言語文化共同研究プロジェクト2025

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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目次

Examining motivation-related variables before and during the COVID-19 pandemic in the Japanese context

Rieko Nishida

Abstract
The present study aims to shed light on how the motivation of students studying during the COVID-19 pandemic differed from that of students studying before the pandemic. It also investigates how attitudes toward online learning are connected to motivation-related variables. Two cohorts of university students, one from before and one from during the COVID-19 pandemic, participated in the study. The first cohort (from 2018) numbered 403 students and the second (from 2021) 271, totaling 674 students in all. To understand how students' motivation, international posture and perceived communication competency changed over time from before till during the pandemic, data was collected using a repeated cross-sectional survey. In order to answer RQ 1, "do the motivational profiles (assessed using motivation-related variables) of students studying under the influence of the COVID-19 pandemic differ from those of students without such influence?", descriptive statistics and independent *t*-tests were conducted. In independent *t*-tests, intrinsic motivation stimulation (IMS), intended learning effort and ideal L2 self showed a difference at a statistically significant level. Correlation analysis was conducted to answer RQ 2, "How were students' strength of motivation related to attitudes toward online learning during the COVID-19 pandemic?", and positive correlations were observed between attitude toward online learning and intended learning effort, and attitude toward online learning and perceived communication competency in reading. Although the present study did not reveal a sharp decline in motivation-related variables during the COVID-19 pandemic, it suggests instructors should make efforts to support students to enhance their motivation and academic achievement.

Keywords: COVID-19 pandemic, repeated cross-sectional survey, motivation, international posture, perceived communication competency.

1. Introduction

In Japan, on February 28, 2020, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced that elementary schools, junior high schools, high schools and schools for special needs were to be closed from March 2, 2020, due to the and rapid spread of COVID-19 across the country. On March 24, 2020, new guidelines were announced by MEXT to reopen schools after the spring holiday and temporary closure for the new school term. On May 25, 2020, the Japanese government lifted the state of emergency, which had been declared for the first time in Japan on April 17, 2020 (MEXT, 2020). During this time, most schools and universities in Japan were temporarily closed and universities focused on teaching online, typically using ZOOM (ZOOM Video Communications Inc.) and/or Learning Management Systems (LMS). As universities were teaching online, "(in the absence of) an intentional effective education response, the COVID-19 pandemic is likely to generate the greatest disruption in educational opportunity worldwide in a generation" according to the Organization for Economic Co-operation and Development (OECD) in June 2020 (Reimer & Schleicher, 2020, p.4).

Although MEXT (2020) and OECD (2020) highlighted the great harm caused in the educational field, studies on the motivation-related variables of university students in Japan during the COVID-19 pandemic are still limited in number, despite universities across the country teaching online. The present study therefore aims to shed light on how the motivation of a group of students experiencing under-COVID education differs from that of a group studying before COVID-19. To do so, the study focuses on several key motivation related variables including international posture and perceived communication competency, as well as providing a review of online teaching instruction in Higher Education.

2. Literature Review

2.1 Motivation and International Posture

Historically, motivation research began with the socio-psychological period (1959-1990) and

the research work of Robert Gardner and his associates in Canada (Dörnyei & Ryan, 2015). Canada, with its coexisting Anglophone and Francophone communities, presents a unique social context for the study of language learning and the way in which it can be influenced by various socio-psychological factors including language learning attitude, attitude toward the language community, and language acquisition context. In Gardner's motivation theory (1985), the most widely known concept is the dichotomy between integrativeness and instrumentality (Dörnyei & Ushioda, 2021). Integrative orientation refers to "a positive disposition towards the L2 group and the desire to interact with and even become similar to valued members of that community" (Dörnyei & Ushioda, 2021, p.41). Instrumental orientation, on the contrary, refers to "pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (Dörnyei & Ushioda, 2021, p.41). In Gardner's motivation theory (1985), the integrative motive comprised three components including integrativeness, attitude towards the learning situation, and motivation. In Gardner's socio-educational model (Gardner & MacIntyre, 1993), motivation itself is made up of desire to learn the L2, motivational intensity or effort, and attitudes toward learning the L2. Integrativeness and attitude toward the learning situation influence motivation in language learning (Dörnyei & Ushioda, 2021).

Gardner's (1985) research work was influential in motivation research, but it was developed in a context where Anglophone and the Francophone communities coexisted in the same country. To capture learners' motivation to learn English as a lingua franca without a clear target population, and to address both integrative and instrumental reasons to learn the language, international posture was introduced by Yashima (2002) as an alternative construct to integrativeness. A well-used version of international posture (Yashima, 2009) comprised four subsections including: Intergroup Approach Avoidance Tendency (tendency either to approach or avoid interaction with people having different cultural backgrounds), Interest in International Vocation or Activities (willingness to go overseas to stay, work, and/or participate in international activities), Interest in International News (having strong interest in international affairs or what is happening in the world), and Having Things to Communicate to the World (perception that one has topics/opinions that s/he wishes to communicate with people in the world). Botes, Dewaele and Greiff (2020) systematically reviewed 66 studies and concluded that international posture positively relates to motivational variables including willingness to communicate (Yashima, 2002; Yashima et al., 2004) and ideal L2 self (Munezane, 2013). Yashima and Nishida (2024) developed a short version of international posture which comprised 10 items representing the four subsections mentioned above. They further investigated the nomological network of international posture, motivation and perceived competence. This study showed that when students had a higher level of international posture, it led to stronger motivation (with a path coefficient of .88). When students had a higher level of motivation, it led to higher perceived communication competency (with a path coefficient of .46). In Yashima and Nishida (2024), international posture was found to be a predictive factor for L2 motivational outcomes.

2.2 Language Learning Orientation Scale and Ideal L2 Self

During the 1990's, motivation research shifted to the area of educational psychology, focusing on learners' immediate classroom environment. This period of motivational research has been called the cognitive-situated period (Dörneyi & Ryan, 2015). During this period, the cognitive theories of motivation that were originally developed in educational psychology were adopted in motivational research. A well-known theory in the cognitive-situated period was self-determination theory (SDT) (Deci & Ryan, 1985; 2002).

SDT is conceptualized around intrinsic motivation and extrinsic motivation. Intrinsic motivation is defined as students engaging in activities that are inherently satisfying (Deci & Ryan, 2002). To investigate language learning in terms of SDT, Noels, Clément and Pelletier (1999) developed the Language Learning Orientation Scale (LLOS) that included intrinsic motivation-knowledge, intrinsic motivation-stimulation, and intrinsic motivation-accomplishment. Intrinsic motivation-knowledge (IMK), included items such as "For the pleasure that I experience in knowing more about the literature of the second language group" (Noels, Clément, & Pelletier, 1999, p.85). In intrinsic motivation-stimulation (IMS), items such as "For the "high" I feel when hearing foreign languages spoken" were used (Noels, Clément, & Pelletier, 1999, p.85), and intrinsic motivation-accomplishment (IMA) included "For the pleasure I experience when surpassing myself in my second language studies" (Noels, Clément, & Pelletier, 1999, p.85). In Japan, Nishida (2022) measured IMK, IMS, and IMA in Content and Language Integrated Learning (CLIL) context (Nishida, 2022). The

study showed that there were positive correlations between IMK and effort (r = .520), and IMK and English motivation (r = .526), there was a positive correlation between IMA and English motivation (r = .522), while IMS showed positive correlations to ideal L2 self (r = .449), intended learning effort (r = .517) and English motivation (r = .505). It concluded that intrinsic motivation is a factor that positively influences motivational variables including English motivation, ideal L2 self, and intended learning effort.

Ideal L2 self is another key motivational factor in language learning. The L2 Motivational Self System (L2MSS) introduced by Dörnyei (2005) synthesized the concept of possible self. The L2 MSS offered three dimensions including the Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience. The Ideal L2 Self is a key concept and refers to an ideal self that reflects what learners would like to become, a self which is able to speak English in the future (Dörnyei & Ryan, 2015). The Ought-to L2 Self refers to when learners feel obligated to learn English as they want to avoid possible negative consequences (Dörnyei & Ryan, 2015). Since the L2MSS was introduced in motivation research, a number of studies making use of this concept have been conducted in and outside Japan (e.g., Nishida, 2013; Ryan, 2009; Taguchi, et al., 2009). For example, in Nishida (2013), the Ideal L2 Self had a strong positive correlation with intrinsic motivation (r = .63), international posture (r = .62), and willingness to communicate in L2 (r = .53). In Nishida (2017), the Ideal L2 Self and the Ought-to L2 Self were measured using Structural Equation Modelling. The results suggested that when students are feeling a stronger sense of orientation toward communication, it might lead to the Ideal L2 Self (with a path coefficient of .56), When they are feeling a stronger sense of the Ideal L2 Self, it might lead to intended learning effort (with a path coefficient of .56), and when they are showing a stronger sense of orientation towards grammar translation, it might lead to the Ought-to L2 self, which in turn may lead to intended learning effort (with a path coefficient of .38). The L2MSS is another key framework for research into motivation in language learning.

Koizumi and Matsuo (1993), for example, studied changes in junior high school students' motivation, finding their overall motivation had declined over a year of study. Similarly, Yamamori's research (2004) showed lower motivation in first-year junior high school students after a year, especially after the second term of the first year, reinforcing the observation that motivation in first-year junior high school students tends to decline over the course of time.

2.3 Perceived Communication Competency in Language Learning

As indicated earlier, in the nomological network of international posture, motivation and perceived communication competency in Yashima and Nishida (2024), perceived communication competency, or learners' perceptions of how competent they are in English skills such as listening, writing, reading and speaking, is another vital factor for language learning motivation, all the more so since "it determined the choice of activities attempted, along with the level of aspiration, the amount of effort exerted and the persistence displayed" (Dörnyei & Ushioda, 2021, p. 21).

This is also reflected in the Japanese EFL context. For example, Nishida (2013), showed perceived communication competency in speaking/listening was strongly positively correlated with ideal L2 self (r = .66) and intrinsic motivation (r = .58). In addition, perceived communication competency in reading/writing was highly positively correlated with ideal L2 self (r = .63), and intrinsic motivation (r = .60). When students' perceived communication competency was high, their international posture was also high. Overall, perceived communication competency is one of the key factors for motivation in language learning.

2.4 Learners' Pandemic-Related Motivation and Negative Emotions in and outside Japan

During the pandemic period, since the rapid spread of the disease was so unexpected, it is no surprise that studies around the world reported an adverse impact on students' learning. This was mainly in the form of decreasing motivation and increasing anxiety, as exemplified by these studies from China (Cao et al, 2020) and Canada (Hicks et al, 2021). More specifically, negative impacts were also seen in language learning motivation. In a Malaysian study, students' motivation was seen to decline as a result of the instructional changes adopted in March 2020 in response to COVID-19 (Tan, 2020). In the United States, Corpus et al. (2022) investigated students' motivational trajectories by using an approach based on SDT before and during the COVID-19 pandemic. In their study, two cohorts, the pre-pandemic cohort and the COVID cohort, were examined, with the COVID cohort showing sharper declines in intrinsic motivation and identified regulation. Similarly, Gonzalez-

Ramirez et al. (2021), who also studied students in the USA, found that students' social connections with peers, teachers, and college communities decreased during the pandemic as a result of online learning. Thus, although planned as a health measure, moving to remote learning appears to have had a negative influence on students' social connections and motivation.

Not all studies produced such negative results. In the USA, Dixon et al. (2021) conducted a meta-analysis of 34 studies involving hybrid language instruction, investigating the use of online tasks and/or activities, the degree of reduction in face-to-face teaching, the use of Language Management Systems (LMS) in hybrid language instruction, the progress of digital technologies, and target language skills including speaking and writing ability. They noted that the use of a Language Management System in hybrid language instruction appeared to have a positive impact on students compared with those who were not required to use an LMS.

In Japan, according to The Japan Times (2022), due to the COVID-19 pandemic, Japanese students at elementary, junior high and high schools showed a lack of motivation to study. The study was conducted privately by Benesse Educational Research and Development,[1] as well as the University of Tokyo. Data was collected from approximately 10,000 students ranging from fourth grade to high school students. The study indicated that 43.1% of fourth-to sixth-graders, 58.6% of junior high school students and 61.3% of senior high school students expressed lack of motivation due to the impact of the COVID-19 pandemic (Japan Times, 2022). However, empirical studies on pandemic-related motivation in English learning in Japan are still limited in number, and it is crucial to investigate students' motivation and other psychological factors during the COVID-19 pandemic. It is also crucial for us to understand how their attitude toward online learning and motivation-related variables are related to each other.

2.5 Online Teaching and Learning in Higher Education During the COVID-19 Pandemic

Before addressing the present study, it would be useful to briefly describe how online teaching and learning was addressed in education during the COVID-19 pandemic. According to MEXT (2020), as of June 1, 2020, around 90% of institutions in Higher Education in Japan had moved at least a portion of their teaching online. Many universities delayed the start of classes and started to promote the use of online distance learning. Approximately 90.7% of national universities, 82.9% of public universities, 87.0% of private universities, and 87.0% of colleges of technology delayed the start of classes. Face-to-face classes were reduced to 1.2% at national universities, 7.8% at public universities, 17.6% at private universities and 33.35% at colleges of technology. A supplementary budget was provided by MEXT (2020), ensuring that students' learning opportunities would be protected, and universities were forced to accelerate the setting-up of distance learning environments. As of September 2020, MEXT announced that credits for graduation through online classes should not exceed 60 credits. MEXT (2020) supported the reopening of schools with steps such as the introduction of coronavirus countermeasures at schools, the improvement of the hygienic environment in schools, the coordination of lecturers and tutors, support for cancellation fees arising from cancellation or postponement of school excursions, and support for students whose household finances dramatically changed. Aimed at protecting students by all available means, MEXT was forced to introduce such measures to cope with the drastic changes that resulted from the COVID-19 pandemic.

Overall, the pandemic impacted students' school and social life in general, and more specifically, their motivation and emotions as well. Although empirical research on motivation-related variables has been conducted in North America and other parts of Asia, relatively few such studies have included data from Japan. The present study aims, therefore, to examine whether or not the motivation in language learning of a group of students in Japan that experienced education during the COVID pandemic differs from that of a comparable group that experienced education before the pandemic.

3. Research Objectives

As we had personal experience of the influence of the COVID-19 pandemic in our own teaching context, online language instruction having been adopted in Higher Education after May 2020, our study aimed to see whether the motivation of students had been affected by the pandemic by comparing motivation-related variables for students from before and during the pandemic. As far as we were aware, attitudes toward online learning and motivation-related variables in this context had not been investigated empirically so far. Research questions were therefore as follows:

RQ1: Do motivational profiles (assessed using motivation-related variables) of students studying under the influence of the COVID-19 pandemic differ from those of students without such influence?
RQ2. How were students' strength of motivation, ideal L2 self, ought-to L2 self, intended learning effort, perceived communication competency and international posture related to attitudes toward online learning during the COVID-19 pandemic?

4. Method

4.1 Procedures

Two cohorts of university students, one from before and one from during the COVID-19 pandemic, participated in the present study. Before the pandemic, a questionnaire was administered in July 2018, October 2018, and April 2019 to 160, 155 and 88 students, respectively. During the COVID-19 pandemic, the questionnaire was administered in June-July 2021 and October 2021 to 152 and 119 students, respectively. Participants totaled 403 in 2018, and 271 in 2021, numbering 674 students in all (see Table 1 for details). The students of both cohorts were aged between 19 and 21 years old, and they all belonged to the same university. It should be noted that data from the survey administered to the first cohort (2018) was used in a different study (Yashima & Nishida, 2024) which focused on conceptual cores and the development of a shorter version of the International Posture questionnaire. The data was thus used for different purposes. In both cohorts, participants were enrolled in ten different schools including the School of Letters, School of Human Science, School of Laws, School of Economics, School of Science, School of Medicine, School of Dentistry, School of Pharmaceutical Sciences, School of Engineering and School of Engineering Science. Regarding the gender difference in the two cohorts, the gender ratio between male and female students was approximately 70:30 as the university maintained this ratio in both years.

Table 1
The Two Cohorts Before and During the COVID-19 Pandemic

Cohorts	*N*	Percentage	Age
Before the COVID-19 pandemic in 2018	403	59.80%	Aged between 19 and 21
During the COVID-19 pandemic in 2021	271	40.20%	Aged between 19 and 21
Total	674	100%	

To understand how students' motivation, international posture and perceived communication competency changed from before till during the COVID-19 pandemic, data was collected in the form of a repeated cross-sectional survey. A repeated cross-sectional survey uses the same survey instrument and is conducted at multiple time points. The sample in each survey will be different, and each data set is collected at a single point in time. According to UK Data Service (2015), a survey can, for example, be administered to new participants at successive time points. "For an annual survey, this means that respondents in one year will be different people to those in a prior year. Such data can either be analyzed cross-sectionally, by looking at one survey year or combined for analysis over time" (UK Data Service, 2015, p.1). According to UK Data Service, "if representative samples are present in consecutive years of a survey, we can compare changes in the behavior or circumstances of different groups." (UK Data Service, 2015, p.2). A well-known example is the British Social Attitudes Survey in which, every year, over 3000 people are asked questions about subjects such as taxation, welfare, inequality, culture wars, regional differences in values, environment, the National Health Service (NHS) and social care. New questions are added each year to reflect current issues such as the gender pay gap (National Centre for Social Research, 2021).

Using a repeated cross-sectional survey in the present study allowed data collected before and during the COVID-19 pandemic to be examined to see how students' motivation-related variables differed over the course of time. In this study, data from two points in time were analysed.

The questionnaire was constructed on a 6-point Likert scale, and the students were asked to read and fill out each item carefully. Before the pandemic, it was administered in the classroom, as face-to-face classes were running. During the pandemic, students were asked to fill out the online version of the questionnaire. The questionnaire included items on intrinsic motivation, possible selves, international posture and perceived communication competency. It was extended to include attitude toward online learning during the pandemic. SPSS ver.28 was used for statistical analysis.

4.2 Ethical Considerations

Before and during the pandemic, students were assured that the surveys were not part of their exam and would not affect their overall assessment on the course. A consent agreement was made, they were told that they could withdraw from the study if they so wished, that their participation was fully voluntary, and their confidentiality would be maintained. In addition to the consent agreement, the first author's Institutional Review Board approved the questionnaire survey.

4.3 Measurements

Intrinsic Motivation. Based on the Japanese version of the Language Learning Orientation Scale (LLOS) (Yashima, 2009), nine items were used in the questionnaire. The Japanese version of the LLOS, which was a translation of the original version of the LLOS (Noels et al., 1999, 2000), was created based on Deci & Ryan's SDT (1985, 2002). In this scale, intrinsic motivation for knowledge (IMK) (e.g., "For the satisfied feeling I get in finding new things"), intrinsic motivation for stimulation (IMS) (e.g., "For the 'high' I feel when hearing English spoken") and intrinsic motivation for accomplishment (IMA) (e.g., "For the pleasure I experience when surpassing myself in my English studies") were included.

Ideal L2 Self and Ought-to L2 Self: Five items for ideal L2 self were taken from Ryan (2009), which was created with Dörnyei's (2005; 2009) L2 Motivational Self System, including "When I think about my future, it is important that I use English". Six items for ought-to L2 self were taken from Taguchi, et al. (2009), which included "I have to study English, because if I don't study it, I think my parents will be disappointed with me".

Intended Learning Effort. Five items for intended learning effort were taken from Ryan (2009), which included "If an English course was offered in the future, I'd like to take it".

International posture (IP). The 10 item short version of International Posture was used for the questionnaire (Yashima & Nishida, 2024). IP short comprises four subsections including *Approach*, *Vocation*, *News* and *Topics*. *Approach* (3 items) (IP-Approach) includes items concerned with international vocation or activities (e.g., "I want to make international friends in Japan"). *Vocation* (3 items) (IP-Vocation) includes interest in international vocation or activities (e.g., I want to work in a foreign country"). *News* (2 items) (IP-News) includes interest in foreign affairs (e.g., "I often read and watch about foreign countries"), and finally *Topics* (2 items) (IP-Topics) includes having things to communicate to the world (e.g., "I have issues to address with people around the world").

Perceived Communication Competency. The EIKEN Foundation of Japan (hereinafter, EIKEN) administers a test in practical English proficiency, which is widely recognized in Japan. EIKEN also produces a self-rating communication competency test called the Can-Do List. To assess students' perceived communication competency, twelve items were taken from the EIKEN Can-Do List (STEP 2) (EIKEN, 2006). This contains items related to perceived communication competency at different English proficiency levels that students are able to communicate and/or accomplish in their daily lives. Four aspects of perceived communication competency were included: reading, writing, listening, and speaking. In the questionnaire, perceived communication competency in reading (PCR) included three items (e.g., "I can understand the main points of lengthy texts"), perceived communication competency in listening (PCL) included two items (e.g., "I can understand simple explanations given by sales clerks"), perceived communication competency in speaking (PCS) included three items (e.g., "I can explain memorable experiences"), and perceived communication competency in writing (PCW) included four items (e.g., "I can write a simple description introducing the area in which I live").

Attitude Toward Online Learning (AOL). For the survey in 2021, 5 items were added regarding attitude toward online learning, referring to Ryan (2009), as teaching instruction was primarily online in 2021. These include, "it is important for us to learn English by online instruction", and "I am interested in learning English by online instruction" (See Table 2 for Cronbach's Alphas).

