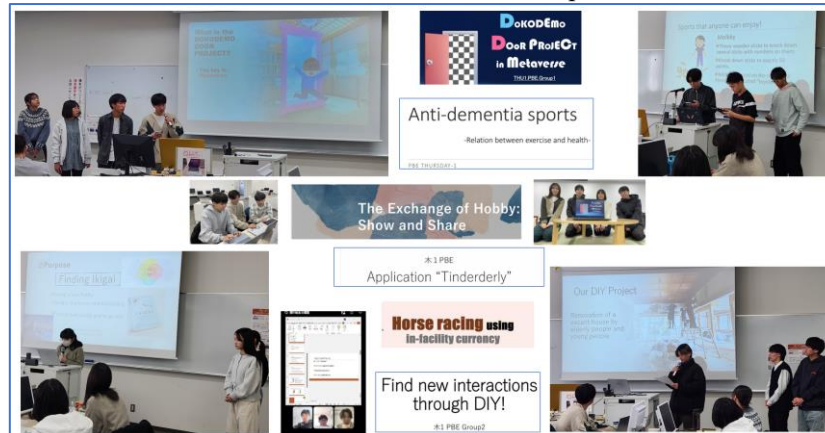
This paper has reflected on the structured yet flexible learning process that guided students through a project-based English language course, integrating theoretical inquiry with practical engagement. Throughout the course, students read a book on aging, conducted interviews with older individuals, and analyzed their findings in relation to older people's beliefs, experiences, and needs concerning healthy aging. They then explored relevant academic literature and collaborated on interdisciplinary group projects addressing aging-related challenges in Japan. Through their group presentations and the feedback that they received from their peers, students gained valuable experience in effectively communicating their ideas.

The six group projects, as briefly introduced in the section *Weeks 13–15: Group Project Presentations*, clearly demonstrate that students engaged deeply with the challenges of aging they encountered through their interviews and research. They recognized the importance of cognitive health, social connections, active engagement, and overall well-being in the aging process. While the feasibility of their proposed projects may not be entirely realistic, the primary goal was for students to develop an awareness of key aging issues and apply their knowledge creatively and critically.

Beyond the development of English proficiency, the course aimed to cultivate research skills, teamwork, and public communication abilities. Additionally, implicit pedagogical goals included fostering lifelong learning habits, promoting awareness of healthy lifestyles, increasing sensitivity to societal challenges, and equipping students with essential collaboration skills for their future careers. Based on informal discussions with students toward the end of the semester, I also observed a shift in their attitudes toward aging, as they expressed greater empathy and consideration for people of all ages. As an educator, I consider this outcome to be one of the most meaningful achievements of the course.

Appendix

Illustrative Screenshots and Snapshots



Screenshots of presentation title slides and snapshots of students engaged in practicing and presenting their projects.

Screenshots from the portfolio master copy with color-coded instructions.

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学習者エンゲージメントの概念と測定方法 —行動的・認知的・感情的・社会的・主体的な視点からの概観—

綱澤 えり子

1. はじめに

教育現場において、学習者が授業や課題に積極的に取り組むかどうかは重要な課題である。したがって、学習活動や学習課題に夢中になり、積極的に関与することを意味する学習者エンゲージメント（以下エンゲージメント）は、近年第二言語習得分野で盛んに研究されるようになってきている（Hiver et al., 2024; マーサー・ドルニエイ, 2022）。特にエンゲージメントが重要視される理由として、1) 学習成果との強い関連性、2) 行動・認知・感情・社会的要因を含む多面的な特性、3) 教育現場で直感的に理解しやすい点、4) 介入によって向上させることが可能である点が挙げられる（Zhou et al., 2021）。

その重要性から研究は盛んになりつつあるが、エンゲージメントは単一の要素ではなく、行動・認知・感情といった複数の側面を持つため、その概念や測定、評価方法に関して統一した見解が確立されているとはいいがたい。そのことが、エンゲージメント研究の活用を妨げる要因であることが指摘されている（Zhou et al., 2021）。そこで本稿では、エンゲージメントの概念と測定法について整理し、これまでの研究を概観するとともに、今後の研究の方向性について考察する。

