

Negotiation of Learner Identity through Power Relations in Second Language Acquisition:  
An Analysis of Study Abroad Experiences

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## **Abstract**

The present study seeks to explicate mechanisms of language learner identity being negotiated through power relations. The concept of learner identity is conceptualized as a dynamic and multiple sense of self, which is constructed while understanding the relationship between self and the world. When learners acquire the target language in the target language society, they should not only invest their time and efforts in the language learning, but also internalize the target language through social interaction with other people. Learner identity is negotiated through this interaction and helps learners to realize and reorganize a sense of themselves in the target language society.

In order to describe the mechanisms of identity being negotiated through power relations, the present study conducted a qualitative as well as quantitative inquiry to reveal the mechanisms analyzing study abroad experiences. The study employed questionnaire and interview surveys in Study 1 and Study 2. Study 1 aims to explicate negotiation for identity in a short period of study abroad, analyzing data obtained from 18 participants. Study 2 aims to investigate negotiation for identity in a long period of study abroad, analyzing data obtained from six participants.

Based on analysis of the data, the present study suggests that there are possibilities that learners may negotiate and construct a new identity through supportive, collaborative, and coercive power relations. Supportive and collaborative relations may empower learners to invest their time and efforts in the language learning, while coercive power relations may overwhelm or marginalize learners and hinder their investment. Nevertheless, some learners can overcome adversity caused by coercive power relations and construct a new identity because of their own ability such as resilience or intercultural competence.

## **I . Introduction**

When people acquire their first language, they learn in surroundings where other people are. Young children learn words observing how their mother uses them or how their peers use them. As they grow older, people learn a language by interacting with other people. Vygotsky claims that it is crucial for learners to co-construct knowledge in collaboration with an interlocutor within his or her zone of proximal development (ZPD), where the learner can perform at a higher level owing to the interlocutor's scaffoldings, in order to internalize language. It is an essential process in which learners listen to what an interlocutor says and respond to it, or they continue a dialogue while an interlocutor give a support or scaffolding (Lightbown & Spada, 2017).

Indeed, in the field of Second Language Acquisition (SLA) research, such aspects of the sociocultural perspective have been drawing attention, with theorists disputing the importance of the social context in language acquisition and use. As to the social context, Norton's original study (Norton Peirce, 1995; Norton, 2013) examines the life histories of five immigrant women focusing the social context. Norton (1995; 2013) investigated how they acquire a target language in the target language society and how they adapt themselves to the target language society as immigrants and learners. The study suggests that learners are negotiating a sense of self while communicating with an interlocutor within a given relationship. That is, when learners speak to members of the target language community, they are organizing and reorganizing a sense of who they are and how they relate to the social world as well as exchanging information with the target language speakers (Norton, 2013). Learners construct their learner identities on the way as they become conscious of themselves and reflect on themselves (Tsushima, 2017).

Learner identity can realize a great influence by relations of power in a social

world (Cummins, 2001; Norton, 2013; Norton & McKinney, 2011). According to Norton (2013), 'power' is the socially constructed set of relations that exist among individuals, institutions, and communities which are produced, distributed and validated through symbolic and material resources in a society. Symbolic resources consist of those things such as language, education and friendship. Material resources include capital goods, real estate and money. Relations of power are not just something that can be physically possessed, but a relation which is constantly being negotiated and renegotiated. In addition, relations of power can be constructed at the micro level such as daily conversation as well as a macro level of social status.

Although learners are always negotiating and renegotiating their learner identities in particular relations of power, it is not necessarily in equal relations. There are two patterns of power relations in the wider society: coercive vs collaborative (Cummins, 2001). According to Cummins, coercive relations of power refer to those excluding or marginalizing learners, while collaborative relations of power refer to those empowering learners. In addition, coercive relations of power are often constructed in the use of language or discourse and usually provide the inferior or deviant status to the subordinated group. As a result, members of the group feel alienated from the target language community. It is necessary for learners to interact with the interlocuter in a real world situation in order to acquire the target language. However, if they experience coercive relations of power, their opportunities of input or output might be limited. As a result, they have difficulties in socially internalizing the target language (Cummins, 2001; Norton, 2013; Norton & McKinney, 2011; Shimazu, 2017). Therefore, relations of power can have a great impact on negotiating learner identity.

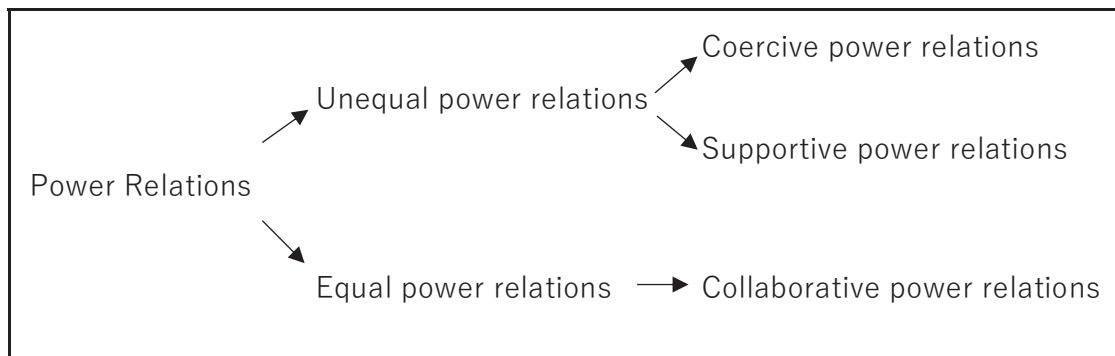
This paper addresses how relations of power in the social world affect negotiating and constructing learner identity. In addition to coercive relations of power and

collaborative ones of power, which are provided by Cummins (2001), the study presupposed supportive relations of power, which was proposed by Nogami (2013) as being likely to develop learners' self-confidence or motivation even though the power is inequitable. The present study addresses the above mentioned three types of power relations in the framework as shown in Figure 1.

The present research aims at explicating mechanisms of language learner identity being negotiated through the above mentioned three types of power relations as shown in Figure 1. Specifically, I discuss the findings regarding a relation to the three following research questions: (1) what affects a construction of power relations in a situation where learners acquire and use the second language; (2) what kind of power relations can arise in learners' experience; and (3) how power relations affect the negotiation and construction of learner identity. This study aims to analyze learner identity, which is dynamic and fluctuates with time, so that it is intended for learners who have experienced short-term and long-term overseas studies.

Figure 1

*Structure of power relations\**



\*The structure is reorganized by following Cummins (2001)

## **II . Background**

SLA theorists claimed to develop a teaching methodology or a pedagogical method by which learners come to have a good command of and make full use of the target language until the 1980s. In other words, they attempted to reveal a cognitive process or individual characteristics within the process of language learning. After the 1990s, however, sociocultural perspective or poststructuralist theories have been applied to SLA research, and some theorists paid attention not only to a process by which learners acquire general language rules, structures, and vocabularies, but also a process by which they internalize the target language socially with specific interlocutors within specific conversation. In other words, they attempted to shed light on how learners acquire the target language in a particular social context while they consider themselves as a member of the target language group. This paradigm shift led to learner identity studies, which reveal that learners construct their learner identities while interacting with the target language community members, and reconsidering or realizing who they are and how they relate to the target language society, to the field of SLA research. This framework has been generally developed by several SLA theorists(Lightbown & Spada, 2017; Norton, 2013; Norton & McKinney, 2011; Shimazu, 2017).

This chapter first discusses the definition of learner identity and the importance of the study, then describes the previous study on learner identity targeted at Japanese L2 learners and finally, considers what elements can affect learner identity.

### **2.1 Definition of learner identity and the importance of the study**

In SLA research, Norton, a pioneer in identity research, defines identity as “how a person understands his or her relationship to the world, how that relationship is



structured across time and space, and how the person understands possibilities for the future” (Norton, 2013, p.45). Specifically, there are three features of identity. First, identity is not a simply single component, but a combined and compound one. Second, identity is not assumed, rather it is a site of struggle or conflict. Third, identity is not static, rather it is changing or converting over time (Norton & McKinney, 2011; Yoshizawa, 2010). In the present study, identity in the field of SLA research unifies ‘learner identity’. For my purposes, I redefine learner identity as various or multiple, and a mobile or dynamic sense of self, which is constructed through historic time and social space while understanding the relationship between self and the world in reference to the previous studies conducted by Hirano (2009), Norton (2013), and Yoshizawa (2010).

For constructing learner identity, various experiences in a specific social context can play an important role. Norton (1995) criticizes the perspective that some SLA theorists claimed in which learners should be separated from the social context in order to understand learners’ characteristics. Norton argues that affective factors in learning and using language such as motivation or anxiety are closely connected with the social context, although these factors have been regarded only as learners’ individual characteristics. This means that learners have conflicting desire to acquire and use the target language, which may depend on the time, situation, group, and interlocutor.

Norton (1995) collected qualitative data from a diary study, questionnaires, and personal and group interviews in order to develop a conception of the language learner as having a complex social identity that must be negotiated by relations of power which includes day-to-day social interaction. It turned out that the participants continually negotiate and renegotiate their own identities while socially internalizing the target language and experiencing in equitable relations of power with the target language

speakers. Norton insists that learners and a social world are closely intertwined.

## **2.2 Previous research on learner identity targeted at Japanese L2 learners**

After Norton's (1995) study became accepted in SLA research, other studies explored how relations of power which learner experience in a social context affect learners' identity in L2 learning and use. Nogami (2013) conducted a diary study and a questionnaire-based interview study targeted at Japanese L2 English language users. The diary study was conducted with nine participants, while the questionnaire-based interview study was conducted with 15 participants. As the studies of Cummins (2001) and Norton (2013) have shown, Nogami's research similarly suggested that the participants constrained themselves from speaking English spontaneously when they experienced coercive power relations, whereas they actively tried to communicate with interlocutors with what is called the "sense of sharedness". The sense of sharedness is a construct proposed by Nogami (2013) to explain the sympathy observed among learners when they have difficulties in learning and using the target language. It is likely to be experienced by learners in supportive or collaborative power relations.

In addition, there is another study which focuses on power relations in the working environment. Takita (2014) researched distribution of power in the workplace among multicultural workers in Japan and examined how they recognized the power relations which they had experienced. The study showed the factors which they realized were different between Japanese scientists and American scientists. In addition, Takita noted that Japanese scientists experienced coercive power relations which originating from American scientists while using English in meetings. Because of the power relations, Japanese scientists were not able to adjust themselves to the working conditions, which threatened their professional identities.

Thus, coercive power relations can limit learners' opportunities for inputs and outputs. That is, they cannot socially internalize the target language while communicating with interlocutors. What is worse, coercive power relations may deprive learners of opportunities to negotiate the relationship between self and the social world, the meaning of their existence, and the way of life (Norton, 2013). For example, even though learners receive a high evaluation from other people in the native language situation, they can be labeled as a poor worker in the L2 situation because of the language barriers. This may lead them to mislabel themselves and misunderstand own identities (Kitade, 2013; Takita, 2014; Nogami, 2013).

### **2.3. Elements which can affect learner identity**

There is a high possibility that coercive power relations obstruct the process where learners negotiate their learner identity in the social world. However, it is also possible that supportive or collaborative ones encouragingly affect learners' motivation and self-confidence, which are elements for learner identity. According to Dörnyei (2009), in order to encourage learners to learn the target language, it is important for them to construct an Ideal L2 self, which is a fundamental concept in the L2 Motivational Self System.

The L2 Motivational Self System, which was first proposed and outlined by Dörnyei (2009), consists of three components, the Ideal L2 Self, the Ought to L2 Self and the L2 Learning Experience. Dörnyei refers to the Ideal L2 Self as a state which learners desire to become, and the Ought to Self as a state through which learners want to live up to other people's expectations or evade negative results. Learners compare their actual L2 selves with their ideal L2 Selves, and if they find discrepancies between these selves, they will make an effort to reduce them. Therefore, the effort is caused by

motivation. The idea of the L2 Motivational Self System is that the desire that learners want to bridge the gap between these selves can promote their motivation (Dörnyei, 2009). In order to construct an Ideal L2 Self, it is assumed that learners need to interact with other people whom they are familiar with or have admiration for. However, when learners experience coercive power relations, such formation may hinder formation of the Ideal L2 Self.