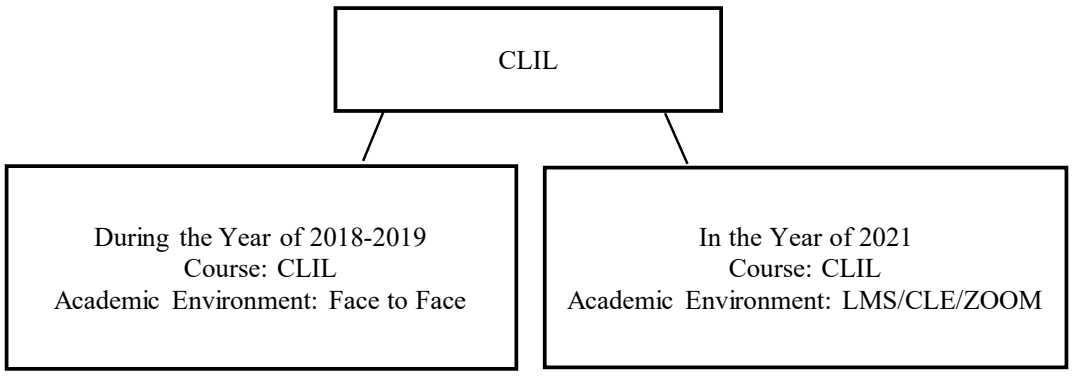
Table 2
Cronbach's Alphas

	Items	2018	2021		Items	2018	2021
IM-Knowledge	3	α.830	α.784	PC in Speaking	3	α.887	α.901
IM-Accomplishment	3	α.868	α.736	PC in Writing	4	α.933	α.915
IM-Stimulation	3	α.907	α.729	IP-Approach	3	α.845	α.726
Ideal L2 self	5	α.821	α.844	IP -Vocation	3	α.886	α.888
Intended learning effort	5	α.830	α.793	IP-News	2	α.803	α.739
Ought-to L2 self	6	α.852	α.788	IP-Topics	2	α.910	α.874
PC in Reading	3	α.908	α.901	Attitude toward online learning	5	-	α.891
PC in Listening	2	α.867	α.819				

5. Study Context

During the year 2018-2019, students took part in face-to-face language classes (see Figure 1). The course was designed as Content and Language Integrated Learning (CLIL) in a classroom setting, and students were able to discuss and debate their opinions in face-to-face classroom settings. During the year 2018-2019, a Learning Management System was not used. In 2021, students were taking online CLIL classes using ZOOM, and/or on-demand type learning by using a Learning Management System called Collaborative Learning Environment (CLE), as well as Blackboard. Most students joined in the online version of CLIL classes, using the learning platform as a virtual classroom, combining ZOOM online classes with on-demand classes. They took seven ZOOM classes and eight on-demand classes. In on-demand classes, students were asked to access the LMS, and read and view the teaching materials that had been uploaded. These included PowerPoint and YouTube materials. By using the LMS or Blackboard, students were able to join in the class or access the materials and learn from anywhere they wanted. It should be noted that the first author was the language instructor for these students. During the year 2018-2019 and in the year of 2021, the same content materials were used in the CLIL course. In 2021 during the COVID-19 pandemic, LMS and ZOOM were used to teach online. In ZOOM, breakout sessions were offered to students, so they had a chance to have discussions and debates, but as on-demand classes also combined YouTube teaching materials, students had less chance to interact with each other.

Figure 1.
Academic Environment During the Year of 2018-2019 and in the Year of 2021.



6. Analysis

Analyses 1. For the repeated cross-sectional survey (RQ1), descriptive statistics and independent *t*-tests were calculated to show the statistical significance of intrinsic motivation

(knowledge, accomplishment, stimulation), possible selves (ideal L2 self, ought-to self, intended learning effort), international posture (approach, vocation, news, topics), and perceived communication competency (reading, writing, listening, speaking). For paired *t*-tests, a Bonferroni adjustment was calculated.

Analyses 2. Pearson correlation coefficients were conducted between attitude toward online learning, intrinsic motivation, international posture, and perceived communication competency (RQ2).

7. Results

To investigate the research question, "Do motivational profiles (assessed using motivation-related variables) of students studying under the influence of the COVID-19 pandemic differ from those of students without such influence?", first, descriptive statistics and independent *t*-tests with a Bonferroni adjustment (0.05/14=0.0035) were carried out to see the changes in international posture, motivation-related variables and perceived communication competency from before to during the COVID-19 pandemic (see Tables 3, 4 and Figures 2, 3, 4, 5 for details). In 2021, the results showed statistical significance in IMS: $t = -4.373$, $df = 672$, $p = .001$, $d = -0.344$, and intended learning effort: $t = -4.102$, $df = 672$, $p = .001$, $d = -0.322$, and these factors showed higher tendencies than 2018, with small-to-moderate effect sizes in Cohen's *d*. Ideal L2 self was higher in 2018 than 2021, and this was also statistically significant: $t = 3.794$, $df = 672$, $p = .001$, $d = 0.298$, with a small-to-moderate effect size[2]. The rest of the variables, including perceived communication competency, IP-related variables besides IP-approach, IMK, IMA, and ought-to L2 self, remained stable across the two groups (see Tables 3, 4, Figures 2-5).

To see how students' attitude toward online learning related to motivation-related variables during the COVID-19 pandemic, the construct of "*attitude toward online learning*" ($M = 4.12$, $sd = 1.05$) (e.g., "It is important for us to learn English through online instruction"). It was found attitude toward online learning was positively correlated with all motivation-related variables; in particular, attitude toward online learning was positively correlated with effort ($r = .427$, $p < .01$) and PCR ($r = .405$, $p < .01$) (Table 5). During the COVID-19 pandemic, students' active attitude toward and participation in learning online could be an important factor in learning in general, since they were not able to study in the classroom. In the present study, effort and PCR were positively correlated with attitude toward online learning.

Table 3
Descriptive Statistics Before and During the COVID-19 Pandemic

	Year	*M*	*sd*		Year	*M*	*sd*
IM-Knowledge	2018	3.62	1.04	PC-Listening	2018	3.66	1.02
	2021	3.54	1.09		2021	3.75	1.09
IM-Accomplishment	2018	3.35	1.12	PC-Speaking	2018	3.76	0.96
	2021	3.41	1.08		2021	3.65	1.04
IM-Stimulation	2018	3.52	1.18	PC-Writing	2018	3.87	0.98
	2021	3.91	1.06		2021	3.86	1.01
Ideal L2 self	2018	3.93	0.95	IP-Approach	2018	3.59	1.09
	2021	3.65	1.00		2021	3.79	0.96
Intended learning effort	2018	3.50	0.88	IP-Vocation	2018	3.35	1.21
	2021	3.78	0.86		2021	3.44	1.11
Ought-to L2 self	2018	3.06	0.96	IP-News	2018	2.98	1.27
	2021	2.98	0.90		2021	3.09	1.16
PC-Reading	2018	4.19	0.88	IP-Topics	2018	2.85	1.11
	2021	4.19	0.97		2021	2.78	1.24
				Attitude toward online learning	2021	4.12	1.05

Figure 2
Before and During the COVID-19 Pandemic: Intrinsic Motivation

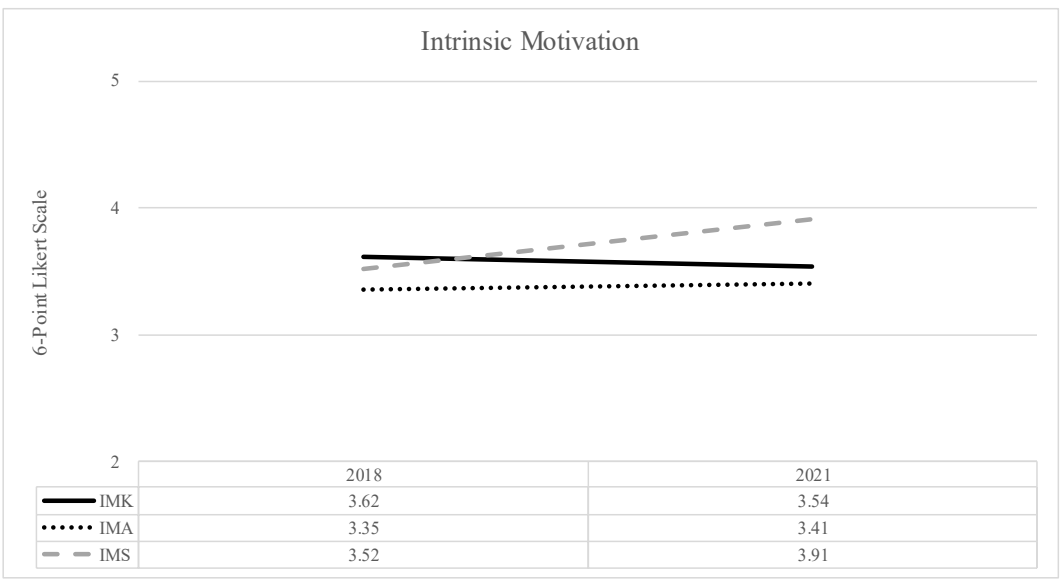


Figure 3

Before and During the COVID-19 Pandemic: Ideal L2 self, Ought-to L2 self, and Intended Learning Effort

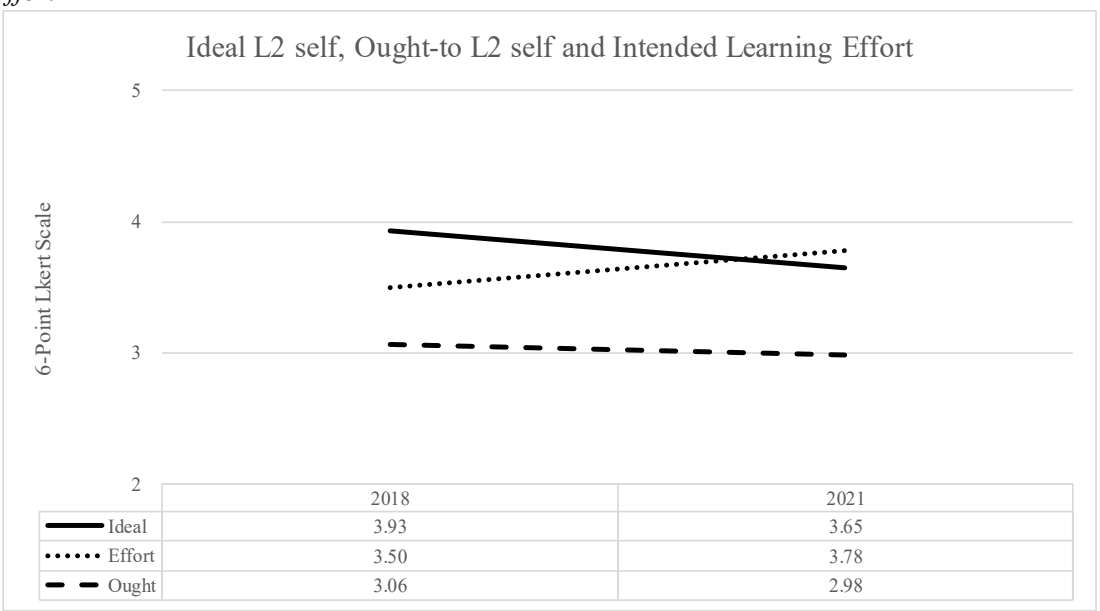


Figure 4

Before and During the COVID-19 Pandemic: Perceived Communication Competency

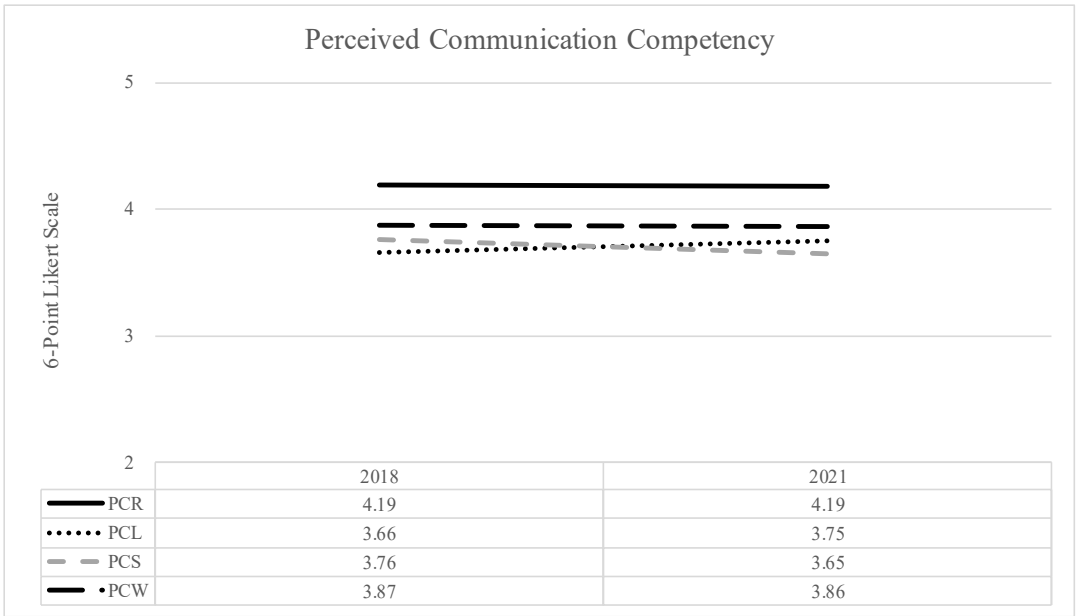


Figure 5
Before and During the COVID-19 Pandemic: International Posture

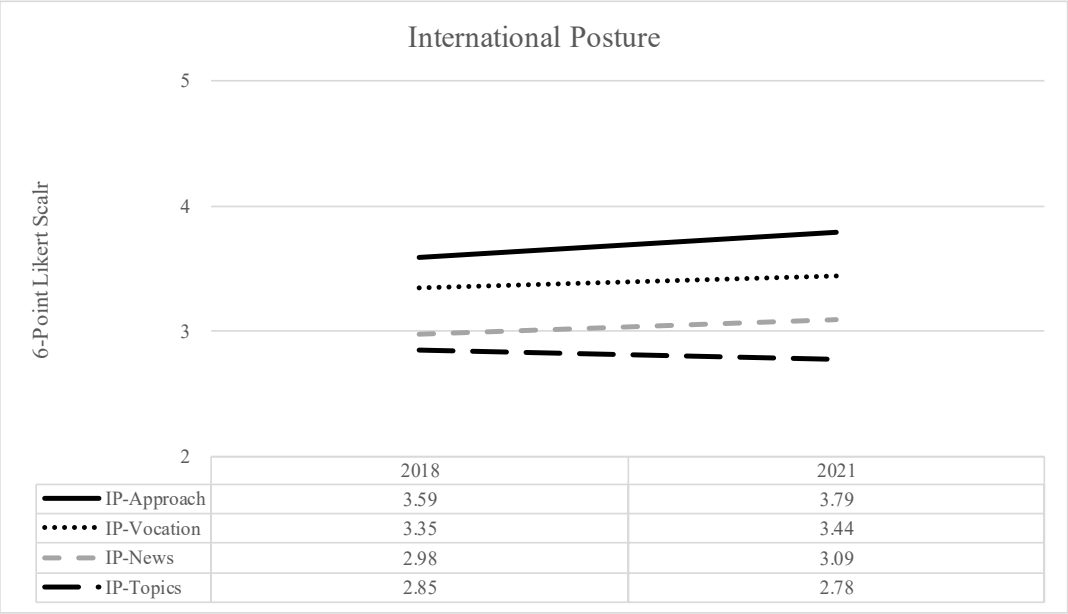


Table 4
Before and During the COVID-19 Pandemic: Independent t-tests

				95% CI		
	t	*df*	*P*	Lower	Upper	Cohen's *d*
IM-knowledge	0.937	672	0.349	-0.085	0.240	0.074
IM-accomplishment	-0.609	672	0.543	-0.224	0.118	-0.048
IM-stimulation	-4.373	672	0.000	-0.564	-0.215	-0.344
Ideal L2 self	3.794	672	0.000	0.140	0.439	0.298
Intended learning effort	-4.102	672	0.000	-0.415	-0.146	-0.322
Ought-to L2 self	1.051	672	0.294	-0.067	0.222	0.083
PC-Reading	0.026	672	0.979	-0.139	0.143	0.002
PC-Listening	-1.065	672	0.287	-0.250	0.074	-0.084
PC-Speaking	1.432	672	0.153	-0.041	0.265	0.112
PC-Writing	0.139	672	0.890	-0.142	0.164	0.011
IP-Approach	-2.412	672	0.016	-0.357	-0.037	-0.189
IP-Vocation	-1.001	672	0.317	-0.272	0.088	-0.079
IP-News	-1.236	672	0.217	-0.308	0.070	-0.097
IP-Topics	0.724	672	0.470	-0.114	0.246	0.057

Table 5
During the COVID-19 Pandemic: Correlation Analysis between Attitude toward Online Learning and Motivation-related Variables

	Attitude toward Online Learning
IMK-Knowledge	.319**
IM-Accomplishment	.293**
IM-Stimulation	.297**
Ideal L2 Self	.336**
Intended Learning Effort	.427**
Ought-to L2 Self	.164**
PC-Reading	.405**
PC-Listening	.354**
PC-Speaking	.256**
PC-Writing	.383**
IP-Approach	.309**
IP-Vocation	.187**
IP-News	.298**
IP-Topics	.205**

**p<.01, *p<.05

8. Discussion

The aim of the present study was to compare two cohorts of students that had studied before and during the COVID-19 pandemic, to investigate how the motivation of the groups differed, and also to see how students' motivation-related variables were influenced by online language instruction during the pandemic. Firstly, to answer the first research question, "Do motivational profiles (assessed using motivation-related variables) of students studying under the influence of the COVID-19 pandemic differ from those of students without such influence?", descriptive statistics and independent *t* tests were conducted. Against all expectations, based on studies focusing on the influence of COVID, the students in our study who studied during the pandemic had a higher level of intrinsic motivation (stimulation) and scored higher in intended effort than those who had studied before the pandemic. In other words, they experienced a greater 'high' from learning English and were ready to make more effort in learning English than students with no COVID disruption in their education. However, students' ideal self, a future where they imagine speaking English with international friends, seemed to have declined during the COVID-19 pandemic. It was perhaps difficult for them to visualize themselves using English in the future, as there was less contact with the outside world. In past studies, an adverse impact on students' learning has been reported during the COVID-19 period: mainly an increase in anxiety and decrease in motivation (e.g., Cao et al., 2020; Corpus et al., 2022; Gonzalez-Ramirez et al., 2021). In Japan, students from elementary, junior high and high schools showed a lack of motivation (Japan Times, 2022), and for junior high school students, motivation showed declining tendencies over a year-long period (Koizumi & Matsuo, 1993; Yamamori, 2004). In the present study, however, with the exception of ideal L2 self, motivation-related variables including intrinsic motivation, possible selves, international posture and perceived communication competency were either maintained or increased throughout the course. Specifically, intrinsic motivation stimulation, and students' efforts in language learning increased in 2021. This point needs to be clarified in further study, but in online instruction, a greater variety of teaching materials were

used, and in particular, visual materials were used more often. While using the LMS, students were studying Global Studies and this might have influenced their intrinsic motivation-stimulation. This course required students to learn about the world and consider how they should act and think as global citizens. Although the pandemic situation had an impact on international student exchanges and overseas study, students were encouraged to learn about the world, enabling them to think critically about international collaboration, the pandemic period in general, and also discuss and debate their opinions in CLIL class. In addition to showing an increase in intrinsic motivation-stimulation, students' intended learning effort showed an increase. This was perhaps because students needed to make an extraordinary effort for online learning, and especially for the spring semester of 2020, both teachers and students learned how to work collaboratively on ZOOM online and on-demand classes. Moreover, in online instruction in CLIL, reading and writing were emphasized, and this perhaps made them work harder than in face-to-face classes. Though students were placed in a difficult situation because of the pandemic, they made a lot of effort in the language class. In addition to this, it was expected that international posture would decline due to lack of interaction and exchanges with international communities (e.g. no international visitors to Japan) during the COVID period; therefore, the result that the COVID-influenced group showed the equivalent level of international posture is rather welcome.

To answer the second research question, "How were students' strength of motivation related to attitudes toward online learning during the COVID-19 pandemic?" correlation analyses were conducted. Attitude toward online learning and intended learning effort showed a positive correlation (r = .405), as did attitude toward online learning and perceived communication competency in reading (r = .427). Although students made an extraordinary effort in learning in general and reading materials were perhaps heavier during the COVID-19 pandemic, students' responses seemed to reveal strength of online learning. The positive correlation of attitude toward online learning with intended learning effort and perceived communication competency in reading means that successful online teaching can be tremendously effective. The other motivation-related variables showed weak correlations with attitude toward online learning; however, these correlations were positive. In another study, Dixon et al. (2021) found that the use of the LMS in hybrid language instruction appeared to have a positive impact on students in comparison to those who were not required to use the LMS. In the present study, when attitude toward online learning increased, intended learning effort also increased. In addition, when positive attitude toward online learning increased, perceived communication competency in reading increased. Further investigation is thus needed, but online instruction, especially on-demand instruction focused on reading and writing, might have triggered students' positive learning attitude toward online instruction. In the present study, an LMS (Blackboard and/or CLE) was also used in teaching. Further investigation is needed to clarify this point but using this might have had a positive impact on students' online learning during the COVID-19 pandemic, making it easier to track progress, and allowing teachers to give richer feedback to students.

Pedagogically, although the present study did not show a sharp decline in motivation-related variables, in educational settings, instructors still need to make efforts to support students, develop their autonomy and allow them to accept their negative experiences and emotions. Instruction can be given by providing students with meaningful content and choices, and giving positive feedback, which in turn may enhance their motivation and academic achievement. To maintain students' motivation during the pandemic period, the language instructors made extraordinary efforts in teaching online and supporting students, as it was known that students were very nervous at the beginning of 2020. Creating digital materials and content focusing on global issues was another vital factor. Content wise, introducing global issues and topics may play an important role in stimulating students' global consciousness and enhancing their motivation; as we are living in an increasingly globalized world, it is important for them to think about and participate actively in global initiatives. By doing so, they can fulfil their potential and shape their minds as global citizens to create a future for themselves, their countries and the planet as a whole.