2. エンゲージメントの概念

エンゲージメントは学習の本質的な要素と考えられているが（Sulis, 2024）、その下位概念の数と定義の両方において研究者間でコンセンサスが得られていない。そうした状況の中で共通する見解は、エンゲージメントとは行動と感情的要素を包含したものであるという点である（Reschly & Christenson, 2012）。そして行動を伴う点で、動機づけ（motivation）とは異なる概念として区別される（廣森・和田, 2024）。

観察が可能な外的側面である行動と、観察が困難である感情や認知など内的側面を併せ持つため、同じ用語で異なるものを表す「ジングル」（Jingle）や、一つの事柄を表すために異なる用語を使用する「ジャングル」（Jangle）のような混乱が生じやすい。このような問題は「ジングル・ジャングルの誤謬」（Jingle-Jangle Fallacies）として知られており（Reschly & Christenson, 2012; 廣森・和田, 2014）、エンゲージメントの側面をどのように捉えるかについて統一した見解が確立されない要因の一つとなっている。

2.1 エンゲージメントの側面

先述したように、エンゲージメントは、複数の側面を持つ多次元的な概念と認識されている（Fredricks et al., 2004）。統一した見解が確立されないため、研究者によってさまざまな分類方法が提案されている。一般的には、行動的エンゲージメント（Behavioral engagement）、認知的エンゲージメント（Cognitive engagement）、感情的エンゲージメント（Emotional engagement）の三側面が中心に議論される（Reschly & Christenson, 2012）。しかしながら、コミュニケーションツールである言語を学ぶ言語教室では、社会的側面も重要である。そのため、第二言語習得分野では社会的エンゲージメント（Social engagement）も加えた4つの側面での研究も多く進められている（廣森・和田, 2024）。さらに、学習者の授業への建設的な貢献を表す、主体的エンゲージメント（Agentic engagement）の側面も提案されている（Reeve & Tseng, 2011）。既存の行動的・感情的・認知的エンゲージメントだけでは学習プロセスにおける生徒の主体的な関わりを捉えきれていない（Reeve & Tseng, 2011）として、主体的エンゲージメントの重要性を主張する研究者もいる。一方で、主体性をエンゲージメントの前提条件と捉え、敢えて一つのエンゲージメントの側面としては扱わない研究者（Sulis, 2024）もいる。

様々な研究によって認識や扱いの異なるこれらエンゲージメントの 5 つの側面、すなわち行動的・認知的・感情的・社会的・主体的エンゲージメントについて、定義とその指標を先行研究 (廣森・和田, 2024; マーサー・ドルニエイ, 2022; Reeve & Tseng, 2011; Sulis, 2024; Zhou et al., 2021) を参考にまとめ、表 1 に示す。

表 1. 学習活動におけるエンゲージメントの側面とその指標

側面	定義	指標
行動的エンゲージメント	授業や学習活動に積極的に関与し、集中している状態。	タスクの完遂、タスクに費やした時間、努力、使用単語数、発話量やり取りの回数
認知的エンゲージメント	課題解決に意識的に注意を向け、思考を巡らせている状態。	質問、意見交換、フィードバック、説明などの発話行動、自己修正、非言語コミュニケーション、内言
感情的エンゲージメント	学習活動に対する感情的な関与や反応。	楽しさ、熱意、満足感、興味
社会的エンゲージメント	学習活動における他者との相互作用や社会的関与の程度。	相互関係、バックチャネル ¹ 、共感、協働学習
主体的エンゲージメント	学習活動に積極的に関与し、学習内容や環境を主体的に調整・豊かにしようとする姿勢。	質問、意見、学習に関する自身の関心や要望の伝達、授業改善のための提案