In contrast to coercive power relations, supportive or collaborative ones can empower learners to interact with the target language speakers and increase their motivation and strengthen their self-confidence. That is, supportive or collaborative relations may help learners to construct an Ideal L2 Self. In addition, learners might respect and adopt supportive or collaborative others. Such integrated ideas or values may encourage them to construct an Inclusive Self (Rudy et al., 2007).

Inclusive Self means an interdependent self, which is conceptualized through overlapping with the selves of others. Rudy et al (2007) notes that individuals from collectivistic cultures are likely to put emphasis on such interdependent sense of self, while individuals from individualistic cultures are likely to respect the independent self, which is distinct from the selves of others. Therefore, people from collectivistic cultures are likely to respect others' ideas or values and accept them, and finally integrate them into their own ideas or values. They would respect others' ideas and have a sense of unity with others even in a group activity. Once individuals adopt ideas or values which other people such as family or best friends believe, these integrated ideas or sense of values motivate and promote them. That is, an Inclusive Self is constructed by the connection with other people (Rudy et al., 2007). On the basis of these previous findings, it can be assumed that supportive or collaborative power relations might positively affect and yield the Ideal L2 Self and the Inclusive Self. For example, when learners experience

supportive or collaborative relations, they may regard such supportive or collaborative speakers as an ideal to construct their own Ideal L2 Self, or they may integrate supportive or collaborative speaker's ideas into their own ideas.

Another possibility that emerges from the previous research is that highly resilient learners can overcome a coercive situation because they may have intercultural competence or they may develop it in accordance with such a situation. Takita (2014) notes that one of the participants in her study developed intercultural competence because the participant was able to deal with a difficult situation in a flexible manner. Thus, whether learners overcome coercive power relations or not depends in part on the learner. If learners get over such situation, the experience encourages them to communicate with other people more actively and may create a stable framework of their learner identity. To state it succinctly, Learner identity may partly consist of those constructs such as Ideal L2 Self, Inclusive Self and intercultural competence.

### **III. Purpose and Method**

#### **3.1 Purpose and Research Questions (RQ)**

The present research aims to examine how learner identity is constructed and formed through the power relations which learners experience with the target language speakers. This study consists of two surveys. One targets learners who have experienced three weeks short-term study abroad. Although most identity studies have not researched negotiation of learner identity in the short term, I suppose that short-term study abroad may be a site through which to understand and realize their own identities for the first time. For this reason, the study discusses whether learner identity is negotiated through the power relations in the short-term study abroad.

The other targets learners who have experienced more than six months long-term study abroad. It is highly possible that such learners experienced equal or unequal power relations through such long-term study abroad, which may have prompted negotiation of their learner identities. Therefore, the survey explored the process through which they negotiated and renegotiated their learner identities while experiencing such power relations.

Thus, the present research set up three research questions in order to analyze the process through which learners experienced power relations and how learners negotiate their identity through those power relations in the environment of short-term and long-term study abroad. Three research questions are set up in this research to achieve the purpose:

- 1) What affects the construction of power relations in a situation where learners acquire and use the second language?

- 2) What kind of power relations can arise in learners' experience?
- 3) How power relations affect the negotiation and construction of learner identity?

## **3.2 Method**

### **3.2.1 Participants**

#### **3.2.1.1 Study 1**

Eighteen Japanese students who were enrolled in a national university in Japan took part in Study 1. They had experienced study abroad for three weeks in the U.S. All of them participated in the questionnaire study, and four of them participated in the interview study. I selected those four as interviewees because they were expected to provide critical cases for the present study.

#### **3.2.1.2 Study 2**

Six students who were enrolled in a national university in Japan took part in Study 2. They had experienced study abroad for 6–12 months. The countries where they studied are the U.S., Australia, New Zealand, Canada, Germany, and Taiwan. The target languages are English, German, and Chinese. As can be seen, the target languages are different across countries where they studied. However, German and Taiwanese societies are as multicultural as English-speaking countries are. In addition, all of them spent more than six months in the society where the culture is different from Japanese culture. Considering those things, it is possible that power relations which all of them have experienced are in the context similar to that of English-speaking countries. The background information about the participants is shown in Table 1 below.

Table 1

*The Background Information of the Participants in Study 2<sup>a</sup>*

Participants (Pseudonyms)	Gender	Status	Study abroad country	Target Language	Target Language Learning History	Length of Studying Abroad	Native Language
Rin	F	BA 4yr student	New Zealand	English	17yrs	8mths 2wks	Chinese
Kenji	M	MA student	Australia	English	11yrs	8mths	Japanese
Satoshi	M	BA 4yr student	Germany	German	4yrs	10mths	Japanese
Kaho	F	MA student	Canada	English	7.5yrs	6mths	Japanese
Shiho	F	BA 4yr student	Taiwan	Chinese	10yrs	10mths	Japanese
Tsutomu	M	BA 4yr student	The U.S.	English	11yrs	12mths	Japanese

*Note.* <sup>a</sup>The information was as of the time of data collection.



Four learners studied in English-speaking countries for more than six months. A Chinese learner, Rin was brought up in China and came to Japan 10 years ago after spending 12 years in China. She stayed in New Zealand to study for eight months and two weeks. Three of them are Japanese learners. Kenji stayed in Australia to study for eight months. Kaho stayed in Canada to study for six months. Tsutomu stayed in the U.S. to study for 12 months, while working on an internship at a local company for two and a half months. Two of them studied in Germany and Taiwan. Satoshi stayed in Germany for 10 months, Shiho in Taiwan for 10 months.

Although Rin's native language is not Japanese but Chinese, it is possible that she experienced negotiation for her identity several times. Therefore, it is surmised that she took on several identities which went through dynamic changes over time while studying abroad.

### **3.2.2 Procedure**

The qualitative inquiry involved two different methods to investigate power relations and learner identity with regard to their use of the target language in the target language society. The two methods were (1) questionnaire and (2) interview. The two approaches were chosen for triangulation of the data to acknowledge dynamic issues of learner identity (Nogami, 2013; Takita, 2014)

#### **3.2.2.1 Study 1: Questionnaire and interview surveys**

In order to examine changing power relations between learners and native speakers, and negotiation of learner identity for three weeks in language training program, I made fixed question items based on the previous studies by Nogami (2013) and Shimazu (2017). The questionnaire consists of three parts. The first part includes six main items and each

four sub-items, which targeted power relations between learners and their host families. The second part includes six main items and each four sub-items, which targeted power relations between learners and native conversation partners who provide the opportunities to practice speaking English. The last part includes eight items, which examine negotiation for identity. The participants were asked to respond to all the fixed questionnaire items with five-points Likert scale ranging from “Agree” (1) to “Disagree” (5). The responses in part 1 and 2 were calculated as representing power relations scores, while those in part 3 as learner identity scores. In addition to the fixed question items, the questionnaire includes two free response items, which are intended to examine power relations and learner identity that learners may have experienced during the three weeks.

For the interview survey, a face-to-face semi-structured interview was conducted with each participant. As mentioned above, I selected the four participants who are likely to present critical cases, based on their answers to the questionnaire. Interviews were conducted in the participants’ first language, that is, Japanese. All interviews were digitally recorded and transcribed for later analysis. The interview sessions lasted for the range of about 15 to 20 minutes, depending on how much and what the interviewee would have liked to talk.

### **3.2.2.2 Study 2: Questionnaire and interview surveys**

Study 2 aims to investigate how learners negotiate their learner identities more deeply. For the questionnaire. I made fixed question items in the same way as Study 1. The questionnaire consists of three parts. The first part includes six main items and each four sub-items, which targeted power relations between learners and native speakers who have daily conversations with them. The second part includes six main items and each four sub-items, which targeted at power relations between learners and other students

studying in the target language society who have daily conversations with them. The last part includes eight items, which examined negotiation for identity, as in Study 1. The procedures for asking for responses and their calculations are exactly the same as in Study 1, too. The questionnaire in Study 2 also includes two free response items, which are intended to examine power relations and learner identity that the participants may have experienced during the periods of their study abroad ranging from 6–12 months.

A face-to-face semi-structured interview was conducted with each participant, asking 10 base questions. The interviews were conducted in Japanese on the day after each participant completed the questionnaire. All interviews were digitally recorded and transcribed for later analysis. The interview sessions lasted for in the range of about 30 to 50 minutes, depending on how much and what the interviewee would have liked to talk.

## IV. Results and Discussion

### 4.1 Study 1

#### 4.1.1 Questionnaire research

This chapter aims to analyze how the participants in Study 1 perceived power relations during the three weeks of their foreign study experience, and how that perception changed from the first week to the third week. In addition to such power relations, this chapter aims to investigate how the participants perceived their own learner identities during the three weeks, and how the perception changed from the first week to the third. All of those analyses are based on the questionnaire.

##### 4.1.1.2 Power relations

Table 2–4 below shows the contents of the question items and the results of the questionnaire research. Question items A1–6 on Table 2 examine the power relations with host families, and question items B1–6 on Table 2 examine the power relations with conversation partners.

Table 2

*Question items regarding the perception of power relations*

Question Items	Contents
A1B1	When I was talking to interlocutors, I was not able to communicate with them.
A2B2	I was not able to become friendly so much.

A3B3	When I made an error on pronunciation or expression in using English, I thought that interlocutors regarded me as a poor English learner.
A4B4	When I was talking to interlocutors, my English received praise from them.
A5B5	When I was not able to communicate with interlocutors in using English, they accepted my mistakes or errors.
A6B6	When I was talking to interlocutors, they sympathize with my conditions.

Table 3

*Change of the perception in terms of power relations with host families from the first week to the third week*

	A1			A2			A3		
	M	(SD)	t-value	M	(SD)	t-value	M	(SD)	t-value
1 <sup>st</sup> week	4.11	(1.10)	1.09	2.59	(1.29)	1.66	2.75	(1.39)	3.25**
3 <sup>rd</sup> week	3.78	(1.03)		1.88	(1.28)		1.88	(0.78)	
	A4			A5			A6		
	M	(SD)	t-value	M	(SD)	t-value	M	(SD)	t-value
1 <sup>st</sup> week	3.00	(1.19)	3.04**	4.78	(0.42)	1.54	4.11	(0.74)	0.94
3 <sup>rd</sup> week	3.65	(1.28)		4.56	(0.68)		3.89	(1.10)	

Table 4

*Change of the perception in terms of power relations with conversation partners from the first week to the third week*

	B1			B2			B3		
	M	(SD)	t-value	M	(SD)	t-value	M	(SD)	t-value
1 <sup>st</sup> week	4.24	(1.11)	2.96**	3.00	(1.37)	3.30**	2.61	(1.42)	2.16*
3 <sup>rd</sup> week	3.65	(1.13)		2.06	(1.35)		2.17	(1.12)	
	B4			B5			B6		
	M	(SD)	t-value	M	(SD)	t-value	M	(SD)	t-value
1 <sup>st</sup> week	2.61	(1.16)	2.62*	4.61	(0.59)	1.06	3.89	(0.87)	1.06
3 <sup>rd</sup> week	3.11	(1.10)		4.67	(0.58)		4.00	(1.00)	

Table 3 on the previous page shows the results of the questionnaire research which examine the change of the perception in terms of power relations between learners and host families from the first week to the third. Table 4 above shows the results of the questionnaire research which examine the change of the perception in terms of power relations between learners and conversation partners. As shown in Table 3 on the previous page, there are two statistically significant differences in *t*-test with each  $p < .01$ . Question item A3, which investigates coercive power relations, shows a significant difference, and question item A4, which examines supportive power relations, also shows a significant difference. This suggests that the participants constructed a close relationship with their

host families from the first week to the third. As shown in Table 4 on the previous page, there are four statistically significant differences in *t*-test. Question items B1 and B2 with each  $p < .01$ , and B3 with  $p < .05$ , which examine coercive power relations show significant differences, and question item at B4 which investigates supportive power relations also shows a significant difference. This also suggests that participants constructed a close relationship with conversation partners.