Lastly, the limitations of the present study need to be discussed. The data was collected before and during the COVID-19 pandemic to conduct a repeated cross-sectional survey. In a repeated cross-sectional survey, the data set needs to be collected at successive time points. In this study, however, the questionnaire was administered at only two points in time. In the future, more data at successive time points is needed to be collected and in different time frames, allowing us to conduct a prospective cohort study using a cross-sectional time series design. In addition to the above limitations, academic

achievement and performance were not included in the present study. In the future, it would be useful to measure academic achievement and performance; analyzing students' achievement in relation to psychological indicators seems potentially significant in increasing our understanding of language learning in Japan. In addition, regarding the comparability of the two cohorts, it was technically and ethically not possible to compare the same groups before and during the COVID-19 pandemic or to create a control group. But as mentioned earlier in the procedure section, the study mentioned an effort to make the distribution of gender and age as close as possible and attempted to investigate the impact of the COVID-19 pandemic with cohorts that were matched as closely as possible.

9. Conclusion

During the COVID-19 pandemic, as mentioned earlier, it was vital for educators to use appropriate teaching materials and design syllabi whatever the circumstances might be. Although the OECD stated in 2020 that "the COVID-19 pandemic is likely to generate the greatest disruption in educational opportunity worldwide in a generation" (Reimers & Schleicher, 2020, p.4)", in the present study, students' motivated-related variables in language learning were maintained during this difficult period. I therefore believe that there are possible ways to open up students' minds to the world and motivate them in language learning at any time, despite the difficulties we might face. It is pedagogically important that instructors support students no matter what natural disaster, pandemic, or other crisis occurs. Under any such circumstances, there are possible ways to maintain students' interest and curiosity and promote their motivation and achievement in language learning.

We recently experienced one catastrophic human crisis, the COVID-19 pandemic, and are currently facing more, including conflicts, natural disasters and climate issues across the globe. Fostering students' motivation and motivation-related variables in language learning is as important as ever, as we need to work collaboratively with other countries through the medium of English while living in a complex and uncertain world in an era of globalization.

Notes

1. The Benesse Educational Research and Technology Institute (BERT) focuses on research themes such as educational surveys, research into English language education, research on educational assessments, research on higher education, and research into learning through media.
2. According to Plonsky & Oswald (2014), with between-groups, a small size effect is around .40, a medium size effect is around .70 and a large effect size is around 1.00.

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Collaborative Design and Implementation of a TBLT Project: Working with Graduate Students

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Abstract

This paper presents a project I conducted with four graduate students enrolled in an Introduction to Applied Linguistics course at the Graduate School of Humanities, Osaka University. Using *Teaching Speaking: A Holistic Approach* (Goh & Burns, 2012) as the core text, the course explored the teaching of speaking from both theoretical and practical perspectives through a task-based lens. As the final project, the graduate students collaboratively designed a speaking course for EFL undergraduate students. They discussed the learning goals and needs of Japanese undergraduate students in order to support the development of English communicative competence. Based on a needs analysis, each graduate student designed a lesson incorporating speaking-focused tasks aligned with the principles of task-based language teaching (TBLT). These lessons were implemented in the author's first-year General English classes. The graduate students assisted with task implementation and the collection of learner feedback and responses. Following implementation, they reflected on the lesson designs and analyzed learner achievement and feedback. This paper concludes with reflections on guiding graduate students through the cycle of course design, implementation, and reflection, and discusses possibilities for future collaborative student projects.

1. Introduction

Task-based language teaching (TBLT) has become a prominent approach in the communicative language teaching framework since the 1980s (Ellis, 2003, 2009; Long, 2015; Nassaji & Fotos, 2011). It has been widely defined and implemented (Ellis, 2003, 2018) and offers learners the opportunity to develop speaking proficiency by engaging in tasks that resemble real-life situations. TBLT represents a shift away from grammar-driven syllabi toward meaning-centered instruction (Ellis, 2003, 2018; Long, 2015). Within this approach, tasks are primary classroom activities that allow learners to draw upon their existing linguistic resources to achieve communicative goals rather than to produce predetermined grammatical forms (Skehan, 1998; Bygate, Skehan, & Swain, 2001). Language development is facilitated when learners engage in negotiation of meaning, receive feedback, and modify output in response to communication breakdowns (Long, 2015). Tasks provide opportunities for such interaction, allowing learners to notice gaps in their interlanguage. Long's earlier definition of task-based language learning suggested that learning should be meaning centered and largely incidental. However, while research has shown that learners become more fluent from completing tasks, TBLT also faces criticism. One major criticism of the earlier task-based language teaching approaches (e.g., Long, 1991) is that it overemphasized the importance of meaning and overlooked the importance of form. More recent developments in TBLT have addressed this concern by recognizing the importance of form-focused instruction (FFI) through the integration of form into meaningful tasks (Ellis, 2009; Long, 2015). Recent TBLT advocates argue that while communication is central, attention to linguistic features through mechanisms such as focus on form is also important (Long, 1991; Ellis, Basturkmen, & Loewen, 2001).

This paper reports on a collaborative project conducted within an Introduction to Applied Linguistics course at the Graduate School of Humanities, Osaka University. Drawing on Goh and Burns' (2012) book on teaching speaking, a TBLT project with task-based lessons was collaboratively designed by graduate students for first-year Japanese university EFL learners. These lessons were subsequently implemented in general undergraduate English classes, providing an opportunity to examine how TBLT principles can be translated into classroom practice. This paper aims to outline the design process of lessons, their alignment with TBLT principles, and to reflect on the implementation and outcomes of this project. By documenting the design and enactment of this project, the study hopes to contribute to ongoing discussions regarding the practical application of TBLT in higher education settings and to highlight the complexities involved in operationalizing task-based

principles in authentic classroom environments.

2. Literature Review

2.1 *Communicative Language Teaching Framework*

Communicative language teaching (CLT) is a dynamic approach to teaching speaking that has changed throughout the decades (Hughes, 2011). A fundamental principle in this framework is that learners engage in communication based on their desire to communicate about meaningful topics (Bygate, 1998). Therefore, communicative language teaching advocates emphasize the importance of authentic communication as learners develop communicative competence from interacting with other individuals in communicative contexts. While CLT has become one of the most dominant approaches for speaking development, a recurring criticism is that it overemphasizes meaning at the expense of neglecting linguistic forms and syntactic accuracy (Savignon, 2005). Some CLT proponents have gone as far as to discourage direct grammar teaching because they believe that explicit knowledge cannot be transferred from teachers to students (Lochland, 2013). Some studies have found that learners who engage in communication practice achieve the same levels of grammatical accuracy as those who participate in traditional grammar-focused practice, while the communicative competence of the former group was better than the learners who had no communication practice (Savignon, 2005).

Communicative language teaching has exerted a strong influence in many countries in the EFL context. In Japan, CLT is being increasingly widely practiced in English-language classrooms especially at the higher education level (Savignon, 2005; Takanashi, 2004). However, despite the results of some controversial studies, it is a misconception that grammar is never taught in CLT classrooms (Thompson, 1996). While authentic interaction is important, communicative competence is partially based on the accurate use of grammatical forms (Canale & Swain, 1980).

2.2 *Task-based Language Teaching (TBLT)*

Task-based language teaching (TBLT) is one of the most widely applied approaches in the communicative language teaching framework (Ellis, 2003, 2009; Long, 2015; Nassaji & Fotos, 2011). However, despite its wide application in classrooms, there are still controversies regarding how task-based language teaching should be conceptualized. Depending on how it is defined, it brings different applications and implications and thus different learning results (Ellis, 2018). Task-based learning was initially introduced to the field of language learning by Prabhu (1987), who argued that the focus of teaching needs to be placed on tasks. He argued against the preselection of linguistic forms because language acquisition is an implicit process that occurs when learners use language for communication. According to Prabhu (1987), tasks which are motivating and engaging are enough for learners' linguistic development without paying attention to specific linguistic forms. Long and Crookes (1992) also emphasized the importance of language learning through communication but unlike Prabhu, they advocated the need for learners to attend to form incidentally during interaction, particularly when communication breaks down and results in misunderstandings. Therefore, task-based language teaching is an approach to course design where learners learn by doing tasks, which are meaningful, relevant, engaging, and stimulating and which includes an incidental focus on form (Long, 1985). Long (2015) later redefined task-based language teaching as "an approach to course design, implementation, and evaluation intended to meet the communicative needs of diverse groups of learners" (p. 5). This task design involves more than selecting communicative activities; it requires careful alignment of learning goals, learner needs, sequencing, and assessment (Ellis, 2003; Long, 2015).

While the task-based language teaching approach has been diversely defined, the concept of *task* has also been diversely defined (Butler, 2011). From a language learning perspective, a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form" (Nunan, 1989, p. 10). Skehan (1998) defined a task as "an activity in which meaning is primary, there is some communication problem to solve, there is some relationship to real-world activities, task completion has some priority, and the assessment of the task is in terms of outcome" (p. 95). Bygate, Skehan, and Swain (2001) defined task as an activity which requires learners to use language with an emphasis on meaning in order to attain an objective. Ellis (2003) further defined tasks to be learner activity plans with a primary focus on meaning, real-world language usage, and cognitive processes such as selecting, classifying, ordering, reasoning, and evaluating information to

achieve clear communicative outcomes. The above definitions share the idea that task is a language usage activity with a primary focus on meaning.

2.3 *Focus on Form and Focus on Forms*

The distinction between *focus on forms* and *focus on form* is central to discussions of grammar instruction in TBLT. *Focus on forms* refers to a traditional instructional approach in which linguistic elements such as grammar rules and vocabulary are taught explicitly and sequentially, often isolated from meaningful communication (Long, 1991). In contrast, *focus on form* involves drawing learners' attention to linguistic features that arise within meaning-focused communicative activities. Long's (1991) definition of *focus on form* argues that it occurs primarily in meaning-centered discourse, through incidental, transitory, and extensive interactions (i.e., several different forms are attended to in a single lesson). In this approach, learners primarily engage in communication, but their attention is briefly directed to relevant forms as they become salient during interaction (Long, 1991; Doughty & Williams, 1998). This integration of form and meaning allows learners to notice linguistic features while maintaining the communicative orientation of the task (Ellis, 2003).

Within the focus on form framework, attention to language can occur either incidentally or through planned instructional design. *Incidental focus on form* occurs spontaneously during communicative interaction when teachers or learners address linguistic issues that emerge during meaning-focused communication (Ellis, Basturkmen, & Loewen, 2001). In contrast, *planned focus on form* involves teachers intentionally designing tasks that are likely to elicit specific linguistic features while maintaining communicative goals (Ellis, 2001). Both incidental and planned focus on form support language development by linking attention to linguistic form with meaningful language use rather than teaching grammar in isolation (Long, 1991; Ellis, 2003).

3. Collaborative Project

3.1 *Institutional Context and Background*

The idea for this research project originated from my graduate class titled Introduction to Applied Linguistics in 2024 at the Division of Language and Culture, the Graduate School of Humanities, Osaka University. The Division of Language and Culture focuses on the study of language, communication, and culture from both theoretical and applied perspectives. In my teaching and research within the division, I usually work with graduate students on topics related to applied linguistics, looking at different aspects of language learning and teaching from both practical and theoretical perspectives. The division provides a supportive research community where students and faculty collaboratively explore how language practices shape communication, learning, and social participation in contemporary societies.

The original syllabus looked at language learning and teaching from a scientific research perspective and how research findings can be applied in language classrooms. The course was designed for graduate students interested in the mechanism of language development and who want to be future language teachers or researchers. Therefore, students were supposed to read research papers related to language proficiency development, participate in active class discussions, and to complete research paper critiques. However, I recognized a need to accommodate their academic interests and backgrounds. I invited the students to collaboratively develop a new syllabus and eventually, the course evolved from reading and understanding existing literature on applied linguistics to conducting a joint research project comparing the effects of AI and machine translation feedback on EFL writing. Students presented their research results at an international conference in Osaka and submitted a conference proceedings paper afterwards.

3.2 *Course Framework*

Based on my previous experience with course modification last year, I decided to embed a collaborative research project into my new course syllabus from the beginning. My Introduction to Applied Linguistics course in the 2025 fall semester focuses on teaching and researching speaking through a task-based lens. Using *Teaching Speaking: A Holistic Approach* (Goh & Burns, 2012) as the core text, the course introduced key dimensions of speaking pedagogy. The textbook is divided into four parts and each part consists of several chapters: 1) speaking processes and skills, 2) spoken discourse, 3) designs and approaches, and 4) classroom practices. Graduate students read one chapter of the course textbook each week prior to seminar-style discussions. In class, they shared their

understandings and reflections on the chapter. Based on what they learned from the textbook, the graduate students collaboratively designed a TBLT speaking course for their final assessment. We implemented some of the lessons and tasks in undergraduate general English classes for first-year EFL Japanese students.

Each graduate student was required to create an original lesson incorporating speaking-focused tasks that reflected principles of task-based language teaching, such as meaningful interaction, negotiated communication, and functional language use. The four graduate students enrolled in the course had diverse backgrounds, including different nationalities and experiences with language learning and language usage. None of the students had heard of the concept task-based language teaching prior to the beginning of the course.

4. Course Design

4.1 *Needs Analysis and Learning Goals of Target Learners*

It was important to identify learner needs and learning objectives before moving on to course design and lesson development. Based on our weekly discussions in the Introduction to Applied Linguistics course, it was agreed that Japanese university students have a need to develop their English communicative ability as they have limited opportunities to use English outside the classroom. Japanese university learners, in particular, have historically experienced grammar-focused instruction aimed at entrance examinations, sometimes resulting in limited communicative confidence despite years of formal study. Table 1 summarizes the learning needs and objectives discussed by the four graduate students prior to course design.

Table 1. Needs and Learning Objectives of Japanese EFL undergraduate students

Course aim	To develop English speaking ability so that students are able to interact and make themselves understood in different academic and everyday situations.
Student needs	1. Meaningful oral practice (students need to have structured situations where they feel comfortable and are able to have functional practice applicable in the real world) 2. Building confidence and reducing anxiety 3. Intelligibility support (help students make themselves understood) 4. Practical communication strategies (how to keep a conversation going, ask for clarification, repair misunderstandings, and explain ideas)
Learning objectives	Speaking fluency / discourse organization: Speak for a couple of minutes continuously on everyday or academic topics with basic coherence and some level of fluency Participate actively in pair or group discussions, contribute ideas and ask follow-up questions Communication strategies / interaction management: Use strategies to manage communication breakdowns (asking for clarification or paraphrasing when a certain word is unknown) Functional speaking: Give short and clear explanations about academic or personal topics Prepare and deliver 2–3-minute presentations using simple but accurate English Participate in role-play scenarios Collaboration and Interaction: Collaborate in English to complete communication tasks (problem-solving, interviews, information-gap) Show increased willingness to speak and engage in English

4.2 *Lesson Development and Task Design*

Following the agreed course aim, learner needs and learning objectives, the graduate students began the lesson development phase of the project. Each student was responsible for designing one lesson for a hypothetical speaking-focused English course for first-year undergraduate students at Osaka University. The graduate students were encouraged to align their lessons with key TBLT principles,

including focus on meaning, the use of authentic or realistic communicative situations, and opportunities for learners to negotiate meaning during interaction.

Each graduate student independently designed a set of speaking tasks to structure their lesson. Drawing on concepts introduced in the course readings, particularly Goh and Burns (2012), the students developed speaking tasks such as information-gap activities, opinion-sharing tasks, and problem-solving discussions that required learners to use English to achieve a communicative outcome. In designing their tasks, students also considered learner proficiency levels, task sequencing, anticipated learning outcomes, and possible evaluation methods. Students also paid attention to the stages of a task-based lesson, including pre-task preparation, the main communicative task, and post-task reflection, feedback or homework assignments.

The graduate students presented their draft lessons and task designs during class discussions. These presentations allowed each student to explain the rationale behind their lesson objectives, task structure, and expected learner outcomes. Peers and the instructor provided feedback on various aspects of the lesson design, including task clarity, the level of communicative demand, and the feasibility of implementation in a real classroom setting. This process created opportunities for critical discussion about task design and encouraged students to reflect on how theoretical principles could be translated into practical classroom design. Based on the feedback received, the graduate students revised and refined their lesson plans and tasks before implementation.

5. Task Implementation in Classroom

Following the lesson design stage, graduate students were offered the opportunity to implement the tasks they developed in an authentic teaching context. Specifically, they were invited to implement their tasks in my undergraduate General English classes at Osaka University. I shared my teaching schedule with the graduate students so that they could potentially choose a time slot that suits their timetable. Due to their other semester assessment deadlines, only three out of the four graduate students chose to implement the tasks they designed. Each graduate student visited a different General English class that I taught and co-taught a 90-minute lesson with me. At the beginning of the lesson, the graduate students briefly introduced themselves and the purpose of their visit to the undergraduate students. They also introduced the tasks they had designed and gave task instructions in Japanese or English depending on the complexity of the task and the anticipated needs of the learners, with the aim of ensuring that learners clearly understood the communicative goals of the activity.

The three implemented lessons featured different types of speaking tasks reflecting key principles of task-based language teaching. One graduate student implemented a debate task that required learners to debate and defend positions on a given topic. The second graduate student implemented a pair-based information negotiation task in which learners exchanged and clarified information only in English in order to complete the activity. The third graduate student introduced a role-play task that asked learners to assume specific roles and engage in a simulated communicative situation. Prior to the class sessions, each graduate student prepared instructional materials, including PowerPoint slides and handouts, to support task implementation and learner participation.

To examine the outcomes of the lessons, data on learner experiences and learning outcomes were collected after task completion. Undergraduate students completed short learner surveys reflecting on their participation and perceived learning, and they also submitted follow-up homework related to the classroom tasks. These materials provided insight into learner task achievement and learner self-evaluation. In the following graduate seminar class, graduate students collectively discussed the implementation experience, reflecting on both the practical aspects of task delivery and the learner responses. This discussion allowed the graduate students to evaluate the effectiveness of their task design and to consider possible improvements for future task-based teaching practices.

6. Project Reflection and Discussion

The collaborative project provided graduate students with an opportunity to deepen their understanding of task-based language teaching (TBLT) by connecting theoretical knowledge with practical classroom experience. As discussed in the literature review, TBLT emphasizes meaningful interaction and communicative engagement for language development (Ellis, 2003, 2018; Long, 2015). By designing and implementing speaking tasks, the graduate students were able to experience the diversely defined concept of task (Nunan, 1989; Skehan, 1998; Ellis, 2003) and create opportunities for meaningful language use and communicative outcomes. Students also needed to consider practical

aspects of task design, including task sequencing, learner proficiency levels, and learner interaction, which they would not otherwise experience through textbook study alone.

The project also prompted reflection on the role of linguistic form within meaning-focused instruction. As discussed in the literature review, communicative language teaching has sometimes been criticized for prioritizing meaning over grammatical accuracy (Savignon, 2005). However, more recent developments in TBLT emphasize the integration of attention to linguistic form within communicative interaction through focus on form (Long, 1991; Ellis, Basturkmen, & Loewen, 2001). During task implementation, graduate students observed that learners occasionally encountered difficulties expressing ideas or maintaining interaction. These moments sometimes prompted brief attention to linguistic forms, such as vocabulary choice or sentence structure, while communication remained the primary focus of the task. Such observations helped the graduate students understand how meaning-focused interaction and attention to form can coexist within task-based instruction.

Another important outcome of the collaborative project was the development of reflective teaching practices among the graduate students. After implementing their lessons in undergraduate classrooms, students critically examined their pedagogical decisions and evaluated learner responses through feedback and group discussion. By observing and discussing multiple task implementations, they also learned from the experiences of their peers. This reflective process allowed them to assess whether their tasks were aligned with task-based principles and whether they effectively promoted communicative goals. Through reflection, students also identified areas for improvement, such as clarifying instructions, adjusting task difficulty, and allocating more time for interaction. In particular, they observed how tasks encouraged negotiation of meaning among learners. Negotiation of meaning and communicative interaction are widely recognized as processes that facilitate language development (Long, 2015). During task implementation, learners often asked for clarification, reformulated ideas, or paraphrased expressions in order to maintain communication, demonstrating how tasks create opportunities for active language use.

Another insight emerging from the project was the discrepancy between planned lesson designs and actual classroom implementation. While the graduate students designed their tasks based on theoretical principles of TBLT, classroom implementation revealed the complexities involved in translating these principles into practice. As noted in previous discussions of communicative and task-based pedagogy (Ellis, 2003; Long, 2015), classroom interaction is dynamic and often unpredictable. Graduate students observed that learner interpretation of instructions, time constraints, and varying levels of participation influenced how tasks unfolded during the lessons. These discrepancies between planned and enacted lessons became valuable learning opportunities, encouraging students to consider how teaching strategies must be adapted to the realities of classroom interaction.

7. Conclusion

This paper shares a collaborative task-based language teaching (TBLT) project conducted in a graduate-level applied linguistics course in which graduate students designed and implemented task-based lessons for undergraduate English learners at Osaka University. Through the process of lesson design, peer discussion, classroom implementation, and post-lesson reflection, graduate students engaged directly with its key principles by connecting theories to practice. By participating in authentic classroom implementation, the graduate students were able to observe how planned tasks functioned in real teaching contexts and to critically examine the relationship between learning objectives and outcomes. While TBLT is theoretically appealing, its implementation continues to present challenges. Tasks need to be cognitively appropriate, pedagogically coherent, and aligned with learners' proficiency levels and classroom realities, and constraints such as time limitations also need to be considered.

Several limitations of this project need to be acknowledged. This project involved a small number of graduate students and was conducted within a single course context, which limits the generalizability of the findings. In addition, the implementation involved only three classroom lessons and relied on limited data collected from learner surveys and homework submissions. Future collaborative projects could expand this approach by incorporating larger cohorts of graduate students across different courses or programs. Cross-course collaboration could allow students of different areas of applied linguistics to jointly design and implement lessons, thereby enriching their learning experience and perspectives. Future research could also benefit from expanded data collection, including multimodal classroom observations and more systematic learner feedback. Such data would

allow deeper analysis of how tasks are enacted in classroom settings and how learners engage with their tasks, and further contribute to research and practice in TBLT.