2.2 エンゲージメントと非エンゲージメント

エンゲージメントの側面に加えて、エンゲージメントを「低い-高い」という単一の連続体として捉えるか、それともエンゲージメントと非エンゲージメントとを別個の連続体として捉えるかという点においても研究者間で概念化や測定方法に違いがある (Reschly & Christenson, 2012)。非エンゲージメントとは、単にエンゲージメントが低い (消極的・無関心) ということとは異なり、否定的な心理状態や行動を伴う状態である (Skinner et al., 2008)。その結果として Skinner et al. (2008) は学業不振や退学につながるリスクが高まることにも言及している。非エンゲージメントはより深刻な問題として扱うべき概念とも考えられよう。したがって、行動的・認知的・感情的・主体的側面ごとの非エンゲージメントについて言及する。

行動的非エンゲージメントは行動的エンゲージメントと対極的な概念であり、受動性、あきらめ、注意散漫、準備不足が指標として挙げられている (Skinner et al., 2008)。中には、トラブルにつながる行動として概念化する研究者もいる (Jang et al., 2016)。認知的非エンゲージメントは認知的エンゲージメントと必ずしも対極的なものではなく、比較的独立した概念であり (Elliot et al., 1999; Jang et al., 2016)、学習における時間管理の困難、学習戦略の不使用、(Jang et al., 2016) などを指す。学習者が積極的に内容を深めようとせず、単に作業をこなすような姿勢と捉えることができるであろう。感情的非エンゲージ面について、まずポジティブな感情とネガティブな感情は長期的な視点で見ると独立し、単純な対極にある感情ではないことが示されており (Diener & Emmons, 1984)、感情的非エンゲージメントは、退屈、興味の欠如、不満、不安、自責 (Skinner et al., 2008) という指標が挙げられる。主体

¹ 相槌など、会話において聞き手が話し手に対して示す短い言語的・非言語的反応のことを指す。

的非エンゲージメントについては、「たとえ環境が支援的でなく、学習者のニーズを無視または阻害するものであったとしても、それを受動的に受け入れること」(Jang et al., 2016, p.37; 著者訳)と定義されている。Jang et al. (2016) 内で使用された質問紙内容から具体的に、受動的参加、無反応、思考の秘匿、質問の忌避、最低限の応答が指標として考えられている。

Jang et al., (2016) では、エンゲージメントと非エンゲージメントは、それぞれ異なる心理的メカニズムに基づいて変化する可能性があること、非エンゲージメントがエンゲージメントよりもアウトカム予測においてより強い影響を持つことも示唆されている。エンゲージメント研究の大きな目的である中途脱落防止 (Reschly & Christenson, 2012) の観点から見ると、非エンゲージメントに焦点を当てた更なる研究が望まれる。

3. エンゲージメントの測定

先述したエンゲージメントの概念的な曖昧さが測定の困難さに直結しており、研究の発展において重要な課題となっている。数多くの研究が行われてきているが、エンゲージメントの多面的な特性を包括的、かつ適切に測定する方法は未だ確立されていない (Zhou et al., 2021)。動機づけ理論との関連性を明らかにするための定量的データの収集や、流動的なエンゲージメントを捉えるための測定方法の開発は、現在も進められている。その一環として、瞬間的なエンゲージメントの変化、タスクごとのエンゲージメントの傾向、エンゲージメントの推移など、さまざまなレベルでの測定が試みられている (Sulis, 2024)。本稿では、それらの測定方法を先行研究 (Sulis, 2024; Zhou et al., 2021) を参考に整理し、表 2 に示す。

表 2. エンゲージメント測定方法の利点と限界点 (Zhou et al., 2021, pp.81-82; Sulis, 2024 を基に作成)