Significant differences were observed in question item B1 and B2. This implies that the participants feel close to conversation partners, because they are close in age. On question item A3 and B3, it is suggested that the participants did not know about host families and conversation partners, because they were strangers especially during the first week. Therefore, participants did not understand their thoughts at first, but they were able to communicate with host family and conversation partners little by little, because they had come to know each other. Another interpretation is that the participants were able to become confident and that they stopped seeing themselves in a negative way, because they were able to communicate smoothly with native speakers. As to question items A4 and B4, it is suggested that the participants improved their English skills, or they could increase their opportunities to communicate spontaneously with native speakers, because they were used to living in the target language community. Regarding items A5, B5, A6 and B6, there are no significant differences. On the whole, there are more question items which shows significant differences toward conversation partners than host families, which implies that various factors such as the difference of age or topic may produce significant differences. As mentioned above, according to the difference of age, conversation partners are university students, and they are close in age. Therefore, learners may have had close relations with them. In addition, regarding the differences of topics, it turned out from free response items that conversation partners were interested

in Japanese culture and language, and the participants often taught Japanese for them. Thus, the participants and conversation partners may often have told their own culture to each other, which may have led them to the entrance of conversation.

#### 4.1.1.3 Learner identity

Table 5 below shows that the contents of the question items, and Table 6 on the next page shows the results of the questionnaire research which examine the change of the perception regarding to learner identity from the first week to the third.

Table 5

*Question items regarding to negotiation for learner identity*

Question items	Contents
II 1	I wanted to adapt myself to the University or the community.
II 2	I realized that I was able to adapt myself to the University or the community.
II 3	When I was speaking English, I assessed whether I was able to speak like native speakers.
II 4	when I was speaking English, I felt that I was another person (another self).
II 5	I thought over who I am.
II 6	I felt that the I made the new self little by little.
II 7	I realized that there was different self depending on the particular situation or circumstances.



II 8	I felt that I played a necessary role according to the place.
------	---

Table 6

*Change of the perception regarding to learner identity from first week to third week*

	II 1			II 2			II 3		
	M	(SD)	t-value	M	(SD)	t-value	M	(SD)	t-value
1 <sup>st</sup> week	4.11	(0.96)	3.37**	2.39	(1.04)	5.15**	2.39	(0.95)	2.54*
3 <sup>rd</sup> week	4.78	(0.43)		3.78	(0.88)		2.83	(1.17)	
	II 4			II 5			II 6		
	M	(SD)	t-value	M	(SD)	t-value	M	(SD)	t-value
1 <sup>st</sup> week	2.00	(1.11)	1.45	3.11	(1.20)	3.79**	3.28	(1.24)	3.40**
3 <sup>rd</sup> week	2.17	(1.26)		3.94	(1.13)		4.11	(0.87)	
	II 7			II 8					
	M	(SD)	t-value	M	(SD)	t-value			
1 <sup>st</sup> week	2.83	(1.17)	2.05	2.67	(1.00)	5.31**			
3 <sup>rd</sup> week	3.22	(1.31)		3.83	(0.76)				

Note that these items are likely to indicate negotiation for identity and participants

were not necessarily negotiating their learner identity, because I built new question items analyzing the results and discussion of Shimazu (2017)'s research. Although identity is a site of struggle or conflict as mentioned on Background and it might be difficult to obtain coherent and reliable data, it is assumed that those question items on Table 5 can explore the negotiation for learner identity. As shown in Table 5, there are six statistically significant differences in *t*-test with each  $p < .01$  and  $p < .05$ . As you can see, almost all of the question items significantly increased from first week to third week. This suggests that learners were likely to negotiate their learner identity during the three weeks.

First, question item 1 and 2 shows significant differences. The mean values of each item increased from the first week to third. Both question items ask about the adaptation to the target language society. It is thought that the participants wanted to have a deep relationship with the target language community members as they became closer to each other during the three weeks. Willingness to have a close relation with the members may help the participants to communicate with them. They may have accumulated successful experiences, which promoted the awareness of the adaptation for the target language society. Question item 3 also shows a significant difference. The mean value of the item increased from the first week to the third. This implies that the participants possessed a cognitive burden to speak English during the first week, but they could develop their English skills or communicative competence step by step. Therefore, they were able to psychologically and mentally reflect on themselves. Another interpretation is that the participants came to the aim to be like a native speaker in the presence of native speakers. To put it shortly, they desired to become like a native speaker in the third week. Question item 5 also shows a significant difference. The mean value of the item increased. Note that most participants studied abroad for the first time. Considering the conditions, the participants experienced different culture, life-style, sense of values for the first time,

which them to reflect on themselves more frequently than before. Or participants might have realized that they were not able to communicate with native speakers or talk to them spontaneously. That might have led to self-reflection.

Question item 6 also shows a significant difference. The mean value of the item increased. This implies that participants gained opportunities to experience different culture, life-style and sense of values as considered with item 5, which made them realize that they were able to live in a new environment, and construct new way to live with other people with different culture. In other words, they might have changed their views, values, or behaviors. In addition, they could have developed their self-confidence or motivation gradually, because they had a close relationship with the target language community members. Finally, question item 8 also shows a significant difference. The mean value of the item increased from the first week to third. This suggests that the participants had difficulties in living in the target language society for the first week, but they were gradually able to adapt themselves to the society, which might have led to change their view of themselves. For example, they may have considered themselves as a member of the target language society rather than a visitor from Japan. As the overall tendency regarding the results of the questionnaire of learner identity, it can be said that they reflected upon themselves and realized a different self which they would not have recognized in Japan, because they experienced a different culture, good relations with the target language community members, and language development. Therefore, it is possible that there was perturbation, which may encourage the participants to move on to the next stage for construction of new identity.

#### **4.1.2 Study 1: Interview research**

Four participants took part in an interview research. I selected them because they had specific features shown on the questionnaire results. This research aims to identify the process of negotiation for identity through power relations by four samples. The four participants below are described with pseudonyms.

##### **4.1.2.1 Case 1: Kaori**

The reason why I selected Kaori is that she might have negotiated her identity through power relations, considering the answers to the questionnaire. She might have experienced coercive power relations in the first week, but she changed the perception of herself from the first week to the third. I thought that something would have happened to her during the three period. Therefore, I examined the process by interview. Below is Kaori's processes of study abroad in the U.S. during the three weeks.

She felt anxious about her English ability and irritated with herself not being able to tell her feelings in English. However, she was blessed with the target language community members. Especially, her generous host family made her secure, so that she felt a sense of belonging to the family. As she said in the interview,

I think I spent a lot of time together with my host family, and they were like real father and mother living in the U.S. Still now we interact while sending e-mails, so indeed we probably have relationships of mutual trust.

While she had a close relationship with them, she wanted to speak English more and more. She said that "I thought that it was important for me to communicate willingly even if I spoke poor English during her study abroad." After studying in the U.S. and coming back to Japan, she tried to increase opportunities to speaking English. It appears that she was

able to construct her ideal L2 self through the experience. This is because she had a satisfying relation with her host family and gained a sense of identification as a member of the family. She might have realized her new self during the three weeks. In other words, there is a slight possibility that she negotiated her learner identity.

#### **4.1.2.2 Case 2: Risako**

I selected Risako because her identity score of the questionnaire was also higher than that of other participants. In addition, she might have experienced power relations in the first week, considering the answers to the questionnaire. Regarding the free response item, she mentioned that she came to visualize a dream or target for the future through the experience of studying abroad. There is a sign that she might have experienced negotiation for learner identity through power relations. I examined how she negotiated her identity during the three weeks and what made her decide to do in the future. Below is Risako's processes of study abroad.

She felt that she had troubles in using English, but she tried to speak spontaneously without constraining herself. Then, she had a deep relation with her host father. She talked about a personal matter with him, which made a close relationship between them. As she said in the interview,

I often talked my host family, and he talked about his experience in the past. I listened to it, and he said that he wanted me to become like this, and he told me something, various things, so...

She gradually realized that her behavior or sense of values might have changed. As she said in the interview,

My host father told me that “you can do anything even if you get older. Maybe, he goes to a university still now, and he gave me such words, I thought I should work hard, too.

After studying in the U.S., she set a more concrete target for her language learning. This is because she might have developed an *inclusive self* through a close relationship with host father. The notion of *inclusive self* is described as interdependent self, in which individuals intertwine their own selves with other selves with shared interests, goals, or values. She mentioned that the father told her about his life story and gave some advice to her. Besides, she also mentioned that her behavior and sense of value might have changed through the study abroad, and she tried to do something as much as she could. As she interacted with him, she might have obtained new self which was constructed while interweaving his way of life. Thus, meeting him led to the perturbation for her learner identity. She may have included his thoughts or sense of values in hers while she was staying with her family, which promote awareness of her new self.

#### **4.1.2.3 Case 3: Naomi**

She may have experienced coercive power relations with host family in the third week, because she perceived psychological distance more strongly in the third week, considering her answer to the questionnaire. On the other hand, her identity score increased from the first week to the third. I thought that it was important to investigate how the relation changed and how she felt the fact. Below is Naomi’s processes of the study abroad.

She experienced an unfortunate incident with host family in the third week. She supposed that host family are kind, but friction arose between them. She felt so disappointed that their arguments missed each other’s points and she was not able to

explain her claim in English. She was seized by a sense of helplessness. However, she realized that she was able to speak English spontaneously without being afraid of errors. As she said in the interview,

I had produced words little by little in order to speak before, but I felt like I came to speak spontaneously without thinking too much, because it was OK to make mistakes a little bit.

Perhaps, she had a good relationship with conversation partners even though she felt invisible barrier between her and her host family. Therefore, she maintained willingness to communicate with other native speakers. Or, she may be resilient, so that she was able to accomplish her home stay until the end of the program. Psychological resilience is known as the ability to withstand difficulties and bounce back. Because of the ability, she might have not constrained herself from interacting with other people around her, and she was able to continue to learn and use English. In fact, she attempted to repair the relationships. She and her roommates gave her host mother letters which were written with their honest feelings. This may prove that she is a highly resilient person. Unfortunately, their thoughts did not reach their host mother. However, she did whatever she could, so she was confident of herself, and the incidents may have affected her identity

#### **4.1.2.4 Case 4: Chikako**

The reason why I drew her from the participants is that she presented noteworthy case. Unlike Naomi, she rebuilt good relations with her host family. She mentioned that she had a trouble with her host family, who were careless about being on time, but she explained her thoughts in English as much as she could. Then she had a good relationship with them during latter of her stay. Regarding her score of the questionnaire, her identity

score was the highest of all of the participants both the first week and the third. There is a possibility that she negotiated her identity during the three weeks. Below is Chikako's processes of the study abroad.

She felt so nervous about being able to get used to living in the target language society in the beginning of her stay in the U.S. A few days later, she noticed that her host family were careless about being on time. She got more and more anxious about staying with them. However, she thought about what she could do, and she found the way she could do by herself. As she tried to talk to the host family, she felt relaxed and finally became friendly with them. As she said in the interview,

I thought I had to something, and I had to tell them clearly about time on my own, in English. So...After I tried to tell clearly that I need to leave the house by this time, I was able to communicate with them a little bit, I think I built relationships of mutual trust after that.

The experience may have helped her to develop intercultural competence. In addition, she had a close relationship with one of the conversation partners. She might have regarded this person as a role model, and she enabled her to find possibility that she might become like her. Because of these experiences, she realized that she became more active than before. There is a probability that she would start to consider her ideal L2 self through the experience of staying in the target language society.

#### **4.1.3 General discussion for the interviews**

It is suggested that some learners overcome coercive power relations because they are resilient, as shown in the cases of Naomi and Chikako. Once they overcome coercive power relations, they can develop self-confidence or find a new self. The experience



though which learners get over the difficulty may affect negotiation for identity even though they stay abroad for a short period of time. When learners experience supportive power relations, they may relieve their worry or anxiety, and feel secure and a sense of belonging. If learners have a deep relation with the target language speakers through self-disclosure, learners can integrate others' ideas or sense of values. Then, learners can find possibilities in themselves, and reach the stage of renegotiation for a new self. Therefore, it is highly possible that supportive power relations, which provide close relations as well as a sense of security and belonging, affect negotiation for learner identity.

