Japanese University Students Learning English in the Philippines:

Shifting Attitudes, Beliefs, and Ideologies

フィリピン短期語学研修に参加した日本の大学生に見られる変化に関する質的研究

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Abstract

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This dissertation focuses on the experiences of a group of Japanese university students who participated in a short-term study abroad program in the Philippines. While the main objective of the four-week sojourn was to improve the participants' English language skills, I explored the effects of the trip holistically as a qualitative case study to examine the unique learning context of studying English in the Philippines, a relatively new phenomenon that has developed from the turn of the 21st century. The primary form of data I used was interview responses obtained from 14 focal participants among a larger cohort of 103 students who traveled together in the summer of 2018. The target students were mostly low to intermediate level (CEFR A2 to B1) before departure and returned at a marginally higher benchmark (CEFR B1 average) according to standardized testing scores. More importantly, most students did not have extensive international experience prior to the sojourn, and overall they expressed a more open stance to using English for communication after the trip. In this case and context, positive affective development occurred due to intensive one-on-one instruction with Filipino teachers who interacted with the Japanese students in a warm, friendly, and supportive manner. This learning situation is characteristically different from North American and other Western contexts typically associated with English learning, and with its relative ease of access geographically and financially, offers a practical alternative to Japanese students unable to study abroad otherwise. The results of this study indicate how

Japanese learners of English adopt subtle changes in outlook through short-term study abroad programs in diversifying contexts.

This research contributes significantly to the field of language learning in study abroad by documenting the perspectives of learners from Japan traveling within Asia. Study abroad itself is a relatively new area of inquiry which has focused predominantly on Western learners and contexts. Existing research on Japanese learners tends to concern privileged, advanced-level learners whose experiences may seem removed from the ordinary lives of students attending university in rural areas or those who do not consider themselves academically or socioeconomically exceptional. Furthermore, the amount of existing research on short-term study abroad is severely limited and does not thoroughly account for the experiences of Japanese learners of English in the Philippines, a study abroad destination which has gained substantial popularity but remains underrepresented. Accounting for the social, cultural, and ideological circumstances of learning in a non-native English speaking context in Asia allows for a more nuanced interpretation of how monolingual Japanese speakers first encounter English as an international language.

I collected data in multiple forms to document the complexity of the case. As the participants' English teacher and chaperone to the Philippines, I was immersed in the learning contexts in the students' home country as well as abroad. Semi-structured interviews before and after the study abroad experience were conducted in the informants' native language. Written questionnaires were administered to the larger cohort of students who traveled together to obtain a more general assessment of students' impressions regarding the study abroad experience. Standardized test scores were accessed for reference. These multiple data sources were drawn on to illustrate the changes observed in the perspectives of the focal informants.

While the learning experiences of each informant were unique, I identified common themes among the ways students collectively changed their attitudes and beliefs toward English and language learning through their participation in the short-term study abroad program. First, the learners in this study increased their self-confidence and motivation to learn English and overcame their fear, anxiety, and inhibition toward using English to varying degrees. Second, they expanded their interests in learning about other languages and cultures while becoming more aware of the boundaries of their own culture. Third, their perceived communicative ability in English improved, which they found was not the same as having to perform well on standardized English tests. Fourth, participants' sense of success in improving their English language proficiency was less certain, reflecting their divergent test score gains on standardized exams. These reported changes in perspective were not life-changing transformations of learners' social identities, but their previously constructed views of language, culture, communication, and learning were evidently affected.

The qualitative effects of study abroad experienced by the informants of this study cannot be assessed adequately with the language proficiency tests highly regarded in mainstream Japanese society. Language ideologies prevalent in the participants' home and host contexts for learning need to be considered in order to explain why the changes occurred. The learners in this study initially had an additional affective barrier toward communication in intercultural contexts because they could not take advantage of the widespread use of English as a lingua franca without first making efforts to use English itself. Since they were used to monolingual discourses in Japan, the idea of using English as a lingua franca, not only as a "perfect" native language, had to be presented to them in a real-life situation. The study abroad experience nudged learners toward using English in ways that reflect the Global Englishes paradigm. These slight shifts in mindset are indicative of

attitudinal changes gradually taking place within Japan and are not restricted to individuals who identify with international communities.

Declaration

The research in this dissertation has been published in part in the following peer-reviewed journal article as part of the requirements for the degree of Doctor of Philosophy in the Graduate School of East Asian Studies at Yamaguchi University.

Ikeda, R. (2020). Learning outcomes and self-perceived changes among Japanese university students studying English in the Philippines. *TESL-EJ*, *23*(4). https://tesl-ej.org/wordpress/issues/volume23/ej92/ej92a1/

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Language notes

This work is the result of a translingual process. English was the main language used for academic research and writing, while Japanese was the main language used for data collection from my informants.

The feedback I received by colleagues, friends, and advisors and incorporated into the writing of this study has also been in both English and Japanese.

Japanese phrases and interview excerpts have been left within the main text alongside English translations in instances where referring to the original in Japanese may help to clarify meaning. This is intentional and reflects my situation of working with bilingual and multilingual people and texts.

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In addition, I would not have survived the journey of dissertation writing without mentors and colleagues outside of this university. Dr. Christine Pearson Casanave generously agreed to be an external reviewer and provided invaluable feedback. I cannot thank her enough for still being there two decades after she initiated me into the field of language teaching in my undergraduate years at Keio University. Besides her direct comments on my work, her published books for dissertation writers gave me much needed guidance and reassurance. Gretchen Jude and Colin Hueston, former English teaching colleagues I met at the International University of Japan, graciously offered their insights and advice from the perspective of already having completed their PhDs. Gretchen in particular has always checked in on me and kept me on track. Her appreciation for Japanese culture and Zen indirectly helped me persist in challenging times and counter my frustrations with what I perceive to be lacking in Japan.

Graduate student colleagues whom I met at Japan Studies conferences in Melbourne and Honolulu were also a source of inspiration. Levi Durbidge from Monash University kindly suggested resources on qualitative research and shared his recently finished dissertation for me to refer to, which was highly relevant to my topic. Catherine Tsai from Harvard University offered positive feedback on one of my research presentations, which meant a lot coming from a well-informed critic of Japanese history. They may not know how much I appreciated connecting with them.

Special thanks go to an anonymous online writing support group that I initially encountered through an event held by the Japan Association for Language Teaching Mentoring and

Orientation Committee. The group helped me stay focused and sane during the ongoing pandemic, and I am grateful to have a community to be in solidarity with in promoting social equity and awareness of diversity in English language teaching.

Chapter 1: Introduction

Overview

This dissertation explores the language learning outcomes experienced by participants of a short-term study abroad program for learning English as an international language. In particular, it focuses on the perspectives of a group of Japanese university students who stayed at a language school in the Philippines for four weeks in 2018. As I was centrally concerned with how the learners perceived the experience and the contextual factors which contributed to their development, I took a qualitative case study approach and employed ethnographic means of data collection. Aside from gains in proficiency represented by standardized test scores, students' attitudes toward using English changed positively as a result of participation in the short-term study abroad program. Furthermore, these attitudinal changes can be attributed to students' heightened awareness toward the feasibility of using English for spontaneous, interpersonal communication. Evidently, the affective and ideological aspects of language learning occurred in tandem with the acquisition of communicative competence in English for the students in this case study. However, such complex factors are not typically accounted for in traditional forms of language assessment in Japan, in neither educational practice nor research. In line with language socialization theories of second language acquisition (Block, 2003, 2007; Duff, 2012; Kinginger, 2017; Pavlenko, 2002), I argue for a more holistic understanding of how Japanese students learn English for the purpose of intercultural communication and consider the role of short-term study abroad in this process. Through this introduction and the following chapters, I aim to demonstrate the significance of changes in learner perspectives experienced during a short-term English language program in the Philippines and their relevance for the Japanese educational context.

Significance

This study draws on and contributes to several overlapping areas of inquiry in language education. First, my research follows existing studies which have documented learner perspectives in the field of language learning during study abroad (Diao & Trentman, 2021; Dufon & Churchill, 2006; Freed, 1995). Study abroad has become increasingly popular over the last several decades, generating interest in its successes, failures, and relationships with language learning in various international contexts. The current study offers new insights by focusing on the perspectives of English language learners traveling within Asia, a situation which has rarely been studied in depth previously (Plews & Jackson, 2017). While there are existing studies on Japanese learners in study abroad contexts which have focused on the identity development of relatively advanced learners traveling to Western countries (Durbidge, 2017; Nemoto & Hayakawa, 2017; Nogami, 2020), I take a different approach. Since the learners in this study were not learning English for use with a specific community of language users in the host country, but rather aimed to become able to use English as a means of communication in global contexts more generally, a language ideology approach (Surtees, 2016) was taken to frame the learners' more subtle changes in attitudes and beliefs toward English and communication.

Secondly, this study adds to our understanding of issues surrounding English language learners who are from a Japanese cultural context. Throughout postwar history, the Japanese government has promoted English learning in education in order to achieve socioeconomic advancement (Yamada, 2015). This discourse is prevalent in national educational policy as well as the corporate world (Ministry of Education, Culture, Sports, Science, and Technology, 2015; Keidanren, 2013). Although it is generally assumed that developing English skills is linked to success in adapting to global trends, this view is often not based on a critical stance toward global issues, but rather on capitalist and Anglo-centric

ideals (Bosio, 2021; Hofmeyr, 2021). This results in educational policies and practices which encourage English learning while reinforcing Eurocentrism and native-speakerism, which is counterproductive for fostering global competencies. By presenting a case in which Japanese students learned English in a non-Western country and where non-native English was most commonly used, alternative views to native English-speaking norms can be considered.

Regarding issues at the level of the language classroom, it has been discussed that learners from Japan can be perceived to be silent (King, 2013), demotivated (K. Kikuchi, 2017; Powell, 2005; Sakai & K. Kikuchi, 2009), or having a lack of interest in other countries (C. Kikuchi, Sato, Shin, & Tasaki, 2015; Ota, 2014). Existing psychological studies have addressed such issues by exploring correlations among psychological constructs such as motivation, willingness to communicate, and international posture as traits for successful language learning (Apple, Da Silva, & Fellner, 2013; Dörnyei & Ushioda, 2009; Yashima, 2002). While these mainly quantitative studies are insightful and widely applicable, their focus is on the psychological concepts, rather than on learner anecdotes. They do not aim to account for learner backgrounds and specific learning contexts in detail or represent individual learning experiences in personally relatable forms, as I sought to do in this study. Drawing on in-depth reports of how students overcame their inhibition toward talking and using English in the Philippines, I discuss the social, cultural, and ideological circumstances which may have contributed to the adoption of positive attitudes toward English communication. These perspectives inform our understanding of what might help or hinder individual learners of English as an international language.

Finally, the findings of this study coincide with current trends in the field of English language education which indicate that the English language is evolving as people around the world, native and non-native speakers alike, have started to use English as a medium of international and intercultural communication. There are multiple terms associated with this

trend, including English as a Lingua Franca (ELF), English as an International Language (EIL), and World Englishes (WE). More recently, the concept of Global Englishes (GE) has been proposed as a way to encompass these overlapping terms (Galloway & Rose, 2015; Rose, McKinley, & Galloway, 2021). These perspectives encourage us to see English as more varied in purpose and form than traditionally defined native-speaker competencies of standard American and British English. Other recognized Western and non-Western varieties of English as well as non-standard, so-called "broken" English used for communication among speakers of languages other than English clearly exist, whether or not they are deemed legitimate by a national policy or even by the speakers themselves. The current case study supports this view, as students successfully improved their English language skills in a way that I argue was not inferior to study abroad experiences in more well-known, Western contexts. Moreover, the learners in this study expressed a change in self-perception toward how they themselves use English, which suggested an awareness of the practical use of English as a lingua franca. Therefore, this research serves as further evidence of the emergence of Global Englishes and its adoption by Japanese students, particularly those without extensive international experience.

Contextual background

Study abroad from Japan

Increasing opportunities to study abroad to and from destinations around the world have led to greater numbers of people traveling overseas for the purpose of language study, and Japan is not an exception to this trend. Even though government statistics in Japan have shown that students studying abroad at university-level institutions temporarily decreased from 2007 to 2011 (Ministry of Education, Culture, Sports, Science, and Technology, 2019), those attending language schools and non-academic cultural exchange programs have continuously increased throughout the 2010s (Japan Student Services Organization, 2019).

Participation in these international programs has become more widely available to the general public compared to times in the past when study abroad was reserved for the affluent elite. It is now also possible for university students to join a language course for just a few weeks, such as during their spring or summer vacation, without commitments to long-term residency or having to worry about delaying the timing of obtaining their college degree.

The decision to join such overseas language programs is commonly based on the expectation that learners can improve their target language proficiency by means of staying in a social, cultural, and linguistic environment that is different from their home country. This may entail, for example, participation in language courses, homestays, and local cultural exchanges. The social and experiential nature of study abroad is indispensable, but also not uniform or entirely predictable, resulting in both intended and unintended learning outcomes. In an ideal learning situation, learners have extensive opportunities for positive, meaningful interaction with target language speakers, thereby increasing motivation, confidence, and proficiency; in real life, this is not always true. Social interactions with people in the host country may be either positive or negative, and previously held perceptions and beliefs about a target language inevitably change upon encountering a foreign environment for the first time. Study abroad entails these holistic changes, not only a straightforward accumulation of linguistic knowledge.

For Japanese university students, study abroad presents an opportunity to be removed from a largely Japanese-dominant, monolingual context where learning English or any other language besides Japanese does not occur naturally. The expectation is that by studying abroad in a country where the target language is spoken, participants will have real life opportunities to interact with target language speakers inside and outside of the classroom, thereby improving their linguistic and communicative competencies. In the case of learning English in an English-speaking country, which is currently the most common type of short-

term language program, students may expect to improve their English proficiency through interaction with native English-speaking teachers and other international students. The reality of these social interactions, however, is complex. If there are other Japanese students in the same English class or in the dormitory where participants are staying, students may resort to using Japanese for communication rather than English. Furthermore, the host context may be culturally and linguistically diverse, and opportunities to have meaningful interactions with native speakers might not be available (Kato & Reeder, 2015). Learners need to navigate these realities in order to gain access to opportunities to use and improve their language skills in their study abroad destination. Different ways of thinking about language, culture, and communication are consequently formed through these real-life experiences, such as realizing the need to seek and initiate social interactions in English even in an English-speaking country, or adoption of a more plurilingual stance.

While overseas English programs attended by Japanese students have traditionally centered on "Inner Circle" English-speaking countries (Kachru, 1992), study abroad to Asian countries has also become increasingly common, most notably to the Philippines. In 2017, 6,391 people from Japan reported they traveled to the Philippines for the purpose of language study, which was the fourth most popular destination after the United States, Australia, and Canada (Japan Association of Overseas Studies, 2018). This figure surpassed other Anglophone countries, including England and New Zealand. As of 2019, there were known to be 154 English language schools in the Philippines, mostly owned by Korean and Japanese entrepreneurs (Saito J., 2019). Unlike in international language programs in Anglophone destinations such as the United States, classes in the Philippines are typically held one-on-one with teachers. Lower tuition and proximity to Japan make enrollment more accessible to students with financial or time constraints. Participants typically aim to improve their test scores on standardized English tests by joining these programs, which would then help them

gain social status back in Japan. Despite the emphasis on test scores, students are also affected by various sociocultural factors characteristic of studying in the Philippines. Talking closely with Filipino teachers, who are fellow Asians but at the same time have a different cultural background, and experiencing how English is used as a lingua franca in a multilingual milieu can have a significant impact on Japanese learners' previously formed homogeneous attitudes and beliefs.