	利点	限界点
質問紙	<ul style="list-style-type: none"> ・実施が容易である。 ・測定を標準化することが可能である。 ・心理測定的な検証（項目分析、因子分析など）に適している。 	<ul style="list-style-type: none"> ・自己報告に限定される。 ・リアルタイムデータを収集できない。 ・参加者のバイアスなど、自己報告の限界がある。
観察・教師 (専門家) 評価	<ul style="list-style-type: none"> ・量的・質的手法の両方を適用することが可能である。 ・詳細かつ記述的なデータを得ることが可能である。 ・リアルタイムデータを取得することが可能である。 ・文脈要因とエンゲージメントレベルを関連付けることが可能である。 ・測定を標準化することが可能である。 	<ul style="list-style-type: none"> ・一度に個人または少数のサンプルしか測定できない。 ・評価に時間がかかる。 ・小規模のサンプルでは、一般化が難しい。
体験サンプ リング法	<ul style="list-style-type: none"> ・リアルタイムで測定することが可能である。 ・観察者の干渉なしに記録が可能である。 ・エンゲージメントの持続時間や強度を追跡することが可能である。 ・複数の学生データを同時に収集することが可能である。 ・時間経過による変化を多数のデータポイントで追跡することが可能である。 	<ul style="list-style-type: none"> ・実施に時間とリソースがかかる。 ・幼児や一部の学生には適用が難しい。 ・学生の協力次第でデータの質が左右される。 ・各測定の瞬間において、多次元的なエンゲージメントを十分に反映する項目を含めることが難しい。

表 2 (続き) エンゲージメント測定方法の利点と限界点 (Zhou et al., 2021, pp.81-82; Sulis, 2024 を基に作成)

	利点	限界点
インタビュー	・ 認知処理データを収集することが可能である。	・ 一度に一人ずつしか実施できない。
	・ 詳細な情報を得ることが可能である。	・ 評価に時間がかかる。
	・ エンゲージメントに影響を与える文脈的・背景的要因を特定することが可能である。	・ 社会的望ましきバイアスが影響する可能性がある。
刺激回想法	・ 学習者が環境からどのような影響を受けているかを探ることが可能である。	・ 記憶の再現性に左右される。
	・ 認知的・情動的側面を含むエンゲージメントの詳細な情報を得ることが可能である。	・ 実施に時間とリソースを要する。
	・ 参加者が主観的に認識する時間感覚を分析することが可能である。	・ データ解釈の余地が大きく、主観的である可能性がある。

3.1 質問紙

エンゲージメントを測定するのに、最も広く使用されている調査方法である。現在までのところ、文脈を問わず使用できる単一の尺度や、第二言語習得分野に特化したエンゲージメントの尺度として認められているものはない (Zhou et al., 2021)。

この方法は調査対象者の自己報告に基づくため、外部の行動から直接観察できない内的側面である認知的エンゲージメントと感情的エンゲージメントの計測に適していると考えられる。一方で、回答者のバイアスの影響を受ける可能性があるが、行動指標とは異なり、学習者自身の視点を直接収集できるという利点もある (Zhou et al., 2021)。しかし、多くの質問紙項目で、状況を特定せず一般的な文脈で回答するケースが多い (Fredricks & McColskey, 2012)。学習状況を特定することで、学習者が特定の授業や活動においてどの程度関与しているかをより正確に測定できると考えられる。

質問紙調査を用いた研究である Jang and Reeve (2016) は、生徒が学期中に授業内でのエンゲージメント・非エンゲージメントが増加する理由を、自己決定理論に基づく二重過程モデルを用いて示している。行動的、感情的、認知的、主体的エンゲージメントと非エンゲージメントに関して 366 人の韓国の高校生を対象に 3 度の質問紙調査を実施した。このように、質問紙を用いることで、大きなサンプル数のエンゲージメントの変化を縦断的に追跡することが可能となり、他の理論との関連性を客観的に立証する上でも有効な手法と言える。