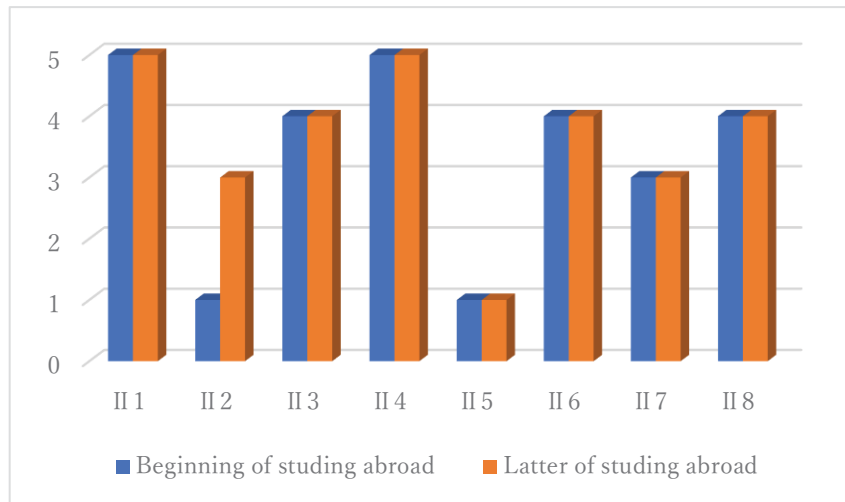
## **4.2 Study 2**

This section discusses the results of the interview and the questionnaire surveys on Study 2. Note that the conditions such as the countries they visited and the length of their stay for study abroad vary across the participants. Some data from the questionnaire are inconsistent with those obtained in the interviews. In that case, analysis was made based on the interview data in order to explicate the processes of the negotiation for each participants' identity, because the interview data were interpreted to provide psychologically more real explanations. In the case analyses below, the whole processes of the study abroad experienced by each participant are described and interpreted in terms of learner identity. For each case, the scores of learner identity obtained from the questionnaire were also referred to in the analysis.

### **4.2.1 Case analysis**

#### **4.2.1.1 Case 5: Rin**

Figure 1 below shows Rin's identity scores on the questionnaire.



*Figure 1. Rin's identity score on the questionnaire*

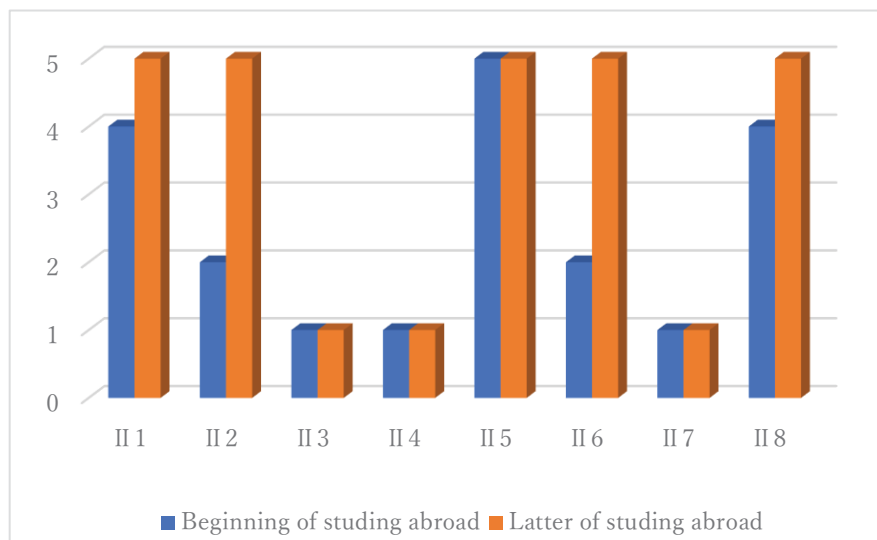
She has lived in Japan for more than ten years and fit in the environment too well. She realized that she is less aggressive than she was in China. So, she challenged the study abroad in order to break the mold of herself and take back her Chinese identity, which was more aggressive than now. During the study abroad, she made friends with a native speaker and they were very close because they shared interests. The friend was interested in Japanese culture, and she listened attentively to her talk, so that they became friendly. Besides, she met active and outgoing people, which made her more motivated. Consider the following extract taken from the interview with Rin:

I often thought too much, so I was not able to take my first step. I said at first, the Japanese woman in her forties and in a workshop, I took part in a boxing workshop, and there was a girl, who was an internship student from Belgium. She did an internship in New Zealand. I thought it was possible that people were not employed as a regular employee and they experience various things when they were young adults, in the meaning of the extent of choices, they had the courage for picking up a different choice, I see them, I thought I had to have courage and nerve more and more.

She had a characteristic tendency to focus on the achievement of her goals. According to her reflections on her study abroad, she was able to achieve the goal up to 50% partly because of the close relation with friends or her ideal people. After her study abroad, she really wanted to build up nerve and set her mind on acquiring higher language ability than before with deeper understanding of the target language society and culture.

#### 4.2.1.2 Case 6: Kenji

Figure 2 below shows Kenji's identity scores on the questionnaire.



*Figure 2. Kenji's identity score on the questionnaire*

He had been always struggling through negotiation of identity. He thought over what he should do during his study abroad. His concern was that he had a conflict between belonging to Japanese groups and not belonging to them. In short, he wanted to expand the opportunity to speak English, and not to limit it in the study abroad. However, in the beginning of his study abroad, the classroom majority made him marginalized, and he felt that he was alone and a minority in the class. He wanted to give up the study abroad. To make matters worse, two months later, he suffered racial discrimination. Right after he

moved to a share house from home stay, three roommates bothered him with discriminatory remarks and behavior. He realized that he was alone and a minority in the community of the share house again. Especially this latter set of events made him feel isolated and he rejected conversations with others. However, he was not actually alone. A supportive teacher at a language school, and a kind student at the same language school gave support to his sense of security. Because of them, he finally graduated from the language school, and even acquired regular credits from the university. He was able to overcome several difficulties, so that he recovered his confidence. Consider the following extract taken from the interview with Kenji:

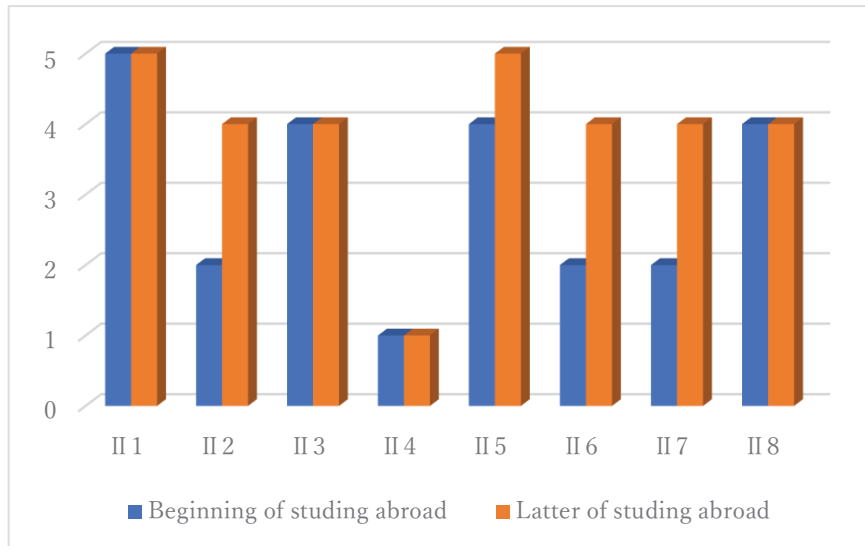
I appreciated him. I think if it had not been for him, I would have lost heart in the stage of language school, I may have given up, but thanks to him, I was able to continue to study abroad.

Besides, he wanted to respect the target language culture. He was overwhelmed by the pressure that he had to accomplish the study abroad, because he had to pass some examinations to move up to the next stage. However, supportive people helped him to make his mind stable, which possibly contributed to expanding his identity. Consider the following extract taken from the interview with Kenji:

The person who expanded his activities in his study abroad may have been Harry (his best friend), the person who helped was John (his teacher at the language school). For example, he took me any places by car, Harry did such things for me, we went on an trip together, well, something...the person who strengthened the outside of my study abroad was John, and the person who widened the inside was Harry, I think I had such relations with them.

#### 4.2.1.3 Case 7: Satoshi

Figure 3 below indicates Satoshi's identity scores on the questionnaire.



*Figure 3. Satoshi's identity score on the questionnaire*

It seemed that his relation to the target language (German) members was not so close. Besides, his motivation to speak the target language decreased particularly at the moment of speaking tests and in a discussion class. He felt that he was left behind in the class, and he lost confidence when his performance on the test was not completely excellent. Native speakers around him were nice to him, but he was dissatisfied with them, because one of them considered him as a learner who was not able to speak German. Whenever the native speaker met Satoshi, he spoke to Satoshi only in English. Even though he improved his language ability, the speaker kept doing it. His investment in German learning was limited because of such contradiction. He realized, however, that he was able to fit in the society. Besides, he found a new possibility for himself, because he experienced things that he never would have experienced in Japan. His experience of the study abroad may have made him confident. Consider the following extract taken from the interview with Satoshi and the entry in free response items:

The person who had never left Hirosaki (his hometown), in a foreign country, I lived there for a long period, and made friends with people from abroad. Well, because I had not experienced such things in Hirosaki. (Interview)

I gained confidence because of long-term study abroad experience. I felt insecure or I was not able to get high score on the tests, but after I overcame it and came back to Japan, I felt I could do anything, so I tried my best for my life. (Free response items of the questionnaire)

#### 4.2.1.4 Case 8: Kaho

Figure 4 below indicates Kaho's identity scores on the questionnaire.

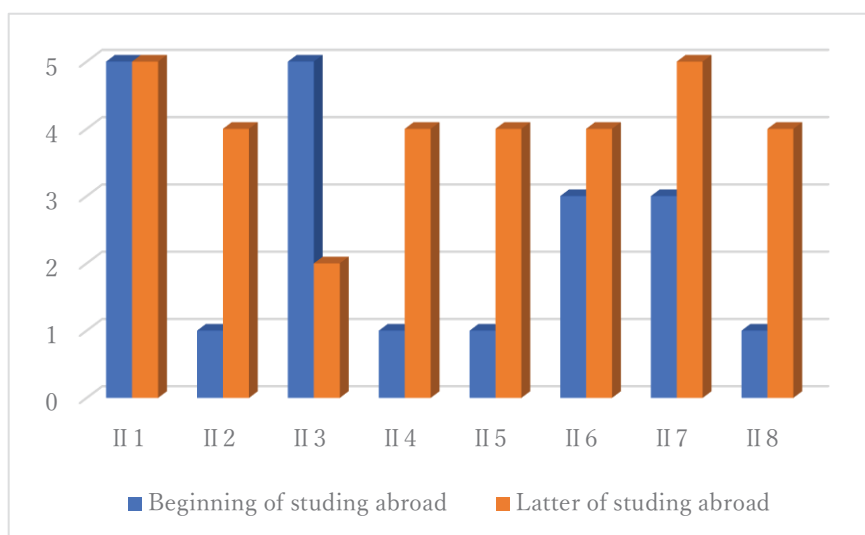


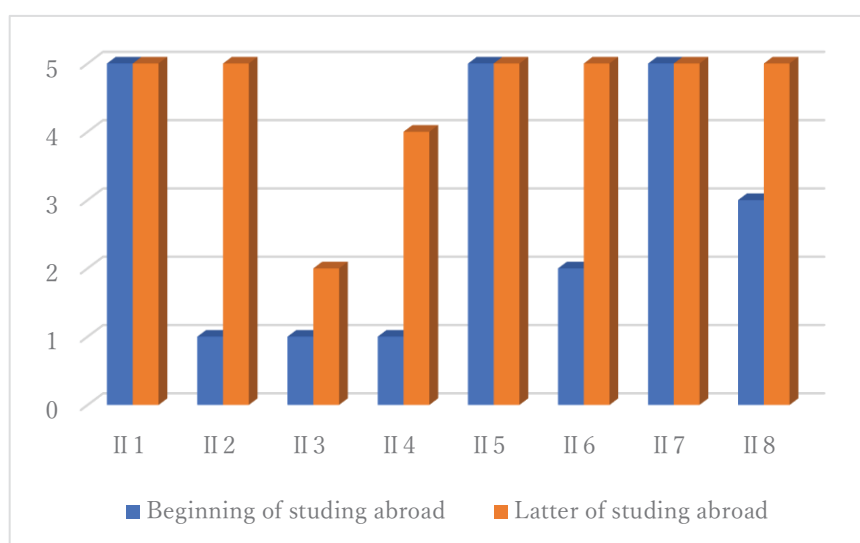
Figure 4. Kaho's identity score on the questionnaire