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From Task Engagement to Task Worthwhileness: Toward Activity-Specific Yarigai from an Ikigai Perspective

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Abstract

This paper argues for the need to distinguish domain-general Academic Yarigai from activity-specific yarigai in educational research and proposes the Activity-Specific Yarigai-9 Scale (ASYS) as a task-level complement to the Academic Yarigai-9 Scale (AYS; Kanazawa, 2025a). Academic Yarigai offers an integrative account of meaningful academic experience by bringing together intrinsic fulfillment, intellectual stimulation, personal growth, social contribution, flow, recognition, overcoming challenges, real-world relevance, and purpose of learning. Yet the original framework also repeatedly emphasizes immediate and task-related fulfillment, suggesting that yarigai is not only a broad academic orientation but also a situated experience arising from particular activities. To develop this argument, the present paper draws on research on task engagement, which treats engagement not merely as a stable disposition but as learners' involvement in a specific task or series of tasks. Recent work has shown that engagement may have both trait-like and state-like qualities and that task-level measurement is necessary for understanding how learners' involvement varies dynamically across activities and contexts. In light of this, the paper introduces the ASYS as a task-level indicator of whether a specific activity is perceived as enjoyable, supportive of growth, socially meaningful, challenging yet fulfilling, relevant beyond the classroom, and aligned with broader personal goals. It also presents preliminary empirical findings from Japanese undergraduate learners of English. Across three administrations, the ASYS demonstrated satisfactory internal consistency, differed significantly among three active learning tasks, and showed strong correlations with task engagement on each occasion. Mean ASYS scores were also moderately related to the domain-general AYS and to foreign language enjoyment, while showing no significant association with broad classroom engagement. These findings suggest that the ASYS may serve as a promising measure of task worthwhileness and a meaningful companion construct to task engagement.

1. Introduction

In applied linguistics and educational psychology, constructs such as engagement, motivation, enjoyment, flow, and well-being have often been discussed in parallel rather than within one unified framework. Kanazawa (2025a) proposes Academic Yarigai as an integrative construct that brings these strands together under a more meaning-centered account of educational experience. In the framework, Academic Yarigai is presented as a way of holistically capturing learners' intrinsic fulfillment, personal growth, social contribution, and real-world relevance, thereby addressing aspects that existing frameworks only partially capture (Figure 1).

A particularly notable move in Kanazawa's (2025a) framework is the application of ikigai via the construct of yarigai. Whereas ikigai refers to a broader sense of meaning or purpose in life, yarigai is narrower, more specific, and more closely connected to meaningful activity, effort, or role performance. The concept centers on "something worth doing," and is therefore more directly linked to the lived experience of action than to purpose at the level of life as a whole (Kemp, 2026). This conceptual distinction is not without methodological consequence. If yarigai is grounded, at least in part, in concrete and meaningful activity, then it should be possible—and theoretically desirable—to assess it not only at the level of academic life in general, but also at the level of a specific activity.

The existing Academic Yarigai-9 Scale (AYS) is a major step toward operationalizing this construct. However, the original scale is primarily suited to capturing personality trait-like tendencies and whether students experience their academic work in general as worthwhile, meaningful, and fulfilling. It is less suited to capturing how such experiences may vary across tasks within the same learner. In real educational contexts, one discussion activity may be experienced as highly meaningful, another as simply routine, and a third as challenging yet deeply rewarding. This kind of variation is not trivial; it sheds light on an important aspect of how learners relate to educational activity itself.

This paper argues that Academic Yarigai should be complemented by a more activity-specific

measure. Drawing on the logic of task engagement research, I propose the Activity-Specific Yarigai-9 Scale (ASYS) as a task- and activity-level extension of the original Academic Yarigai framework. The ASYS is not intended to replace the AYS, but rather to complement it by capturing the learner's immediate sense that a given activity was worth doing.

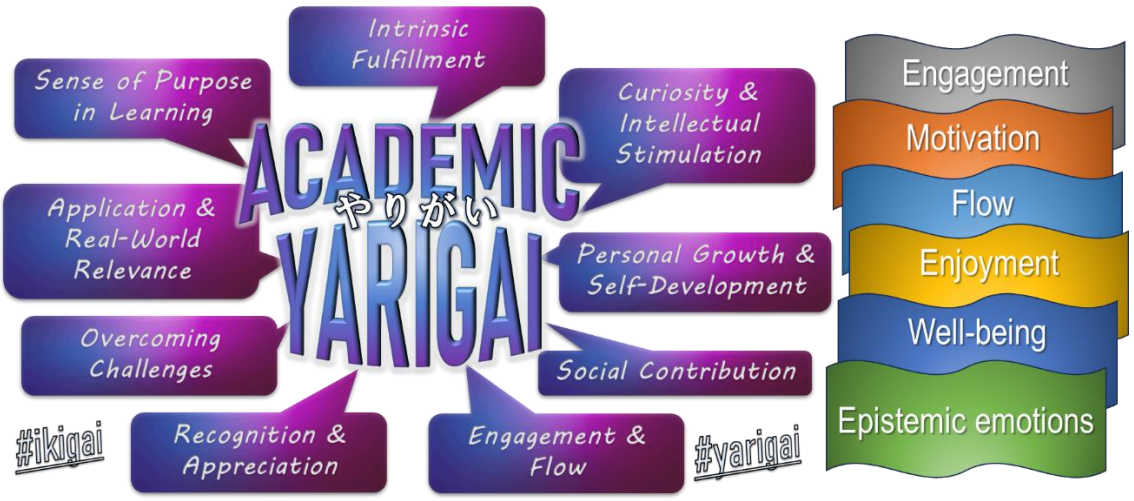

Figure 1. Academic Yarigai

Note. Adapted from "Academic Yarigai" (Y. Kanazawa), Researchmap (https://researchmap.jp/yu-kanazawa/yarigai).

2. Academic Yarigai as an Integrative, Situated, and Value-Laden Construct

Kanazawa (2025a) proposed Academic Yarigai as a response to conceptual fragmentation in educational research. Rather than treating engagement, motivation, enjoyment, and well-being as discrete constructs, the Academic Yarigai framework brings them together within a more integrated account of learners' subjective sense of worthwhileness and meaningful fulfillment in academic activity (Kanazawa & Arriagada, 2026). This step is especially significant in relation to engagement, as the framework argues that conventional engagement models, although valuable, often do not fully address whether learners genuinely feel that academic work is worth doing.

In this respect, Academic Yarigai is not reducible to engagement. Whereas engagement research often emphasizes behavioral, cognitive, emotional, and social participation, Academic Yarigai includes these while also foregrounding intrinsic fulfillment, curiosity, personal growth, social contribution, recognition, real-world relevance, and sense of purpose. It therefore offers a more explicitly value-laden and meaning-centered account of academic experience.

Academic Yarigai may also be clarified through the distinction between hedonic and eudaimonic aspects of experience (Huta & Ryan, 2010; Kanazawa, 2019/2024). A hedonic perspective emphasizes enjoyment, pleasure, and immediate positive feeling, whereas a eudaimonic perspective emphasizes growth, excellence, meaning, authenticity, and contribution. Academic Yarigai appears to integrate both hedonism and eudaimonia. It includes hedonic elements such as enjoyment and absorption, but it also includes eudaimonic elements such as personal growth, social contribution, real-world relevance, and purpose. Framed in this way, yarigai is not simply about liking an activity; it is about experiencing that activity as both enjoyable and worth pursuing. This distinction also resonates with the Deep Epistemic Emotion Hypothesis (DEEH), which suggests that deeper intellectual acquisition and engagement are often supported by epistemic emotions such as curiosity, surprise, and confusion rather than by hedonic enjoyment alone (Kanazawa, 2025b). From this perspective, a task may be experienced as worthwhile not only because it is pleasant, but also because it provokes intellectually meaningful disequilibrium and invites further exploration.

Significantly, the original Academic Yarigai framework is not purely domain-general. It repeatedly emphasizes immediate experiential fulfillment, task-specific experiences, and learners' practical engagement with academic activities. This point is crucial because it suggests that the move toward activity-specific measurement is not an external addition imposed on the construct. Rather, it develops a situated aspect already present in the original theory.

The implication, *prima facie*, appears straightforward. If Academic Yarigai partly emerges through concrete learning activities, then domain-level measurement alone may be insufficient. A broader scale can indicate whether learners generally find academic life meaningful, but it may not capture how that sense of meaning is distributed unevenly and dynamically across tasks and actual occasions (Whitehead, 1929). To address that gap, a task-level complement is needed.

3. Insights From Task Engagement Research

A useful analogy can be found in the literature on task engagement. In recent second language (L2) research, engagement is not treated only as a stable learner trait or general classroom disposition. Instead, researchers increasingly conceptualize task engagement as learners' involvement in a specific task or series of tasks. Hiver et al. (2025), for example, define L2 task engagement in terms of how learners focus on, interact within, and learn from a particular task, emphasizing the amount, intensity, and quality of learners' integrated cognitive, social, emotional, and agentic effort.

This task-level orientation has key implications. Task engagement research has shown that engagement may have both trait-like and state-like qualities. Some learners may display relatively stable engagement tendencies, but their actual involvement can also vary significantly depending on the task, context, and moment of performance. Philp and Duchesne (2016) likewise emphasize that engagement should be understood at different levels of analysis and note that, at the level of activity, engagement concerns learners' involvement in a specific classroom task rather than engagement in school or class more broadly. They further describe engagement as a state of heightened attention and involvement that is reflected across cognitive, behavioral, social, and emotional dimensions. That logic can be extended to Academic Yarigai. Just as engagement can be considered both generally and task-specifically, so too can yarigai be considered both as a broad academic orientation and as an immediate experience tied to a specific activity.

This distinction becomes clearer when viewed through expectancy-value approaches to motivation. In situated expectancy-value theory, task value is not fixed, but context-sensitive and closely linked to the activity and situation in which learners act (Eccles & Wigfield, 2020). From this perspective, ASYS may be understood as extending subjective task value into a broader measure of task worthwhileness—one that includes not only enjoyment and usefulness, but also challenge-based accomplishment, contribution to others, recognition, and long-term purpose.

A similar point can be made from the perspective of self-determination theory (Ryan & Deci, 2020). If autonomy-supportive, competence-building, and relationally meaningful activities are more likely to be experienced as self-endorsed and worthwhile, then ASYS may be understood as capturing how such activities are appraised by learners at the level of concrete task experience.

This does not mean, however, that the ASYS is merely a relabeling of an existing task engagement scale. Task engagement measures usually focus on how learners are involved in a task. Zare and Derakhshan (2025), for example, proposed a multidimensional model including emotional, agentic, behavioral, social, and cognitive engagement. These dimensions are useful for describing the form and degree of participation, but they do not fully capture whether the activity was experienced as worthwhile, personally meaningful, or purpose-linked.

This distinction is fundamental. If task engagement asks, in effect, "How engaged was the learner in this task?", then activity-specific yarigai asks, "Why did this activity feel worth doing?" The two constructs are adjacent but not identical. Task engagement emphasizes the quality of involvement, whereas activity-specific yarigai emphasizes worthwhileness, growth, meaning, and purpose. Accordingly, the ASYS may be understood as a value- and meaning-centered companion construct to task engagement.

Task engagement research also provides methodological support for the proposed instrument. Hiver and Dao (2025) argue that self-report and discourse-analytic measures capture different dimensions of engagement and should not be expected to converge perfectly. Self-report measures provide an emic account of learners' subjective experience, whereas observational or discourse-based measures offer more external indicators of behavior. Because yarigai centrally concerns perceived value, meaningfulness, and fulfillment, self-report is a particularly suitable starting point for ASYS, even if future validation should also consider triangulation with behavioral or interactional indicators.

4. Why the AYS Alone Is Not Enough

The AYS remains a foundational scale, but several reasons support the need for an activity-specific

complement. First, the distinction between broader and more task-specific levels of analysis is increasingly visible in adjacent work on task engagement, where learner experience is treated as unfolding across nested levels of specificity and timescale rather than residing at a single level of abstraction; however, Hiver et al. (2025) also emphasize that the conceptualization and measurement of these levels remain underdeveloped. By analogy with task engagement, Academic Yarigai may likewise be conceptualized across levels, with a broad academic orientation at the domain level and a more immediate appraisal of worthwhileness at the activity level.

Second, the AYS mainly captures whether learners experience academic study in general as fulfilling and meaningful. It does not directly target the specific activity just completed. As a result, it is less sensitive to within-person dynamic variation across tasks. Third, task engagement research suggests that features of task design matter. Differences in interaction pattern, challenge level, relevance, autonomy, and collaboration can substantially shape learners' experience. This point is also supported by Egbert et al.'s (2021) evidence-based model, which identifies authenticity, social interaction, learning support, interest, autonomy, and challenge as key facilitators of language task engagement. If task characteristics systematically shape engagement, they are also likely to shape whether learners experience an activity as worthwhile, fulfilling, and yarigai-generating. Fourth, the original Academic Yarigai framework already gives conceptual priority to immediate and task-related fulfillment. A measurement model that remains only domain-general risks muting this situated core. For these reasons, a task-level instrument is needed. The AYS can indicate whether a student generally experiences academic life as worthwhile, whereas the ASYS can indicate whether a specific activity was experienced as worth doing.

5. The Proposed Activity-Specific Yarigai-9 Scale

The Activity-Specific Yarigai-9 Scale (ASYS) is proposed as a task-level complement to the AYS. It retains the same broad conceptual scope while shifting the unit of analysis from academic study in general to the specific activity just completed. This preserves theoretical continuity with Kanazawa's (2025a) framework and its preceding Ikigai-9 framework (Fido et al., 2020) while increasing sensitivity to situated fluctuations in learners' experiences.

More specifically, ASYS is intended to assess the learner's appraisal that a particular activity was worth doing. This appraisal is not confined to enjoyment or engagement alone. Rather, it integrates multiple dimensions of task worthwhileness, including intrinsic enjoyment, cognitive and skill growth, personal development, contribution to others, absorbed involvement, recognition, challenge-based accomplishment, real-world relevance, and goal alignment. The correspondence between the AYS and the ASYS can be summarized as follows.

The original AYS Item 1, which concerns Intrinsic Fulfillment in academic study, corresponds to ASYS Item 1, *This activity was enjoyable and engaging*. The shift here is from a general academic orientation to immediate task experience.

AYS Item 2, relating to Curiosity & Intellectual Stimulation, corresponds to ASYS Item 2, *This activity provided new knowledge or improved my skills in a meaningful way*. This preserves the idea of intellectual and skill-related development, but grounds it in a specific activity.

AYS Item 3, focused on Personal Growth & Self-Development, corresponds to ASYS Item 3, *This activity contributed to my personal growth and confidence*.

AYS Item 4, which addresses Social Contribution, corresponds to ASYS Item 4, *This activity had a positive impact on others or helped me collaborate effectively*.

AYS Item 5, relating to Engagement & Flow, corresponds to ASYS Item 5, *I was deeply engaged in this activity and lost track of time*.

AYS Item 6, concerning Recognition & Appreciation, corresponds to ASYS Item 6, *I feel that this activity was valuable because it was recognized by teachers, peers, or colleagues*.

AYS Item 7, dealing with Overcoming Challenges, corresponds to ASYS Item 7, *This activity was challenging at times, but I felt a strong sense of accomplishment afterward*.

AYS Item 8, addressing Application & Real-World Relevance, corresponds to ASYS Item 8, *I can see how what I learned from this activity can be applied in real-life situations*.

Finally, AYS Item 9, concerning Sense of Purpose in Learning and alignment with broader aims, corresponds to ASYS Item 9, *This activity aligns with my long-term goals or personal aspirations*.

Collectively, these adaptations preserve the multidimensional structure of Academic Yarigai while operationalizing it *in situ* and *in concreto*, at the level where learners may experience it most

vividly: the specific activity.

6. Preliminary Empirical Evidence for the ASYS

6.1 Method

Participants were Japanese undergraduate learners of English enrolled in English classes at a Japanese university. Questionnaire participation was voluntary and conducted in accordance with relevant ethical procedures. Only participants who completed all required questionnaires across all administrations were included in the analyses. The final analytic group consisted of 58 students.

Data were collected across three task administrations plus one end-of-semester administration. At the end of each of three different active learning tasks, participants completed the ASYS (this study) and the Engagement Scale for Task Performance (Toyama, 2018). At the end of the semester, participants completed the AYS (Kanazawa, 2025a), a classroom engagement scale (Eerdemutu et al., 2024), a foreign language enjoyment and anxiety questionnaire (Xethakis et al., 2022). This design made it possible to examine whether ASYS functioned as a task-sensitive measure while also assessing its links with broader, domain-level constructs.

The central measure was the Activity-Specific Yarigai-9 Scale (ASYS), administered after each of the three active learning tasks. The Academic Yarigai-9 Scale (AYS) served as a domain-level comparator. Task engagement was assessed after each task using Toyama's (2018) scale, which includes emotional, behavioral, state, and cognitive engagement subscales. At the end of the semester, participants also completed measures of classroom engagement, foreign language enjoyment, and foreign language anxiety.

Preliminary validation evidence for the ASYS was examined in four ways. First, internal consistency was assessed using Cronbach's alpha. Second, repeated-measures analyses were conducted to determine whether ASYS scores varied across the three activities. Third, convergent validity was examined through correlations with task engagement at each occasion and across mean scores. Fourth, conceptual continuity and distinctiveness were examined through correlations with the AYS, classroom engagement, foreign language enjoyment, and foreign language anxiety.

6.2 Results and Discussion

Internal consistency estimates were satisfactory for the central measures. Cronbach's alpha was .85 for the AYS, .87 for ASYS in Activity 1, .89 for ASYS in Activity 2, and .92 for ASYS in Activity 3. Reliability was also high for the comparator measures, including classroom engagement ($\alpha = .87$), foreign language enjoyment ($\alpha = .94$), foreign language anxiety ($\alpha = .85$), and task engagement across the three activities (αs = .92, .95, and .96, respectively). Corrected item-total correlations for the AYS ranged from .41 to .83, whereas those for the ASYS ranged from .47 to .81 in Activity 1, .51 to .84 in Activity 2, and .55 to .82 in Activity 3.

Descriptive statistics showed that ASYS scores differed across the three activities, with means of 29.28 ($SD = 6.01$) for Activity 1, 27.55 ($SD = 6.46$) for Activity 2, and 24.66 ($SD = 7.29$) for Activity 3. Task engagement totals likewise varied across activities, with means of 91.84 ($SD = 13.57$), 85.21 ($SD = 17.80$), and 79.34 ($SD = 18.89$), respectively. Across the three activity administrations, the mean ASYS score was 27.16 ($SD = 5.75$), and the mean task engagement score was 85.47 ($SD = 14.87$). For the broader, end-of-semester measures, the AYS total had a mean of 35.48 ($SD = 4.98$), classroom engagement had a mean of 31.05 ($SD = 5.60$), foreign language enjoyment had a mean of 50.40 ($SD = 9.97$), and foreign language anxiety had a mean of 23.07 ($SD = 6.39$).

A repeated-measures ANOVA showed that ASYS scores differed significantly across the three activities, $F(2, 114) = 19.73$, $p < .001$, $\eta p^2 = .26$. Bonferroni-adjusted paired-samples t tests indicated significant differences between Activity 1 and Activity 2, $t(57) = 2.75$, $p = .024$, $dz = 0.36$, between Activity 1 and Activity 3, $t(57) = 5.42$, $p < .001$, $dz = 0.71$, and between Activity 2 and Activity 3, $t(57) = 3.95$, $p < .001$, $dz = 0.52$. Task engagement also differed significantly across the three activities, $F(2, 114) = 23.30$, $p < .001$, $\eta p^2 = .29$. Bonferroni-adjusted paired-samples t tests showed significant differences between Activity 1 and Activity 2, $t(57) = 3.54$, $p = .002$, $dz = 0.46$, between Activity 1 and Activity 3, $t(57) = 6.15$, $p < .001$, $dz = 0.81$, and between Activity 2 and Activity 3, $t(57) = 3.76$, $p = .001$, $dz = 0.49$. These results can be interpreted to indicate that both ASYS and task engagement were sensitive to differences across activities.

As expected, ASYS was strongly and positively associated with task engagement at each measurement occasion. The correlations between ASYS and task engagement total scores were $r(56)$

= .66, $p < .001$, for Activity 1; $r(56) = .78$, $p < .001$, for Activity 2; and $r(56) = .65$, $p < .001$, for Activity 3. The correlation between participants' mean ASYS score across the three activities and their mean task engagement score was also strong, $r(56) = .76$, $p < .001$.

Correlations with the task engagement subscales were consistently positive. For Activity 1, ASYS was associated with emotional engagement, $r(56) = .52$, $p < .001$, behavioral engagement, $r(56) = .46$, $p < .001$, state engagement, $r(56) = .51$, $p < .001$, and cognitive engagement, $r(56) = .55$, $p < .001$. For Activity 2, the corresponding correlations were $r(56) = .71$, $p < .001$, $r(56) = .60$, $p < .001$, $r(56) = .62$, $p < .001$, and $r(56) = .69$, $p < .001$, respectively. For Activity 3, the correlations were $r(56) = .60$, $p < .001$, $r(56) = .44$, $p < .001$, $r(56) = .53$, $p < .001$, and $r(56) = .63$, $p < .001$, respectively.

To examine links with broader related constructs, correlations were calculated between the mean ASYS score and the AYS, classroom engagement, foreign language enjoyment, and foreign language anxiety. Mean ASYS was positively associated with the AYS, $r(56) = .43$, $p < .001$, and foreign language enjoyment, $r(56) = .47$, $p < .001$. This pattern suggests that activity-specific yarigai is meaningfully related to positive task experience, but is not reducible to enjoyment alone. In other words, learners may find an activity enjoyable and still differ in the extent to which they experience it as growth-promoting, purposeful, socially meaningful, or worth sustained effort.