Learning English in Japan

People in Japan have used Japanese predominantly as their main language throughout recorded history, and Japanese monolingualism has been reinforced by people in positions of power (Heinrich, 2012). Despite the borrowing of many foreign expressions prominently represented by katakana English, adoption of languages other than Japanese as actual means of communication has not occurred among the general public (Hatanaka & Pannell, 2016; Kay, 1995). This makes traveling and studying abroad an especially crucial opportunity for Japanese students seeking to improve their English communication skills, both in terms of exposure to linguistic input as well as for experiencing a social environment which is not dominated by Japanese monolingual norms.

English is the most studied foreign language in Japan, and it is currently a required subject from elementary school. Being able to obtain a high score on standardized tests of English is associated with social status, since such test-taking abilities are advantageous, if not necessary, for entering college and securing employment. As English is not usually encountered in everyday life in Japan, the idea of English as a subject to be studied remains predominant. Despite the strong emphasis on promoting English education, success in learning English cannot be taken for granted. Discussion regarding how to effectively implement foreign language teaching methodologies has ensued since the beginning of modern education and remains inconclusive (Saito Y., 2019). Preparation for high-stakes

university entrance exams takes precedence in education through high school, detracting from students' opportunities to learn English in real life situations (Allen, 2016). Reported English proficiency levels are low and on the decline compared to other East Asian countries (Education First, 2021).

Coupled with the sense of failure in acquiring English is a romanticized, positive image toward being able to speak English fluently (Nonaka, 2018). There is a common tendency to express a desire to become proficient in English, while also admitting this is not possible. Often the imagined interlocutors are native English speakers who are stereotypically Caucasian. Lack of critical awareness toward racial, ethnic, and linguistic diversity prevents learners from conceptualizing English as a global language outside of the Inner Circle of English speakers (Kubota, 1998). Paradoxically, English remains seemingly unattainable to non-native speakers, including Japanese people themselves.

Learning English in the Philippines

English plays a more significant role in practical, everyday communication in the Philippines than it does in Japan. Although there is ongoing debate regarding the extent to which it should be used officially for government, education, and the media (Bautista & Bolton, 2008), English is used indispensably for business and interpersonal communication among a diverse multicultural population within the country. Filipino people's overall high level of English proficiency allows large numbers of workers to be recruited for international call center operations, such as those outsourced from the U.S. (Friginal, 2007). In a similar manner, Korean and Japanese entrepreneurs began to establish English language schools in the Philippines through the 2000s and 2010s (Fukuya, 2015). The tuition at these schools are competitively priced compared to study abroad programs in Western countries. Initially, the students who attended these schools were mostly corporate workers seeking English language training as a way to make themselves more globally marketable. There are now also courses

which cater to younger learners, including high school and university students. For these latter types of learners in particular, the Philippines has become a financially practical alternative to short-term overseas programs in North America, Europe, and Oceania for studying English. Compared to the traditional Inner Circle destinations, students can gain experience living and studying English abroad without having to venture quite as far.

Traveling to the Philippines immerses Japanese learners of English in a multilingual environment where English is commonly used for intercultural communication. Because Japanese learners are from a largely monolingual society, exposure to various languages competing for attention simultaneously can come across as chaotic and provide a sense of culture shock. In this regard, the sociolinguistic climate of the Philippines, characteristic of an "Outer Circle" country, contrasts with that of Japan, a representative example of an "Expanding Circle" country (Kachru, 1992). By going to the Philippines, learners can readily experience firsthand how English is used for practical, everyday transactions as well as see how it is one of multiple languages used for communication among Filipino people themselves, unlike in Japan.

The style of instruction in English language schools in the Philippines differs from a typical English as a Second Language (ESL) context in the United States. Teachers are typically non-native English speakers who have graduated from a local college or university. Taking advantage of lower wages and economic standards, employers hire as many teachers as the number of students they host. The schools offer one-on-one classes all day long for students rather than larger group classes for a more limited amount of time. These conditions allow students to receive extensive individualized attention and feedback during class, which is particularly helpful for beginning-level students who are not used to speaking and using English. The outcomes of this kind of program have not yet been extensively researched, especially regarding the effects on learner attitudes and beliefs, which cannot be easily

captured by a standardized test score or short questionnaire. It is the purpose of this dissertation to explore the qualitative aspects of learning in this context by means of a case study.

Researcher positionality

My own background is described here briefly to the extent that it shapes my perspective and approach to this research. I am writing from the perspective of what would be most easily described as a Japanese returnee (*kikokushijo*), although this term itself includes a wide range of possible backgrounds, and I "returned" to Japan after spending eight years of my childhood in California nearly three decades ago. Suffice it to say, I have been familiar with both Japanese and American cultural contexts from a young age and consider myself a native speaker of both Japanese and English. This put me in a position where I identify differently from typical Japanese students who have not lived overseas for an extended period of time, but I could communicate with my informants in their native language and pose as an insider to the extent that this is perceived as a matter of ethnicity, citizenship, and familiarity with the local cultural context. This insider status gave me an advantage in listening to the participants' impressions and stories.

Another aspect of my positionality is that I specialize in English language teaching and have been teaching in various cultural contexts for about 15 years. This is also how I came across the opportunity to work with Japanese students going to the Philippines to study English. As a bilingual person and language educator, I was interested in how the learners I work with could build on their competencies in their second language, acquire positive attitudes toward learning, and develop perceptions of themselves as English language users through study abroad experiences in ways that might not have been possible by staying in Japan. In addition, partly due to my experience teaching in multiple contexts, including ESL programs in the U.S., a national university in Oman, and universities in different regions of

Japan, I consider the background of learners and the specific contexts of learning crucial in defining the learning processes and outcomes of a case. I was not aiming for a universal answer or model applicable to all learners studying abroad in any location. Instead, I sought to construct a critical ethnographic study (O'Reilly, 2012) of a particular study abroad situation through stories told by my informants, observations of home and host contexts, and identification of language ideologies relevant to Japanese and Filipino contexts that may have affected learners.

My past experiences with research influenced my decision to use mainly qualitative methods. In my own undergraduate and graduate studies, case studies of bilingual returnees, immigrant and diaspora communities, and multilingual writers were among the academic literature that I found most inspiring, understandable, and relatable. In conducting my own research, I was naturally interested in exploring the qualitative changes students experienced in their self-perceptions as English learners and users, and also in drawing out details of specific instances and circumstances from the study abroad experience that may have led to such changes. Deciding on a fixed construct to validate, such as fluency, pronunciation, or motivation, for example, would not have led to a co-construction of learner narratives of how my informants came to accept the use of "imperfect" English to have casual conversations with their teachers every day and that this development occurred out of a perceived human necessity to talk with the person in front of them during one-on-one class instruction. I would not have been able to document that this seemed less threatening for them because the Filipino teachers came across as warm and friendly, and especially because they were Asian-looking like them and spoke English as a second language. Furthermore, I found that their definitions of "English ability" and "communicative ability" were not the same as mine or how it might be represented in existing research. I did not know these things before I started my study, and I consider it a part of the research process to have found them. The

complexities of my informants' stories would not have been captured without listening to them in semi-structured interviews or if I had not shared an understanding of their backgrounds as English learners and of the unique learning context. Study abroad, after all, has a distinctly experiential and transformative element, which makes its outcomes unpredictable (Strange & Gibson, 2017). Qualitative approaches allow for space, at the very least, to consider the meaning of such uncharted territory.

Theoretical assumptions

My philosophical approach to this research is social constructivist (Brown, 2014; Creswell & Poth, 2018). There are a couple of theoretical assumptions I make which are relevant to a study on English language learning and teaching. One is that language learning is a dynamic and social process, reflected in the naming of the theory of "language socialization." Another is that the use of the English language has spread to a diverse range of populations and contexts worldwide, to the extent that it has become theorized as multiple forms of "Global Englishes." These two notions are both commonplace in current research and practice in the field of language pedagogy.

Language socialization

I take a language socialization approach to study abroad, in which language learning is a contextually situated social process (Kinginger, 2017). Foreign language learning does not occur in a vacuum, but rather in particular social settings, whether that may be in a classroom in Japan, or studying abroad in a different country. These social factors affect learners' experiences and their learning outcomes (Block, 2003). Studying abroad in itself is an act of putting oneself in an alternate social and linguistic environment, which naturally has an effect on learners' perspectives. Although this view is widely assumed in contemporary research on English language teaching, it is not necessarily adopted by the teachers or

learners I describe in this case study, who may or may not directly associate socialization with language acquisition.

Global Englishes

English is currently used worldwide among both non-native and native speakers in various forms. Besides its official use in Inner Circle countries (Kachru, 1992), it is also used as an international language and lingua franca across cultures. These multiple functions are collectively theorized as the spread of Global Englishes (Galloway & Rose, 2015). In Japan, English is recognized as a means of international communication with non-Japanese people, which is different from how it is used predominantly in Anglophone countries or as an official language in the Philippines. In this study, study abroad from Japan to the Philippines is considered as a form of travel from one Global Englishes context to another. Experiencing English being used in a different way from what they were used to led learners to modify their stance toward multiple forms of English, including what it is, how it is used, and what they can do to learn it. Again, this is not indicative of how participants themselves perceived English or their learning. Native-speakerist practices presently persist in the field of English language teaching (Holliday, 2006). Non-native varieties of English may or may not be considered legitimate by particular individuals.

Research questions

The aforementioned theoretical assumptions guided my research questions. As I considered it to be important to account for the social aspects of learning as well as the diversity of English learning environments globally, I was interested in open-ended questions related to the social and contextually situated processes of language learning for students from Japan studying abroad in the Philippines. I sought to address the following questions in this study:

1. In what ways do Japanese university students change their perspectives through participation in a short-term English language program in the Philippines?
2. What contextual factors contributed to these changes?
3. How do these findings compare with existing studies on learner perspectives in study abroad, which typically concern other types of learners and contexts?

Methodology

Qualitative research

Due to the exploratory nature of the research questions, I employed a qualitative research design for data collection and analysis. This is not a fixed design I adapted from an existing study, but rather something that I developed and continued to refine throughout the course of conducting research in relation to the case and context. Qualitative research can be defined differently by different researchers, but commonly mentioned features include a process-oriented, reflexive, and multifaceted approach. Maxwell (2013), for example, explains qualitative research design as involving interaction among the goals, conceptual framework, research questions, methods, and validity of a study. The design is also flexible in that it changes over time in relation to the research context. Ravitch and Carl (2021) further clarify its relationship with the subjectivity of individuals:

> Broadly defined, qualitative research uses interpretive research methods as a set of tools to understand individuals, groups, and phenomena in contextualized ways that reflect how people make meaning of and interpret their own experiences, themselves, each other, and the social world. (p. 2)

Such incorporation of the worldviews of informants is characteristic of the postmodern paradigm typically associated with qualitative research, which takes the view that reality and scientific findings are socially constructed (Holliday, 2016). My interest in learner

perspectives and the study abroad experiences as perceived by students were congruent with a qualitative approach.

Moreover, qualitative research is useful "to develop theories when partial or inadequate theories exist for certain populations and samples or existing theories do not adequately capture the complexity of the problem we are examining" (Creswell & Poth, 2018, p. 46). This made it suitable for exploring the relatively new and underrepresented phenomenon of short-term study abroad to the Philippines. In order to do this, as Silverman (2022) states, qualitative research aims "to make routine features of everyday life problematic by describing what actually happens in some setting or dataset" (p. 25). This reflects my intent to describe a specific case of students studying abroad and to consider underlying issues in the learning context through the undertaking of my inquiry.

In the field of applied linguistics, qualitative research is recognized as especially important to account for social and contextual factors, which are inextricable aspects of language learning. Although quantitative studies dominated the field of language acquisition in the past, qualitative and mixed methods approaches to second language acquisition (SLA) and language pedagogy have become increasingly prominent since the 1990s (Dörnyei, 2007). Concerning issues in the psychology of language learning, including affect, which featured prominently in this study, the number of quantitative analyses still tend to overshadow qualitative studies (Mercer, Ryan, & Williams, 2012). There is a pressing need for inclusion of more qualitative accounts to better understand the affective and attitudinal changes experienced during SLA from the perspective of learners, to which the current study contributes.

Using qualitative methods is also a practical way for teaching practitioners to learn more about a particular group of students they work with. An in-depth qualitative study focusing on a small number of informants is more feasible than a large-scale quantitative

project for teachers who are simultaneously teaching full-time as I was (McKay, 2006). Moreover, teachers can develop insights based on their familiarity with the learners and the learning context, which are invaluable for understanding learners' perspectives.

Case study research

Qualitative research itself can be structured in different ways depending on what is studied and how the researcher decides to approach the subject. As a novice researcher, I consulted Creswell and Poth's (2018) models for conducting qualitative research as a guide for collecting and analyzing data. Qualitative research takes one of five approaches, according to this text: 1) narrative, 2) phenomenological, 3) grounded theory, 4) ethnographic, and 5) case study. These models, though perhaps simplified, provide clear definitions of the main kinds of qualitative studies.

My circumstances for research led me to adopt a case study approach. Although there were many things I did not know when I started this research, such as what issues I would ultimately focus on or what my findings would be, I *was* certain that I wanted to take advantage of my position as an English teacher and chaperone to a specific group of 103 students studying abroad in the Philippines in 2018. Because I had a clear group of informants in mind, a particular experience to focus on with a set beginning and end, and the means to collect multiple forms of data relevant to this fixed case in point, I applied a qualitative "case study" research design over the other types of qualitative approaches.

As its name suggests, a case study focuses on a specific situation, instance, individual(s), or group of people, which becomes the "case." According to Creswell and Poth (2018):

> Case study research is defined as a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving

> ***multiple sources of information*** (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a ***case description*** and ***case themes***. The unit of analysis in the case study might be multiple cases (a ***multisite*** study) or a single case (a ***within-site*** study). (pp. 96-97, emphasis in original)

In accordance with this definition, the current study focused on the real-life experiences of a cohort of students who traveled to the Philippines. I collected qualitative data in multiple instances and formats, including observations, interviews, questionnaires, test scores, and learning materials. As I represented the case in writing, I included detailed descriptions and identified themes.

The unit of analysis within a case study in applied linguistics may vary and could be focused on individuals, small groups of about four to six participants, or members of a particular community (Duff, 2008; McKay, 2006). I defined the boundaries of my case as a cohort of 103 students traveling together, which was ultimately represented by 14 informants who agreed to be interviewed. The scale of my study is within the general range of what is customary in qualitative case study research.