She was able to invest her time and efforts into the target language, that is, English, learning with satisfying relationships. In the beginning of her study abroad, she did not have non-Japanese friends who spoke the target language. After reshuffling of class members, she was able to communicate more actively with interlocutors in the target language than before, because an enthusiastic teacher supported her learning and she

made friends with L2 learner from China. Because of these two people, she was more and more motivated, which promoted her to invest more in the learning. This is because she said that “the environment where I actually use English or I have a person who I talked to, and the environment where a person praised my English.” Moreover, she felt that she developed the language ability after she met the two people, because she said that “I felt my English skills developed greatly after I took his class.” According to her friend, she said that I felt like she was my sister. we taught something that we did not understand to each other.” She realized that she had two selves, a sense of self as a Japanese and another sense of self as a learner or user of the target language. She thought that it is unnecessary for her to have a connection with Japanese people. That is, she did not want to speak Japanese since she had improved her language ability. After study abroad, however, her Japanese self was emerging gradually, which means that she was losing her learner identity. This is because she was considered as a poor speaker by Japanese people who thought that excellent speakers had to speak fluently and have pronunciation like native speakers. She was deeply disappointed about it. However, she desired to make use of the ability and take advantage of realization that she had valued Japanese culture.

#### **4.2.1.5 Case 9: Shiho**

Figure 5 below shows Shiho’s identity score on the questionnaire.



*Figure 5.* Shiho's identity score on the questionnaire

She greatly negotiated her identity while staying in Taiwan for ten months. In the beginning of her study abroad, she was connected only with Japanese people, so that her opportunity to use the target language, that is, Chinese, was extremely limited, although she learned it by herself. One day, her host family overwhelmed her with a tough expression. They told her that another student who shared the same host family was more active and motivated than she. She fully realized that she was not active and motivated in the target language society, which made her give up going to school for a week. She was discouraged and socially isolated, but she tried to find a way to overcome and then she went on a trip around Taiwan. Consider the following extract taken from the interview with Shiho:

I tried to make it clear by writing on my own and I was writing it on sheets of paper, I was writing what was wrong with me, then I realized that I fell into a vicious circle, well, I was not able to speak, so I did not talk to anybody. Then, I did not develop (the language skill). If I did not develop, I was not able to speak again...then, what was I supposed to do, I thought it by myself, so at first,

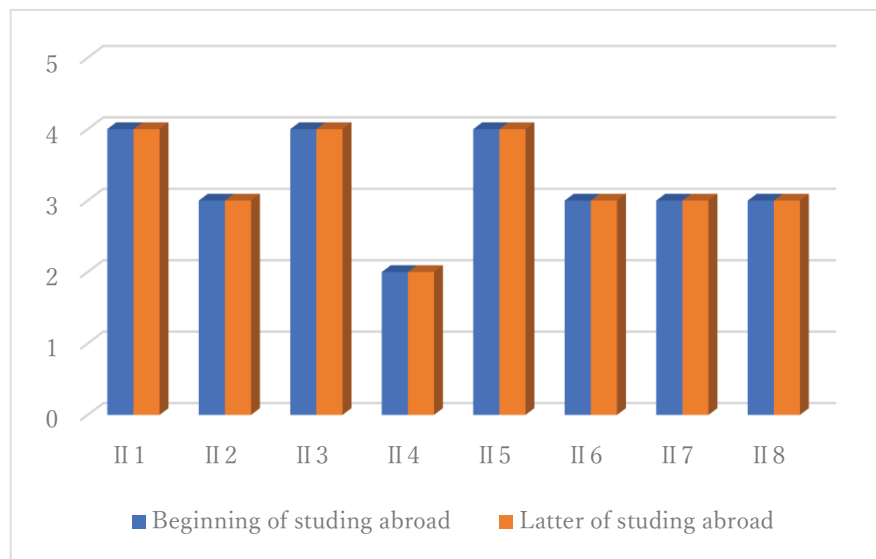


my friends, I thought I had to talk to them, I had to talk to them on my own initiative. I did not have to talk to unknown people, I thought I tried to talk to familiar people at first, and vacation, it was about two months, so I tried to go on a trip around Taiwan...I thought I had to change the environment at first, so I planned a trip around Taiwan.

While traveling in Taiwan, she met a kind woman, who was to become a host sister of her second host family. After she encountered the sister, her life of study abroad considerably changed. The sister learned Japanese then, so that they taught their own first language to each other. Because of the environment, she was able to recover herself and devote herself in the language learning. She experienced identity crisis, but she tried to find her own way and she succeeded. This experience encouraged her to negotiate her identity. Besides, she constructed her new identity through struggling to adjust herself to the target language society. It can also be said that she developed intercultural competence and resilience through this experience. After her study abroad, she realized that her communication skills developed and obtained a lot of relationships with the target language community members. She desired to learn the target language thoroughly with them.

#### **4.2.1.6 Case 10: Tsutomu**

Figure 6 below shows Tsutomu's identity score on the questionnaire.



*Figure 6. Tsutomu's identity score on the questionnaire*

He is a learner who can invest his time and efforts in language learning by himself. During his study abroad, he made an effort to achieve his goal. When he communicated with interlocutors, he felt that it was difficult for him to build a relationship with people who were different in cultural backgrounds and did not have anything in common. However, he was exposed to various ways of life in the target language society, which may have encouraged him to have good relations with his important people such as his family and friends. It might be said that he was not greatly affected by power relations. This is because he was highly motivated to achieve the goal and overcame his disadvantages by himself. In addition, he was able to respect and accept various values while he interacted with a lot of the target language community members, some of whom even became role models for him. He finally expanded choices of the future, because he integrated the member's values or ways of life. In other words, he developed his learner identity while constructing a sense of the "inclusive self" during his study abroad. Those experiences promoted him to desire to develop his language ability in order to live in a foreign country. Consider the following extract taken from the interview with Tsutomu:

I don't just think about jobs, but also get plenty of time to stay with close friends or family, well, what can I say, I came to think that one way of life was not everything, so I wanted to pick up an better choice on my feelings at that time. The reason is that Japanese people and people except Japanese thought such things. I think I can live sufficiently in that way and that way seems more enjoyable.

I met various people, and I realized that there were a lot of senses of value. When I talked to someone, I used to have negative thoughts about people, but now I scarcely have such thoughts. If people live in completely different way, I felt that I was able to accept them taking it interesting and realizing that's what life is all about. This is because I used to think somewhat one root was correct. I used to have such thoughts.

## **4.2.2 General discussion for the interviews**

### **4.2.2.1 Two patterns of negotiation of identity**

The results of the interview and questionnaire investigating how the six participants' learner identities were negotiated through power relations in the long-term study abroad shows that there are two patterns of negotiation of identity. The first pattern is that the participants slightly negotiate their identities while they are not greatly affected by the power relations. The second pattern is that the participants negotiate their identities while they are affected by the power relations. The two patterns are described in the following sections respectively.

#### **4.2.2.1.1 First pattern of negotiation of identity**

The common findings for the participants who follow the first pattern imply that they put emphasis on the achievement of their goals. Rin and Tsutomu applied to this pattern. The interview dates indicated that they set up their own goals before their study abroad, and then they invested their time and efforts into language learning during their study abroad. They desired to develop themselves through the experience of the study abroad. Their desire may have encouraged them to negotiate their identities.

Regarding the case of Rin, her relationships with the target language community members were fulfilling for her, so that she could have obtained the environment where she used the target language willingly. She had a close friend, one of the target language community members, during her study abroad, and they enjoyed talking about each other's cultures or shared interests. She may have developed her motivation for the language use and for the achievement of the goal. Moreover, there were people who could be said to be her ideal role models in the society. They looked more active than she was. Her negotiation for identity may have been affected by them, because she felt that she had

lacked aggressiveness since she came to Japan and she wanted to get back a sense of active self. After study abroad, she desired to become more active and aggressive like the models. At present, she longs for obtaining an active self.

On the other hand, Tsutomu is a learner who can continue investment in language learning. He boosted his confidence while setting the goals and achieving them steadily. During his study abroad, he realized that he respected the target language community members with a different sense of value, accepted their way of lives, and integrated their way of lives into his way of life. His identity may have been negotiated through the interaction with various values. He felt that he had those selves which respected and accepted others with different values, objects, and interests or desired to lead a fulfilling life like members of the society. It can be said that he constructed his ideal L2 self through the interaction.

According to the results of the questionnaire, which was conducted as a precursor to the interview, it is suggested that Rin and Tsutomu did not considerably negotiate their identities, but their identities were affected by the interaction with the target language community members. The interview results suggest that there are cases that learners may negotiate their identities while not being affected by the particular power relations, but being influenced by other people who represent their ideal selves or by the society in which the people are likely to respect various values or ways of life. In addition, it is also possible that learners strengthened their desire to change themselves by and through this kind of interaction.

#### **4.2.2.1.2 Second pattern of negotiation for identity**

The present study aims to explicate the mechanisms of learners negotiating their identities through particular power relations. It turned out that four participants, that is,

Satoshi, Kenji, Shiho, and Kaho, most likely negotiated their identities through power relations. This section describes negotiation of identity through coercive power relations at first, then discusses negotiation of identity through supportive and collaborative power relations, and finally suggests possible factors for negotiation of identity.

### *Negotiation of identity through coercive power relations*

To begin with, I discuss the cases of three participants, Satoshi, Kenji, and Shiho, who experienced coercive power relations. A commonality is that they had stigmata fastened upon themselves. A stigma is an attribute deviated from those attributes which an individual is supposed to have. That is, the individual who is marked with a stigma is seen as an unusual or abnormal person possessing a peculiarity that people do not expect (Goffman, 1963). The three participants had stigmata fastened by their target language speakers, but they were commonly tormented by those stigmata while struggling against them.

Regarding Satoshi, he had a stigma fastened, which indicated that he did not have enough German skills and only spoke English. When he met an employee in a store for the first time, he was not able to talk to him in German. He eventually used English then. After that, the employee talked to him only in English even though he developed his German. Kenji, who studied in Australia, had experienced a racial discrimination a few times by his roommates from various backgrounds when he studied abroad. This is a collective stigma directed toward an individual belonging to a specific category such as races, ethnic groups, and religion (Goffman, 1980). He said that he shut himself up in his room after this discrimination. This means that he was socially isolated because of the stigma and might have struggled with a sense of minority in the target language society.

Shiho, who studied in Taiwan, also experienced social isolation for a while during

her study abroad because of a stigma. She was regarded as a learner who was not willing to learn and use Chinese by her host family. To make matters worse, she had another stigma fastened by other speakers of her target language. That is, she was considered as a learner who was not able to express her mind clearly. Native speakers did not understand her way of communication, because it is completely natural for them to express their opinions clearly.

In some cases, target language speakers intentionally fastened stigma upon learners, while in other cases, they do not do so on purpose. In any case, the three participants experienced coercive power relations where they were marked with stigmata, which caused negotiation of their identities. Satoshi realized that he was not accepted as a German user by the target language speakers. Shiho also felt that people around her recognized her as a poor learner because of the stigma by the target language speakers. The stigma made the participants insecure about speaking the target language and refuse to communicate with other people. Consider the following extract taken from the interview with Shiho:

For about a week, I shut myself in my room. I didn't go to school. I couldn't go, because I was afraid of people. I was not able to talk. I felt like people around me thought such things, like they made a fool of me...