Mean ASYS also showed a weak positive association with foreign language anxiety, $r(56) = .30$, $p = .021$, but was not significantly associated with total classroom engagement, $r(56) = .21$, $p = .109$. Although the positive relation with anxiety may seem counterintuitive and should be interpreted cautiously, it is not necessarily inconsistent with the broader literature on L2 anxiety. Recent work has noted that anxiety is often detrimental to the quality of L2 learning and performance, yet can also function as a motivational force in goal pursuit by heightening vigilance, effort, and action readiness under conditions of perceived obligation, challenge, or possible negative consequences (Papi & Khajavy, 2023). From this perspective, the present preliminary finding may indicate that activities experienced as worthwhile are not always comfortable or purely pleasant; they may also be experienced as demanding and effortful. This interpretation is broadly compatible with recent calls to distinguish among different forms of L2 anxiety, including task-specific anxiety and goal-pursuit anxiety, rather than treating anxiety as a uniformly negative construct. When examined separately for each activity, ASYS correlated with the AYS at $r(56) = .25$, $p = .054$, for Activity 1, $r(56) = .41$, $p = .002$, for Activity 2, and $r(56) = .45$, $p < .001$, for Activity 3.

Overall, these findings offer preliminary support for the ASYS as a construct that is closely tied to task-level engagement and moderately associated with domain-level Academic Yarigai, while not being reducible to broad classroom engagement tendencies.

7. Implications for Research and Pedagogy

The proposed ASYS has potential value for both research and practice. For research, it could support comparisons across task types, repeated-measures designs, and studies examining links with task engagement, task motivation, subjective task value, epistemic emotions, boredom, and learning outcomes. It may be especially useful in designs that distinguish within-person fluctuations from between-person tendencies, thereby clarifying whether learners differ mainly in their general level of academic yarigai, in their sensitivity to task features, or in both. Another important implication is about measurement. Because task engagement research has shown that self-report, observational, and discourse-analytic approaches may capture different aspects of learners' task experience, ASYS ought not to be understood as a stand-alone substitute for other approaches to task analysis. Rather, it is best viewed as an *emic* measure of perceived worthwhileness that can be triangulated with participation patterns, interactional behavior, and performance outcomes in future studies.

For pedagogy, the ASYS could function as a diagnostic and reflective tool for evaluating task design. Teachers often know whether students participated in an activity, but not whether students experienced that activity as meaningful, growth-promoting, socially relevant, or aligned with personal aims. The ASYS offers a way to assess not only engagement, but also whether learners regard an activity as genuinely worth doing. In this respect, it responds to a practical problem noted by Kanazawa and Kemp (2025): although constructs such as motivation, enjoyment, flow, and learner identity have become increasingly differentiated in research, these distinctions may be difficult for teachers to use in everyday classroom practice. By contrast, Academic Yarigai provides a more pragmatic, integrated lens through which teachers and learners can reflect on whether a task feels fulfilling, intellectually stimulating, purposeful, and worthwhile. Kanazawa and Kemp (2025) further

suggest that the nine dimensions of Academic Yarigai may be understood not simply as separate components, but as "nine gates" into a holistic sense of yarigai. From this perspective, the ASYS may help teachers identify which dimensions are present or missing in a given activity and thereby support the design of learning experiences that foster not only immediate engagement, but also more sustainable and multifaceted forms of motivation and well-being.

8. Future Agenda: Validation and Applications

As the ASYS is proposed here as a conceptual and preliminary measurement framework, further empirical development remains essential. Future studies should examine content validity, conduct cognitive interviews, investigate internal consistency across broader samples, and test convergent, discriminant, and predictive validity. It will also be important to determine whether the ASYS is best treated as a unidimensional index of overall activity-specific yarigai, a multidimensional profiling tool, or both, depending on the intended use. Further work should also test the scale across different task types, educational settings, and learner populations. In addition, triangulation with behavioral, observational, or discourse-based indicators may clarify how perceived yarigai relates to task participation and performance. The present positive association with foreign language anxiety should also be examined further, as it may reflect the possibility that worthwhile activities are not always comfortable, but can also be experienced as challenging or effortful.

Beyond psychometric refinement, the ASYS also opens up a broader research and practical agenda. In educational settings, the scale may be used to examine how different forms of learning activity—such as group work, project-based learning, extensive reading, presentations, and discussions—vary in the degree to which they generate yarigai for learners. Such applications would allow researchers and teachers to move beyond asking whether students are merely engaged and instead pay mindful attention to which activities are experienced as genuinely worth doing.

The ASYS may also be extended beyond formal education. In workplace settings, for example, it could be used to evaluate which job-related tasks are experienced as most fulfilling, growth-promoting, or meaningful for employees. This may be especially useful in research on motivation, work design, professional development, and occupational well-being. Similarly, in the domain of personal hobbies, extramural activities, and skills training, the ASYS may help assess how meaningful different activities—such as music, sports, art, coding, or writing—feel to individuals, thereby providing a way to examine activity-specific fulfillment beyond institutional contexts.

Another promising direction concerns cross-cultural research. Because yarigai is originally a culturally grounded concept with potential relevance beyond Japanese contexts, future studies could investigate how people in different cultural settings interpret and experience yarigai in relation to specific activities. Such work would not only test the broader applicability of the ASYS, but also contribute to comparative research on meaning, motivation, and worthwhileness across cultures.

Seen in the round, these directions suggest that the ASYS is not only a promising measurement tool for validating activity-specific Academic Yarigai, but also a potentially versatile framework for exploring how people experience different activities as enjoyable, meaningful, and worthy of sustained effort across educational, professional, personal, and cultural domains.

9. Conclusion

Academic Yarigai has made a contribution by showing that learning should be understood not only in terms of engagement or motivation, but also in terms of meaningful fulfillment and worthwhileness. The next step is to measure these qualities at the level of the specific activity. Drawing on the logic of task engagement research, the present paper has argued that activity-specific yarigai deserves separate conceptualization and has proposed the Activity-Specific Yarigai-9 Scale (ASYS) as a task-level complement to the original AYS. More broadly, the proposed ASYS invites a shift from asking only whether learners are engaged in a task to asking whether they experience that task as valuable, meaningful, and worth sustained effort. The preliminary empirical evidence reported here suggests that ASYS may help researchers and teachers better understand not only whether learners participate, but whether they experience an activity as genuinely worth doing.

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Appendix. Activity-Specific Yarigai-9 Scale (ASYS)

Item		Dimension
1.	This activity was enjoyable and engaging.	Intrinsic Fulfillment
2.	This activity provided new knowledge or improved my skills in a meaningful way.	Curiosity & Intellectual Stimulation
3.	This activity contributed to my personal growth and confidence.	Personal Growth & Self-Development
4.	This activity had a positive impact on others or helped me collaborate effectively.	Social Contribution
5.	I was deeply engaged in this activity and lost track of time.	Engagement & Flow
6.	I feel that this activity was valuable because it was recognized by teachers, peers, or colleagues.	Recognition & Appreciation
7.	This activity was challenging at times, but I felt a strong sense of accomplishment afterward.	Overcoming Challenges
8.	I can see how what I learned from this activity can be applied in real-life situations.	Application & Real-World Relevance
9.	This activity aligns with my long-term goals or personal aspirations.	Sense of Purpose in Learning

Instructions. Please indicate the degree to which you agree with each statement regarding the specific activity you have just engaged in, using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

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Supplementary Information
Further resources and project updates on Academic Yarigai are available at the following webpage: Researchmap (https://researchmap.jp/yu-kanazawa/yarigai).

Promoting Diversity, Equity, and Inclusion through Pedagogical Translanguaging: A Practical Suggestion

Kim Miso

Abstract

This working paper explores how pedagogical translanguaging can promote diversity, equity, and inclusion (DEI) awareness in college-level English classrooms in Japan, and provides practical suggestions grounded in translingual identity-as-pedagogy. Pedagogical translanguaging encourages teachers and students' full deployment of all participants' meaning-making repertoires without adhering to so-called 'native-like' varieties of English. Drawing on translingual identity-as-pedagogy, this paper demonstrates how teachers can reflect on their transnational lived experiences and identities and strategically integrate them into classroom practice to promote pedagogical translanguaging and DEI awareness. It presents a set of questions for implementing pedagogical translanguaging, followed by a three-week sample module that guides students through reflection on Japanese language varieties, family languages and identity, and culminates in presentations exploring how language shapes their sense of self.

本ワーキングペーパーは、日本の大学英語教室において、教授的トランスランゲージングがどのように多様性、公平性、包摂性(DEI)の意識を促進できるかを探究し、トランスリンガル・アイデンティティ・アズ・ペダゴジーに基づく実践的な提案を提供する。教授的トランスランゲージングは、いわゆる「ネイティブ」のような英語に縛られることなく、教師と学生が持つ全てのコミュニケーション・レパートリーを活用することを促す。本論文では、トランスリンガル・アイデンティティ・アズ・ペダゴジーに基づき、教師が自身のトランスナショナルな経験とアイデンティティを振り返り、それらを授業に戦略的に取り入れることで、教授的トランスランゲージングと DEI 意識を促進する方法を示す。教授的トランスランゲージングの実践のための質問を提示し、さらに、学生が日本語の言語変種や家庭内の言語とアイデンティティについて省察し、言語が自己形成にどう影響するかを探究するプレゼンテーションへと発展する 3 週間のモジュール例を提供する。

1. Introduction

The purpose of this working paper is to argue for the importance of implementing pedagogical translanguaging (Cenoz & Gorter, 2020, 2021) based on teachers' translingual identities and to present a set of sample strategies and activities for promoting DEI in college-level English language education (ELE) classes in Japan. The current English curriculum in Japan puts great emphasis on improving Japanese students' communicative competence (MEXT, 2018) to prepare the students for a globalized society. However, such preparation requires not only language skills, but also a translingual disposition to interact with multilinguals from diverse backgrounds (e.g., gender, race, ethnicity, and culture) (Canagarajah, 2017). In learning how to "negotiate meanings with greater inclusiveness and fairness" (Canagarajah, 2017, p. 46), the students will be able to participate more skillfully and ethically in border-crossing communications.

This working paper first outlines the affordances of pedagogical translanguaging for promoting DEI awareness and deploying the students' full meaning-making repertoire in Japan. It then introduces translingual identity-as-pedagogy (Jain, 2022; Motha et al., 2012; Zheng, 2017), which guides how teachers can draw on their translingual lived experiences and identities for informing their pedagogy. Finally, this paper offers a set of guiding questions for promoting pedagogical translanguaging and a three-week sample module that operationalizes these questions in a college-level ELE context in Japan.

2. Literature Review

2.1 *Pedagogical Translanguaging and DEI*

Broadly conceived, translanguaging describes how people naturally communicate with all their meaning-making repertoires (e.g., eye gaze, diverse linguistic codes, gesture, realia, pictures, messages, emojis, etc) (García & Li, 2014), as opposed to monolingual and monomodal ideologies that limit communication to one language or modality. It allows students to develop new communicative practices and integrate them into their meaning-making repertoire (García & Li, 2014). In pedagogy, translanguaging "is part of the lesson plan and has a pedagogical purpose" and "can be designed at the phonetic, lexical, morphosyntactic, pragmatic and discourse levels and it can be implemented in language classes and content classes including oral and written activities" (Cenoz & Gorter, 2020, p. 3). In other words, pedagogical translanguaging is a purposeful and deliberate effort to create a space by and for teachers and students to reach their full meaning-making capacity.

Facilitating pedagogical translanguaging can promote DEI awareness. According to Migliarini and Stinson (2021), translanguaging practice "calls on teachers to presume competence of all students, regardless of disability status or learning needs, for language learning and learning through language" (pp. 714-715). Rather than prioritizing certain forms of English varieties, pedagogical translanguaging encourages students' use of their full meaning-making repertoires, regardless of their skin color, gender, ability, first language, race, ethnicity, and socioeconomic background. Translanguaging sees that "all students are competent and strategic language users" (Migliarini & Stinson, 2021, p. 714), thereby calling on teachers to actively recognize all meaning-making resources and their transnational experiences. In a translingual classroom, teachers can carve out a space for embracing and promoting the use of multifarious meaning-making repertoires used by all groups of people; students can learn how to make sense of messages that consist of diverse meaning-making resources and conveyed through diverse modalities; and teachers and students can develop fluid, soft, and open-minded attitudes to create and negotiate meaning.

Facilitating pedagogical translanguaging could be beneficial for ELE classroom in Japan for the following reasons: (a) it encourages using all participants' whole linguistic repertoires (Cenoz & Gorter, 2020) expressed through diverse modalities, not merely limited to code-switching or code-mixing (Canagarajah, 2013); (b) it sees the boundaries between meaning-making resources as soft, fluid, and dynamic, and (c) it prioritizes employing translingual negotiation strategies, dispositions, and attitudes over using standardized forms (Canagarajah, 2013). Pedagogical translanguaging helps teachers redefine the goal of the classroom, from a classroom full of linguistic hierarchy and native-speakerism to a place in which everyone's repertoires flow naturally. In such a classroom, the learning goal is to *add* English to the students' meaning-making repertoire, not to force a so-called native-like English variety. Pedagogical translanguaging affords the privilege of transgressing the boundaries to both teachers and students.

2.2 *Translingual Identity-as-Pedagogy*

The ways in which teachers translanguage is inherently tied to the teachers' lived experiences and identities. In other words, the teachers' lives are translated into their teaching practices. Extending the studies of teacher identities to classroom practice, Morgan (2004) used identity-as-pedagogy, a concept for using the image-texts of a teacher as pedagogical resources. For examples, he intentionally performed the identities of a husband adept at housework to disrupt the students' implicit gender ideologies. Motha, Jain, and Tecle (2012), as women educators of color, tapped into their transnational identities to complicate monolingual ideologies (e.g., teaching different pronunciations of tomato and validating Indian English). Their study demonstrates that translingual teachers, who have reflected upon and made sense of their identities in relation to power, can teach as transformative intellectuals (Giroux, 1985) who are able to complicate the widely accepted ideologies of gender and language. They further argue that it is "especially true for teachers whose identities do not mirror the majority of the teaching force, whose identities are associated with complex image-texts, and whose students may consequently react to them differently than to other teachers" (Motha et al., 2012 p. 24).

Translating teacher identities into pedagogy involves constant reflection and care. The teachers may not feel safe and confident enough, or their practice may be interpreted against themselves. For example, in Zheng's (2017) study of two international teaching assistants (ITAs), one ITA actively drew upon her translingual resources, whereas the other felt anxious and subscribed to the native-speaker fallacy. Ore (2017), as a woman of color, recounted that "while all bodies are written into a

script, the script readily made available for brown and black bodies is one of devalued service" (p. 16). As Asian female faculty in American Universities, Maecham et al. (2021) stated that it sounded like it was their responsibility to share "multiple perspectives with a homogeneous body of student" and help students "rethink take-for-granted assumptions and practices from a critical lens" (p. 632), even though the American students doubt their expertise. The teachers' comments illustrate the difficulties of teaching with their identities – struggling with anxiety, challenging the script inscribed on their bodies, and claiming authority – highlighting why constant reflection and care are essential for translingual identity-as-pedagogy.

How can transnational teachers embrace their translingual repertoires, reflect upon their identities and experiences, and strategically integrate them into their classroom? How can they carve out a space safe for all, including the teachers themselves? In the following section, I first present a set of questions for designing a classroom for pedagogical translanguaging that draws on the teachers' identities and a three-week module that puts these questions into practice.

3. Bringing the Principles into Action

To carve out a space for pedagogical translanguaging, teachers need to consider three main aspects of a classroom: Teachers themselves, students, and teaching materials and activities. Table 1 lists a set of guiding questions for each of these agents.

Table 1. Guiding questions for promoting pedagogical translanguaging and DEI awareness

Teachers	• What are my identities, lived experiences, and communicative repertoires? How do I make sense of them? • How do I want to integrate my identities into my teaching? How do I tap into and build upon the students' experiences with languages? • How much do I know about my students' literacy backgrounds and communicative repertoires? What strategies can I use to learn about their backgrounds? • What stereotypes or biases might I have? How might they influence my teaching, and how can I make them explicit?
Students	• What are the students' identities, lived experiences, and communicative repertoires? How diverse are they? • How can students explore their experiences with languages? What resources or activities can help them critically reflect on these experiences and expand their understanding? • What multimodal communication tools (e.g., video, audio, text, paper) are they familiar with? In what settings do they feel comfortable to express themselves (e.g., individual, pair, group, online, face-to-face)?
Teaching materials and activities	• Do the materials presuppose that a so-called 'native' variety is superior? If yes, how can I provide a different perspective? Who appears in the materials? What groups (e.g., race, ethnicity, gender, class) are (under)represented in the teaching materials? • How can the materials be connected to the students' lived experiences with language? How can the activities facilitate the use of the students' whole linguistic repertoire?

4. A Three-Week Module: Sample Activities

In this section, a three-week module developed based on the set of questions above is presented. It is intended for college students in a classroom of 20-30 students, most of whom are at the upper-intermediate level.

The theme of this module is "language & identity," a three-week lesson on exploring how their languages influence themselves. It begins with a short introduction on language in Week 1, which leads to activities reflecting on their linguistic heritages and the relationship between language and behavior in Week 2. The module concludes with a five-minute pair presentation, illustrating how their first language (e.g., Kansai dialect) and English shaped their senses of themselves. Table 2 summarizes the contents of each lesson and activity, followed by an explanation of how this module addresses the

questions in Table 1.

Table 2. A sample three-week module

Week	Activities	Materials
1	1. Language varieties • Warm-up: Responding to two open-ended questions on the differences between a language and a dialect, and Kansai dialect and other dialects in Japan • Video: Watching the TED-Ed video with English subtitles • Comprehension check: Working on multiple-choice questions on the video using Wayground (an online tool for solving multiple-choice questions in competition) • Discussion: Writing responses on the topics of English varieties (e.g., Standard English, Nigerian English, Malaysian English, Japanese English) and linguistic discrimination on Canva docs (an online document editor)	TED-Ed video on "what makes a language… a language?" by Hilpert (n.d.)
2	2. Family languages • Warm-up: Talking about their ways of speaking at home and their accents • Reading: Reading selected passages on multilingual students' thoughts on their heritage languages and cultures • Writing a response: Summarizing the main points of the passages and briefly sharing what they felt after reading them on Canva docs	A New York Times article on family languages by The Learning Network (2023)
2	3. Language and action • Video: Watching selected portions of the TED talk video on the influence of language on one's action • Discussion: Comparing and contrasting English and Japanese, and sharing opinion on how languages influence actions	TED talk on "Could your language affect your ability to save?" by Chen (2012)
3	4. Final pair presentation • Preparation: Preparing a one-page slide introducing how their languages shape their thoughts, actions, and identities using Canva (an online collaborative design tool) • Presentation: Delivering a 3-minute presentation on their languages using the slide and engaging in a 2-minute discussion with their partner	

4.1 *Teachers*

Translingual identity-as-pedagogy begins with teachers' reflection. Addressing the questions in Table 1, I first laid out who I am before designing the module. I grew up speaking the Daegu dialect of Korean, moved to Seoul and picked up the Seoul variety of Korean, studied abroad in Minnesota and Pennsylvania in the United States, came to Tokyo and learned Japanese for the first time, and finally settled in Osaka. The geographic migration has shaped my communicative repertoire—an amalgamation of different varieties of Korean, English, and Japanese. Now I see myself as a trilingual woman professor who always straddles the boundary between Korean, Japanese, and English, and who tries to dismantle the myth of homogeneous Japan (Rudolph, 2023) and promote diversity awareness in Japan.

Based on my experiences of living with diverse languages and varieties, I designed the Week 1 activity to tap into my students' experiences with the Kansai dialect, followed by the activity on different varieties of English. The Week 2 activity on family languages came out of my experience of interacting with multilinguals who navigate different languages at home and school, and the activity on language and culture reflected my interest in comparing different languages. The culminating activity, pair presentation in Week 3, is intended for synthesizing the students' experiences with different varieties of English and Japanese and their reflections on how their languages shaped their

senses of self.

I must admit that I did not know much about my students' literacy backgrounds. To learn about their backgrounds, I purposefully invited them to talk about their experiences with dialects (Week 1) and created activities on their home languages (Week 2), inviting them to talk about their literacy backgrounds and learning from their responses.

I recognized a potential bias that students in Japan may not actively speak out in the classroom. Acknowledging my bias, I designed various types of activity, aiming for engaging all students whether they preferred to speak up actively or participate in other ways. The activities included simple multiple-choice questions through Wayground, short answer questions on Canva docs, face-to-face discussion in small groups, and pair presentations.

4.2 *Students*

My students' communicative repertoire includes their linguistic knowledge, experiences as language learners and users, and communicative strategies (Cenoz & Gorter, 2021). Their responses on the dialect activity (Week 1) and home language activity (Week 2) reveal that they have rich experience with diverse varieties of Japanese at their homes, part-time workplaces, and schools, such as trying to fit into the fixed image of a Kansai dialect speaker, learning about vocabulary unique to their region, softening the tone of speech by strategically using a dialect, and intentionally using broken Japanese to build in-group solidarity.

Drawing on their rich and diverse experiences with languages, the students engage with an article on how multilingual students in the US navigate with their heritage languages (Week 2 reading material). In this way, they appreciate the importance of knowing about their roots, home languages, and cultures, rather than subsuming their heritage under so-called standard English. They explore how their language influences their behaviors both consciously and unconsciously after watching a TED talk on language and saving (Week 2 TED talk), discussing how linguistic structures, such as word order, kinship terms, tense, and pronouns, influence their ways of thinking.

Lastly, the students can express themselves through various modalities in different settings. They are already adept at using Wayground, Canva, and Canva docs for solving quizzes, designing presentations, and editing documents, respectively. The multimodal options allow the students to experiment with expressing themselves in different modes and settings, rather than sticking only to in-class, face-to-face discussion.

4.3 *Teaching Materials and Activities*

ELT materials used in Japan are criticized for favoring the so-called 'native' variety of English, mainly featuring the dialogues between a 'native' speaker and a Japanese speaker (Takahashi, 2014). Responding to the questions in Table 1, the module begins with a video introducing linguistic discrimination faced by African American speakers of English (Week 1 video) and a question that asks students to look for instances of linguistic discrimination in Japan. The materials in this module feature diverse speakers of English, including posts written by multilingual students (Week 2 reading material) and a TED talk featuring a Chinese speaker of English (Week 2 video).