Ethnographic methods

This study is by no means a full ethnography, but within the framework of a situated case study of language learners, I used mainly ethnographic methods of data collection to capture the details of learner perspectives and social contexts for learning. In order to be critically reflexive in this process, I followed the rationale for critical ethnography set forth by O'Reilly (2012):

> Ethnography . . . draws on a family of methods, usually including participant observation, in-depth interviews and conversations. It gains its understanding of the social world through involvement in the daily practice of human agents, and it involves immersion in the context, the building of trust and rapport with agents, both

> phenomenological and hermeneutic interpretations, and recognition of the complexity of the social world. It does not attempt to reduce this complexity to a few statistical or typological representations. It is reflexive about the role of the researcher and the messiness of the research process. Also, if it is faithful to theory, then it will ensure that it employs a macro approach to gain knowledge of the wider context of action, as well as maintaining a close eye on the various ways that social structures are taking effect within and through agents in the practice of daily life. (pp. 10-11)

Applying these ideas to the current case study, I established multiple and varied ways of collecting data, including my own observations at the language school, semi-structured interviews with focal participants, short questionnaire responses from the larger group, test score data from both the language school and home institution, and informal conversations with students as their English teacher. I was immersed in the learning context as a faculty member at the students' university in Japan and as a chaperone during the study trip to the Philippines. Interviews were conducted with volunteers with whom I built mutual trust. After data collection, I attended to details carefully, accounting for variation and contradictions across and within participants' stories as they occurred in our conversations. Finally, I considered the findings in light of broader discourses and ideologies which may have affected the construction and changes in the learners' sense of self and their attitudes and beliefs toward English and language learning.

Conceptual framework: Attitudes, beliefs, and ideologies

As is common in qualitative studies, the conceptual focus of the study itself developed as it was conducted. Although I knew I was interested in the qualitative changes experienced by students who studied English in the Philippines, I did not know exactly what those changes would be when I started. Through the course of pilot interviews, data collection from the focal group, multiple interpretations of the data, and relating findings to

literature, I settled on several themes related to attitudes and beliefs which were expressed by my informants. The terms "attitudes" and "beliefs" are not fixed or pre-determined. They are labels to collectively describe the changes experienced by the learners in this study.

The attitudes and beliefs I identified are interrelated. I refer to "attitudes" as an inclusive term for affect and personal impressions, or how students said they felt intuitively toward English, people, places, and situations. Attitudes are often, though not always, positive or negative. They include feelings such as excitement, motivation, or anxiety about learning a language. In contrast, "beliefs" explain why they had a particular attitude or feeling. For example, if my informants expressed a lack of confidence in speaking English, I interpreted this as a negative attitude toward their English speaking skills. In the interviews, if such an attitude was expressed, I tried to ask them about what led them to feel that way. Perhaps they had a past memory where they experienced having difficulties with pronunciation or could not think of English words to communicate their thoughts. This tells me that they have a "belief" that they need to improve their pronunciation or increase their vocabulary in order to become proficient English speakers. The same can be said of positive attitudes. If a participant suggested they were highly motivated to study for a particular exam, I would ask them why. These underlying explanations for attitudes are identified as "beliefs."

In order to consider the findings in relation to existing studies and theories, I draw on the concept of *language ideologies* to make sense of how students constructed their attitudes and beliefs toward English in both their home and host learning environments. Language ideology, defined by Woolard and Schieffelin (1994), refers to "ideas about speech… how communication works as a social process, and to what purpose" (p. 55). Each person has their own internalized philosophy about language, constructed and influenced by language ideologies in particular cultural contexts. In study abroad research, language ideology serves

as a framework for critically examining the discourses of language in which learners are situated before, during, and after a sojourn. As proposed by Surtees (2016):

> Because language ideologies are viewed as co-constructed, research from this perspective adopts a more holistic approach and takes into account more stakeholders when explaining findings . . . . [and] because language ideologies are viewed as inherently multiple and contradictory, cases in which students espouse one belief and subsequently behave in ways that violate that belief would not be viewed as lazy or hypocritical. (p. 95)

This approach was chosen over a framework of identity development, as the informants in this study did not suggest major changes in self-identification through their short-term study abroad experience. While the students' national and cultural affiliation did not change, relatively mild changes in attitudes and beliefs toward language, culture, and communication were observed. Examining the language ideologies in their learning contexts helps to explain these changes among the group as a whole. These slighter changes are arguably a more common experience than a life-changing transformation, but at the same time they are less documented in existing study abroad research, perhaps precisely because they are considered "ordinary" and less noticeable.

Main argument

Based on this ideological framework, the main findings of this study concern particularities of how a group of Japanese university students changed their attitudes and beliefs by participating in the short-term study abroad program to the Philippines. Overall, they could increase their self-confidence and motivation to learn English and overcome their fear, anxiety, and inhibition toward using English. They expanded their interests in learning about other languages and cultures while becoming more aware of the boundaries of their own culture. Their communicative ability in English improved, which they found was not the

same as having to perform well on standardized English tests. These reported changes in perspective were not life-changing transformations of their social identity, but their previously constructed views of language, culture, communication, and learning were evidently affected. Contrary to their feelings and self-perceptions, however, participants' sense of success in improving their English language proficiency was less certain, reflecting their varied test score gains on the Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS) exams.

These changes in attitudes and beliefs which surfaced represent common tendencies among Japanese learners of English who lack extensive international experience. Students initially had high levels of inhibition toward speaking in English, which they needed to overcome through repeated practice talking with their teachers in the Philippines. Many of them did not have prior experience interacting with people from different cultural backgrounds. They did not think that they could use English in a spontaneous way for communication, without having to master perfect grammar as they are taught in classes which teach to a standardized test. Popular belief suggested that passive exposure to a target language environment was sufficient for learning, and it was only through failed expectations that some students realized the need for learner autonomy. These issues are all prevalent in the Japanese educational context, and I argue that their importance is not adequately attended to, overshadowed by the exclusive credibility granted to English proficiency tests. Study abroad, even in the form of a short-term language program, affords learners the opportunity to experience dynamic change, and yet these gains are not fully appreciated back in Japan, or even by the learners themselves.

The learners I focused on in this study were neither an underclass nor an exceptionally privileged minority. Their tendencies represent attitudes and ideologies shared widely among English learners in Japan who grow up using Japanese monolingually and do

not have personal access to social networks abroad. Therefore, the attitudinal and ideological changes experienced by participants of the short-term study abroad program are potentially relevant to the majority of low to intermediate-level learners of English in Japanese educational contexts. These benefits deserve to be recognized as something to be strived for beyond currently recognized standardized test scores as indicators of success in English language learning during study abroad.

Dissertation structure

This dissertation consists of seven chapters. After this introductory chapter, a survey of existing literature on language learning during study abroad is given in Chapter 2. Chapter 3 provides details regarding the specific context of the case and how I collected and analyzed my data. Findings are presented in Chapters 4, 5, and 6, first in the form of learner anecdotes, secondly as interview data themes, and finally by focusing on discursive influences identified in the data. In the concluding chapter, I reflect on the findings in relation to existing literature and consider the practical implications and limitations of the study.

Chapter 2: Literature review

Overview

The purpose of this literature review is to establish what is known from existing studies on the effects of study abroad for learners of a second language, to the extent that it is potentially applicable to a case of Japanese university students learning English in the Philippines. In researching study abroad generally, the outcomes of a given case vary greatly depending on where the learner is from and where they go abroad, the length and kind of program offered, social context, and individual factors. Therefore, not all issues in language learning and study abroad are directly relevant to this study. At the same time, existing research is not evenly distributed across the different contexts and factors in need of pursuit. In particular, very few cases of research on study abroad from Japan to other Asian countries exist at all. Consequently, I begin with a broad review of studies on language learning during study abroad while indicating some of the epistemological inadequacies of directly applying existing knowledge to the current case study.

The main problem is that learner and contextual representation in the field weighs heavily on speakers of English as a first language (L1) learning languages other than English, on the one hand, and learners of English as a second or foreign language (L2) in countries where English is spoken as an L1, on the other. The beginnings of research in study abroad attended to learners from the United States who were learning languages other than English. While these perspectives on American learners provided a framework for understanding the multifaceted nature of study abroad, they have not been fully extended to learners *of* English, especially those with non-Western backgrounds studying abroad in non-Western countries. Research on Asian learners has been developing in recent years, but these tend to favor Western destinations for studying abroad, despite the ease and popularity of travel within the Asian region. The assumed Eurocentrism of study abroad contexts in research, reflected in

who the learners are, purposes for learning, target language, location, and program type, is highlighted in this review to emphasize the need for alternative views such as the current study on English learning in the Philippines.

Beginnings of research on language learning in study abroad

Research on language learning in study abroad builds on existing knowledge in the field of applied linguistics. In particular, insights into second language acquisition (SLA) and language pedagogy have been established over the years since the 20th century (Brown, 2014). In these areas of inquiry, it is traditionally assumed that a given person is born into a first language context in which an L1 is acquired naturally, and an L2 is typically learned through education with conscious effort. Language learning in study abroad refers to the acquisition of an L2 during an international sojourn to a place outside of one's L1 context. Traveling to a foreign country implies a change in social environment, with hopes that interactions with target language speakers will facilitate language acquisition. As such, the focus of research is not only on linguistic development due to formal instruction, but also includes the social, psychological, cultural, and ideological aspects of learning and personal development in an international context.

Initial research on language learning in study abroad concerned predominantly American learners and perspectives. The first collection of studies which gave a general overview to knowledge regarding language learning in study abroad brought together multiple approaches to research through case studies of English speakers, mostly from the U.S., studying languages other than English in varying cultural contexts (Freed, 1995). The approaches taken to research were interdisciplinary, reflecting the eclectic nature of language pedagogy. For example, the volume includes accounts of linguistic gains (e.g., Lapkin, Hart, & Swain, 1995) and sociolinguistic competencies (e.g., Marriott, 1995) as well as analyses of written reflections by learners (e.g., Miller & Ginsberg, 1995). Findings addressed the

effectiveness of study abroad for students in various parts of the world compared with their progress in learning a foreign language within the U.S.

With Freed (1995) as its starting point, Dufon and Churchill (2006) covered developments in the field over the subsequent decade. Learning contexts and approaches to research were more inclusive, with accounts of learners from Ireland studying German in Germany (Barron, 2006) and a study that included one Korean learner of Japanese among the informants (Cook, 2006), rather than focusing exclusively on Americans. However, eight out of the nine studies, including Cook (2006), still focus mainly on Anglophone learners. In each case, the authors assume contact with "native speakers" is key to success, the goal being to achieve "proficiency gain" based on standards of "native-like" proficiency. Social factors in learning are acknowledged for the purpose of understanding whether they help or hinder language proficiency based on the native-speaker norms.

Issue of learner representation in study abroad research

Kinginger (2009) documents in detail how initial research in study abroad continuing on from Freed (1995) through the 2000s was disproportionately represented by American researchers studying American learners, while suggesting insights as to why. One reason is that academic research in SLA is conducted predominantly in English, with American researchers often at the center of this scholarship. Another reason is related to the amount of interest in learning foreign languages abroad. Ironically, Americans tend to be more interested in the topic because of their monolingual disposition and lack of success in learning languages besides English, unlike populations elsewhere with more prominent representation of multilingual communities.

The problem with focusing exclusively on American or other learners whose first language is English to research language learning in study abroad is that it precisely excludes English as the target language, which is arguably the most prominent international language

worldwide. Perspectives regarding pan-European and Asian learners studying abroad are more insightful in this regard, as ELF is commonly used among non-native English speaking international students when communicating with other non-native English speakers. In addition, it is also possible for learners to acquire a more positive stance toward using ELF, as opposed to native-speaker English, by studying abroad. Such nuances cannot be attended to adequately without sufficient research focusing on learners who speak languages other than English.

One approach that has been taken by educators in the U.S. to researching English learning, rather than the learning of non-English languages by English L1 speakers, is to focus on English language programs attended by international students from around the world. Amuzie and Winke's (2009) mixed-methods study on language learning beliefs showed that students studying abroad generally strengthened their learner autonomy, and that this was likely due to the nature of the American learning context being more learner-centered and interactive than the classes in their respective home countries. Since this approach examines the beliefs of students of diverse cultural and linguistic backgrounds collectively, however, it is difficult to trace each learner's history and the origin of their initial beliefs as with studies where the researcher is grounded in the learners' culture and documents a particular population.

Aside from the Anglophone perspectives, representation has secondarily focused on European and Japanese learners, according to Kinginger (2009). In Europe, border crossing is common, leading to interest in study abroad issues as they relate to sojourns within Europe. Japan is also highly invested in promoting study abroad initiatives in order for students to develop international communication skills and academic capital, particularly by improving English proficiency. Collectively, study abroad destinations in case study research typically examined one of the following situations: monolingual speakers of English studying a foreign

language, Europeans traveling to other countries within Europe, or Japanese students learning English in Anglophone countries. Other combinations of learners and contexts, though they certainly existed, were yet to be sufficiently researched.

In more recent years, there has been emerging research on study abroad that reflects the Global Englishes paradigm, acknowledging the role of English and other target languages as lingua francas for intercultural communication, not only as means to access native-speaker communities and resources. These include studies which consider English to be an interference to learners of other foreign languages, since the convenience of using ELF might detract from opportunities to use the target language. For learners of English as a second or foreign language, an ELF approach allows for a more practical understanding of English as a means to mediate communication among non-native speakers. It may also imply the use of English in intercultural contexts removed from Anglophone countries.

Focusing on developments regarding the social and cultural aspects of study abroad research, Kinginger (2013b) extended learner representation to include non-Anglophone cases and lingua franca contexts. This collection of studies still focused mainly on American learners, but it also included work on Chinese learners of English in Canada (Jackson, 2013), European learners of English and French as lingua francas (Dervin, 2013), and British learners of French as a lingua franca in Senegal (Coleman, 2013). It also addressed the diversification of methodologies to researching study abroad, including "sociocultural and poststructural approaches" (Kinginger, 2013a, p. 8). These approaches offer critical theoretical frameworks for examining learning English as a lingua franca in non-traditional study abroad contexts. For example, taking a poststructuralist view, one aspect of language learning is that it holds "capital," or value, for particular learners. This helps to explain how English is considered to be a symbol of academic achievement in Japan.

Diao and Trentman (2021) further emphasize the prevalence of lingua francas and multilingual realities in study abroad while focusing on the experiences of American learners of languages other than English. One of the studies in their edited volume provides a unique ethnographic account of students from Ghana who were learning Swahili as a pan-African lingua franca while studying at a university in Tanzania (Thomas, 2021). The seven other studies featured focus on American learners in various countries around the world studying Arabic, Chinese, German, Korean, Portuguese, or Spanish. For example, students from the U.S. studying Arabic in Jordan and Oman became more plurilinguistically aware of their surroundings during their time abroad (Trentman, 2021). None of these cases treat ELF as a target language, but the pluralistic approaches taken to research in these cases are informative practices for framing the complexities of language learning and communication during study abroad.

Researching English L2 learning in study abroad

Study abroad within Europe

Studies situated in Europe are exemplary of ELF use during study abroad, and they provide alternative perspectives to the predominant American studies which often assume participants to have a monolingual background. Virkkula and Nikula (2010) conducted a study on the identity development of Finnish vocational students who had stayed in Germany for four to six months. Based on participant interviews, it was found students placed more emphasis on communication and use of English in their day-to-day interactions rather than on perfecting their grammar, vocabulary, and spoken language proficiency after experiencing the sojourn. The students also discuss recognition of discrete non-Anglophone groups of speakers, not only their own individual differences in acquiring English. In this case, they saw themselves as a member of a collective group of people from Finland, which in their

view spoke English more intelligibly than ELF users from other non-native contexts such as Germany or India.