Kenji also realized that he was a minority of the target language community members because of the stigma. He was constrained from going outside and communicating with other people in the end. In this way, the present study suggests that coercive power relations may be caused by such stigmata. Consider the following extract taken from an interview with Kenji:

I shut myself in my room for a while, well, I didn't talk to people, so I didn't speak English inevitably...

However, note that the three were able to reframe themselves, considering themselves not merely as deviant learners. In fact, Satoshi stopped worrying about the stigma fastened by the target language speakers, but he also felt that he gained possibilities through the experience of staying abroad for a long period and interacting with various people from different countries. On the other hand, Kenji, who experienced discrimination, reframed the incident. He mentioned that "I developed the way to accept the target language culture" and "I understood that I treated others the way I wanted to be treated in the way". Even though he experienced discrimination by his roommates, he tried to accept it and he hoped that no one else would suffer from such experience. Shiho experienced coercive power relations, which made her socially isolated for a week, but she was able to overcome the difficulty by herself. Such experience encouraged her to develop resilience and self-confidence, as she mentioned that "I feel like I could overcome whatever happens, now that I look back upon the hardship that I experienced." could have overcome whatever happened. Besides, she developed a skill required in the target language society. That is, she realized that she was able to express her opinions in her own way. Thus, it can be said that even though learners experience coercive power relations, some learners who have resilience or intercultural competence may overcome the difficulty. This partly explains why they can construct new identities through experiencing coercive power relations.

### *Negotiation of identity through supportive and collaborative power relations*

There is another possibility whereby a learner negotiates his or her identity through power relations, which is represented in negotiation of identity through supportive and



collaborative power relations Kaho, who studied in Canada for six months, mentioned that her perception of self and her view of English changed while staying in Canada for a long period. The origin of those changes might have been caused by awareness that she improved her English skill. The developed skill enabled her to communicate with other people with various backgrounds. By Gaining opportunities of interaction with others, she may have shifted the view of her identity from identity as a learner studying the target language to identity as a user on daily conversations. In addition, she realized that she had two selves, the self as an English speaker and the self as a Japanese speaker, while investing her time and efforts into language learning during her study abroad. This shifting of her identity may have been caused by her language development. She mentioned that “when I was speaking English, I did not feel someone’s eyes on me.” It is assumed that her identity as an English user is known by the fact that she behaved confidently and was not concerned about how she was perceived by other people. It is highly possible that her negotiation of identity was caused by a supportive teacher in her language school and her best friend studying abroad from China. She mentioned that her motivation had increased because she had a person whom she talked to in an authentic situation, and she was supported by another person who praised her for investing in English learning. Especially, she felt that her English skill had developed because of the supportive teacher. This is because she said that “I recognized the growth after I started to learn English from the teacher”.

As can be seen in Kaho’s case, supportive and collaborative power relations are likely to develop learners’ motivation or self-confidence. When the motivation increase their investment, learners’ language skills would develop gradually. Finally, the skills enable them to communicate spontaneously with other people with various backgrounds. Learners may know themselves better and became aware of the differences between

themselves and others through such interaction. Thus, supportive and collaborative power relations may lead to negotiating and renegotiating learner identity, which echoes the idea of negotiation of identity by Norton (2013).

In addition to Kaho's case, other participants also experienced supportive power relations during their study abroad. According to Kenji's case, he was also supported by a kind teacher in his language school like Kaho. He mentioned that he endured the coercive power relations that he experienced in the classroom environment, because the teacher gave him supports. As might be expected in Kenji's case, it is suggested that supportive teachers can make the foundations of identity, removing learners' worry or anxiety in the classroom. On the other hand, Shiho was supported by her host sister. It is possible that the host sister would have made the environment in which Shiho was able to focus on learning the target language. The environment may have given her motivation and investment. Thus, supportive power relations may make learners feel secure and prompt their investments in language learning.

There is another case of supportive power relations, which might be similar to those of collaborative power relations. As exemplified in detail below, collaborative power relations are those experienced by learners motivating and empowering each other on equal terms in learning the target language. They help each other through interaction to accomplish successful communication (Nogami, 2013). Rin and Tsutomu would have experienced such power relations with native speakers. Rin talked about a certain native speaker, who "listened to [her] talk carefully". Tsutomu mentioned that he became close to a native speaker because they shared interests. Thus, supportive and collaborative speakers promote learners to invest into communication with each other. Furthermore, both of Rin and Tsutomu mentioned that they had close relations with others who they shared interests or similar characteristics with. Consider each of the following entries

taken from the free response items in the questionnaire:

Frankly speaking, I felt most comfortable when I talked to Japanese people. When I found differences between interlocutors and myself, such as background information, a sense of humor, and topics that we cannot talk about, I felt stress and I had to use more energy unless I talked to people who understood Japanese culture. (Tsutomu)

I think people are likely to believe a similar person with the same characteristics, and they are likely to rely on the person. In other words, it is possible that although their languages are different, they can still build a good relationship because of other commonalities. (Rin)

It is suggested that such supportive power relations can also make learners feel secure for close relations and encourage learners to communicate with each other.

Regarding collaborative power relations, Kaho and Kenji experienced the relations especially with their best friend. In case of Kaho, she mentioned that her best friend and she mutually pointed out their own language mistakes or errors. Besides, she was empowered by the best friend. While interacting with her, Kaho desired to express herself without constraining herself as her best friend did. Kenji spent hanging out with his best friend, a Pakistani student who went to the same language school. He mentioned that they went on a trip or enjoyed Christmas together, and that his friend expanded his way of life during his study abroad. Thus, the two cases suggest that collaborative power relations promote mutual support and deep interaction between learners. Collaborative power relations are expected to provide learners with deep friendship or mutual trust.

#### **4.2.2.2 Possible factors for negotiation of identity**

The present survey shows that coercive power relations may consist of stigmata induced by target language speakers. Coercive power relations may be intentionally caused by discrimination, or unintentionally caused by cultural differences or conflicting perceptions between learners and target language speakers. In any case, it is implied that when learners realize that they have stigmata fastened upon them in the target language society, they would limit themselves to invest in language learning and regard themselves as a deviant member of the society. In the worst case, they might be socially isolated, which may prompt them to reject interaction with others. Nevertheless, some learners can overcome the situation through which coercive power relations marginalize them. The learners might construct new identities because of the experience. On the other hand, supportive and collaborative power relations would make learners feel secure, approve their identities as English language learners and users (Nogami, 2013), and encourage them to further invest in language learning. In the process of increasing investment, learners may obtain the opportunities to negotiate their identities (Norton, 2013)

## **V. Conclusion**

The present research aims to explore how learners negotiate their learner identity while experiencing power relations in terms of study abroad experiences. Three research questions are set up in the present research to achieve the purpose:

- 1) What affects the construction of power relations in a situation where learners acquire and use the second language?
- 2) What kind of power relations can arise in learners' experience?
- 3) How power relations affect the negotiation and construction of learner identity?

Regarding RQ No.1, Study 1 revealed that supportive power relations are influenced by the factors of being in the same generation, shared topics, the sense of belonging, the sense of security, and deep communication from the discussion in Study 1. From study 2, the factors of common characteristics among learners was also abstracted. Even though the power is unequitable and caused by native speakers who possess predominant language ability as symbolic resources (Norton, 2013), supportive power relations may not cause anxiety, stress, the sense of insecurity, but empower learners to invest in language learning (Cummins, 2001; Nogami, 2013). It can be said that common characteristics may help learners to communicate with other people from different cultural backgrounds. To put it shortly, common characteristics are an important factor to build a close relation or friendship with the target language speakers.

On the other hand, it turned out that coercive power relations are caused by friction involving insignificant troubles or differences of culture and life-styles from the discussion of Study 1. Learners may feel stressful, anxious, insecure, or uncomfortable (Nogami, 2013), because of coercive power relations. Study 2 suggests that stigmata

which marked by target language speakers may contribute to coercive power relations.

Regarding collaborative power relations, they may be sustained by friendship between learners. According to the discussion in Study 2, collaborative power relations can provide learners with the environment to mutually learn the target language as well as opportunities to interact with each other from discussion in Study 2.

As for RQ No.2, Study 1 shows that two kinds of power relations, coercive and supportive power relations, arose in short-term study abroad experiences, and Study 2 show three kinds of power relations, that is, coercive, supportive, and collaborative power relations, arise in the long-term study abroad experiences. The data obtained from the present study indicate that these relations are slightly different from those discussed in the past studies.

Study 1 and Study 2 suggest that supportive power relations present two patterns. The first may provide a sense of secure. In this case, learners are likely to be supported by native speakers, and their supports may encourage learners to feel secure or confident. Consequently, learners come to invest in language learning. That is, this pattern of supportive power relations is based on the actual “support” given by native speakers. The second patterns of supportive power relations the relations may be similar to collaborative power relations, because the relations may be caused by being the same generation or sharing common characteristics such as interests or hobbies. This makes the relations between learners and native speakers nearly equitable. This pattern of supportive power relations is not only based on the actual support, but also closeness to and familiarity with native speakers. The relations may also promote learners to have a sense of security or confidence, which might prompt learners to invest in language learning as well as opportunities to increase input and output for language development.

On the other hand, coercive power relations are completely different between short-

term study abroad (Study 1) and long-term study abroad (Study 2). Study 1 shows that coercive power relations can result from trivial problems or cultural differences. Learners may feel psychological distance from native speakers and a sense of helplessness. Study 2 indicates that stigmata fixed on learners by target language speakers may cause coercive power relations. Learners might suffer from discrimination, which induces them to consider themselves as being in the minority in the society and to realize that they are not able to be treated like members of the majority. In addition, learners may realize that they are not accepted by the target language speakers as a user of the language, and moreover they might think that they are regarded as a poor, less active, and less motivated learner. This leads learners to constraining themselves in interaction with target language community members and investment in language learning. Therefore, it is suggested that coercive power relations in the long stay may overwhelm learners and consequently make them socially isolated. Struggling to survive in the target language society in this situation possibly affects negotiation of learner identity.

Regarding collaborative power relations, learners can teach their target language to each other and share learning opportunities even though their cultural backgrounds are different. In this way, they mutually enhance each other and encourage each other to invest in language learning. Besides, learners are bound by friendship because they spend time together, so they can obtain a sense of security without feeling of social isolation. It can be said that collaborative power relations may provide learners with steadiness of mind. Collaborative learners may build relations of mutual trust, so they can experience stable and continuing interaction.

As for RQ No.3, supportive power relations empower learners (Cummins, 2001). For example, the present research shows that learners can obtain a sense of security or self-confidence because of supportive power relations. Therefore, learners may continue

to invest in their language learning without feeling stress or insecurity. As a result, they can obtain the opportunities for input and output in using the target language. In addition, supportive people may help learners to improve their language ability or skills. When learners feel improvement in their language ability, they are encouraged to use the target language for interaction with the target language speakers. In this way, supportive power relations may increase their investment in language learning, and their negotiation for identity may also be promoted (Norton, 2013). Considering those things, it is suggested that supportive power relations may back up negotiation of identity as well as language development. Besides, it is also suggested that learners might include supportive people's way of life or values in themselves (Rudy et al., 2007), as discussed in the Background chapter. In that case, learners might negotiate their identities while dismissing their existing ways of thinking and introducing a new way (Kim, 2009). To sum up, supportive power relations may encourage learners to invest in internalizing the target language, which may also provide the opportunities for negotiation of identity and move on to the next stage for construction of new identity.

Collaborative power relations can also empower learners to invest in the language learning. In this case, collaborative power relations may promote learners to acquire the target language providing them with learning opportunities at a similar level, which also means that they increase their own investment. It is highly possible that the more learners invest in the language learning, the more they interact with other people. Subsequently, they can be exposed to new ways of life and thinking.

On the other hand, it can be said that coercive power relations may hinder learners from investing in language learning in the authentic environment. The present research suggests that the reason why they limit themselves in investment in their learning is that they have stigmata fastened upon them by the target language speakers. They may regard



themselves as a poor learner. To make matters worse, learners might withdraw into their shells or might be socially isolated, because they are tormented with fear and become distrustful of other people.