While the materials are not explicitly made for students in Japan, the activities are designed to facilitate the use of the students' whole linguistic repertoire (Cenoz & Gorter, 2021), which consists of their knowledge and experience with varieties of Japanese, English, and other languages. For example, the students draw on their experience with Kansai dialect when they respond to the warm-up question in Week 1: "What are the unique features of Kansai dialect, compared to other dialects in Japan?" and they use their experience with Japanese English after watching the Week 1 video: "The video talks about Standard British and American English, AAVE, Nigerian English, Malaysian English, and many others. What are some features of Japanese English?" These questions allow the students to relate their previous linguistic knowledge to the new materials on English. In doing so, they realize that their first language is not an obstacle to learning a new language; rather, it is part of their whole linguistic repertoire (Cenoz & Gorter, 2021).

5. Discussion and Conclusion

The questions and sample activities demonstrate how teachers can promote pedagogical translanguaging for DEI awareness. The module realizes the benefits of pedagogical translanguaging discussed earlier in three aspects. First, the module activates the students' whole linguistic repertoires

(Cenoz & Gorter, 2020), which include their knowledge about dialects, their first language, their language experiences at home, and multimodal expression tools. As the students engage with the materials and activities, they expand their linguistic repertoire by learning about different varieties of English, writing about their opinions, discussing with peers, and delivering a small-group presentation. Second, the module allows the teachers and students to utilize their meaning-making resources without imposing a boundary. In other words, it does not enforce 'English-only' policy or prioritize certain meaning-making resources; rather, it allows students to freely use verbal/written, Japanese/English, linguistic/multimodal, online/offline resources without privileging one over the other. Lastly, it cultivates everyone's translingual dispositions that value criticality, collaboration, and strategies (Canagarajah, 2013, 2017) by recognizing linguistic diversity, familiarizing themselves with different Englishes, and reflecting on their relationship with their languages.

Using translingual identity-as-pedagogy (Motha et al., 2012), I developed and implemented this module based on my transnational lived experiences and translingual repertoire. Perhaps teachers may feel vulnerable, if not anxious, when critically reflecting on their identities and developing lessons based on these reflections (Motha et al., 2012; Zheng, 2017). Vulnerability could be limiting; however, through reflexive practice, it can foster resilience and well-being (Consoli & Ganassin, 2025) and provide ground for decolonial teaching practices (Kim et al., 2025).

In conclusion, this working paper has discussed the benefits of facilitating pedagogical translanguaging in ELE classrooms for promoting DEI awareness in Japan, and demonstrated how teachers' transnational identities and experiences can be used for designing and implementing learning activities and lessons. To thrive in today's multilingual workplace communication, students not only need linguistic knowledge but also translingual disposition to interact with speakers from diverse backgrounds. While developing students' translingual disposition requires time (Canagarajah, 2017), the first step toward this goal could be starting from where we stand as teachers – reflecting on our identities and experiences.

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Cultivating Intellectual Conversations in an Elective English Course: A Practical Pedagogical Report

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Abstract
At the centre of the course was the concept of *intellectual conversations*—dialogic exchanges in which participants explore ideas, question assumptions, and deepen their understanding of a topic, others' perspectives, and their own thinking through critical reasoning, humility, and attentive, sympathetic listening. In this approach, classroom interaction is not framed as debate aimed at winning an argument or defending predetermined positions. Rather, students are encouraged to use language as a means of inquiry—to articulate emerging ideas, respond thoughtfully to others, and collaboratively construct meaning. In this sense, intellectual conversations function both as a communicative practice and as a pedagogical orientation guiding the design of classroom activities.

1. Introduction

This article presents a practical report on an Elective English course titled *How to Have Intellectual Conversations on Time Management, Priorities, and Wellbeing*, offered to first-year students at the University of Osaka. The course belongs to the category of Elective Foreign Language Courses, a subject category available exclusively to students in the Faculty of Letters and the School of Human Sciences. These courses are taken separately from the three other language-related categories in the curriculum—First Foreign Language, Second Foreign Language, and Global Understanding. Each academic year and semester, a range of elective courses with distinctive themes and approaches is offered, and students are encouraged to consult individual course syllabi when selecting the courses they wish to take. Within this framework, students choose one elective language per semester—one in the spring–summer semester and one in the fall–winter semester—from the following options: English, German, French, Russian, Chinese, Greek, or Latin (Center for Multilingual Education, 2024).

The present article constitutes the fifth report in the author's ongoing series documenting and reflecting on her pedagogical practice in the university classroom. The course was designed to create opportunities for students to engage in intellectual conversations in English through the shared reading of the non-fiction book *Four Thousand Weeks* by Oliver Burkeman, while encouraging reflection on themes such as time, priorities, and wellbeing. Particular attention in this report is given to students' anonymous responses to an end-of-semester survey. By examining these responses alongside a description of the course design, its pedagogical rationale, and the overall flow of the fifteen-week semester—as recorded on the Microsoft Teams platform—the article seeks to illuminate how students experienced the course and what kinds of learning gains they perceived.

The report concludes by briefly revisiting the conceptual and pedagogical framework of intellectual conversations that informed the course design, highlighting how dialogic inquiry, attentive listening, and collaborative meaning-making were intentionally integrated into classroom activities. This concluding discussion connects the insights gained from students' feedback with the broader instructional principles underlying the course. In doing so, the article aims to contribute to ongoing discussions about how language classrooms can become positive language learning environments, spaces for intellectual engagement in which linguistic development and reflective thinking mutually reinforce one another. It is hoped that the pedagogical approach described here may also offer practical insights for language educators interested in fostering reflective dialogue and meaningful engagement with ideas in the EFL classroom.

2. The Teaching Context

2.1 *Course Design*

The Elective English course *How to Have Intellectual Conversations on Time Management, Priorities, and Wellbeing* was designed as a language–content integrated course in which English served not only as the object of study but also as the medium through which students explored ideas about time,

priorities, and personal wellbeing. The course centered on the shared reading of *Four Thousand Weeks* by Oliver Burkeman. This text was selected because it invites readers to reconsider widely held assumptions about productivity, time management, and the meaning of a finite human life. Its reflective and philosophical tone made it particularly suitable for encouraging discussion of abstract and personally meaningful themes while simultaneously challenging students to articulate complex ideas in English.

The course was intentionally designed to promote what is conceptualized here as intellectual conversations—dialogic exchanges in which participants explore ideas, question assumptions, and deepen understanding through critical thinking, humility, and attentive listening. Rather than framing classroom discussion as a debate in which participants attempt to defend predetermined positions, students were encouraged to engage with one another's perspectives in a spirit of inquiry and collaborative meaning-making. The pedagogical design therefore emphasized not only linguistic development but also interpersonal communication skills such as empathetic listening, reflective thinking, and respectful engagement with differing viewpoints.

A distinctive feature of the course was its student-led structure. After initial orientation and preparatory activities, students worked in small groups to interpret and present assigned chapters from the course text. In this format, students did not merely report information but were expected to guide their peers through the ideas in the text and facilitate interactive discussion. In doing so, they temporarily assumed the role of lecturers or interpreters of the text, while their classmates participated as active audience members contributing questions, reflections, and informed opinions. This structure aimed to shift students' roles from passive recipients of information to active contributors in the co-construction of knowledge. At the same time, the use of the Microsoft Teams platform allowed classroom interactions, written responses, and reflections to be documented and revisited throughout the semester. In this sense, the course can be understood as an example of content-enriched language instruction in which meaningful ideas serve as the catalyst for language use and intellectual engagement.

Finally, the decision to use a full-length book as the core course text and to structure the class around student-led lecture presentations was informed by the author's previous pedagogical experience with similar approaches, which had demonstrated their effectiveness in promoting student engagement, reflective thinking, and collaborative dialogue in earlier courses (Záborská, 2021; Záborská Schack, 2024).

Similarly, the choice of *Four Thousand Weeks* as the central course text was also informed by the author's long-standing interest in applying positive psychology and positive language education in foreign language teaching. The course was therefore designed to cultivate a positive language learning environment in which students could engage meaningfully with ideas while developing communicative competence in English and supporting their broader personal and intellectual growth.

2.1.1 *Objective and Learning Goals*

As stated in the course syllabus (Záborská, 2025), the language and content-integrated objectives of the course were designed to foster both communicative competence and reflective engagement with the themes of the course text. The objectives included the following:

1. using English to express complex ideas about time management, productivity, and personal wellbeing;
2. practicing active listening, reflection, and empathy in interpersonal communication, informed by insights from the course textbook;
3. improving writing and speaking skills through summarizing, analyzing, and expressing informed opinions about key themes in the text;
4. developing fluency in discussing abstract concepts related to time, purpose, and personal development in both academic and everyday contexts;
5. enhancing intellectual conversational skills through the exchange of perspectives on time management and life priorities using critical thinking and empathetic communication strategies.

In line with these objectives, the course also articulated a set of specific learning goals describing the abilities students were expected to develop by the end of the semester. Upon completing the course, students were expected to have significantly improved their ability to demonstrate active listening, reflection, and empathy in interpersonal communication informed by the ideas presented in

Four Thousand Weeks. Students were also expected to strengthen their capacity to engage in intellectual conversations by using critical thinking and empathetic communication strategies when discussing complex topics.

In addition, the course aimed to develop students' ability to use English to express nuanced ideas about time management, productivity, and wellbeing. Through regular engagement with the course text and classroom discussions, students practiced summarizing and analyzing key arguments presented in the book and expressing their own informed opinions in both oral and written formats. These activities culminated in student presentations and reflective writing tasks designed to consolidate both language skills and conceptual understanding.

Overall, the learning goals reflected the course's broader pedagogical intention: to create a learning environment in which language development, critical reflection, and meaningful dialogue could reinforce one another.

2.1.2 *The Flow of the Course*

The course unfolded over a fifteen-week semester and followed a structure that gradually shifted responsibility for classroom learning from the instructor to the students. The initial weeks focused on establishing rapport among students, familiarizing them with the course goals, and introducing the course text. A concise overview of the weekly course structure and major learning activities is provided in Appendix B. The overview table may thus serve as a practical reference for educators interested in adapting a similar course structure in their own teaching contexts.

In Week 1, orientation activities were conducted to introduce students to the aims and expectations of the course. The instructor explained the overall structure of the course, including the workload and assessment components, so that students could make an informed decision about whether they wished to continue in the course. Communicating the instructor's intentions and pedagogical philosophy was also considered important for building trust and motivation. During this session, students were divided into small groups and asked to prepare a short conversational self-introduction to be presented in the following two class.

During Weeks 2 and 3, students presented their group self-introduction conversations. These activities were designed to help students become familiar with one another and to reduce anxiety related to speaking English in front of others. By presenting self-introductions as group conversations rather than individual speeches, students with higher levels of speaking anxiety could participate in a more supportive environment. At the same time, students began engaging with the course text by reading the Introduction chapter independently and posting responses on Microsoft Teams. They were asked to share quotations they found interesting, surprising, or new, and to explain their reactions. These tasks were intended to encourage both emotional and intellectual engagement with the text.

During Week 3, students were also organized into seven groups and assigned responsibility for two chapters of the book per group. Beginning in Week 5, each group would lead a class session devoted to interpreting and discussing their assigned chapters.

In Week 4, the instructor conducted a model class demonstrating how the text could be interpreted and discussed collaboratively. The focus was placed on listening carefully to others' perspectives and expressing one's own ideas without framing discussion as an argument. The instructor also provided practical guidance on how to design interactive presentations rather than simply summarizing information from the text.

From Weeks 5 to 9 and Weeks 12 to 13, the course was largely conducted through student-led sessions. Each group prepared a lecture-style presentation combined with interactive activities intended to engage their classmates in interpreting the meaning of the assigned chapters. Audience members were required to post written comments and informed opinions on Microsoft Teams following each presentation. These responses encouraged continued reflection and allowed students to connect ideas from the text to their own lives.

Weeks 10 and 11 functioned as a reflective pause in the course. Students were given time to catch up on reading and written responses and to organize their notes. During Week 11, students began preparing for their final reflective essay by reviewing their contributions on Microsoft Teams and identifying ideas and experiences that had influenced their thinking during the semester.

In Week 14, students delivered short reflective solo speeches reviewing their learning experiences and discussing insights gained from the course. These speeches also served as preparation for the final open-book reflective essay.

The final assessment, conducted in Week 15, took the form of an open-book reflective essay. Students were asked to critically reflect on their learning journey in the course, considering both their roles as readers and audience members as well as their experiences as collaborators and lecturers interpreting chapters from the text. They were also asked to describe their learning gains in terms of both course content and English language development.

Finally, in Week 16, with no regular class meeting, students submitted a digital version of their reflective essay through Microsoft Teams. While these reflective essays provide valuable insights into students' learning experiences, a detailed analysis of them lies beyond the scope of the present article and will be addressed in a separate study. Students were also reminded to complete the university's end-of-semester survey for course improvement. Section 3 examines and reflects on the responses collected through that survey.

2.1.3 *Assessment and Grading*

Student assessment in the course was designed to reflect the multiple roles students assumed throughout the semester—as participants in discussions, as members of the audience providing feedback to their peers, as presenters interpreting the course text, and as reflective learners engaging with the ideas explored in class. As explained in the syllabus at the beginning of the course, the grading scheme consisted of five components.

Students could earn up to 15% for class attendance and active participation, reflecting the importance of regular engagement in discussions and activities. Another 15% was allocated to written comments for classmates' presentations, which students posted on Microsoft Teams by the beginning of the following class. A further 15% was awarded for students' "informed opinions," short reflective responses in which students connected ideas from the text and classroom discussions with their own experiences and perspectives. The largest single component, 30% of the final grade, was assigned to the student-led lecture presentations, in which groups interpreted and explained the chapters they had been assigned. Finally, 25% of the grade was based on the final reflective report, the open-book reflective essay written at the end of the semester.

This distribution of grades was intended to emphasize sustained engagement throughout the course rather than relying primarily on a single final assessment. Participation, peer feedback, collaborative teaching, and reflective writing were therefore all recognized as important dimensions of the learning process. When the grading process was completed, the instructor shared a message with students acknowledging their efforts and expressing appreciation for their sincere engagement with the book, with their classmates, and with the reflective process that the course sought to cultivate.

3. End-of-Semester Survey

3.1 *Administration and Description*

At the conclusion of the semester, students were invited to complete an anonymous survey titled *"Survey for Course Improvement"* issued by the university at the end of every semester. The stated purpose of this survey was to gather student feedback that could inform and improve future iterations of the course. Students were explicitly informed that participation was voluntary and that their responses would not affect their course grades. The survey was administered online over an extended period, from January 19 to March 1, allowing students sufficient time to reflect on their experiences after the course had concluded.

The survey consisted of two parts. The first part included several five-point Likert-scale items designed to capture students' general evaluations of the course. Out of the 35 students enrolled, 30 students responded to this quantitative portion of the survey. The second part consisted of an open-ended question inviting students to elaborate on their experiences. Specifically, students were asked:

> *"Please provide your impressions of the course, what you thought was good, what you thought could be improved, and any messages for the instructor."*

A total of 26 students responded to this open-ended question. These responses constitute the primary data examined in the present report. All comments were written in Japanese, reflecting students' natural and comfortable mode of expression when offering reflective feedback. The original Japanese responses amounted to approximately 3,500 Japanese characters of qualitative text. For the

purposes of analysis and discussion in this report, the responses were translated into English by the author. The translated corpus resulted in approximately 5,400 words of English text, which forms the basis for the qualitative reflections presented in the following section.

It should be noted that the aim of the present analysis is not to conduct a systematic qualitative coding study, but rather to engage with students' feedback as a source of reflective practitioner insight. Accordingly, in this report the author focuses exclusively on the open-ended qualitative responses, examining them individually and offering reflective commentary where appropriate. Through this approach, the students' voices are preserved as much as possible, while also allowing space for the instructor to interpret and contextualize their comments within the broader pedagogical aims of the course. The analysis presented here therefore reflects a reflective practitioner perspective, in which student feedback is treated as an important source of insight into the learning processes that unfolded during the semester.

To maintain transparency and allow readers to consult the original data, a screenshot of the Japanese responses collected through the survey is provided in Appendix A, Figure A2, while full English translations of the student responses that are not quoted in full in this report are provided in Appendix C, Table 3.

3.2 *Analysis*

From the perspective of teaching students how to engage in intellectual conversations, several of the comments provide evidence that students did more than engage in mechanical language practice; they engaged with ideas, reflected on them, questioned assumptions, and co-constructed meaning through discussion. These comments can be grouped into explicit evidence (students directly referring to discussion, reflection, or academic dialogue) and implicit evidence (comments suggesting intellectual engagement through interpretation, perspective change, or meaning-making). As mentioned in the above section, all students' quotations presented in this article are the author's translations from Japanese.

3.2.1 *The Challenge-Benefit Dynamic*

Student reflections suggest that the course was experienced as intellectually demanding, yet ultimately rewarding.

Several respondents noted that the workload, the difficulty of the assigned text, or the responsibility of leading class sessions required considerable effort. For example, some students commented that the book was challenging and that preparation sometimes required substantial time, while others reflected on the difficulty of preparing extended presentations or facilitating group discussion. Nevertheless, these challenges were generally framed as productive rather than discouraging. Students repeatedly emphasized that engaging deeply with the material helped them overcome hesitation toward reading longer English texts and contributed to their sense of intellectual growth. In this sense, the difficulty of the course functioned not as a barrier but as a catalyst for meaningful engagement.

One response (Response No. 4) suggested that, although the class provided a free and open atmosphere for expression, more explicit structuring—such as clearer time management during the final reflection session—might help ensure that all students have an opportunity to share their thoughts. While this comment may initially appear as criticism, it can also be interpreted as evidence of students' willingness to participate in reflective dialogue. In Week 14, students were invited to share brief one-to two-minute reflective solo speeches intended to help them brainstorm and inspire one another before writing the final open-book reflective essay in Week 15. Participation was voluntary, and students spoke in the order in which they chose to do so. Because the instructor did not interrupt students whose speeches extended slightly beyond the suggested time limit, out of 31 present students, five students were unable to share their reflections within the class time. They were therefore invited to post their reflections on Microsoft Teams, which they subsequently did. From a pedagogical perspective, this moment may also be seen as a small learning opportunity: the importance of being proactive in seizing opportunities to contribute to shared intellectual dialogue. Students' disappointment at not having enough time to speak—rather than relief at avoiding public reflection—may itself indicate that the course succeeded in fostering an environment in which students genuinely wanted to articulate their ideas. At the same time, the comment serves as a useful reminder of the importance of careful time management in facilitating equitable participation.

3.2.2 *Evidence of Intellectual Conversations in Classroom Dialogue*

Beyond the challenges and learning conditions described above, several student responses also provide clear evidence that intellectual conversations were actively emerging in classroom dialogue.

Several students explicitly referred to engaging in academic discussion. As one student wrote, *"It was a valuable experience to be able to discuss academic topics in English"* (Response No. 16).

Others highlighted how the thematic focus of the course encouraged deeper reflection by connecting abstract ideas to personal experience: *"Because the themes—such as time and life—were closely related to our own lives, I was able to read the book and participate in discussions while connecting the ideas to myself"* (Response No. 22). Through these exchanges, students reported developing higher-order thinking skills, including *"the capacity to think logically and critically"* (Response No. 5).

In some cases, engagement with the course content prompted shifts in perspective. Reflecting on the book's discussion of human finitude, one student explained that although they had previously wished for immortality, they came to realize that it is precisely because life has an end that people must make choices, and that this limitation gives life its richness and meaning (Response No. 25).

The course structure also encouraged deeper engagement with ideas through peer teaching. As one student observed, *"By taking the perspective of the one teaching, I felt that my understanding of the course content deepened"* (Response No. 1).

Finally, several students highlighted the classroom atmosphere as an important condition that made such dialogue possible. One student noted that *"*[*c*]*ompared to other classes, the atmosphere made it easier to express my thoughts honestly"* (Response No. 26). Similarly, another student observed that the class created *"an environment where it was easy to share opinions"* (Response No. 2). Others emphasized that the supportive tone of the course helped reduce anxiety about speaking English in front of others. One student noted that the instructor's encouraging responses during presentations *"made it easier to speak,"* as the teacher *"responded with gentle nods and encouraging reactions,"* thereby lowering the psychological barrier to speaking English in public (Response No. 7).

Viewed together, these responses point to an important enabling condition for intellectual conversations: a classroom atmosphere in which students feel psychologically safe to express ideas, take communicative risks, and respond openly to one another. Taken together, these reflections also suggest that the course not only supported language development but also created a dialogic learning environment in which students were able to explore complex ideas collaboratively.

4. Summary of the Conceptual and Pedagogical Framework of Intellectual Conversations in the Course

A central pedagogical concept guiding the design of the Elective English course was that of intellectual conversations. In the context of this course, intellectual conversations were understood not as debates in which participants attempt to defend predetermined positions, but as dialogic exchanges through which participants explore ideas collaboratively. The aim was to create classroom interactions in which language functions as a tool for inquiry, reflection, and meaning-making rather than merely as a medium for displaying linguistic accuracy.

For the purposes of this course, intellectual conversations were defined as follows:

> *A dialogic exchange in which participants explore ideas, question assumptions, and deepen understanding—of a topic, of others' perspectives, and of their own thinking—through humility, critical reasoning, and attentive, sympathetic listening.*

Within this framework, students were encouraged to use English not to "win" arguments, but to co-construct meaning, articulate complex ideas, and refine their thinking through interaction. Intellectual conversations were therefore conceived as processes of shared inquiry in which understanding develops gradually through the exchange of perspectives.

To operationalize this concept in classroom practice, several guiding principles informed the design of learning activities throughout the course (See Table 1).