Similarly, in a mixed methods study, Kaypak and Ortaçtepe (2014) discussed the perspectives of Turkish university students who had participated in a study abroad exchange program within Europe for about four months. By means of questionnaires and journals, they explored how participants' views of studying abroad and their beliefs regarding English language learning were interrelated. In particular, students shifted their beliefs about using English toward those more in line with ELF ideologies rather than Anglophone native-speakerist ones. While learners had been influenced by ideologies in EFL education in Turkey which still follow largely native-speakerist norms, through their study abroad experience, they learned to focus more on communicating fluently with people in their host country and less on native-like grammatical accuracy. They also realized that English does not have to be linked with American, British, or other native English-speaking cultures. Rather, they could use ELF as a means of communication globally.

More recently, Howard (2019) brought together multiple aspects of study abroad and learners' linguistic and cultural development in a collection of studies which includes perspectives on English as a lingua franca. In particular, Geoghegan and Pérez-Vidal's (2019) qualitative study discusses how Spanish and Catalan-speaking participants perceived their use of ELF while studying abroad in different countries in Europe. In this context, ELF served a number of functions for each participant, who were each studying English as well as either French or German. One of these was ELF as a "bridge of communication," enabling interlocutors without a common language to communicate with one another. This role was observed in both English and non-English-dominant destinations in Europe. Other aspects included how ELF helped them access information that was helpful for them to learn their target languages; on the contrary, it could also get in the way of using their target language

more. In these ways, the learners' experiences with ELF both facilitated and hindered participants' motivation and identity development as language learners. Another study, also focusing on Catalan-Spanish bilingual speakers in European contexts, used quantitative measurements to assess participants' gains in English language proficiency as a result of studying abroad in ELF settings (Llanes, 2019). They found that the Spanish students were able to significantly improve their oral communication skills in English after spending an academic semester in Italy, Denmark, Germany, Belgium, Finland, or the Netherlands, concluding that it was not necessary for learners seeking to improve their ELF skills to restrict study abroad destinations to Anglophone countries.

These European studies do not touch on how ELF is used in Asia, but they demonstrate how English can be one of multiple languages learned in a study abroad context. They are important because they provide alternative examples to more traditional language learning models where learners are assumed to learn the local language exclusively during a stay abroad.

Study abroad from Asia

Though not as abundant as studies on Western perspectives, there is a substantial amount of existing research on Asian learners of English studying abroad that has been conducted since the 1990s, especially concerning students from Japan and China. Before influences by social theorists in language learning at the turn of the 21st century, little of this research focused on the social aspects of language learning during study abroad, but instead tended to examine linguistic competencies, which is a trend that mirrored the earlier American studies primarily concerned with assessing language proficiency. Iwakiri (1993), for example, studied the language development and affective changes experienced by Japanese college students who had participated in a five-week program in Australia. Data were collected by means of proficiency tests and questionnaires. Findings were generally

positive for students, showing improvement in listening, reading, and oral communication skills as well as in their confidence in using English. Following suit, Yashima, Yamamoto, and Viswat (1994) and Yashima and Viswat (1997) examined the development of communicative competence in English among Japanese high school students who had studied in the U.S. for one year. In these studies, the researchers conducted recorded interviews in English and analyzed the students' speech patterns. Participants demonstrated significant improvement in conversational fluency and sociolinguistic competence, though not necessarily in terms of vocabulary or grammatical accuracy.

Social aspects of language learning have become the focus of research since the 2000s, including the effects of study abroad on attitudes, beliefs, affect, and identity. Within this area of inquiry, there are two main approaches which differ epistemologically: psychosocial and sociocultural. Each provides insights into a different aspect of learner outcomes. Furthermore, findings vary depending on factors such as learner backgrounds, program length, and study abroad destinations. Regarding Japanese learners in particular, existing research favors certain areas over others: 1) English learning over all other languages, 2) quantitative research for studying affect, 3) identity issues as the focus of qualitative studies, and 4) predominantly Western countries as study abroad destinations.

Existing approaches to researching Asian learners

Psychosocial studies

Psychosocial approaches to studying language learning have been popular in Japan since the 2000s. Drawing on traditions from psychology in language education, these studies typically use quantitative methodologies to examine the nature of psychological constructs and their correlations as they relate to second language acquisition. Coinciding with the social turn in research on language pedagogy, mixed methods and qualitative studies are gaining momentum, though still not as prevalent (Mercer et al., 2012). Topics commonly

discussed in this area of inquiry include the relationships among language learning motivation, anxiety, willingness to communicate, and self-efficacy.

Tanaka and Ellis (2003) examined questionnaire responses by a group of 166 Japanese university students who participated in a 15-week study abroad program in the U.S. regarding their beliefs toward English language learning. They found that learners' confidence and self-efficacy increased after their sojourn. They also observed that learners' proficiency as measured by the TOEFL improved overall, but that these gains did not correspond significantly with the psychological aspects. Their interpretation of these results was that possibly, increases in confidence and self-efficacy lead to proficiency eventually, but it takes more time for learners' efforts to come to fruition and therefore did not appear as a correlation when measured simultaneously.

Yashima, Zenuk-Nishide, and Shimizu (2004) conducted analyses of questionnaire results from Japanese high school students to support their claim that international posture, willingness to communicate in English as a second language, and engagement in L2 communicative behavior were interrelated. They found the correlations to be valid both for students in English classes within Japan and those in a one-year study abroad program in the U.S. Although the focus of this study was not the effects of study abroad per se, it explains the positive relationships among motivation, affect, and behaviors toward learning English as an international language for learners, including those who had participated in exchange programs overseas. They also claimed that students who were able to communicate in the L2 more frequently during their stay had a higher evaluation of the social aspects of their study abroad experience.

Klassen and Marx (2020) analyzed the questionnaire responses of 40 Japanese university students regarding their anxiety and self-efficacy toward using English before and after a four- to five-month period of studying abroad in various countries around the world.

The study abroad destinations were 10 countries in Oceania, Europe, North America, and Asia. Based on the results of their analysis, they found that anxiety decreased and self-efficacy increased for students after staying overseas in their respective programs, and also that levels of anxiety and self-efficacy had a negative correlation.

According to previous research on the psychosocial aspects of Japanese learners, anxiety, self-perceptions, motivation, and willingness to communicate are evidently important factors and predictors for language learning success in study abroad contexts. In contrast to sociocultural studies, the focus of psychosocial studies is to build on knowledge regarding the nature and correlation of generalizable psychological constructs. This feature makes psychosocial studies conducive to creating a better understanding of affect as commonly experienced among a larger group of students in well-established types of study abroad programs, but not for creating detailed accounts of learner perspectives situated in previously uncharted contexts.

Sociocultural studies

Unlike psychosocial studies, sociocultural approaches to study abroad research typically focus on a smaller number of individual subjects to draw out detailed accounts of learners' experiences situated in socially and culturally specific contexts. As such, they are more suitable for exploring new perspectives as narrated by individual learners. They may also critically examine institutional norms and assumptions, rather than attempt to build on established psychological concepts. Studies focusing on the sociocultural aspects of learners' development studying abroad in a second or foreign language environment typically concern advanced learners of English and take a qualitative approach to understanding how their identity and beliefs toward language and culture are affected. These studies appear more widely in East Asian contexts, not only in Japan.

Jackson (2008) was one of the earlier in-depth studies concerning the perspectives of Asian learners in study abroad research. This ethnographic case study focuses on the experiences of four students from a Chinese university in Hong Kong studying abroad in England for five weeks. The participants' first language was Cantonese, and English was used as a second language for academic and work purposes, as is common in Hong Kong. Findings include how a short stay lasting just five weeks can "provide L2 speakers with the opportunity to become more aware of Self and Other, offer exposure to the host language and culture in a variety of informal settings, and stimulate personal expansion" (p. 219). At the same time, the author emphasizes differences among individuals' experiences depending on their predispositions and host family environments. Some informants displayed a more positive attitude toward engaging with the host community than others, resulting in a more dynamic change in their linguistic and cultural identities.

Kim and Yang (2010) focused on the learner beliefs of two Korean learners of English, one studying in Canada and the other in the U.S. The participants attended an ESL program for 10 months and 12 months respectively. Qualitative methods of data collection were used, including autobiographies and interviews. In the narratives discussed, participants' experiences socializing with members of the target language community outside of class featured prominently in shaping their beliefs toward English learning. For example, establishing positive relationships with Canadian native English speakers in a martial arts club enabled one of the Korean learners to gradually feel accepted as part of the L2 community. Both learners had an advanced level of L2 proficiency before departure, but whether or not they successfully sought meaningful encounters with members of the target L2 community correlated with their motivation to continue to make investments in studying English.

Durbidge (2017) also conducted a qualitative study on Asian learners, focusing on Japanese high school students' experiences participating in short-term study abroad programs in the U.K. and the U.S. Though the duration of the programs attended by students was only two to three weeks, the learners in this study belonged to a top-tier private institution where they already commonly had access to internationally-minded people, and some of them had previously lived abroad themselves. This meant they could draw on their preexisting skills and experience to interact and communicate with members of the host context during their stay. The data collection for this study was conducted by means of interviews and student journals. Findings included how learners reconsidered their identification with Japanese culture, adopted feminist perspectives, and acted out a sense of duty toward their parents to study English.

Research on study abroad in multilingual contexts has also started to appear. In a qualitative, phenomenological study, Maedar-Quian (2017) discussed how Chinese post-graduate students in Germany developed multilingual identities using both English and German in their host environment. While students felt better about using ELF through their time studying abroad, achieving academic success in a graduate school setting proved to be more challenging for them, partly due to their unfamiliarity with the rhetoric of English academic discourses. Furthermore, being able to use English was insufficient for them to integrate more fully into the local German community, such as when a high command of German was expected for a professional work opportunity. The roles and requirements of ELF and the local language, German, were complex in this case.

Nemoto and Hayakawa (2017) argued that even in a short-term study abroad program which lasted only four weeks, participants negotiated their identities as L2 learners and users in their host context in Germany. In this mixed-methods case study, learners were university students from Japan studying German as a foreign language. Incidentally, they used ELF to

communicate with other international students as well as to aid their communication in German with German language speakers. Motivation to learn both English and German increased as a result of the study abroad experience.

Nogami (2020) conducted an in-depth case study on the study abroad experiences of two Japanese university students, one who had gone to the Czech Republic and the other to the U.S. They each stayed for about one year in their respective destinations. In this study, the student who went to the Czech Republic felt unsuccessful overall in becoming an ELF user, ultimately investing more in learning the Czech language. On the other hand, the student who went to the U.S. developed a positive stance toward ELF, coming to understand it was the content of what was being conveyed that mattered more than using perfect American English. This case shows that going to an ELF context does not necessarily result in the adoption of positive attitudes toward ELF, nor does being in an Anglophone, non-ELF context have to result in buying into native-speakerist norms. The author points out that it was the quality of interactions each student had with English users of diverse backgrounds during their stay, regardless of the destination, that led to their affirmation or rejection of identities as users of ELF.

Issues in contextual representation of Japanese learners

Two main existing approaches to researching Asian learners have been introduced, psychosocial and sociocultural, each with limitations in their application to non-traditional study abroad contexts. Psychosocial studies are popular for studying learners from Japan, but they do not address questions of how learners constructed their perspectives and why they changed over the course of a particular, situated study abroad experience. On the other hand, sociocultural studies are conducive for accounting for students' anecdotes, individual backgrounds, and specific learning contexts. Existing sociocultural studies on Asian learners, however, represent particular kinds of learners more than others, favoring relatively advanced

learners in Western destinations. The field would benefit from further insights into previously underrepresented learning contexts.

Particularities of learner levels and outcomes also require attention. Japan is still a largely monolingual country, and the development of social identities and membership in a host community abroad is not considered typical for the majority of Japanese learners. A more realistic expectation might be a slighter change in attitude or outlook resulting from a short-term program. For example, Horness (2014), focusing on Japanese university students who participated in a short-term study abroad program to the U.K., conducted a qualitative study about the linguistic, cultural, and personal changes they experienced. Unlike the studies which report how students gain agency in a host community and transform their sense of self, the participants of this study did not have extensive opportunities to interact socially with members of the local British community, staying in groups amongst themselves during tourist excursions outside of class. Furthermore, although they could increase their linguistic and communicative self-efficacy in English in their language classes, they felt they could not use these skills once back in Japan, where their classmates were unresponsive to English and classes were not as interactive. None of the three interviewees in the study seemed to consider the trip itself to have had a significant impact on their personal or social identity.

Similarly, there are small-scale studies which support the claim that Japanese students who participated in short-term overseas English language programs experience mild positive effects regarding their attitudes and motivation levels. Suzuki and Hayashi (2014) found that university students who completed a three-week English program in the U.K. reported slight increases in their language proficiency, higher motivation for English learning, and lower levels of perceived hesitation toward expressing themselves in any language. Kobayashi (2017) also reported improvement in motivation and attitudinal factors among university students who studied abroad in Anglophone countries, with consistent findings across

learners who participated in three-week language programs or longer sojourns of up to 10 months.

The issue of favoritism for Western countries as sites for study abroad research is evident. In a special issue of a study abroad journal devoted to issues in study abroad "to, from, and within Asia," Plews and Jackson (2017) highlighted the importance of Asian perspectives in study abroad, while also noting that there was a lack of contributions toward understanding issues in study abroad among, or "within," Asian countries. Given that almost half of sojourners from Japan who study abroad actually go to destinations within Asia (Japan Student Services Organization, 2019), there is an obvious need for more research in this area.

There are a few rare cases which have investigated study abroad contexts within Asia. Kimura (2017) documented the changes in attitude toward English experienced by a college student from Japan who participated in a one-year international exchange at a university in Thailand. The findings of this study are based on interviews which were conducted online while the student was studying abroad. Through interactions with peers from various international backgrounds, the informant developed an awareness toward English as a practical means of communication, rather than an unattainable and admirable ability possessed by native speakers from English-dominant countries. The case demonstrates how it may be easier to increase such linguistic awareness and communicative competence in ELF in an international context removed from an Anglophone context.

Regarding the Filipino learning context in particular, a few smaller-scale studies can be found. Kimura and Shimizu (2016) documented the experiences of three students from Japan who participated in a two-week summer English program. Participants were among a cohort of ten university students who took English language classes and also joined a number of cultural events and conducted project work. The study found that participants experienced

fluctuating motivation levels toward learning, even within a stay lasting only two weeks. Overall, it was found that the trip had a positive impact on participants' attitudes toward English learning, cultural understanding, and interpersonal communication. This study takes a grounded theory approach and includes detailed documentation of learners' impressions from multiple interviews with each informant. The main focus of its analysis is on changes in learner motivation. It does not include extensive details regarding learner beliefs or ideologies.

By means of a mixed-methods case study, Tajima (2019) also reported that a group of 21 students from a private Japanese university were able to improve their English proficiency, increase their willingness to communicate and motivation to study English, and lower their language anxiety through participation in a five-week program in the Philippines. Furthermore, the same case was compared with the outcomes experienced by a similar group of students who studied English in Canada for four weeks (Tajima & Fetters, 2021). Both groups of students were from universities in Tokyo and had studied English in classroom settings for four to six hours a day, five days a week during their stay overseas. The latter study found the extent of linguistic and affective gains to be similar, with the group which went to the Philippines to have made slightly more progress. The main difference between the two contexts was that in the Philippines, students received one-on-one instruction where English was utilized as a lingua franca and stayed in a dormitory, whereas in Canada, students received instruction in larger groups taught by mostly native speakers of English and participated in a homestay. It was suggested the ELF context may possibly have given the Philippines-bound group an additional advantage in reinforcing their motivation and willingness to communicate. These studies approached study abroad in the Philippines from a psychosocial point of view and did not aim to provide thick ethnographic accounts of learner perspectives.