The present study suggests that there are possibilities that learners may negotiate and construct new identities through supportive, collaborative, and coercive power relations. Supportive and collaborative power relations may empower learners to invest their time and efforts in language learning, while coercive power relations may overwhelm or marginalize learners and hinder their investment. Nevertheless, even in coercive power relations, some learners can overcome adversity and construct new identities because of their own ability such as resilience or intercultural competence.

The present study reformulated power relations observed in the context of second language learning and use in the framework of supportive, collaborative, and coercive power relations. It succeeded in explicating their involvements in negotiation of learner identities, exemplifying the mechanisms of influences of the three kinds of power relations on the process of internalizing target language knowledge as well as investing in language learning.

For future research, further elaboration of data analysis, especially quantitative ones, will be needed to add to the reliability of the results. Analysis of involvements of learner factors in the identity negotiation processes will be essential for more precise elucidation of the mechanisms, too. For this, large-scale questionnaire surveys will be necessary with multitudes of participants as well as more intensive repeat interviews with L2 learners with a variety of learner factors and backgrounds. Also, on-sight diary studies during study abroad programs will be expected to provide further data for triangulation in investigating the negotiation of L2 learner identity.

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## Appendix A

### アンケート調査票

弘前大学大学院教育学研究科  
学校教育専攻教科実践コース英語教育領域  
渡邊由宇希

私は弘前大学教育学研究科学校教育専攻教科実践コース英語教育領域 2 年渡邊由宇希です。現在、修士論文のテーマとして、「他者とのやりとりの中で形成される英語学習者としてのアイデンティティ」について研究しています。今回この研究調査用データのために、大学生を対象として、アンケートへの回答をお願いいたしております。回答結果によって得られた情報は、本研究の目的以外で使用されることはありません。また、個別の回答がそのままの形で外部に公表されることはありませんので、ご安心ください。恐縮ではございますが、ご協力よろしくお願いいたします。

○初めに、あなた自身に関することについてお聞きします。以下の各項目に記入をお願いします。

1. 学籍番号:( )

2. 氏名:( )

3. あなたの英語学習歴は何年ですか？

( ) 年

4. 一番最近に受けた外部試験(英検や TOEIC)の合格、および点数を教えてください。

資格名	取得年月	スコア・階級など
(例) 英検	平成 23 年	3 級

5. あなたはメイン大学へ留学する以前に、海外へ滞在したことはありますか？

1. はい

2. いいえ

6. 5 で 1. はいと答えた方は以下の項目に回答してください。

① 滞在した国 : ( )

② 滞在期間 : ( )

③ 滞在目的 : ( )

以上です。次のページからアンケートが始まります。

I. この質問紙では、あなたの留学経験を振り返って、英語で他者とコミュニケーションを取りたい時に、いろいろな状況によって、どのような心情の変化があるかについてお尋ねします。以下の文に書かれたことが自分にどれくらいあてはまるかについて、第一週目の心情と第三週目の心情をそれぞれ、次の 1～5 の中から選んで、その番号を○で囲んでお答えください。なお、項目 A ではホストファミリーとの日常生活での場面を具体的に思い出しながら答えてください。項目 B では、留学先で接触のあったホストファミリー以外のネイティブスピーカーについて(メイン大学の会話パートナーとの人間関係も含む)具体的な場면을想像しながら答えてください。

1. あてはまらない
2. どちらかといえばあてはまらない
3. どちらともいえない
4. どちらかといえばあてはまる
5. あてはまる

## A 【ホストファミリーとの人間関係】

【1】 対話者とやりとりをしている際に、相手とうまくコミュニケーションができない時があった。

第1週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
第3週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【1】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 1.1～1.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【2】に進んで下さい。

1.1. 上記の時に、どうしようもなく不安になった。

第1週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
第3週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

1.2. 上記の時に、自分を恥ずかしく感じた。

第1週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
第3週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

1.3. 上記の時に、自分は何もできないと無力感を感じた。

第1週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
第3週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

1.4. 上記の時に、自己嫌悪に陥った。

第1週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
第3週目	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【1】の質問は終わりです。引き続き【2】の質問に回答して下さい。——

**【2】 相手とあまり打ち解けられなかった。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【2】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の2.1～2.4の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【3】に進んで下さい。

**2.1. 上記の時に、どうしてもなく不安になった。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**2.2. 上記の時に、残念に思った。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**2.3. 上記の時に、自分は何もできない存在だと無力感を感じた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**2.4. 上記の時に、自己嫌悪に陥った。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【2】の質問は終わりです。引き続き【3】の質問に回答して下さい。——

【3】 対話者とのやりとりで、発音や表現などを間違えた時に、自分は英語力が低い学習者だと評価されていると思った。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【3】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の3.1～3.4の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【4】に進んで下さい。

3.1. 上記の時に、不安になった。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3.2. 上記の時に、自分のことを恥ずかしく感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3.3. 上記の時に、自分は何もできない存在だと無力感を感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3.4. 上記の時に、自己嫌悪に陥った。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【3】の質問は終わりです。引き続き【4】の質問に回答して下さい。——

**【4】 対話者とやりとりをしている時、相手に自分の英語力を褒められたことがある。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【4】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 4.1～4.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【5】に進んで下さい。

**4.1. 上記の時に、安心することができた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**4.2. 上記の時に、今まで頑張ってきた自分を誇りに思えた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**4.3. 上記の時に、自分はこれからうまくやっていけると感じた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**4.4. 上記の時に、英語学習に対するやる気が高まった。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【4】の質問は終わりです。引き続き【5】の質問に回答して下さい。——



【5】 対話者とやりとりをしていて、うまくコミュニケーションができない時に、相手が自分の間違いや失敗を受け入れてくれた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【5】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 5.1～5.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【6】に進んで下さい。

5.1. 上記の時に、安心することができた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5.2. 上記の時に、自分はこれからうまくやっていけると感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5.4. 上記の時に、英語学習に対するやる気が高まった。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【5】の質問は終わりです。引き続き【6】の質問に回答して下さい。——

**【6】 対話者とやりとりをしている時、相手が自分の置かれている状況に共感してくれた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【6】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 6.1～6.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【7】に進んで下さい。

**6.1. 上記の時、安心することができた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**6.2. 上記の時に、自分はこれからうまくやっていけると感じた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**6.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**6.4. 上記の時に、英語学習に対するやる気が高まった。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で A 【ホストファミリーとの人間関係】の質問は終わりです。引き続き B 【ホストファミリー以外のネイティブスピーカーとの人間関係(留学先の会話パートナーも含む)】の質問に回答して下さい。——

## B 【ホストファミリー以外のネイティブスピーカーとの人間関係(留学先の会話パートナーも含む)】

【1】 対話者とやりとりをしている際に、相手とうまくコミュニケーションができない時があった。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【1】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 1.1～1.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【2】に進んで下さい。

1.1. 上記の時に、どうしようもなく不安になった。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

1.2. 上記の時に、自分を恥ずかしく感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

1.3. 上記の時に、自分は何もできないと無力感を感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

1.4. 上記の時に、自己嫌悪に陥った。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【1】の質問は終わりです。引き続き【2】の質問に回答して下さい。——

**【2】 相手とあまり打ち解けられなかった。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【2】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の2.1～2.4の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【3】に進んで下さい。

**2.1. 上記の時に、どうしてもなく不安になった。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**2.2. 上記の時に、残念に思った。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**2.3. 上記の時に、自分は何もできない存在だと無力感を感じた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**2.4. 上記の時に、自己嫌悪に陥った。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【2】の質問は終わりです。引き続き【3】の質問に回答して下さい。——

【3】 対話者とのやりとりで、発音や表現などを間違えた時に、自分は英語力が低い学習者だと評価されていると思った。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【3】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 3.1～3.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【4】に進んで下さい。

3.1. 上記の時に、不安になった。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3.2. 上記の時に、自分のことを恥ずかしく感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3.3. 上記の時に、自分は何もできない存在だと無力感を感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3.4. 上記の時に、自己嫌悪に陥った。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【3】の質問は終わりです。引き続き【4】の質問に回答して下さい。——

**【4】 対話者とやりとりをしている時、相手に自分の英語力を褒められたことがある。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【4】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 4.1～4.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【5】に進んで下さい。

**4.1. 上記の時に、安心することができた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**4.2. 上記の時に、今まで頑張ってきた自分を誇りに思えた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**4.3. 上記の時に、自分はこれからうまくやっていけると感じた。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**4.4. 上記の時に、英語学習に対するやる気が高まった。**

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【4】の質問は終わりです。引き続き【5】の質問に回答して下さい。——



【5】 対話者とやりとりをしていて、うまくコミュニケーションができない時に、相手が自分の間違いや失敗を受け入れてくれた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【5】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 5.1～5.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【6】に進んで下さい。

5.1. 上記の時に、安心することができた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5.2. 上記の時に、自分はこれからうまくやっていけると感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5.4. 上記の時に、英語学習に対するやる気が高まった。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【5】の質問は終わりです。引き続き【6】の質問に回答して下さい。——

**【6】 対話者とやりとりをしている時、相手が自分の置かれている状況に共感してくれた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【6】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 6.1～6.4 の質問に回答して下さい。第1週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第1週目の方を、第3週目で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、第3週目の方を、回答して下さい。第1週・第3週どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。第1週・第3週ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【7】に進んで下さい。

**6.1. 上記の時、安心することができた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**6.2. 上記の時に、自分はこれからうまくやっていけると感じた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**6.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**6.4. 上記の時に、英語学習に対するやる気が高まった。**

**第1週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

**第3週目** 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で B.【ホストファミリー以外のネイティブスピーカーとの人間関係(留学先の会話パートナーも含む)】の質問は終わりです。引き続き以下の記述式質問に回答して下さい。——



〈記述式質問〉

留学中の他者との関わりの中で、良い人間関係を築くことができた、人間関係を築くのに苦労した、あるいは、自ら人間関係をつくりたいと思ったがためらってしまった等、印象に残ったエピソードがありましたら、どんな小さなことでも構いませんので、自由に書いて下さい。

——以上で記述式質問は終わりです。引き続きⅡの質問に回答して下さい。——

Ⅱ. 留学中のことについて、以下の文にどれくらいあてはまるか、それぞれ次の 1～5 の中から選んで、その番号を○で囲んでお答えください。

1. あてはまらない
2. どちらかといえばあてはまらない
3. どちらともいえない
4. どちらかといえばあてはまる
5. あてはまる

1. メイン大学や地域における社会集団に溶け込みたいと思った。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

2. メイン大学や地域における社会集団の中に溶け込めているという実感を意識した。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3. 英語を話す時、自分はネイティブスピーカーのように話すことができているか評価していた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

4. 英語を話す時は自分じゃない、他の人(別の自分)が話していると感じた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5. 自分はどのような人間か考えた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

6. 新しい自分が徐々に作られているという実感があつた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

7. 特定の場面や状況に応じて異なる自分がいるということを意識した。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

8. 自分はその場に応じた必要な役割を果たしているという感覚があつた。

第1週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

第3週目 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上でⅡの質問は終わりです。引き続き以下の記述式質問に回答して下さい。——

〈記述式質問〉

3 週間の留学経験を通して、どのように自分は変わったか、どのような自分がいることに気づいたか、これから自分はどうな人間になりたいか、これから自分はどうか変わっていきそうかなど、留学経験を通して発見した自分について、自由に書いて下さい。

——アンケートは以上になります。ご協力ありがとうございました。——

## Appendix B

### アンケート調査票

弘前大学大学院教育学研究科  
学校教育専攻教科実践コース英語教育領域  
渡邊由宇希

私は弘前大学教育学研究科学校教育専攻教科実践コース英語教育領域 2 年渡邊由宇希です。現在、修士論文のテーマとして、「他者とのやりとりの中で形成される学習者としてのアイデンティティ」について研究しています。今回この研究調査用データのために、大学生・大学院生を対象として、アンケートへの回答をお願いいたしております。回答結果によって得られた情報は、本研究の目的以外で使用されることはありません。また、個別の回答がそのままの形で外部に公表されることはありませんので、ご安心ください。恐縮ではございますが、ご協力よろしくお願いします。