Table 1.
Guiding Principles for Intellectual Conversations

Principle	Description
Humility and Openness	Students were encouraged to approach discussions with the understanding that no single participant possesses the "correct" answer. Each contribution was viewed as a perspective that could enrich collective understanding.
Attentive and Sympathetic Listening	Active listening was emphasized as an essential component of meaningful dialogue. Students were asked to listen carefully to others' ideas and respond thoughtfully and respectfully.
Critical Reflection	Students were encouraged to question assumptions—both their own and those presented in the course text—thereby developing habits of reflective and critical thinking.
Meaning-Making Through Interaction	Discussions were designed to unfold collaboratively, allowing ideas to develop through dialogue rather than through one-directional explanation.
Personal Engagement with Ideas	Students were invited to connect themes from the course text with their own experiences, beliefs, and life perspectives.
Language as a Tool for Thinking	English was treated primarily as a tool for thinking aloud, clarifying ideas, and exploring perspectives rather than solely as an object of linguistic accuracy.

Through repeated engagement in such dialogic practices—during group discussions, student-led lectures, written responses on Microsoft Teams, reflective speeches, and the final reflective essay—students gradually developed greater confidence in participating in intellectual conversations. In this sense, intellectual conversation functioned both as a pedagogical method and as a learning goal of the course.

5. Concluding Remarks

In the course described here, the non-fiction book *Four Thousand Weeks* by Oliver Burkeman served as the central text around which these intellectual conversations unfolded. Its themes of time, priorities, and the finitude of human life provided a meaningful starting point for reflection and discussion. However, as can be seen in students' responses to the end-of-semester survey, the impact of the course did not stem solely from this specific text, but from the opportunity to engage deeply with ideas—and with one another—through language. One student, for example, reflected on the experience in the following way:

> *"For me, reading an entire book in English was something that felt quite difficult to start on my own. Being able to take on that challenge as part of the course became a very valuable experience for me. It also made me feel that I would like to continue challenging myself to read books published in English in their original form. (When I was in high school, I once picked up the English version of Sapiens: A Brief History of Humankind, but I lacked the confidence to try reading it. Now, however, I'm no longer afraid to try.) The content of the book also provided many important insights for my life. During this fall–winter semester, I spent a considerable amount of time reflecting on what I learned from Four Thousand Weeks. I also read other works in Japanese (such as those related to philosophy and ethics), which became an important time for me to confront my own views on life. Next time, I would like to challenge myself to do this in English. I am truly glad that I took this class. Thank you very much."* (Response No. 24)

Comments such as this suggest that the course experience extended beyond language practice alone. For some students, engaging with a challenging English text within a supportive learning environment became a gateway to further intellectual curiosity and sustained personal reflection.

Another student expressed the impact of the course in a particularly succinct and powerful way:

> *"I never expected that an English class could change my outlook on life. Some parts of the book*

were difficult, but I think all of them were beneficial for me." (Response No. 15)

Reading such reflections evokes a deeply rewarding feeling in the instructor's heart. For a teacher, few outcomes are more meaningful than witnessing students engage sincerely with ideas, challenge themselves intellectually, and begin to see language learning as connected to their own personal development.

While the course described in this report used *Four Thousand Weeks* as its central text, the pedagogical approach itself is not limited to this particular book. As the students' responses suggest, similar learning experiences could be fostered through other non-fiction works that address contemporary themes relevant to students' lives. What appears to matter most is not the specific text, but the creation of a positive language learning environment in which students feel encouraged to explore ideas together, listen attentively to one another, and use language as a means of inquiry.

It is therefore hoped that the course design presented in this report may serve as a practical model that other language teachers might adapt to their own contexts. By integrating meaningful content, reflective dialogue, and student-led engagement, language classrooms can become spaces where students not only develop communicative competence but also cultivate curiosity, empathy, and thoughtful reflection—qualities that extend far beyond the classroom itself. Ultimately, if students leave the classroom not only with greater confidence in using English but also with renewed curiosity about ideas, other people's perspectives, and their own lives, then the language classroom may have fulfilled one of its most meaningful educational purposes.

Appendix A

Illustrative Screenshots and Snapshots

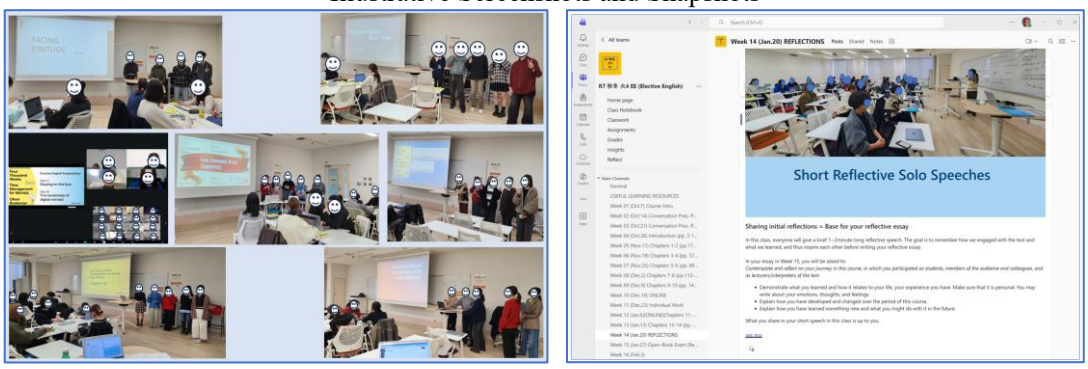
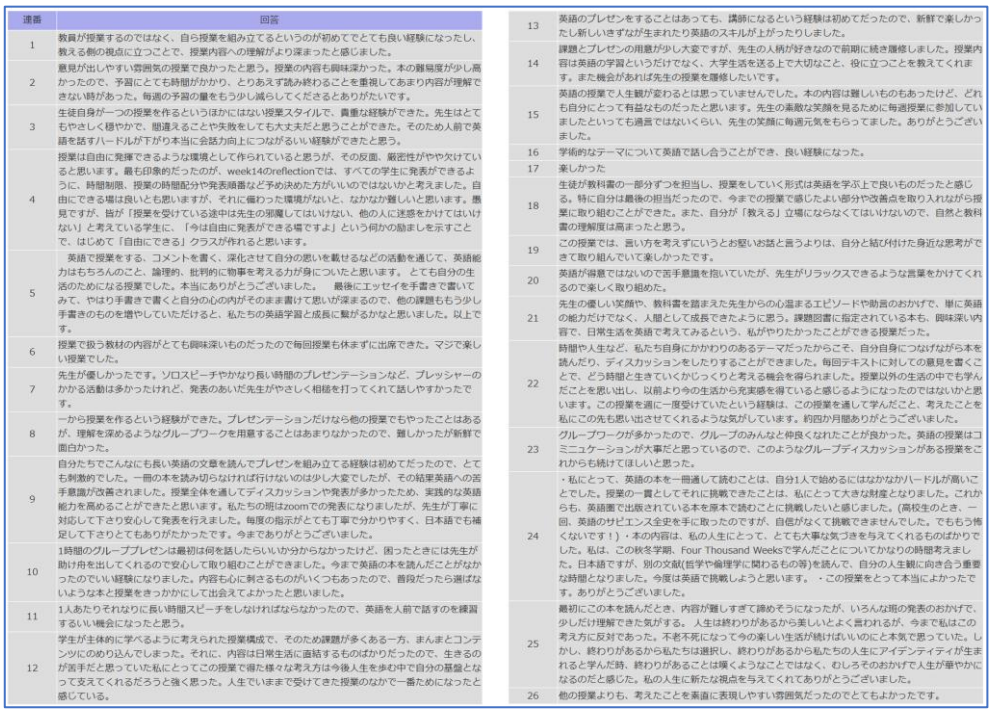


Figure A1. Students engaged in group lecture presentations, and an MS Teams interface showing course and announcements (Example from the channel for class in week 14).



連番	回答
1	教員が授業するのではなく、自ら授業を組み立てるというのが初めてでとても良い経験になったし、教える側の視点に立つことで、授業内容への理解がより深まったと感じました。
2	意見が出しやすい雰囲気の授業で良かったと思う。授業の内容も興味深かった。本の難易度が少し高かったので、予習にとても時間がかかり、とりあえず読み終わることを重視してあまり内容が理解できない時があった。毎週の予習の量をもう少し減らしてくださるとありがたいです。
3	生徒自身が一つの授業を作るというほかにはない授業スタイルで、貴重な経験ができた。先生はとてもやさしく穏やかで、間違えることや失敗をしても大丈夫だと思うことができた。そのため人前で英語を話すハードルが下がり本当に会話力向上につながるいい経験ができたと思う。
4	授業は自由に発揮できるような環境として作られていると思うが、その反面、厳密性がやや欠けていると思います。最も印象的だったのが、week14のreflectionでは、すべての学生に発表ができるように、時間制限、授業の時間配分や発表順番など予め決めた方がいいのではないかと考えました。自由にできる場は良いとも思いますが、それに慣わった環境がないと、なかなか難しいと思います。意見ですが、皆が「授業を受けている途中は先生の邪魔してはいけない、他の人に迷惑をかけてはいけない」と考えている学生に、「今は自由に発表ができる場ですよ」という何かの励ましを示すことで、はじめて「自由にできる」クラスが作れると思います。
5	英語で授業をする、コメントを書く、深化させて自分の思いを載せるなどの活動を通じて、英語能力はもちろんのこと、論理的、批判的に物事を考える力が身についたと思います。 とても自分の生活のためになる授業でした。本当にありがとうございました。 最後にエッセイを手書きで書いてみて、やはり手書きで書くと自分の心の内がそのまま書けて思いが深まるので、他の課題ももう少し手書きのものを増やしていただけると、私たちの英語学習と成長に繋がるかなと思いました。以上です。
6	授業で扱う教材の内容がとても興味深いものだったので毎回授業も休まずに出席できた。マジで楽しい授業でした。
7	先生が優しかったです。ソロスピーチやかなり長い時間のプレゼンテーションなど、プレッシャーのかかる活動は多かったけれど、発表のあいだ先生がやさしく相槌を打ってくれて話しやすかったです。
8	一から授業を作るという経験ができた。プレゼンテーションだけなら他の授業でもやったことはあるが、理解を深めるようなグループワークを用意することはあまりなかったので、難しかったが新鮮で面白かった。
9	自分たちでこんなにも長い英語の文章を読んでプレゼンを組み立てる経験は初めてだったので、とても刺激的でした。一冊の本を読み切らなければ行けないのは少し大変でしたが、その結果英語への苦手意識が改善されました。授業全体を通してディスカッションや発表が多かったため、実践的な英語能力を高めることができたと思います。私たちの班はzoomでの発表になりましたが、先生が丁寧に対応して下さり安心して発表を行えました。毎度の指示がとても丁寧で分かりやすく、日本語でも補足して下さりとてもありがたかったです。今までありがとうございました。
10	1時間のグループプレゼンは最初は何を話したらいいか分からなかったけど、困ったときには先生が助け舟を出してくれるので安心して取り組むことができました。今まで英語の本を読んだことがなかったのでいい経験になりました。内容もhに刺さるものがいくつもあったので、普段だったら選ばないような本と授業をきっかかにして出会えてよかったと思いました。
11	1人あたりそれなりに長い時間スピーチをしなければならなかったので、英語を人前で話すのを練習するいい機会になったと思う。
12	学生が主体的に学べるように考えられた授業構成で、そのため課題が多くある一方、まんまとコンテンツにのめり込んでしまった。それに、内容は日常生活に直結するものばかりだったので、生きるのが苦手だと思っていた私にとってこの授業で得た様々な考え方は今後人生を歩む中で自分の基盤となって支えてくれるだろうと強く思った。人生でいままで受けてきた授業のなかで一番ためになったと感じている。
13	英語のプレゼンをすることはあっても、講師になるという経験は初めてだったので、新鮮で楽しかったし新しいきずなが生まれたり英語のスキルが上がったりしました。
14	課題とプレゼンの用意が少し大変ですが、先生の人柄が好きなので前期に続き履修しました。授業内容は英語の学習というだけでなく、大学生活を送る上で大切なこと、役に立つことを教えてくれます。また機会があれば先生の授業を履修したいです。
15	英語の授業で人生観が変わるとは思っていませんでした。本の内容は難しいものもあったけど、どれも自分にとって有益なものだったと思います。先生の素敵な笑顔を見るために毎週授業に参加していましたといっても過言ではないくらい、先生の笑顔に毎週元気をもらってました。ありがとうございました。
16	学術的なテーマについて英語で話し合うことができ、良い経験になった。
17	楽しかった
18	生徒が教科書の一部分ずつを担当し、授業をしていく形式は英語を学ぶ上で良いものだったと感じる。特に自分は最後の担当だったので、今までの授業で感じたよい部分や改善点を取り入れながら授業に取り組むことができた。また、自分が「教える」立場にならなくてはいけないので、自然と教科書の理解度は高まったと思う。
19	この授業では、言い方を考えずにいうとお堅いお話と言うよりは、自分と結び付けた身近な思考ができて取り組んでいて楽しかったです。
20	英語が得意ではないので苦手意識を抱いていたが、先生がリラックスできるような言葉をかけてくれるので楽しく取り組めた。
21	先生の優しい笑顔や、教科書を踏まえた先生からの心温まるエピソードや助言のおかげで、単に英語の能力だけでなく、人間として成長できたように思う。課題図書に指定されている本も、興味深い内容で、日常生活を英語で考えてみるという、私がやりたかったことができる授業だった。
22	時間や人生など、私たち自身にかかわりのあるテーマだったからこそ、自分自身につながりながら本を読んだり、ディスカッションをしたりすることができました。毎回テキストに対しての意見を書くことで、どう時間と生きていくかじっくりと考える機会を得られました。授業以外の生活の中でも学んだことを思い出し、以前より今の生活から充実感を得ていると感じるようになったのではないかと思います。この授業を週に一度受けていたという経験は、この授業を通して学んだこと、考えたことを私にこの先も思い出させてくれるような気がしています。約四か月間ありがとうございました。
23	グループワークが多かったので、グループのみんなと仲良くなれたことが良かった。英語の授業はコミニュケーションが大事だと思っているので、このようなグループディスカッションがある授業をこれからも続けてほしいと思った。
24	・私にとって、英語の本を一冊通して読むことは、自分1人で始めるにはなかなかハードルが高いことでした。授業の一貫としてそれに挑戦できたことは、私にとって大きな財産となりました。これからも、英語圏で出版されている本を原本で読むことに挑戦したいと感じました。(高校生のとき、一回、英語のサビエンス全史を手に取ったのですが、自信がなくて挑戦できませんでした。でももう悔くないです！) ・本の内容は、私の人生にとって、とても大事な気づきを与えてくれるものばかりでした。私は、この秋冬学期、Four Thousand Weeksで学んだことについてかなりの時間考えました。日本語ですが、別の文献(哲学や倫理学に関わるもの等)を読んで、自分の人生観に向き合う重要な時間となりました。今度は英語で挑戦しようと思います。 ・この授業をとって本当によかったです。ありがとうございました。
25	最初にこの本を読んだとき、内容が難しすぎて諦めそうになったが、いろんな現の発表のおかげで、少しだけ理解できた気がする。 人生は終わりがあるから美しいとよく言われるが、今まで私はこの考え方に反対であった。不老不死になって今の楽しい生活が続けばいいのにと本気で思っていた。しかし、終わりがあるから私たちは選択し、終わりがあるから私たちの人生にアイデンティティが生まれると学んだ時、終わりがあることは嘆くようなことではなく、むしろそのおかげで人生が華やかになるのだと感じた。私の人生に新たな視点を与えてくれてありがとうございました。
26	他の授業よりも、考えたことを素直に表現しやすい雰囲気だったのでとてもよかったです。

Figure A 2. Screenshot of the students' responses in the Survey for course improvement.

Appendix B

Weekly Course Structure and Major Learning Activities

Table 2.

Week	Main Classroom Activities	Independent Study / Assignments	Pedagogical Purpose
Week 1	Course orientation. Explanation of course goals, structure, workload, and assessment. Initial activities for getting familiar with each other and with the textbook. Students divided into small groups to prepare a conversational self-introduction.	Prepare a group self-introduction conversation to present in Weeks 2 and 3.	Establish course expectations and allow students to make an informed decision about continuing the course. Begin building rapport and reducing speaking anxiety.
Week 2	Group self-introduction conversation presentations. Students introduce themselves through conversational interaction rather than individual speeches.	Write short comments for classmates' presentations.	Foster a supportive classroom atmosphere and encourage communicative interaction. Lower anxiety related to speaking English in front of peers.
Week 3	Continued group self-introduction presentations. Introduction to the course text and initial discussion of its themes. Students organized into groups and assigned two chapters per group for future student-led sessions.	Read the Introduction chapter of the book. Post responses on Microsoft Teams identifying quotes that were interesting/surprising and new.	Encourage initial engagement with the text and expose students to multiple interpretations through peer discussion.
Week 4	Instructor-led model class demonstrating how to interpret	Continue reading the book and begin preparing	Model intellectual conversation and show

	and discuss the text collaboratively. Discussion of how readers relate to texts on emotional, intellectual, and personal levels. Guidance on designing interactive presentations.	group lecture presentations.	how to facilitate discussion rather than simply summarize information.
Weeks 5–9	Student-led group lecture presentations. Each group leads a class session explaining and interpreting their assigned chapters. Presentations include interactive activities and discussions.	Audience members post written responses on Teams: (1) comments for presenters (minimum 70 words), and (2) informed opinions relating the topic to their own life (maximum 150 words).	Shift responsibility for learning to students. Encourage collaborative interpretation of the text and practice intellectual conversation.
Week 10	Pause in presentations to allow students time to catch up with reading and written responses. Informal discussions about the book's themes.	Continue reading the book and posting comments on previous presentations if needed.	Provide breathing space for reflection and consolidation of learning.
Week 11	Class time dedicated to reflective essay preparation. Students review their notes, Teams posts, and comments from earlier in the semester.	Finish reading the book. Organize notes and reflections for the final essay.	Encourage students to synthesize ideas from the entire course and reflect on their learning journey.
Weeks 12–13	Continuation of student-led lecture sessions. One session conducted via Zoom due to scheduling circumstances.	Continue posting comments and informed opinions on Teams.	Maintain momentum of peer teaching and collaborative discussion.
Week 14	Reflective solo speeches. Students share insights gained during the course and reflect on how their thinking about time, priorities, and life perspectives may have changed.	Prepare ideas for the final reflective essay.	Provide a space for collective reflection and prepare students for the final assessment.
Week 15	Open-book reflective essay examination. Students write about their learning journey and the knowledge gained from the course.	Handwritten reflective essay submitted at the end of class.	Assess students' ability to synthesize course ideas and articulate personal reflections in English.
Week 16	No regular class meeting.	Upload digital copy of reflective essay via Microsoft Teams. Check the university course improvement survey.	Ensure documentation of final work and collect feedback for course improvement.

Appendix C

Full English Translations of Selected Student Responses

Table 3.

Responses	Translations
Response No. 1	It was my first time not simply receiving a lesson from the teacher but actually constructing the lesson myself, and it was a very valuable experience. By taking the perspective of the one teaching, I felt that my understanding of the course content deepened even further.
Response No. 2	I think it was a good class because it had an atmosphere in which it was easy to share one's opinions. The content of the class was also interesting. However, the

	book was a little difficult, so the preparation took a lot of time. Sometimes I focused mainly on just finishing the reading and could not fully understand the content. I would appreciate it if the amount of weekly preparation could be reduced a little.
Response No. 4	Although the class seemed to be designed as an environment where students could express themselves freely, I also felt that it lacked a certain level of structure. What impressed me most was the reflection session in Week 14. In order to ensure that all students have a chance to present, I think it might be better to decide in advance on things such as time limits, the allocation of class time, and the order of presentations. While I think it is good to have a space where students can act freely, it can be difficult if the necessary structure to support that freedom is not in place. This is only my personal opinion, but many students tend to think, "I should not interrupt the teacher during class" or "I should not bother other people." Therefore, I believe that a truly "free" class environment can be created only when students are clearly encouraged and reassured that "this is a space where you are free to speak and present your ideas."
Response No. 5	Through activities such as conducting classes in English, writing comments, and developing and expressing my own ideas more deeply, I feel that I was able to develop not only my English ability but also the capacity to think logically and critically. It was truly a class that was beneficial for my life. Thank you very much. Finally, when I wrote the last essay by hand, I realized that handwriting allowed me to express my inner thoughts more directly and helped deepen my reflections. For that reason, I think it might support our English learning and growth if there were a few more handwritten assignments in addition to the other tasks. That is all.
Response No. 7	The teacher was very kind. Although there were many pressure-filled activities, such as solo speeches and rather long presentations, the teacher responded with gentle nods and encouraging reactions during the presentations, which made it easier to speak.
Response No. 25	When I first read this book, the content felt so difficult that I almost gave up. However, thanks to the presentations by the different groups, I feel that I was able to understand it at least a little. People often say that life is beautiful because it has an end, but until now I disagreed with this idea. I genuinely thought it would be wonderful if we could become immortal and continue living the enjoyable lives we have now. However, when I learned that it is precisely because life has an end that we must make choices, and that our identity is formed through those choices, I began to feel that having an end is not something to lament. Rather, it is what gives life its richness and brilliance. Thank you for giving me a new perspective on my life.