Chapter summary

Research on study abroad focusing primarily on learners from the U.S. has provided theoretical frameworks for understanding the nature of language learning in various contexts around the world, but these ideas have not been applied extensively to learners who travel from and return to non-Western linguistic and cultural contexts. Existing studies on Japanese learners of English in study abroad contexts tend to be concerned with either identity development, in the case of sociocultural studies, or limited to correlations among psychological constructs, in the case of psychosocial studies. Qualitative studies of attitudinal changes experienced by Japanese students through short-term study abroad are few and virtually non-existent regarding study abroad destinations outside of Western countries. However, these views are necessary for representing the myriad ways Global Englishes are learned and used today. The field would benefit from an in-depth study of the possible effects of short-term study abroad to the Philippines, which contributes to the diversity of learner perspectives on English learning within Asia.

Chapter 3: Methods

Overview

This chapter describes the specific context of the case study and how I collected and analyzed my data. As an English language faculty member at a Japanese university, I was already an insider to the setting of the case from the beginning of the study. Informants traveled to Cebu, in the Philippines, as a study trip organized by the university department, on which I accompanied them as a chaperone. Multiple forms of data were collected, including interviews, observations, questionnaire responses, and standardized test scores. A qualitative, case study approach was taken to interpret the findings. The main purpose of conducting the data collection and analysis was to document changes in the perspectives of Japanese university students who participated in a short-term English language program in the Philippines.

The program and participants

The participants in this study were first-year students attending a university in Japan. They belonged to a department that specializes in interdisciplinary studies and encourages all students to go on a year-long study abroad exchange in their second year. Students were therefore mostly interested in studying abroad. At the same time, not all students had an exceptionally high level of English to begin with. The university is a national university located in a rural part of Japan, which meant for students that they could attend with relatively low tuition rates and enter without as much competition as prestigious schools in big cities. Students were from all parts of Japan, although mostly from neighboring prefectures.

The students in this interdisciplinary department go together on a four-week trip to an English language school in Cebu, a tropical resort area in the Philippines, in the summer of their first year. One hundred and three participants joined this program in 2018. All

participants in this cohort were of Japanese nationality, and their age ranged from 18 to 21 years. Seventy-eight of the 103 students identified as female (approximately 76%), and 25 of them as male (approximately 24%).

As I was informed of by other faculty members in the department, the main purpose of the trip to the Philippines was to support students in achieving a score of 600 or more on the TOEIC Listening and Reading exams, and for the more advanced students, to obtain a bandwidth of 5.0 to 6.5 on the IELTS. It was also hoped that participants would be able to experience staying in a foreign culture within a supported environment with fellow students, as a way to get their feet wet before traveling overseas on their own the following year.

In this case study, the 103 students traveled together from Japan to the Philippines, accompanied by two university faculty members and one travel agent. We departed Japan on August 26, 2018 and returned on September 22, 2018. The school we went to had the capacity to host all of us at the same campus. Participants shared a dorm room with other students, with four to six students per room. Classes, meals, and recreational activities were provided on campus, with optional outings to go shopping, island hopping, and to visit a local nonprofit organization during weekends. The language school we went to was Japanese-owned, and many of the school's staff members spoke Japanese.

Students took classes based on a set schedule focusing mainly on either TOEIC or IELTS (Table 1). Seventy-six of the 103 participants were in the TOEIC course, while 27 opted for the IELTS course. The content of these classes included training in a range of skill areas and topics. TOEIC- and IELTS-related classes focused mainly on practice questions for specific parts of each test. In the "News" class, students discussed questions related to news articles written in English. "Callan" refers to a speaking class based on the Callan Method, a training technique for acquiring oral communication skills with a focus on quick reaction time and pronunciation (Callan Method Organization, 2019). On a typical weekday, students

had eight one-hour classes and two hours of self-study time in the evening. On Friday evenings, students took a full-length practice TOEIC exam instead of the usual self-study.

Table 1. Typical Day Schedule for Participants

TOEIC Course		IELTS Course	
8:00-8:50	Conversation	8:00-8:50	Conversation
9:00-9:50	TOEIC Listening & Reading	9:00-9:50	IELTS Phraseology
10:00-10:50	TOEIC Listening & Reading	10:00-10:50	IELTS Writing
11:00-11:50	TOEIC group class	11:00-11:50	TOEIC group class
12:00-12:50	(lunch)	12:00-12:50	(lunch)
13:00-13:50	TOEIC group class	13:00-13:50	TOEIC group class
14:00-14:50	Callan*	14:00-14:50	IELTS Writing
15:00-15:50	News	15:00-15:50	IELTS Speaking
16:00-16:50	Reading comprehension	16:00-16:50	IELTS Speaking
17:00-18:00	(dinner)	17:00-18:00	(dinner)
19:00-20:00	Self-study	19:00-20:00	Self-study
20:00-21:00	Self-study	20:00-21:00	Self-study
21:00-22:00	Self-study (optional)	21:00-22:00	Self-study (optional)

* Class that incorporates training using the the Callan Method (Callan Method Organization, 2019)

Most classes were held one-on-one in large rooms that were partitioned into small, booth-like spaces (Figure 1). The language school had multiple floors with similar floor plans. Students navigated their way through the corridors between classes to find the spaces occupied by their assigned teachers. There were also small group classes of about five or six students for practicing TOEIC test questions held in separate rooms. Students practiced their conversational skills to make small talk with their teachers regardless of the focus of the class. To the extent I could observe, the teachers were all Filipino people who had graduated from colleges in the Philippines. The majority of teachers were female, which was associated with a local assumption that teaching is a profession mainly for women. Male teachers, fewer

in number, typically identified as gay. This was considered normal in the cultural context of the school and generally embraced by the Japanese students.

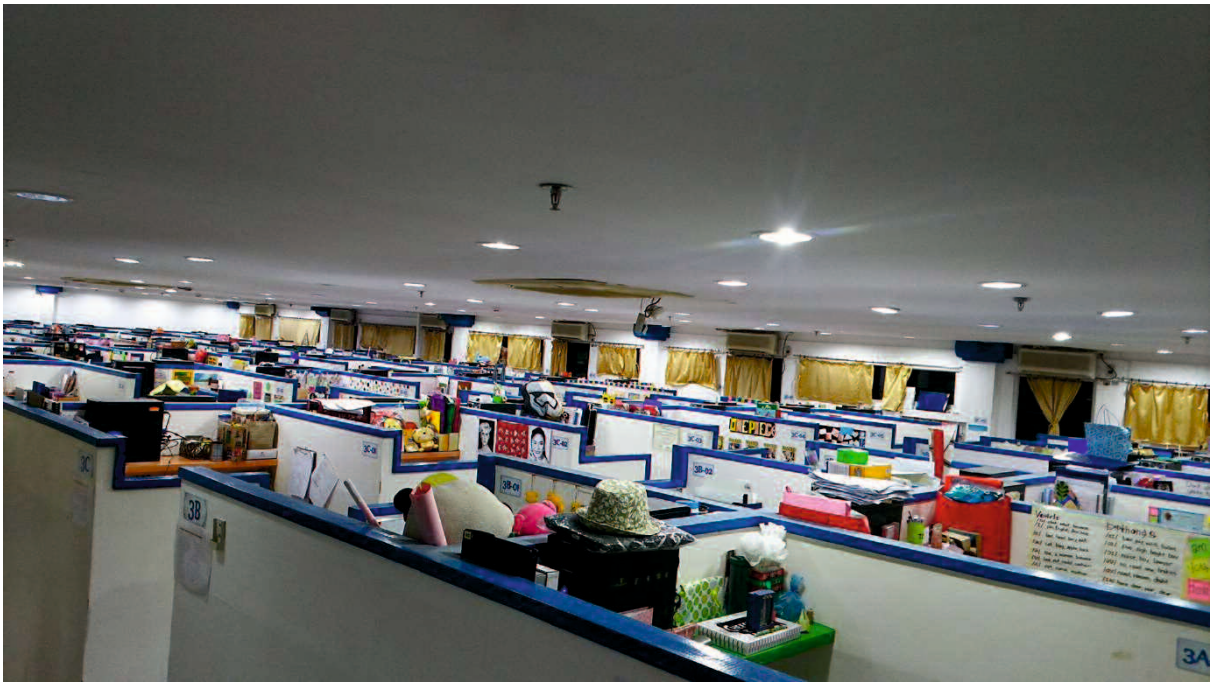

Figure 1: One-on-One Instruction Booths at the English Language School

Data collection

The short-term study abroad program I focus on in this study took place from August 26 to September 22 in 2018, including the travel dates. Formal data collection from informants was conducted during May to December of the same year. An overview of the timing of each form of data collection is given in Table 2. There were 103 participants traveling to and staying at the language school at the same time. I administered two questionnaires to all of the students who went on the trip. The first was before departure, on May 11, and the other was after returning to Japan, on October 5 (Appendix A). I chose interviewees on a volunteer basis. Along with the first questionnaire, I asked respondents whether they were willing to cooperate with interviews for this project. I received 23 positive

responses and organized meetings with each one of them. Among the initial interviewees, 14 agreed to a second interview after the study abroad program to talk about what they had learned and gained by going on the trip. The 14 students who cooperated with both interviews became the focal informants of this study.

Table 2. Data Collection Schedule

2018							
May	June	July	August	September	October	November	December
Interviews	Interviews	Interviews			Interviews	Interviews	Interviews
Questionnaire					Questionnaire		
TOEIC		TOEIC			TOEIC		
			Study Abroad Program				

In addition to data collected from the focal informants, I took notes on my own impressions and observations in a hand-written journal as I accompanied students on the trip. While my main duty as a chaperone was to support students outside of class, such as by assisting with travel arrangements and accompanying sick students to the hospital, I also managed to observe classes and interview several local teachers and a Japanese staff member during my stay in 2018. I had also attended the same program with students from the previous year, in 2017, and interviewed five students informally as pilot cases. All observations served to shape my own understanding of the case and influenced my research design, but their details have been omitted to focus on the perspectives of the 14 main participants ultimately chosen and the impressions reported by the larger student cohort in 2018.

Informed consent procedures

All participants in this study were informed of my undertaking of data collection for research purposes. I gave an explanation of my intent and purpose for conducting this case

study during an information session held for the larger group of participants going on the trip. At this time, I declared I would not use questionnaire and test score data in a way that reveals the personal identity of individuals. Signatures confirming they had accepted this explanation were received along with responses to the pre-departure questionnaires. A copy of the form for obtaining these signatures is included in Appendix B.

Further steps to obtain informed consent were taken for the interviews, which involved individual meetings and audio recording. I explained how the interviews would be conducted and went over confidentiality issues with each informant before recording the first interview. This included how the data collected would be accessible only by the researcher and that I would delete all or part of the information or recordings upon their request. They could also opt out of the interviews at any time. Furthermore, their personal information would not be disclosed. This information was printed in Japanese, and informants were asked to sign two copies, one for the researcher and one for them to keep. The template for this consent form is included in Appendix C.

In addition, collecting data for research purposes required permission from the university, for which I applied for in advance and obtained on May 7, 2018. This process involved submitting the details of my research to a committee that ensured I take ethical approaches to data collection. A letter in writing was also sent to the faculty dean as official notification upon request, in which I indicated that I would be using learner data to assess the language levels and needs of students in the department for the current study with proper conduct.

At the language school in the Philippines, I talked with a school manager about the purposes of my research and that I was interviewing students about their experiences participating in their program. I was told no further approval was necessary to collect data on

campus. The school helped me arrange class observations as well as meetings for interviewing teachers and administrative staff.

TOEIC score data

Students were required to take a TOEIC Institutional Program (IP) exam on campus three times during their freshman year on fixed days in May, July, and October. An "IP" exam is the equivalent of an official TOEIC test, but it is administered within an organization. It costs slightly less for students to take and is easier to sign up for than the exams which are open to the public. The kind of test offered was Listening and Reading. The maximum score on this exam is 990. The results of each exam were reported to the department. Faculty members used them to make assessments regarding the students' progress and the effectiveness of the trip to the Philippines. I had access to these scores as their English instructor, and I confirmed with department staff that it was permissible to refer to these scores for the current research project. I have taken care not to publicize scores in a way that reveals the personal identity of individuals.

Before departure, 102 of the 103 participants took the TOEIC IP exam. The average of students' highest achieved scores was 582.4 as of July 28, 2018. Reported scores ranged from 335 to 875. Referring to a simple conversion chart (Educational Testing Service, 2019b), most of the scores correspond to Level A2 to B1 according to the Common European Framework of Reference (CEFR). One exceptional student was at the B2 level. CEFR is a universally applicable indicator of language proficiency levels, commonly used by language specialists around the world. English language program directors, test administrators, and textbook publishers also use the CEFR as a way to identify English learner proficiency levels (Cambridge University Press, 2013). The initial performance of the students in this study on the TOEIC exam can be described as somewhere between that of a "basic" to "independent" user using CEFR descriptors.

After returning from the trip, 100 of the 103 participants took the TOEIC test on either October 8 or 14, or both. The results of these exams boosted the average of students' highest achieved scores to 650.6, an average increase of 68.2. This is an encouraging but not impressive figure. Any given TOEIC test-taker is prone to their test score fluctuating by ±35 for the Listening Test and the Reading Test respectively (Educational Testing Service, 2019a, p. 10). A more definite indicator of progress requires an 80-point gain on *each* of the Listening and Reading Tests (Andrade, 2014). Nonetheless, among the 38 students who were at the CEFR A2 level benchmark pre-departure, 26 had moved up to the B1 level. Most students who started at the B1 level were still within the B1 score range. Overall, scores ranged from 465 to 925. Six students had scores at the B2 level, 84 were at B1, and 12 were at A2. That is to say, the majority of students were at a beginning "independent" user level after returning from the program.

From the perspective of the university department, students made considerable progress toward the main objective of surpassing the benchmark of 600 on the TOEIC exam. Students needed at least 600 on the TOEIC to meet the university requirements for participating in study abroad exchanges in their second year, and a score of 730 or more was required for graduation. Before the trip to the Philippines, 34 students had a score of 600 or more, while 69 had not reached this benchmark out of an overall cohort of 105 (including two students who neither participated in the summer program nor reported TOEIC exam scores at all). Upon returning, the number of students who had 600 or more had increased to 73, which brought up the percentage of students eligible to apply for study abroad exchange programs from 32% to 70%. Based on my own observations, the progress made toward achieving 600 and ultimately 730 on the TOEIC was perceived as satisfactory to department faculty members and made the trip seem worthwhile. This was despite the lack of statistical

significance in the increase of TOEIC scores in themselves. There were no other official means of English assessment conducted by the department.