○初めに、あなた自身に関することについてお聞きします。以下の各項目に記入をお願いします。

1. 学籍番号:( ) 2. 氏名:( )
3. 学部・学科・専攻・学年:  
( )
4. 留学先の国・大学:  
( )
5. 留学期間:( )カ月( )週間( )日
6. あなたの目標言語学習歴は何年ですか? ( )年

7. 一番最近に受けた外部試験(英検や TOEIC)の合格、および点数を教えてください。

資格名	取得年月	スコア・階級など
(例)英検	平成 23 年	3 級

8. あなたは長期留学する以前に、海外へ滞在したことはありますか？

1. はい
2. いいえ

9. 8 で 1. はいと答えた方は以下の項目に回答してください。複数ある場合は、すべて記入してください。

- ① 滞在した国 : ( )
- ② 滞在期間 : ( )
- ③ 滞在目的 : ( )

以上です。次のページからアンケートが始まります。

I. この質問紙では、あなたの留学経験を振り返って、**目標言語(英語、ドイツ語、中国語)**で他者とコミュニケーションを取りたい時に、いろいろな状況によって、どのような心情の変化があるかについてお尋ねします。以下の文に書かれたことが自分にどれくらいあてはまるかについて、留学初期の心情と留学後期の心情をそれぞれ、次の 1～5 の中から選んで、その番号を○で囲んでお答えください。なお項目 I A では、日常的に会話をする関係にあった目標言語母語話者(親友や不特定多数の話者を除く)を思い出し、カッコ内に想定した他者の名前とあなたとの関係を記入してください(例 ジェームズとリサ:ホストファミリー)。項目 I B では、日常的に会話をする関係にあった留学生(親友や不特定多数の話者を除く)を思い出し、カッコ内に想定した他者の名前とあなたとの関係を記入してください。また、留学初期・後期ともに同じ人を想像してください。

1. あてはまらない
2. どちらかといえばあてはまらない
3. どちらともいえない
4. どちらかといえばあてはまる
5. あてはまる

## A.【目標言語母語話者( )との人間関係】

【1】 対話者とやりとりをしている際に、相手とうまくコミュニケーションができない時があった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【1】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 1.1～1.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【2】に進んで下さい。

1.1. 上記の時に、どうしてもなく不安になった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

1.2. 上記の時に、自分を恥ずかしく感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

1.3. 上記の時に、自分は何もできないと無力感を感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

1.4. 上記の時に、自己嫌悪に陥った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【1】の質問は終わりです。引き続き【2】の質問に回答して下さい。——

【2】 対話者とのやりとりで、相手とあまり打ち解けられなかった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【2】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 2.1～2.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【3】に進んで下さい。

2.1. 上記の時に、どうしようもなく不安になった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

2.2. 上記の時に、残念に思った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

2.3. 上記の時に、自分は何もできない存在だと無力感を感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

2.4. 上記の時に、自己嫌悪に陥った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【2】の質問は終わりです。引き続き【3】の質問に回答して下さい。——

【3】 対話者とのやりとりで、発音や表現などを間違えた時に、自分は言語力が低い学習者だと評価されていると思った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【3】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 3.1～3.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【4】に進んで下さい。

3.1. 上記の時に、不安になった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

3.2. 上記の時に、自分のことを恥ずかしく感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

3.3. 上記の時に、自分は何もできない存在だと無力感を感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

3.4. 上記の時に、自己嫌悪に陥った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【3】の質問は終わりです。引き続き【4】の質問に回答して下さい。——

【4】 対話者とやりとりをしている時、相手に自分の言語力を褒められたことがある。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【4】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 4.1～4.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【5】に進んで下さい。

4.1. 上記の時に、安心することができた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

4.2. 上記の時に、今まで頑張ってきた自分を誇りに思えた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

4.3. 上記の時に、自分はこれからうまくやっていけると感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

4.4. 上記の時に、言語学習に対するやる気が高まった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【4】の質問は終わりです。引き続き【5】の質問に回答して下さい。——



【5】 対話者とやりとりをしていて、うまくコミュニケーションができない時に、相手が自分の間違いや失敗を受け入れてくれた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【5】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 5.1～5.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【6】に進んで下さい。

5.1. 上記の時に、安心することができた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

5.2. 上記の時に、自分はこれからうまくやっていけると感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

5.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

5.4. 上記の時に、言語学習に対するやる気が高まった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【5】の質問は終わりです。引き続き【6】の質問に回答して下さい。——

【6】 対話者とやりとりをしている時、相手が自分の置かれている状況に共感してくれた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【6】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 6.1～6.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【7】に進んで下さい。

6.1. 上記の時、安心することができた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

6.2. 上記の時に、自分はこれからうまくやっていけると感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

6.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

6.4. 上記の時に、言語学習に対するやる気が高まった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

—以上で A【目標言語母語話者との人間関係】の質問は終わりです。引き続き B【留学生との人間関係】に回答して下さい。—

## B【留学生( )との人間関係】

【1】 対話者とやりとりをしている際に、相手とうまくコミュニケーションができない時があった。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

○上記【1】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 1.1～1.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【2】に進んで下さい。

1.1. 上記の時に、どうしてもなく不安になった。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

1.2. 上記の時に、自分を恥ずかしく感じた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

1.3. 上記の時に、自分は何もできないと無力感を感じた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

1.4. 上記の時に、自己嫌悪に陥った。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上で【1】の質問は終わりです。引き続き【2】の質問に回答して下さい。——

【2】 対話者とのやりとりで、相手とあまり打ち解けられなかった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【2】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 2.1～2.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【3】に進んで下さい。

2.1. 上記の時に、どうしようもなく不安になった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

2.2. 上記の時に、残念に思った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

2.3. 上記の時に、自分は何もできない存在だと無力感を感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

2.4. 上記の時に、自己嫌悪に陥った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【2】の質問は終わりです。引き続き【3】の質問に回答して下さい。——

【3】 対話者とのやりとりで、発音や表現などを間違えた時に、自分は言語力が低い学習者だと評価されていると思った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【3】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 3.1～3.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【4】に進んで下さい。

3.1. 上記の時に、不安になった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

3.2. 上記の時に、自分のことを恥ずかしく感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

3.3. 上記の時に、自分は何もできない存在だと無力感を感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

3.4. 上記の時に、自己嫌悪に陥った。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【3】の質問は終わりです。引き続き【4】の質問に回答して下さい。——

【4】 対話者とやりとりをしている時、相手に自分の言語力を褒められたことがある。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【4】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 4.1～4.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【5】に進んで下さい。

4.1. 上記の時に、安心することができた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

4.2. 上記の時に、今まで頑張ってきた自分を誇りに思えた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

4.3. 上記の時に、自分はこれからうまくやっていけると感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

4.4. 上記の時に、言語学習に対するやる気が高まった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【4】の質問は終わりです。引き続き【5】の質問に回答して下さい。——



【5】 対話者とやりとりをしていて、うまくコミュニケーションができない時に、相手が自分の間違いや失敗を受け入れてくれた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【5】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 5.1～5.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【6】に進んで下さい。

5.1. 上記の時に、安心することができた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

5.2. 上記の時に、自分はこれからうまくやっていけると感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

5.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

5.4. 上記の時に、言語学習に対するやる気が高まった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

——以上で【5】の質問は終わりです。引き続き【6】の質問に回答して下さい。——

【6】 対話者とやりとりをしている時、相手が自分の置かれている状況に共感してくれた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

○上記【6】の質問で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、以下の 6.1～6.4 の質問に回答して下さい。留学初期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学初期の方を、留学後期で、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、留学後期の方を、回答して下さい。留学初期・留学後期どちらとも、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択した方は、両方回答して下さい。留学初期・留学後期ともに、「4.どちらかといえばあてはまる」、または、「5.あてはまる」を選択しなかった方は、質問【7】に進んで下さい。

6.1. 上記の時、安心することができた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

6.2. 上記の時に、自分はこれからうまくやっていけると感じた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

6.3. 上記の時に、その相手に対して感謝の気持ちが芽生えた。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

6.4. 上記の時に、言語学習に対するやる気が高まった。

留学初期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる
留学後期	1.あてはまらない	2.どちらかといえばあてはまらない	3.どちらともいえない	4.どちらかといえばあてはまる	5.あてはまる

—以上で I B【留学生との人間関係】の質問は終わりです。引き続き以下の記述式質問に回答して下さい。—



〈記述式質問〉

留学中の目標言語母語話者との関わりの中で、良い人間関係を築くことができた、人間関係を築くのに苦労した、あるいは、自ら人間関係をつくりたいと思ったがためらってしまった等、印象に残ったエピソードがありましたら、どんな小さなことでも構いませんので、自由に書いて下さい。

——以上で記述式質問は終わりです。引き続きⅡの質問に回答して下さい。——

Ⅱ. 留学中のことについて、以下の文にどれくらいあてはまるか、それぞれ次の 1～5 の中から選んで、その番号を○で囲んでお答えください。

1. あてはまらない
2. どちらかといえばあてはまらない
3. どちらともいえない
4. どちらかといえばあてはまる
5. あてはまる

1. 留学先の大学や地域における社会集団に溶け込みたいと思った。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

2. 留学先の大学や地域における社会集団の中に溶け込めているという実感を意識した。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

3. 目標言語を話す時、自分はネイティブスピーカーのように話すことができているか評価していた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

4. 目標言語を話す時は自分じゃない、他の人(別の自分)が話していると感じた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

5. 自分はどのような人間か考えた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

6. 新しい自分が徐々に作られているという実感があつた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

7. 特定の場面や状況に応じて異なる自分がいるということを意識した。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

8. 自分はその場に応じた必要な役割を果たしているという感覚があつた。

留学初期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

留学後期 1.あてはまらない 2.どちらかといえばあてはまらない 3.どちらともいえない 4.どちらかといえばあてはまる 5.あてはまる

——以上でⅡの質問は終わりです。引き続き以下の記述式質問に回答して下さい。——

〈記述式質問〉

長期留学経験を通して、どのように自分は変わったか、どのような自分がいることに気づいたか、これから自分はどのような人間になりたいか、これから自分はどう変わっていきそうかなど、留学経験を通して発見した自分について、自由に書いて下さい。

——アンケートは以上になります。ご協力ありがとうございました。——

## Appendix C

### インタビュー質問項目（短期留学経験者対象）

- A. 3週間の語学研修はどうでしたか。楽しかったですか。充実していましたか。
- A.1. 英語の方はどうでしたか。うまく話せましたか。
- B. 3週間の語学研修の中で、英語をもっと話したいと思うようになりましたか。
- C. 留学に行く前と比べて、自分の性格や行動の仕方、価値観などが変わったと思いますか。
- D. 3週間の語学研修を通して、学習者として自分はこれからどうなりたいと思いましたか。
- E. 3週間の中で、ネイティブスピーカーと信頼関係を築くことはできましたか。
- F. 3週間の中でのネイティブスピーカーとの関係について特に印象深いエピソードがあれば教えて下さい。
- G. 留学に行く前と行った後で、ネイティブスピーカーに対する印象は変わりましたか。

## Appendix D

### インタビュー質問項目（長期留学経験者対象）

- A. 海外留学はどうでしたか。楽しかったですか。充実していましたか。
- A.1. 目標言語（英語、ドイツ語、中国語）の使用状況についてはどうでしたか。
- B. 留学先で印象に残った〈ネイティブスピーカー、留学生（日本人でなくてもよい）〉は誰ですか。
- C. 〈ネイティブスピーカー、留学生〉との関係について特に印象深いエピソードや予想外の出来事があれば教えて下さい。
- D. 〈ネイティブスピーカー、留学生〉と衝突した経験や誤解を生んでしまった経験はありましたか。
- E. 目標言語社会の文化に同化したい、あるいは、拒絶したいと思ったことはありますか。
- F. 留学期間中に、目標言語をもっと話したいと思うようになった時はありましたか、あるいは、あまり話したくないと思った時はありましたか。
- G. 留学に行く前と比べて、自分の性格や行動の仕方、価値観などが変わったと思いますか。
- H. 留学を振り返ってみて、自分について改めて気づいたことはありますか。
- I. 留学中にこの人を（話者としての）モデルとしたいと思ったことはありましたか。
- J. 留学を通して、学習者として自分はこれからどうなりたいたいと思いましたか。