3.2 観察・教師 (専門家) 評価

観察や教師 (専門家) 評価の特徴として、個人レベルとクラス全体のデータを収集できる点が挙げられる。つまり、調査対象者一人ひとりの集中度や態度を見ることも可能であると同時に、クラス全体の様子を評価することもできる。データの種類については、量的、質的データ、またその両方のデータなど、多様なデータを収集することも可能である (Zhou et al., 2021)。この測定方法の最大の利点は、エンゲージメント指標と密接に関連する環境要因を捉えることができる点にある (Fredricks & McColskey, 2012)。例えば、エンゲージメントが学習課題のどの時点で低下するのか、あるいは教室内での相互関与がエンゲージメントにどのように影響を及ぼすのかという点を記録することができる (Zhou et al., 2021)。限界点としては、評価者の主観が評価に影響する可能性があること、また観察対象者が観察されていることを意識することで行動に偏りが生じる、いわゆる参加者バイアスが影響する可能性も指摘されている (Fredricks & McColskey, 2012)。

この測定方法を用いた研究には、タスク遂行中の第二言語使用におけるエンゲージメントについて調査を実施した Lambert and Nakamura (2017) がある。タスク内容が教師生成か学習者生成かで、エンゲージメントに差が出るのかを検証している。行動的、認知的、社会的エンゲージメントについては、観察により評価しているが、感情的な側面については、タ

スク終了後に実施した質問紙調査のデータを用いている。また、タスク実施や測定・評価基準を非常に緻密かつ厳密に設定した上で調査を実施していることも特徴的である。実施に多大なリソースが必要となり、内面的なエンゲージメントを捉えるには限界があるが、外的側面の流動的变化を捉えることができるため、エンゲージメントの時間的推移や、特定の活動・指導方法が学習者の行動に与える影響を明らかにする上で、有効な手法であると考えられる。

3.3 体験サンプリング

体験サンプリングは、授業中のエンゲージメントをリアルタイムで測定する手法である (Sulis, 2024)。この測定方法は、個人が課題に非常に深く没入し、時間や空間の感覚を失うほどの高いレベルのエンゲージメントを指す「フロー」に関する研究から発展したものである (Fredricks & McColskey, 2012)。測定の際にはスマートデバイス等が用いられ、調査対象者はデバイスの通知に応じて、感情、努力、集中度に関する回答を送信することが一般的である。この方法は、研究者の直接的な介入を最小限に抑えつつ、複数の学習者のエンゲージメントを同時に追跡できる点で有用であり、回顧的な自己報告よりも精度の高い測定が可能である (Zhou et al., 2021)。一方で、本手法にはいくつかの限界も指摘されている。第一に、調査の成否が参加者の協力意欲に大きく依存する点が挙げられる。また、調査項目数に制約がある場合、多面的なエンゲージメントを十分に捉えきれない可能性がある (Fredricks & McColskey, 2012)。

近年教育心理学の分野では、この測定方法を主な方法として採用しているが (Zhou et al., 2021)、第二言語習得分野においては非常に限られている。その数少ない研究の一つである Sulis (2024) は、アプリを用いて行動的、情意的、認知的エンゲージメントの各側面を測定し、得られたデータをグラフ化した上で、刺激回想法にも活用している。彼女は従来の方法では困難であった、個人内の変動をエンゲージメントの異なる側面を区別し、詳細に追跡することで、それぞれの変動パターンや相互の関連性を明らかにした点が特筆される。しかしながら、本手法の課題として、通知が送信されたタイミングで必ずしも全ての参加者が即座に回答できるとは限らない点を挙げている。また、体験サンプリングによって特定の瞬間のエンゲージメントの強度は測定可能であるものの、その背景にある要因や学習者の認知・情意的プロセスまでは把握できないという限界も指摘している。このような課題はあるものの、体験サンプリングはエンゲージメントの時間的変動を詳細に捉える貴重な手法であり、今後の研究において、使用アプリ・デバイスの進化や他の測定方法との併用により、さらに有益な知見をもたらす可能性がある手法と言えよう。

3.4 インタビュー

インタビューは、質問紙と並んでエンゲージメントを評価するために使用される一般的なデータ収集法である。インタビューの内容は、あらかじめ決められた質問を用いる構造化・半構造化インタビューから、参加者が自身の経験をより自由に語る非構造化インタビューまで多様で柔軟な運用が可能である。しかしながら、インタビュアーの影響により社会的に望ましい回答が増える可能性があり、大量のテキストデータの分析が必要となるため、大規模調査には適さないという限界点もある (Zhou et al., 2021)。