Questionnaire data

I collected questionnaire responses as a way to gather students' impressions as a larger group, thereby providing contextual information for the anecdotes that came out of the interviews. The questionnaires were administered before the trip, on May 11, and after the trip, on October 5, to all students participating in the program. Both questionnaires were handed out and collected on paper during departmental gatherings for students, which were organized regularly by administrative staff. The content of the questionnaires was written in both Japanese and English. The items on each questionnaire were intended to gauge the general importance of topics that I had predicted would feature prominently in interviews with individual informants, thereby giving an overall image of impressions among the larger group of students. Since my intent was to collate the responses, I used a 4-point Likert scale format. For each statement related to the students' self-perceptions of English learning, I asked participants to choose from "Strongly agree (とてもそう思う)," "Agree (そう思う)," "Disagree (あまりそう思わない)," and "Strongly disagree (そう思わない)." The number of choices was even to avoid ambiguous responses. Space was provided to write additional comments in case my questions or choices did not apply to respondents or were insufficient for expressing their views. An additional question on the first questionnaire asked participants about the number of times they had previously traveled overseas. All responses and comments were entered into an Excel spreadsheet in order to organize the data in a digitally retrievable form for analysis.

I received 104 responses for the first questionnaire pre-departure, which includes one response from a student who did not participate in the trip. Three of these responses were collected on May 15 from students who had missed the gathering on May 11. A summary of

the results of this questionnaire is given in Table 3. There were two written comments accompanying these responses, excluding those that said “nothing in particular (特になし).” One respondent had left the question “How many times have you been overseas?” blank and explained their answer: “I went to many different countries while I was living overseas (海外に住んでいてその間に色々な国へ行った).” Another respondent answered they had been overseas once and “not so much” to having confidence in English, commenting: “I was confident in my English ability until when I was in high school, but coming here, I was overwhelmed by how much others have study abroad experience and communication skills (高校までは、自分の英語力に自信がありましたが、ここに来て、周りの留学経験やコミュニケーション能力に圧倒されました).”

Table 3. Summary of Pre-Departure Questionnaire Responses (n=104)

	Strongly agree	Agree	Disagree	Strongly disagree
I think English is important for me.	85	19	0	0
I am confident in my English ability.	2	10	64	28
I want to improve my English communication skills.	96	8	0	0
I want to increase my TOEIC score.	94	9	1	0

	None	Once	Twice	Three times or more	Other
How many times have you travelled outside of Japan before?	30	41	12	20	1

The results of the first questionnaire gave nuanced support to some of my preconceived assumptions about students’ impressions toward English. Respondents tended to express a lack of confidence in their English ability. At the same time, they perceived

English as generally important and were interested in improving their English communication skills. There was also strong interest in achieving a higher score on the TOEIC exam.

After returning from the Philippines, I collected responses on the post-trip questionnaire from 98 of the participants. A summary of these results is given in Table 4. I received one response by an informant who did not participate in the study abroad program, which has been omitted from the results. Five out of the 103 participants who joined the program did not submit responses. Though I had not thought to do so in the first questionnaire, space to add written comments to explain the reason why participants chose their response for each individual questionnaire item was added in the second questionnaire. As a result, I obtained more written comments in the second questionnaire. Students also tended to write more overall comments in the second questionnaire than in the first one. This may have been because they felt they had more to say after participating in the program. The full list of written responses is included in Appendix D. Most comments were written in Japanese, although a few of them replied in English. Some of the comments reflected notions that were similar to what students described during the interviews, while others provided glimpses of alternative perspectives toward the shared study abroad experience. I sometimes referred to the results of the post-trip questionnaire when asking students to elaborate on their impressions during the post-trip interviews. I also used them to draw comparisons with the interview data.

Table 4. Summary of Post-Trip Questionnaire Responses (n=98)

	Strongly agree	Agree	Disagree	Strongly disagree
I was able to improve my English ability through the four-week trip to the Philippines.	16	74	7	1
I was able to improve my English communication skills.	28	69	1	0
I was able to improve my test-taking skills (for TOEIC, IELTS, etc.).	14	66	17	1
I feel less hesitant about using English than before.	33	56	9	0
I am confident in my English ability.	2	22	55	19

Interview data collection

Interviews were the main source of data I used for understanding learners' study abroad experiences. These were held in Japan both before departure and after returning from the trip to the Philippines. I personally conducted all interviews directly with each informant. The first interviews were carried out between May 15 and August 6, and the second interviews were between October 9 and December 10. Interview times were coordinated between informants' class schedules and my own teaching schedule during the academic school year. My office on campus was used as the location for interviews, since students could easily visit between classes, and it was quiet enough for audio recording. Each interview lasted approximately one hour. All interviews were audio recorded with the permission of the participants. In addition, I took hand-written notes in real time to aid my memory and understanding of our conversations.

Since the aim of the interviews was to draw out learners' perspectives toward English and language learning, I took a semi-structured approach and tried to have a conversation

with informants in as natural a way as possible. I prepared a basic set of questions I hoped to cover for each interview, which was intended to be a starting point for open-ended conversations encouraging informants to share anything and everything that was on their minds regarding English learning and the study abroad program. These questions were conceived of in English (Table 5). I made conversation in Japanese based on these questions without showing them directly to interviewees.

Table 5. Interview Questions

Interview Questions: Initial Interview • What is your past experience with English and any other languages, inside and outside of the classroom? • What are your feelings, attitudes, and motivations toward learning English? • Is English important to you? Do you think it is useful for you now and in the future? Why or why not? • Do you have plans to study, live, work, travel abroad, or communicate with non-Japanese people? • What other goals, beliefs, or unique situational factors do you have that are related or not related to English learning?
Interview Questions: Post-trip Interview • How was the trip overall? What comes to mind when reflecting on your experience? • How were your English classes? Do you think your English skills improved over the four weeks? If yes, in what ways? • Has anything changed regarding your future plans to study abroad or your imagined career path? • Did your feelings, attitudes, or motivations toward learning English change in any way?

For the first interview, I asked informants mainly about their background, goals for English learning, and expectations toward the trip to the Philippines. This included confirming with each interviewee if they would like to have the interview in English or Japanese, in case they wanted to take the opportunity to use English. All of them replied that they prefer to talk in Japanese, so all interviews were conducted mainly in Japanese. My own

language level was sufficient to conduct interviews in English or Japanese. In the initial round of interviews, 22 of the 23 informants were female students and one was male.

In the beginning of each of the second interviews, I recapped what I had gathered from the first interview and confirmed whether my interpretation sounded accurate to them. This allowed me to cross check my understanding of our conversation in the first interview, clarify points I was unsure of, and follow up on what they said they had been expecting of their time in the Philippines. I then proceeded to ask questions that attempted to draw out their impressions of the trip and stories about whether their outlook or they themselves had changed through their experience studying abroad. These second interviews served as the primary source of data for my analysis and interpretation.

The dates and times of the recorded interviews for the 14 focal informants are shown in Table 6. Timings are approximate and have been rounded to the nearest five-minute increment. Informant names are pseudonyms.

Table 6. List of Interview Dates and Times

Informant	First interview	Second interview
1. Misato	June 29, 2018 18:00-20:30	October 9, 2018 14:30-15:30
2. Rimi	June 22, 2018 12:50-13:30	October 16, 2018 14:30-15:00
3. Tomoe	July 6, 2018 16:15-16:45	October 16, 2018 16:10-16:40
4. Miyuu	June 22, 2018 10:20-11:30	October 22, 2018 9:00-10:00
5. Kana	July 13, 2018 13:00-13:50	October 23, 2018 10:30-12:00
6. Hagumi	May 15, 2018 14:30-15:30	October 23, 2018 15:00-16:00
7. Rui	July 6, 2018 14:30-15:05	October 29, 2018 9:00-10:00
8. Kasumi	June 22, 2018 16:05-17:30	October 30, 2018 13:00-14:00
9. Hina	July 3, 2018 16:30-18:00	October 30, 2018 14:30-16:00
10. Honoka	June 27, 2018 16:15-17:35	November 6, 2018 14:30-15:30
11. Haruka	July 13, 2018 14:25-15:30	November 6, 2018 16:30-17:30
12. Mizuki	June 19, 2018 16:45-17:35	November 12, 2018 9:00-10:00
13. Tsugumi	June 26, 2018 16:30-17:35	December 7, 2018 16:10-17:40
14. Minori	August 6, 2018 15:00-15:45	December 10, 2018 9:00-10:00

All 14 interviewees were of Japanese nationality, had grown up in Japan, and spoke Japanese as their first language. They all mentioned having spent their lives before university living with their family in a particular part of Japan without major changes in their social or cultural environment. The biggest change in their lifestyles that they had experienced was entering university and starting to live on their own. Six of the 14 informants were from the

same Chūgoku region, six of them were from various parts of the Kyūshu region, and two were from prefectures in the Chūbu region in Japan. None of them had stayed overseas previously for more than two weeks.

The 14 informants who agreed to second interviews were all female students. It is plausible participants may have thought it would be easier to talk with a female interviewer, though our own gender identities were not among the topics discussed in the interviews. There were more female students in the larger cohort, so the informants were not exceptional in this regard. It is difficult to say whether gender affected students' willingness to cooperate with the interviews. One of the 23 interviewees for the first round of interviews was a male student, and four out of five of the students who volunteered to be interviewed informally about their study abroad experiences in the previous year were male students. I do not perceive the content of the interviews as determined by the assigned gender of interviewees.

Interview data analysis procedures

I developed the procedures for analyzing the data as I conducted the research. A visualization of the relationships between the original interview data and findings is shown in Figure 2. Starting at the top left of the image, I conducted the interviews with focal informants, which were audio recorded and aided by my notes taken in real time. I then converted the audio recordings to text in the form of detailed interview notes and partial transcription of dialogues. My direct impressions, audio recordings, notes, and transcriptions of the interviews all contributed in overlapping ways to reach my findings, which were ultimately organized into three main forms of representation as shown in the bottom row of the diagram. First, short summaries describing the background and experiences of each informant were written in narrative form (**Findings 1**). Next, the interview notes were revisited to identify common themes across the 14 informants. These themes were collected and sorted into organized lists (**Findings 2**). Finally, the results were considered in relation to

existing literature and theory (**Findings 3**). Each stage of analysis served to inform the next while being cross-checked with previous stages.

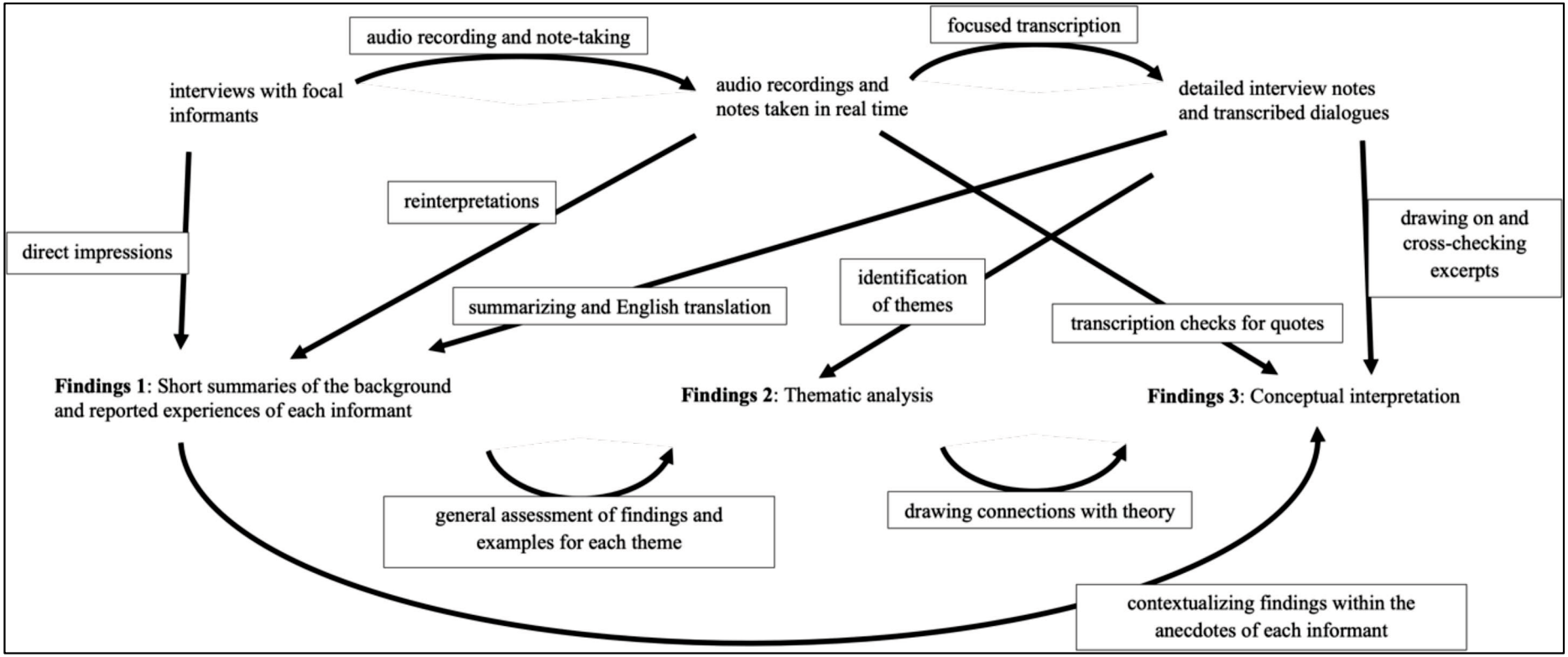

Figure 2: Visual Image of Relationships Between Interview Data and Findings

After each interview was conducted, I listened to the audio recording and referred to my hand-written notes to create more detailed notes on a computer. Dialogues which were directly relevant to English, language learning, and the participants' impressions of the learning context in the Philippines were transcribed word for word and put in quotation marks. Other parts of the interviews were summarized so that I knew what was being talked about at each point of time in the interview. I manually inserted time stamps in between conversation topics. If I had an observation while transcribing, I added these as comments in parentheses or at the end of the document. These data were organized as one Microsoft Word file for each of the 14 interviews. The volume of notes I created varied greatly depending on the length and pace of the actual interview, relevance of the content of our conversations to English learning, and my own perceived need to note down new insights during the transcription process. The longest set of interview notes amounted to 16 A4-size pages, while the shortest was two pages. The average length for the notes was eight pages. A sample of the typed interview notes is given in Figure 3. This excerpt was taken from pages 6 to 7 out of 16 pages of interview notes from the second interview with Hina and shows the approximate amount of text for one page of interview notes.