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Foreign Language Enjoyment 研究の発展と課題

綱澤 えり子

1. はじめに

近年の第二言語習得研究においては、外国語不安 (Foreign Language Classroom Anxiety: FLCA) などの否定的情意要因に加え、外国語学習に対する楽しさ (Foreign Language Enjoyment: FLE) に代表される肯定的な情意要因への関心が高まっている (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012)。従来の研究が主として不安や緊張といった学習阻害要因に焦点を当ててきたのに対し、近年は学習を促進する肯定的側面に注目する研究の重要性が指摘されている (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012)。また、学習者は外国語教室において、不安のような否定的感情のみならず、楽しさといった肯定的感情を同時に経験しながら学習活動に参加していることが指摘されている (Dewaele & MacIntyre, 2014, 2016)。したがって、外国語学習は多様な感情が相互に関わりながら進む学習過程として捉える必要がある。

本論文では、主として Dewaele and MacIntyre (2014) による FLE 概念の提唱以降に報告された研究を対象とし、FLE の概念、測定、実証研究の動向を整理するとともに、他の情意要因との関係について概観する。

2. FLE 研究の理論的背景

FLE 研究は、ポジティブ心理学 (positive psychology) の発展を理論的背景としている。ポジティブ心理学とは、Seligman and Csikszentmihalyi (2000) によって提唱された心理学の一分野であり、彼らは、従来の心理学が主として病理の修復に焦点を当ててきたことを指摘し、ウェルビーイングやフロー (flow) といったポジティブな主観的経験、人間の強みや美徳に着目する新たな心理学的枠組みを提示した (Seligman & Csikszentmihalyi, 2000)。

ポジティブ心理学の代表的な理論の一つとして、Fredrickson (2001, 2004) による拡張－形成理論 (broaden-and-build theory of positive emotions) が挙げられる。本理論によれば、喜び・興味・満足・愛情といった肯定的感情は、個人の瞬間的な思考や行動の幅を拡張 (broaden) し、その過程で身体的・知的・社会的・心理的な個人資源を長期的に形成 (build) する働きを持つことが示されている (Fredrickson, 2001)。さらに、肯定的感情は否定的感情の影響を緩和する効果を有することも指摘されており (Fredrickson, 2004)、不安や恐怖といった学習阻害要因の影響を和らげる機能が期待できるものである。また、Seligman (2011) はウェルビーイング理論 (well-being theory) を提唱し、肯定的感情やエンゲージメントを人間の最適な機能と充実した状態を支える中核要素として位置づけている。

このように蓄積されたポジティブ心理学の知見は、第二言語習得研究にも導入されている。MacIntyre and Gregersen (2012) は拡張－形成理論に基づき、外国語学習において学習者が経験する肯定的感情が、学習意欲の維持や言語習得を促す可能性を指摘し、従来の第二言語習得研究における否定的な情意を中心とした研究の焦点を肯定的感情にも拡張する必要性を唱えた。こうした潮流を背景として、Dewaele and MacIntyre (2014) は外国語学習における肯定的感情に着目し、FLE 概念を提唱した。FLE は、こうした潮流の中に位置づけられる概念であり、外国語学習における代表的な肯定的情意要因の一つとして注目されている。

3. FLE の概念

3.1 FLE の定義

先述したように、FLE は Dewaele and MacIntyre (2014) によって体系的に提唱された概念であり、挑戦的な言語学習活動において学習者の心理的欲求が充足される際に経験する、広範な肯定的感情として定義される (Dewaele & MacIntyre, 2014; Botes et al., 2021)。すなわち、学習者は困難な課題に取り組む過程においても、達成感や充実感といった肯定的感情を経

験し得るとされる。さらに、FLE は学習者にとって重要な学習活動と密接に関連する感情であり、その重要性の高さゆえに不安やリスクと共存し得ることも指摘されている (Dewaele & MacIntyre, 2016)。

加えて、enjoyment は単なる心地よい感情である pleasure と区別され、挑戦と能力認知の相互作用に基づく複雑な感情とされる (Csikszentmihalyi, 1990; Dewaele & MacIntyre, 2016)。また、Csikszentmihalyi (1990) は enjoyment をフロー体験 (flow) の中核として位置づけている。フローとは、課題の挑戦度と個人の技能が均衡した状況において生起する最適経験 (optimal experience) であり、時間感覚さえ薄れるような没入状態を指す。この enjoyment という概念は外国語学習の文脈にも拡張され、外国語学習における楽しさを捉える概念として FLE が提唱されている (Dewaele & MacIntyre, 2014)。このように、FLE は困難な課題への主体的な取り組みや没入状態と関連する感情であり、学習者のエンゲージメントや学習の継続を支える中核的な情意要因の一つと位置づけられている。

3.2 FLE の多次元性

外国語学習は単に言語の習得にとどまらず、教室内における相互行為を通してコミュニケーション能力を形成する社会的な側面も持つ。したがって、FLE は学習者自身の達成感や進歩の実感といった個人的側面だけではなく、教師や仲間との相互作用と密接に関連する情意要因であり、多面的な構造を有していると考えられている (Dewaele & MacIntyre, 2016; Botes et al., 2021)。Dewaele and MacIntyre (2014) は、FLE 尺度に楽しさや、達成感、興味といった個人的な感情に加え、教師や仲間との関係性、教室の雰囲気といった社会的要因を含めており、FLE が個人的側面と社会的側面を包含する概念であることを示唆している。

その後の研究である Dewaele and MacIntyre (2016) においても、FLE は主として学習に対する個人の内面的な思考や感情に関わる個人的側面 (FLE-Private) と、教師や仲間との相互作用、教室環境に関わる社会的側面 (FLE-Social) に区別される多次元的概念として整理されている。

FLE-Private は、「できた」「分かった」「乗り越えられた」といった挑戦的な学習課題に取り組む過程で生起する内的な楽しさに強く根ざした側面であり、進歩の実感や達成感と結びつく感情的経験を特徴とする。すなわち、課題の達成や理解の深化といった個人的な成功経験が、楽しさの重要な源泉となると考えられる。一方、FLE-Social は外国語教室という社会的空間の中で形成される楽しさを指し、教師の専門的・情緒的支援、支援的な仲間関係、教室全体の肯定的な雰囲気などと密接に関連する側面である。Dewaele et al. (2017) の 1076 名から得られた自由記述データにおいても、楽しいエピソードの多くに、教師の支援や仲間との相互作用に関するものが含まれており、良好な人間関係や安心できる教室環境が楽しさの重要な源となることが示されている。また、仲間の前での成功体験や、クラス内で共有される笑いといった社会的な出来事が、学習者に強いポジティブな感情を生み出す契機となることも指摘されている。これらの知見は、FLE が個人の内面的感情にとどまらず、教師や仲間との相互作用を通して教室内で相互に共有され、連鎖的に高まりながら、その反応が再び個人の楽しさに影響する循環的なものであることを示唆している。したがって、二つの側面には重なりがあると解釈することができる。

このような多面的な情意概念としての FLE を研究するためには、その測定方法や尺度の検討が重要となる。そこで次節では、FLE の測定および尺度研究の動向について概観する。

4. FLE の測定

FLE の測定は、主として Dewaele and MacIntyre (2014) によって開発された質問紙の尺度に基づいて発展してきた。初期の FLE 尺度 (FLES) は 21 項目から構成され、楽しさ、興味、誇り、達成感といった個人的な肯定的感情に加え、教師や仲間との関係性、教室の雰囲気といった社会的側面を含む多面的な項目によって構成されている。当該尺度は、外国語教室における楽しさを単なる一時的感情ではなく、個人的要因および社会的文脈を含む広範な情意要因として捉えることを目的として開発されたものである (Dewaele and MacIntyre, 2014)。

その後の研究においても、当該尺度は国際的に広く使用されており、FLE 研究における標準的な測定手段として位置づけられている (Botes et al., 2021; Dewaele et al., 2017)。特に、質的データからも、外国語授業における楽しさの源として、教師の支援的態度や肯定的な仲間関係、および自己の上達実感などが重要な要因として報告されており、尺度項目が多面的な楽しさの側面を反映していることが示唆されている。

さらに、FLE 尺度は様々な文化的文脈において適用可能か検証が進められている。その一例として、中国の学習者を対象とした 11 項目からなる中国語版尺度の開発が報告されている (Li et al., 2018)。同研究においても、FLE は個人的側面 (FLE-Private) に加え、教師要因 (FLE-Teacher) や教室雰囲気 (FLE-Atmosphere) といった社会的要因を含む多次元的構造を有することが示されている。

また、短縮版尺度を開発する試みもされており、最初の試みとして、Dewaele et al. (2017) は、Dewaele and MacIntyre (2016) で報告された探索的因子分析の結果に基づき 10 項目からなる短縮版尺度を用いて調査を実施した。しかしながら、当該尺度は十分な心理測定学的検証を受けていないとして、Botes et al. (2021) は Dewaele and MacIntyre (2014) の尺度を基に項目を精選し、9 項目で構成される短縮版 FLE 尺度 (S-FLES) を開発した。S-FLES は、個人的な楽しさ (Personal Enjoyment)、教師に関する側面 (Teacher-related Enjoyment / Teacher Appreciation)、および教室の社会的側面 (Social Enjoyment) といった多面的構造を踏まえつつ、信頼性および構成概念妥当性が検証された。こうした短縮版尺度の開発により、研究者および調査参加者双方の負担軽減が期待されている (Botes et al., 2021)。このような短縮版尺度の開発を受けて、その妥当性を異なる文化的文脈で検証する研究も進められている。日本の大学生を対象とした Xethakis et al. (2025) では、日本語版 S-FLES の信頼性および構成概念妥当性が確認され、General FLE という一般因子と Teacher Appreciation、Personal Enjoyment、Social Enjoyment の 3 つの下位因子から構成される bifactor model が支持されている。

以上のように、FLE の測定に関する研究は、尺度の開発から妥当性検証、さらに様々な文化的文脈における検証という段階を経ながら発展している。次節では、これらの尺度を用いた実証研究の知見を概観し、FLE と他の情意要因との関連について検討する。

5. FLE に関する実証研究の動向

FLE 研究は、Dewaele and MacIntyre (2014) による尺度開発以降、様々な国や学習者を対象として実証的研究が蓄積されてきている。表 1 は、国内外でこれまでに報告された主要な実証研究の概要を整理したものである。

多くの研究は質問紙調査を用いた量的研究であり、文化的文脈の違いがあっても FLE が学習者の学習成果や習熟度と関連する情意要因であることが示されている (e.g., Dewaele et al., 2017; Dewaele & Alfawzan, 2018; Jin & Zhang, 2018; Mierzwa, 2018; Li, 2020)。これまでの研究を大きく分類すると、FLE の構造や測定尺度の検証に関する研究、学習成果や情意要因との関係を検討した研究に整理することができる。なお、多くの尺度研究において、構成概念妥当性の検証を目的として FLCA を併せて測定している。前節において FLE の構造および測定尺度の研究について概観したため、本節では主として FLE と学習成果および情意要因との関連に関する実証研究の動向を整理する。

まず FLE と学習成果との関係を検討した研究では、FLE が学習成果や言語習熟度と関連することが報告されている。例えば、Dewaele and Alfawzan (2018) は FLE と外国語パフォーマンスの間に有意な正の相関関係があることを示し、FLCA よりも FLE の方が学習成果との関連が強い可能性を指摘している。また、Jin and Zhang (2018) は、教師の支援や仲間からの支援が FLE を介して学習成果に影響することを示しており、FLE が学習過程において媒介的役割を果たす可能性を示唆している。さらに、FLE と個人の特性との関係を検討した研究も報告されている。Li (2020) は中国の高校生を対象とした研究において、特性感情知能 (Trait Emotional Intelligence: TEI) と英語学習成果との関係を分析し、FLE が両者の関係を部分的に媒介することを示している。特性感情知能とは、個人が自身および他者の感情をどの

表 1. FLE に関する主な実証研究

研究者	国・地域	対象	*N*	調査方法	使用尺度	主な結果
Dewaele & MacIntyre (2014)	多国籍 (90ヶ国)	11歳–75歳 (平均24歳)	1746	質問紙 (自由記述あり)	FLES 21項目 FLCAS短縮版 8項目	・FLEはFLCAより有意に高い ・習熟度・地域・性別で有意差あり ・教師の支援、支援的な仲間集団、成功体験等が楽しさの源泉
Dewaele & MacIntyre (2016)	多国籍 (90ヶ国)	11歳–75歳 (平均24歳)	1742	質問紙 (自由記述あり)	FLES 21項目 FLCAS短縮版 8項目	・FLE-Private / FLE-Socialの2因子構造を確認 ・FLEはFLCAと別次元の因子 ・不安と楽しさは共存しうる
Dewaele et al. (2017)	イギリス	中等学校 (12–18歳)	189	質問紙	FLES 10項目 (FLES 21項目から抽出) FLCAS短縮版 8項目	・FLEは教師への態度、教師の授業内FL使用量、発話機会、相対的位置、学習段階等と関連
Dewaele & Alfawzan (2018)	イギリス	中等学校 (12–18歳)	189	質問紙 (自己申告のテスト成績)	FLES 10項目 (FLES 21項目から抽出) FLCAS短縮版 8項目	・FLEと成績の間に有意な正の相関 ・外国語パフォーマンスにはFLCAよりもFLEが強く関連 ・習熟度が高いほどFLEが高くFLCAが低い傾向 ・教師の授業実践がFLE・FLCAに影響
	サウジアラビア	大学生 大学卒業生 (18〜40歳)	152	質問紙 (自由記述あり) テスト		
Jin & Zhang (2018)	中国	高校生	320	質問紙	FLES 20項目 (FLES21項目を改訂)	・3因子構造 (Enjoyment of Teacher / Student Support / Enjoyment of Foreign Language Learning) を確認 ・FLEは学習成果に直接的に影響 ・Enjoyment of Teacher Support / Student Support のいずれも Enjoyment of Foreign Language Learningを介して学習成果に間接的に影響

表 1. (続き) FLE に関する主な実証研究

研究者	国・地域	対象	*N*	調査方法	使用尺度	主な結果
Li et al. (2018)	中国	高校生	1718 (量的1) 360 (量的2) 64 (質的)	質問紙 (自由記述あり)	FLES 14項目 (FLES 21項目から抽出)	・中国のEFL文脈に適合するFLES (11項目) の開発 ・3因子構造 (FLE-Private / FLE-Teacher / FLE-Atmosphere) を確認 ・FLE-Teacherが最も高い値
Mierzwa (2018)	ポーランド	高校生 (16–19歳)	233	質問紙	FLES 21項目 Foreign Language Learning Enjoyment Scale (FL LES) 9項目 LES (Learning Enjoyment Scale) 10項目	・FLE に関して、男女間で統計的に有意差なし ・男女で異なる要因がFLE と強く関連 ・成績と自己評価はFLEと正の相関関係 ・最終学年でFLE が大きく低下
Li (2020)	中国	高校生	1307	質問紙 大学入試英語試験 (MET)	TEI (Trait Emotional Intelligence) 30項目 中国版FLES 11項目	・FLEがTEIと英語達成を部分媒介
Botes et al. (2021)	多国籍	18歳–75歳 (平均24.8歳)	1603	質問紙	FLES 21項目 FLCAS短縮版 8項目	・短縮版尺度 (S-FLES) 9項目の開発及び信頼性・妥当性を検証 ・Teacher Appreciation / Personal Enjoyment / Social Enjoymentの3因子構造を確認
Khajavy et al. (2021)	イラン	大学生 (18～22歳)	38	質問紙 経験サンプリング法	FLES 20項目 (FLES 21項目から抽出) FLCAS短縮版 8項目 L2WTC (L2 Willingness To Communicate) 10項目	・経験サンプリング法により、授業内のL2WTC・FLE・FLCAの相関の変動を捉えた ・FLEはL2 WTCと一貫して強い正の相関関係 ・FLCAとL2WTCの相関関係は授業内で変動

表 1. (続き) FLE に関する主な実証研究

研究者	国・地域	対象	*N*	調査方法	使用尺度	主な結果
Feng & Hong (2022)	中国	高校生	633	質問紙	中国語版FLES FLCAS短縮版 8項目 行動的エンゲージメント (8項目)	・中国の学習者はFLEが低く、FLCAが高い傾向 (文化的文脈の影響を示唆) ・FLEと行動的エンゲージメントの正の相関関係 ・行動的エンゲージメントがFLE / FLCAと達成を媒介
Saito et al. (2025)	日本	高校生	121	質問紙 Telephone Standard Speaking Test (TSST)	動機づけ (L2 Motivational Self System: L2MSS) 8項目 FLES 10項目 (FLES 21項目から抽出) FLCAS短縮版 8項目	・18か月にわたる縦断調査により、動機づけ・FLE・FLCA・L2スピーキング習得との関係が時間とともに変化する可能性を示唆 ・動機づけとFLEが学習行動を通じてL2スピーキング習得を促進 ・FLCAの予測効果は明確ではない
Xethakis et al. (2025)	日本	大学生 (18歳–24歳)	536	質問紙	S-FLES 9項目 Positive Group Interaction Scale (PGIS) 4項目	・日本語版S-FLESの妥当性・信頼性を確認 ・FLEは社会的行動的エンゲージメントと強い正の相関関係 ・General FLE と3下位因子（Teacher Appreciation / Personal Enjoyment / Social Enjoyment）からなる bifactor model を支持

注：本表における尺度名および略称は原著の表記に従った。

ように認識し、調整できると認知しているかという感情に関する人格特性を指す概念であり (Petrides, 2001)、本研究では特性感情知能が高い学習者ほど高い FLE を経験し、そのことが英語学習成果の向上に関連する可能性が示唆されている。

近年になり、FLE と学習行動や他の情意要因との関係を検討する研究も蓄積されてきている。Khajavy et al. (2021) は経験サンプリング法を用いて授業内における情意の動的変化を分析し、FLE・FLCA・L2WTC の相関が授業内で変動することを示している。また、Feng and Hong (2022) は FLE と行動的エンゲージメントとの関係を検討し、両者の間に関連があることに加え、エンゲージメントが FLE と学習成果との関係を媒介する可能性を示している。エンゲージメントの関連については、国内の大学生を対象とした Xethakis et al. (2025) でも Positive Group Interaction Scale (PGIS) (Linnenbrink-Garcia et al., 2011) を用いて、他者との相互作用を伴う関与行動である社会的行動的エンゲージメント (social-behavioral engagement) を測定し、FLE との間に正の相関関係があることを示している。国内においては、縦断的アプローチを用いて、FLE と学習行動や学習成果との関係を検討する研究も報告されている。Saito et al. (2025) は高校生を対象とし、動機づけや FLE が学習行動を通じて L2 スピーキング能力の向上に影響を及ぼす可能性を示している。

以上のような研究動向を踏まえると、FLE 研究は様々な学習関連要因との関連を検討する研究へと発展してきている。その中でも、第二言語習得研究において長く研究されてきた否定的な情意要因である FLCA との関係は特に重要なテーマとして扱われてきた。次節では、FLE と FLCA との関係について述べる。

6. FLE と FLCA との関係

FLCA は、Horwitz et al. (1986) によって提唱された概念であり、外国語学習者が教室内で感じる緊張や不安を指す情意要因として広く研究されてきた。これまでの研究では、外国語不安が学習者の認知処理や言語パフォーマンスに影響を及ぼす可能性が指摘されており、学習者の言語使用を阻害する要因となり得ることが報告されている (MacIntyre & Gardner, 1994)。

FLE と FLCA の関係については、多くの研究において両者の間に負の相関関係が報告されている (Botes et al., 2022)。Dewaele and MacIntyre (2014) は、多国籍の学習者を対象とした大規模調査を実施し、FLE と FLCA の間に中程度の負の相関関係が存在することを報告している。ただし、両者が単純に対立する感情であることを意味するものではなく、学習者が楽しさと不安を同時に経験する可能性を示唆するものである。その後の Dewaele and MacIntyre (2016) では、FLCA が低いことが必ずしも FLE の高さを意味するわけではなく、学習過程の中で同時に経験され得る情意であることが強調されている。外国語学習は失敗や評価のリスクを伴う挑戦的な活動であるため、学習者は不安を感じる一方で、課題への挑戦や成功経験を通して楽しさを経験することもある。したがって、外国語教育においては不安を完全に排除することを目指すのではなく、一定の挑戦に伴う不安を抱えつつも、楽しさや達成感を経験できる環境を整えることが重要であると考えられる (Dewaele & MacIntyre, 2016)。彼らは両者の関係を比喩的に説明し、楽しさと不安という感情を学習を前進させる「両脚」に例え、学習者は楽しさと不安という二つの情意のバランスの中で学習を進めていくと述べている。このような観点から、外国語学習においては FLE と FLCA のバランス、すなわち楽しさと不安の調和が重要であると考えられている。また、FLE と FLCA の関係は、教師の態度や授業内での発話機会などの教室環境によっても影響を受けることが報告されている (Dewaele & MacIntyre, 2014; Dewaele et al., 2017; Jin & Zhang, 2018)。特に、教師の支援的な関わりや安心できる教室雰囲気は、学習者の不安を軽減すると同時に楽しさを高める可能性があると指摘されている (Dewaele et al., 2017)。したがって、外国語教育においては学習者の不安を軽減するだけでなく、肯定的感情を促進する学習環境の構築が重要であると考えられる。以上のことから、FLE と FLCA は対立的な感情としてではなく、教室環境の影響を受けながら相互に関係しつつ学習過程の中で経験される情意要因として捉える必要があると言えよう。

7. 今後の展望

FLE に関する実証研究は欧米や中国を中心として急速に蓄積されている (表 1)。しかしながら、既存研究の多くは高校生以上を対象としており、小中学生などの若年学習者層を対象とした研究は世界的にも少ない。また、日本国内における研究は依然として限られており、文化的・教育的文脈の違いを踏まえた検討は十分とは言えない。日本の EFL (English as a Foreign Language) 環境では教室外での英語使用機会が比較的少ないため、授業内での経験が学習者の情意形成に大きく影響する可能性がある。したがって、日本の文脈において FLE や FLCA がどのように形成され、学習行動や学習成果とどのように関連するのかを明らかにすることは重要な課題であると言えよう。

近年の研究では、FLE をエンゲージメントや動機づけなどの学習行動や情意要因との関係の中で包括的に理解しようとする研究が広がりを見せている。しかしながら、これまでの FLE 研究の多くは横断的調査に基づくものであり、FLE が学習過程の中でどのように変化していくのかについては十分に明らかにされていない。今後は、日本の EFL 環境においてこれらの要因との関係を検討するとともに、FLE や FLCA が時間とともにどのように変化し、学習行動や学習成果とどのように関係していくのかを明らかにしていくことが、外国語学習における情意の理解を一層深めることにつながると考えられる。

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