インタビューは、調査対象者がリラックスし、できるだけ正確に自分の考えを表現できるよう、静かな部屋で参加者の第一言語で実施するなど、回答しやすい環境づくりへの配慮が重要と言えよう (eg. Han & Hyland, 2015; Li & Li, 2022)。反転授業のエンゲージメント促進効果を調査した Li and Li (2022) において、半構造化インタビューから収集された質的データは量的データの検証、比較、対比にも用いられている。インタビューから、反転授業の効果だけでなく、学習者の反転授業に適応する過程や負担、技術的な問題など、量的データでは捉えにくい学習者のリアルな体験や心理的变化が明らかにされた。回答の客観性やデータ処理の負担が課題となるが、インタビューはエンゲージメントの詳細な理解に有効な手法の一つと言える。

3.5 刺激回想法

刺激回想法は、内省的調査手法の一種であり、認知を同時ではなく、音声・動画記録などの刺激を用いて後から振り返って言語化するものである。この手法は、特定の行動の実行や出来事への参加に関連する思考プロセスを明らかにするために用いられる質的データ収集法である (Ryan, 2012)。刺激回想法の最大の利点は、対象者が自分の考えや感情を発言する機会を持つことで、外部から観察できない認知的・情動的側面を含むエンゲージメントの深く詳細な情報を収集できる点である (Sulis, 2024)。この方法は意思決定や行動の背後にある認知の側面を探るために使用されることが多い (Ryan, 2012)。対象者が自分の考えを言語化する点では、インタビューと同じであるが、一般的なインタビューと比較して、特定の出来事を記録を基に、より正確に思い出すことができ、参加者が主観的に認識する時間の流れも分析できる点が特徴として挙げられる (Sulis, 2024)。

エンゲージメントの流動的な部分を捉えるため、刺激回想法を採用した Sulis (2024) では、記憶の劣化を防ぐために、できるだけ授業後すぐに刺激回想法の半構造化インタビューを実施しており、そのため 14 人とサンプル数が限られている。また、評価者側の問題として、インタビューの中で追加のプロンプトが必要になることが多く、その過程で意図せず誘導的な質問になってしまうリスクもあることを指摘している。そのような限界点があるが、インタビュー内で、「予期しない発見」(Sulis, 2024, p.11) が得られたことも報告されており、観察データだけでは見えない内面の理由を明らかにできるという点で有用な方法である。

4. おわりに

本稿ではエンゲージメントの定義、測定について概観した。「学習者に有意義な学びを約束する」(マーサー・ドルニエイ, 2022, p.13) 重要な概念であるとともに、今後も引き続き研究の蓄積と、研究者間での合意形成が求められる分野でもある。今後の研究では、測定の精度を高めるために、複数の異なる手法を統合的に活用することが求められる。本稿で紹介した体験サンプリング法でスマートデバイスを用いたように、脳波計、視線のデータを得るためのアイトラッカー等様々な機器を使用した研究 (内山・中野, 2020) も開発されてきている。精度の高い測定を実現するためには、こうした生理・行動データと、質問紙調査やインタビューなどの主観的データを組み合わせることで、エンゲージメントの多面的な側面を捉える必要がある。また、エンゲージメントが時間の経過とともにどのように変化するかを捉えるために、更なる縦断的研究の蓄積が必要となってくるであろう。

また、エンゲージメントを個人レベルだけでなく、学習環境や教育方針・カリキュラムとの相互作用の中で捉える視点も重要となる。特に、日本の EFL (English as a foreign language) 環境では、学習者の参加意欲を促進し、持続的な学習を支える授業設計が必要とされる。今後は、エンゲージメントの概念的整理を進めるとともに、実証研究を通じてその教育的意義を明らかにすることが課題となるであろう。

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