Hina (pseudonym)
10/30/2018 14:30-16:00
notes taken March 31-April 2, 2019

45:00
インタビューも English OK?
Really? Not no problem...
日本語の方が伝わりやすい。英語でもできる？
時と場合によっては。(笑)
抵抗心（ていこうしん）は本当なくなりました。
「後期になって ESS の活動の中で、水曜日の 9 時から、部員全員が集まって、2 人か 3 人組くらいになって、あるトピック、お題が出されるんですけど、そのトピックについて free conversation するっていうのがあるんですよ。毎週水曜日。それで、見てたら、国総、自分ら 1 年生 3 人いるんですけど、自分らもう 1 ヵ月フィリピンで話しまくってるからもうなんともないじゃないですか。やけど他の子とかは、ちょっと詰まったりとかしてるから、自分らもつまるんですけど、こうなんか詰まり方が、あ、待ってこれ、えーっと、みたいな感じじゃなくて、普通にただ単に、抵抗があるみたいな詰まり方してるんですよ。だからそういう意味では、抵抗がなくなったっていうか、ハードルが低くなったと感じるようになったんでよかったかなって。」
「あとやっぱり先輩から前言われたんですけど、フィリピンから帰ってきてからすごいこう積極的に話せるようになっとるねみたいな、言われて。」その先輩は、経済の先輩。同じスピーチセクションで、手紙に、自分のスピーチ大会の前日に、お菓子くれて、手紙と一緒に。その手紙に書いてあった。フィリピンから帰ってきた◯◯見とるとすごい、けっこう積極的に話せとるけ、やっぱりフィリピンですごいいい勉強してきたんだろうなって思うよみたいな。その先輩も経済で多分フィリピンに行ってた。1 年生の時に。
経済の人はセブの本島に行く。QQ じゃない語学学校。でも経済の人らはゆるゆるだから、週末の予定とかこっちみたいにガチガチじゃない。好きなところ行けるし。ジブニーも乗り放題で。毎週 SM、土曜日とか、日曜日だけじゃなくて土曜日も行けとるし、多分行く場所も決められてないから、最初のシーサイド？の時にヨット部の 1 年生で経済の子が一人行ってたんですけど、自分らと別で、フィリピン。たまたま会って。えーみたいな。そこで聞いたら、全然決まってないよ、みたいな。自由。1 年生中心で、40 人はおる。らしい。ESS にも、1 年生で 2 人行ってた子がいた。経済は卒業要件で TOEIC が必要で、観光政策学科の人は他の学科よりも少し高めのスコアがいる。といっても 400 くらい。(あるいは 500?) 普通に行きたいだけなのかもしれない。観光系に興味あれば海外行きたいとかもあるだろうし。髪が青とか緑のめっちゃ奇抜な子。◯◯◯くん（国総）みたいな感じ。ただヨットでめっちゃ焼けてる。

Figure 3: Sample of Typed Interview Notes

I chose not to do a full transcription for all of the interviews because representing the exact sounds and utterances in conversational discourse was not always necessary to capture the stories and impressions the participants expressed. For practice, I fully transcribed a one-hour pilot interview in the previous year and the pre-departure interview for Hagumi. In both instances, I wrote out our conversations word for word, paying attention to every sound I could transliterate one way or another, any back and forth for clarification of questions and responses, false starts, self-corrections, sidetracks in conversation, and interruptions which were irrelevant to the content of the interview. Through this process, I confirmed that I did not need these minute details for the entire duration of the audio recordings to identify the themes and anecdotes that were important for this study.

On the other hand, going through the recordings and creating the notes myself was an essential part of the process of understanding and reinterpreting my findings, especially as a novice researcher. During the process of focused transcription, I manually converted speech sounds to text in the original language and register used by my informants. This method helped to maintain the intended nuances within the actual conversations that had taken place between the informants and myself.

I printed out the typed interview notes on paper and filed them along with my initial hand-written notes and signed consent forms. The documents were sorted by informant so that I could readily refer to a portfolio of data for each participant. These collections of transcriptions and notes became the basis of my data analysis.

To analyze these texts, I followed the general procedures outlined by Creswell and Poth (2018) in which data analysis is described as a spiral rather than a linear progression (pp. 185-187). Taking this approach, my initial interpretations not only led to the next in sequence, but were revisited in a circular fashion as illustrated in Figure 2. In particular, I looped back to the detailed interview notes multiple times as I constructed my understanding

of the case, first as individual anecdotes (**Findings 1**), then as collections of themes (**Findings 2**), and finally in relation to theoretical concepts (**Findings 3**).

After I had compiled the detailed interview notes, my first attempt at making sense of the data was to write English summaries of the reported experiences of each informant. This process gave me a basic understanding of what my findings would be about. These summaries are included in Chapter 4. I maintained a slightly casual tone in documenting learner anecdotes, including the use of contractions, to represent the students' voices as they shared their stories with me in spontaneous conversation.

Next, I revisited the interview data to look for common themes. In order to do this, I first handwrote all of the findings relevant to the outcomes of the trip on sticky notes and attached them to the interview notes. For example, I summarized the sample interview notes in Figure 3 into a few sentences, as shown in Figure 4. I had two to seven sticky notes per informant. This allowed me to collect the sticky notes for each person and see them on one page. These were further collated and condensed into short lists, still by informant, which fit onto four handwritten A4 pages of notes. I color-coded these lists by topic (Appendix E). Then, I rewrote the themes again onto two new sheets of A4 paper organized by topic (Appendix F).

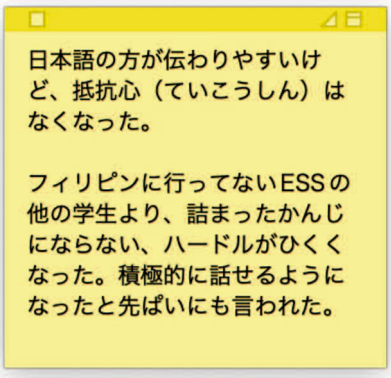

Figure 4: Sample Sticky Note for Interview Data Analysis

For example, my thematic findings for Hina were summarized into the following points:

1) gradually got used to using English to communicate in class
2) realized can use simple language to communicate
3) speaking and listening / conversation skills improved
4) inhibition toward English decreased (disappeared!)
5) lack of confidence in academic skills, which are different from communication skills
6) increased cross-cultural awareness through sharing Japanese culture
7) became more appreciative of the food and safety levels in Japan

Each of these points were assigned a general category. I grouped the first three points as "Self-perceived improvement of English communication skills." The fourth point concerned "Changes in feelings and attitudes toward English." The fifth point was related to English proficiency, which was distinguished from English communication skills. The sixth and seventh points were categorized as "Awareness of cultural and linguistic diversity."

To demonstrate how I combined the themes for multiple informants, the thematic findings I had for Miyuu were:

1) impressed by how teachers were second language learners of English, but they could speak fluently
2) shift in understanding that English is a means, not the goal, to achieve something
3) conversation and spontaneous communication skills improved
4) English proficiency / grammatical accuracy did not improve so much (different from conversation skills)
5) learned to take more ownership about finding opportunities to use English
6) positive feelings toward English increased (overall, due to encouragement from teachers)

7) confidence in using English (for conversation) increased

Miyuu's third and fourth points were similar to Hina's impressions regarding improvement of communication skills and their differentiation from English language proficiency. Therefore, these were each assigned the same codes. Miyuu's first point was interpreted as an encounter with cultural and linguistic diversity and listed alongside Hina's sixth and seventh points. The second and fifth points were considered to be related to language learner awareness and put in its own category. The sixth and seventh points were affective changes, so they were grouped together with Hina's fourth point as "Changes in feelings and attitudes toward English." Figure 5 shows the themes for these two informants combined. This process was repeated for all of the informants.

Self-perceived improvement of English communication skills:
- could get used to communicating in English (Hina)
- learned to simplify ideas and prioritize communication over accuracy (Hina)
- became more fluent in English conversation (Hina, Miyuu)

Changes in feelings and attitudes toward English:
- decreased inhibition toward communicating in English (Hina)
- increased confidence in using English for conversation (not same as knowledge/proficiency) (Miyuu)
- positive feelings toward English increased (Miyuu)

Self-perceived improvement of English language proficiency:
- lack of improvement in academic skills /grammar (Hina, Miyuu)

Awareness of cultural and linguistic diversity:
- increased awareness of other cultures and boundaries of own culture (Hina)
- appreciation for Japanese food and safety (Hina)
- realized second language speakers can be fluent in English (Miyuu)

Shift in understanding role of English (learner awareness):
- realized English is a means to achieve something, not the goal (Miyuu)
- realized the necessity of taking ownership of learning and finding opportunities to use English (Miyuu)

Figure 5: Sample of Tentative Themes and Codes Listed by Topic

After generating the lists of tentative themes and codes, I entered them into an Excel spreadsheet to make a codebook, which is an organized chart containing the names of the themes identified, their descriptors, and examples from the data (Creswell & Poth, 2018). At this point, I reconsidered all possible categorizations, sequences, and word choices for representing the data and ultimately settled on four major themes, each including three to five subthemes. The interview summaries I had written in English previously were used to cross-check my interpretation and drawn on for the examples. Full descriptions of the themes and codes are presented in Chapter 5.

Figures 6 and 7 show segments from the codebook which include some of the themes from the sample in Figure 5. The excerpt in Figure 6 contains the three codes relevant to the theme "Changes in feelings and attitudes toward English" for Hina and Miyuu. The reported increase in confidence levels (Miyuu) and decrease in inhibition toward English (Hina) were both subthemes that recurred multiple times in the anecdotes by other informants. These became "increased confidence in using English for communication" and "lower inhibition toward using English" respectively. For the third subtheme, the previous wording for Miyuu's increase in "positive feelings toward English" was adjusted to "increased motivation to use English" to make the nuance more specific and combined with similar feelings of positivity toward English expressed by Tomoe, another informant. For each code, I added a short description, mention of which informants had talked about the changes, further explanations if any, and specific examples taken from the student anecdotes I had previously summarized. For example, in the description for the code "increased confidence in using English for communication," I noted that this label included feelings of confidence regarding either conversation or communication skills, and that this was not what was referred to as knowledge or proficiency. The informants who had mentioned similar ideas were Rimi, Miyuu, Kana, Hagumi, and Minori. In the column called "explanation," I added that there

was an instance where an informant mentioned English being used as a lingua franca. For the "examples," I included excerpts from the anecdotes for each informant. The same process was repeated for the other codes.

codes (subthemes)	description	which informants?	explanation	examples	examples (cont.)
Theme: Changes in feelings and attitudes toward English (affect)					
increased confidence in using English for communication	increased confidence in using English for conversation and/or communication (not knowledge/proficiency)	2, 4, 5, 6, 14	includes mention that this was in the context of using English as a lingua franca. focus on communication	Rimi (2): Studying IELTS writing helped her to overcome her anxieties toward grammar. Although she was not necessarily confident in her English ability or comprehension skills, she said she was brimming with confidence about using English and her inhibition toward speaking had disappeared. Miyuu (4): Psychologically, she felt better about using English, and she felt a bit more confident. (conversation, not grammar) Kana (5): Finding that she could communicate ideas just by using short phrases, she felt more confident about being able to get by if she made the effort to do so. Even if she was not good at academic English, she felt she would be OK making friends and socializing when she went abroad. Hagumi (6): Although she didn't feel she improved as much in the other skill areas, her confidence in her speaking ability increased. As a result, she doesn't hesitate to talk with international students like she used to.	Minori (14): Her time in the Philippines also allowed her to acquire confidence that she would be able to get by communicating in foreign countries. ...At the same time, she still considered herself unable to use English well. She differentiated "communicative ability" from "English proficiency," explaining that she had become able to get used to communicating and talking with people who didn't speak the same language as her, but that didn't mean her English proficiency (assumably in terms of knowledge and accuracy) was not yet at the level she wanted it to be to convey all of the things she wanted to say. She had gained courage, but not so much linguistic competence.
lower inhibition toward using English	inhibition and hesitation toward communicating in English went down	2, 3, 7, 8, 9	can be said about majority of informants from interviews and questionnaires. 抵抗感	Rimi (2): she was brimming with confidence about using English and her inhibition toward speaking had disappeared Tomoe (3): She is still not confident in English, but her inhibition toward speaking decreased a little. Rui (7): Her biggest takeaway was being able to get rid of her inhibition toward speaking, rather than improvement of her speaking skills per se.	Kasumi (8): After going to the Philippines, she did not have the inhibition toward speaking in English that she had felt before. (anecdote from yacht club) Hina (9): There had been a sense of inhibition she had toward English which had disappeared through participation in the classes. (anecdote from ESS club)
increased motivation to use English	positive experiences led them to want to be able to use English more	3, 4	not confident, but could enjoy interactions. includes increase in willingness to communicate	Tomoe (3): Sometimes there were things that she wanted to say but couldn't think of the English word, and this made her want to be able to speak more. The people she met in the Philippines were all friendly and nice to her. She grew to like English by going on the trip. Miyuu (4): Finding English sources to listen to, such as YouTube videos and BBC news clips, and talking in English became enjoyable for her after she became able to understand and communicate her thoughts a little bit, unlike before.	

Figure 6: Sample Codebook Segment for Feelings and Attitudes Toward English

codes (subthemes)	description	which informants?	explanation	examples	examples (cont.)
Theme: Changes in beliefs related to language and culture (beliefs)					
awareness of cultural and linguistic diversity	realized second language speakers can be fluent in English (not about themselves, but Filipino teachers) (4, 7) through sharing Japanese culture, realized how much common knowledge they didn't share and saw how different other cultures can be (9) gay teachers were fun, but otherwise had negative impressions of local culture (10) enjoyed the run-down feel of the local culture (opposite of 10) (11)	4, 7, 9, 10, 11	realizations by students of ways that the local culture was different from Japan	Miyuu (4): she was impressed by how much her teachers were able to speak in English even though it was their second language. Rui (7): She was surprised to see that her teachers in the Philippines could speak English so well, even though it was not their mother tongue. Hina (9): Being asked questions about Japan also made her realize how different things could be outside of Japan. ...Such encounters changed her perspective about what is taken for granted in Japan.	Honoka (10): Culturally, she thought she had experienced South East Asia enough and wouldn't choose to go there again. Running into people asking her for money on the streets felt unsafe, the food there wasn't the kind she preferred, and it was inconvenient to have to carry around toilet paper. The one thing she liked was that there were a lot of gay people among the male teachers in the language school. She added that it wasn't that she had a terrible experience, but she would like to experience going somewhere else if she were to go overseas again. Haruka (11): Haruka was enthralled by the atmosphere of the local neighborhoods ...She wanted to visit the Philippines again to travel
appreciation of own culture	acquired appreciation for Japanese food and safety (compared to the Philippines, Japan is safe and the food is good)	9	food was better than the previous year, but some students still got stomachaches from eating out. in terms of safety, no one was threatened for their life, but iphone 置き引き, suitcase 紛失, students would generally agree Japan is safer. フィリピン居心地いいと言ってた人もいた (but not among interviewees).	Hina (9): the biggest takeway for Miwa was understanding how much she really liked Japan, especially in terms of safety. She also learned to greatly appreciate the quality of food in Japan.	
using English as a means, not the end	realized English is a means to achieve something and not the goal itself	1, 4, 7	realization is linked to acquiring English for communication	Misato (1): (When I was staying in Canada,) I felt something like I wanted to speak with clear pronunciation. I wanted to improve my pronunciation. It's good to improve that, but the most important thing is to communicate, not to have clear pronunciation of English. Communicating is the first and foremost goal, and improving pronunciation is for making it easier to reach that goal. I think my priorities shifted a little. Miyuu (4): As she was talking with her teachers, who used English as a second language, she was able to think about learning English as a means to achieve something, rather than the goal itself.	Rui (7): She also realized through the trip that English was not an end in itself. She had thought that if her English was good, she would have more overall confidence in herself, and it would give her an advantage when she starts working after graduation. However, she came to think that it would be better if she finds something further that she can do by using English. She is not sure yet exactly what that is, but she is still interested in a profession that involves languages, such as being an interpreter.
taking ownership in language learning	realized the necessity of taking ownership of learning and finding opportunities to use English (4) realized she needs to take initiative in her learning at end of trip, when it was too late to actually do it (14)	4, 14	realized they wouldn't make progress just by waiting for things to happen	Miyuu (4): She also realized that she would need to find her own time and opportunities to use English, rather than waiting for them to come to her. Minori (14): She found that she had to take more initiative in her learning, not leave it to others to make things happen for her. By the time she realized that just getting on the plane and going there was not enough, the trip was already over.	

Figure 7: Sample Codebook Segment for Beliefs Related to Language and Culture

The themes "Awareness of cultural and linguistic diversity" and "Shift in understanding role of English" from the sample in Figure 5 were reorganized as subthemes of a larger theme I called "Changes in beliefs related to language and culture" after I entered them into the codebook, as seen in Figure 7. Hina's heightened awareness of the boundaries of her own culture was put together with other realizations of how the local (Filipino) culture was different from what informants were used to in Japan under the code "awareness of cultural and linguistic diversity." Hina's discussion of appreciation for Japanese food and safety was given its own code, with additional observations of my own that students would have generally agreed that Japan is safer, given the instances of food poisoning and theft that occurred during the trip. Miyuu's two realizations related to learner awareness were each mirrored in a few of the other students' anecdotes and combined with them. Like Miyuu, Misato and Rui also talked about shifting their goals from English itself to using English in order to achieve something, so their anecdotes were added to "using English as a means, not the end." Minori realized the need to take initiative to be successful in learning English at a later time than Miyuu. The reflections by both of them were assigned the code "taking ownership in language learning." A similar process of combining and rearranging data sources was conducted for the two remaining overarching themes, "Self-perceived improvement of communicative competence" and "Self-perceived improvement of language proficiency."

In my final stage of data analysis, I re-examined the findings in light of existing knowledge in the field. This is similar to the "framing of analysis with theory" (Jones & Watt, 2010, p. 163) in ethnographic studies, where it is necessary to connect the findings back to literature in order to make generalizable claims beyond description of one particular case and context. These generalizations are not necessarily representative of all instances but are "***naturalistic generalizations*** . . . generalizations that people can learn from the case for

themselves, apply learnings to a population of cases, or transfer them to another similar context" (Creswell & Poth, 2018, p. 206; emphasis in original). The significance of the findings lies in making sense of the results, which can then be applied to understanding other cases.

Among the comprehensive list of codes, I identified four specific themes which I interpreted as pertinent to issues in English language learning for learners with a Japanese dominant background. These each concerned feelings of inhibition toward English, cross-cultural awareness, using English as a lingua franca, and learner autonomy. Collectively, they are framed as shifts in language ideologies to indicate their interrelatedness with ideological discourses in the learners' home and study abroad learning contexts. Language ideologies, as defined in Chapter 1, is a concept used to refer to shared beliefs and ideologies held by a community of language users as well as individual learners' internal belief systems regarding languages and language learning. These issues are discussed with interview excerpts in Chapter 6.

Chapter 4: Learner anecdotes

This chapter presents English summaries of the interviews conducted with the 14 focal participants. The first and second interviews have been combined to create a profile for each informant, including information about their English learning histories as well as their reported study abroad experiences. All English translations are my own, with some Japanese terms left included for clarification. Informants have been numbered in chronological order of their second interview, which contains information most relevant to the outcomes of the study abroad program. This sequence reflects my own understanding of the informants' perspectives, which developed as I conducted the interviews.

1. Misato

Misato had been to Vancouver, Canada once for two weeks during high school. During that time, she studied English at a language school and stayed with two different host families. One of the host families was a Chinese-Canadian family, and the other was a white ("白人系") Canadian family. She noticed differences among them despite them both being in Canada, such as feeling like she could relate more to the Chinese family. This experience led her to become interested in Asian cultures, not only Western ones. She was also interested in languages other than English. Asked where she would like to study abroad in her second year, she said her first choice was Denmark. This was because she thought the education system and social welfare there is good, based on what she had seen on TV. She was looking forward to being immersed in English ("英語漬けになる") in the Philippines. She expected that it would be fun, but she was also worried about problems that are common there, such as getting sick from the food and possibly not getting along with her roommates.

After returning from the Philippines, Misato confirmed that she was able to experience being fully immersed in English as she had expected and that the trip had been

enjoyable for her throughout. Being in the Philippines expanded her interest in studying abroad, and she thought she would enjoy going to European countries besides Denmark, or Asian countries too. She took care to use a face mask and gargle regularly, and this helped her to not get sick. She and her assigned room members got along, unlike what she had heard about some of the other rooms. There was one teacher during the trip that she had to change because he sat too close to her and made her feel uncomfortable. However, there were other teachers who were really pleasant and easy to understand.

Overall, the experience was quite positive for her. She found the one-on-one classes fun, and the teachers were always encouraging. She appreciated being able to ask questions spontaneously during class, and the teachers would explain in a way that she could understand. Then when she understood something, the teachers would energetically praise her so that she would be motivated to keep going. Misato mentioned that because she could learn English with the teachers in a fun way, it wasn't like studying in the way that she knew. In her words, for example:

> It's really fun because the classes are one-on-one with the teacher. The teachers were always encouraging. In Japan, if there was something I was wondering about but couldn't catch by listening, it would have been in the class materials and I might have looked it up in the dictionary and on the internet. But in the Philippines, I could ask questions to the teachers and they would explain it so that I could understand then and there. And when we got it, they would also energetically praise us so that we would be motivated to keep going. It felt more like learning with the teacher in a fun way, rather than taking a class, so I had a good time every day.
>
> 先生とマンツーマンだからすごく楽しいんですよ。先生たちがいつも明るくサポートしてくれるから、日本だと、えーどうなんだろうって思っても聞ききれなかったり、教材でやるみたいな、教材で学んで、辞書で調べてネット

で調べてって多いけど、向こうは先生に聞いたら先生がことばでわかるように教えてくれるから、疑問を持ったことをその場ですぐ解決できるし、できたらモチベーションあがるように先生たちがハイテンションで褒めてくれるから、授業してるというよりは、先生と一緒に英語を楽しく学ぶみたいな感覚で毎日楽しかったです。

(Misato, second interview, October 9, 2018 14:30-15:30, Time: 00:8:00)

In fact, her biggest takeaway regarding English learning from joining the program was her perceived ease in using English naturally rather than as a school subject. Learning English in the Philippines was different from the way she had studied English up until high school. In high school, the focus was on memorizing and translating English to understand it and answer questions in a textbook. In contrast, in the Philippines they had conversations during class and not everything they talked about was written down. She said she could use English intuitively as a tool to communicate with her teachers. Being able to speak naturally with the teacher outside of the class, such as in the cafeteria, was an important indicator for her that she could use English spontaneously. She also became able to approach English text to "catch" the contents of it and what it's saying, rather than translating it.

Misato also discussed a change in attitude about how to approach speaking in English. Before going to the Philippines, she had felt she wanted to improve her pronunciation. After the trip, she came to think that communication is more important, so speaking with clear pronunciation was not the main problem anymore. She said that her priorities shifted a little, and because of that, she doesn't worry about having "ugly" ("汚い") pronunciation, and she doesn't feel hesitant to speak as she did when she stayed in Canada.

2. Rimi

Rimi had been in the U.K. for two weeks during high school, where she stayed with a host family and attended an English language school. She grew up on a remote island in Kagoshima. She told me that she likes English, but she is not good at English grammar. She wanted to improve on this in the Philippines. She hoped that by having many opportunities to speak in English, she would become able to talk without having to think about it. She was interested in studying abroad in Europe, since she has a positive image of the landscape there.

Rimi seemed more open and eager to talk in the second interview. She said that six classes a day of talking one-on-one with the teacher was tough, but she became able to talk freely in English without waiting for other people to talk to her first. The teachers at the language school were patient and waited for her to say what she wanted to say. They also corrected her mistakes. Studying IELTS writing helped her to overcome her anxieties toward grammar. Although she was not necessarily confident in her English ability (“英語力”) or comprehension skills, she said she was brimming with confidence about using English and her inhibition toward speaking (“抵抗感”) had disappeared.

She had not had as much of a chance to practice speaking extensively as she did in the Philippines neither in Japan nor during her two-week program in the U.K. In the U.K., she had classes in the morning and early afternoon, but there were many students in each class, and she couldn’t understand what was going on because the difficulty level was high. She was not able to volunteer to speak in those classes. She learned what it was like there, but she didn’t feel like she became able to use English by participating in the program. This time, in the Philippines, she talked in English all the time every day, and she even used English with her Japanese friends for fun.

She observed that there aren’t a lot of opportunities to come into contact with English speakers in Japan like there are in the Philippines. She might talk a bit with her international student friends sometimes, but not much more than that. Before the trip, she had felt hesitant

about using English, as if she wasn't sure that it was acceptable for her to speak. She doesn't have that inhibition anymore.

Rimi's impressions of the teachers in the Philippines were that they were close in age to her, and this helped them to relate to each other. The teachers showed interest in what Rimi was saying, which made it easier for her to talk. Going on the trip with her university friends was also an important part of her sense of success. They would talk during the breaks about what they were doing in each other's classes. If she was facing a problem, her friends would help her think about what to do. In addition to people she had already known, she was also able to make friends with other students whom she had not talked with before. Rimi and her newfound friends were still close after coming back to Japan. She was really glad she went on the trip. There were other problems she was thinking about while she was there, but what she remembers most clearly afterward are the positive things.

3. Tomoe

Tomoe had traveled outside of Japan twice before going to the Philippines. When she was in fourth grade of elementary school, she went on vacation to Hawaii for a week with her family. In her second year of high school, she went on a school trip to Singapore for about four days, where they went sightseeing and participated in an English discussion event. Originally from Okinawa, she grew up seeing many foreign tourists in her hometown. She said she neither likes nor dislikes English, but she wants to study it and become able to speak it. She thought it would be useful for work if she could entertain foreign customers. In the Philippines, she hoped to improve her listening skills. She mentioned that she would be happy if she could go to China to study abroad in her second year, and that she would like to return to Okinawa after graduation.

Tomoe happily reported she was able to improve her listening skills in the Philippines as she had hoped. Her TOEIC score nearly doubled after the trip. In June, her score was 335.

In October, it was 635. She said that listening to English every day and talking with her teachers in class allowed her to get used to English. She especially felt that her test-taking skills for listening had improved through repeated practice. For speaking, she didn't think she improved so much. It was enjoyable for her to talk with her teachers in class, but she spoke in words, not sentences. She could not speak freely. Still, it was fun for her because she could communicate with them. They would talk about things besides the formal content of the class, such as their families, where they are from, foods, and club activities.

The most enjoyable time for Tomoe was when she was spending her free time at the pool table in the school. She and a friend would go there every day and talk with Daffy (pseudonym), one of the security guards. Daffy told them about his dream of starting up his own business, and they thought this was interesting. In this situation, Tomoe thought that although she was only using simple English, she was able to communicate more than she had previously thought. She is still not confident in English, but her inhibition toward speaking decreased a little. Sometimes there were things that she wanted to say but couldn't think of the English word, and this made her want to be able to speak more. The people she met in the Philippines were all friendly and nice to her. She grew to like English by going on the trip. She also mentioned that it was fun because we all went together as a group. If it were just by herself, she would not have wanted to go.

4. Miyuu

Miyuu had been to Oregon in the U.S. for two weeks when she was 16 years old. It was summer vacation for her, and she stayed with a Japanese family that she and her father knew. She was interested in going to the U.S. again, and she wanted to go to Oklahoma University for her year abroad. She was a self-motivated learner, studying English with graded readers and audio books in her spare time outside of university classes. She looked forward to practicing her English in the Philippines. She wanted to be able to speak and listen

in English more naturally and smoothly. She hoped to become slightly more confident than she was and feel at ease when she speaks.

After the trip, Miyuu shared with me how she was impressed by how much her teachers were able to speak in English even though it was their second language. As she was talking with them, she was able to think about learning English as a means to achieve something, rather than the goal itself.

Regarding her English ability, she felt it was still difficult to speak smoothly. Although she had been immersed in English for a month, she still felt her vocabulary was not enough. There were also words that she knew but could not use appropriately. At the same time, she appreciated her teachers' encouragement during class, and it was fun exchanging information with them. She felt her conversational skills, which she notably did *not* equate with English proficiency, had improved. She understood that rather than worrying about correct grammar, it was more important in the moment to say something in any which way so that she could communicate.

The teachers helped Miyuu distinguish English phonemes such as *s/sh* and *l/r* when her pronunciation wasn't clear. She also learned to look up synonyms of words she did not understand. It was helpful when the teachers paraphrased words for her in class.

Miyuu also realized that she would need to find her own time and opportunities to use English, rather than waiting for them to come to her. Psychologically, she felt better about using English, and she felt slightly more confident. Finding English sources to listen to, such as YouTube videos and BBC news clips, and talking in English became enjoyable for her after she became able to understand content and begin to communicate her thoughts. She likened her feelings of having to stay at the language school for one month to being confined in a prison, but it was worth it for her.

5. Kana

The trip to the Philippines was Kana's first time going overseas. She had taken English conversation lessons in kindergarten and studied English as a subject in school, but she was not confident in using it, especially concerning writing and grammar. She thought that going to the Philippines would let her get used to English, since she would be in a situation where she had to speak in English. She expressed interest in volunteering for an international organization that helps refugees. English would be useful for her when she goes to other countries in the future. She also stressed that French and Chinese are equally important languages for her to study, not only English. She said she doesn't like English all that much.

The four-week program gave Kana the opportunity to get used to English as she had expected, and the trip overall was enjoyable for her. Though she didn't talk extensively on her own accord, she grew accustomed to the pace of English conversations in her classes. Her teachers were cheerful and easy to understand. Finding that she could communicate ideas just by using short phrases, she felt more confident about being able to get by if she made the effort to do so. Even if she was not good at academic English, she felt she would be able to make friends and socialize when she went abroad. Before going to the Philippines, she had an abnormal level of fear and anxiety about studying abroad, which was alleviated through participation in the program. Although her slightly negative stance toward English did not change, she understood its necessity as well as developed awareness about her own ability to communicate basic, essential information.

6. Hagumi

Hagumi had been to Hawaii for five days when she was in her second year of junior high school. This trip was sponsored by Omaezaki City in Shizuoka and included an exchange with local university students, a home visit, and guided tours. She started to feel a sense of admiration for places outside of Japan because of this program, and it also made her

realize that she should study English more, since otherwise she wouldn't be able to communicate at all with people like those she had met in Hawaii. Influenced by a video clip shown in a class when she was in high school and by what she had seen on TV, Hagumi had a strong interest in international cooperation and stopping child labor in developing countries. Because of this, she wanted to study French or Spanish in addition to English. She hoped to improve her speaking ability in the Philippines, as well as enjoy her time there with her friends.

Hagumi attested to improving her speaking skills as a result of going on the trip to the Philippines. She gave an illustrative example of talking with international students in Japan before and after the trip. Before, when she was at a party, she could only say something like "You are tall it's good!" and not have a full conversation. Afterward, she was able to help the same people understand complex information about the classes they were taking together. If she were to meet someone at a party in the same kind of situation as before, she might be able to say something more like, "Your clothes is very nice. Where did you buy it?" She wouldn't say she became completely fluent, but she could think of words to say more quickly. Her grammar may be largely inaccurate, and her speech might be broken, but she can say something after stopping to think for just a second in Japanese and translate it into English, rather than panicking and drawing a blank. Although she didn't feel she improved as much in the other skill areas, her confidence in her speaking ability increased. As a result, she no longer hesitated to talk with international students like she used to.

The four-week program was fun for her overall, but she also felt it was lacking in some ways. Although her speaking skills improved, she was shocked to see her TOEIC score had not increased at all. According to her, the trip did not develop her reading and grammar skills enough, which corresponds more to the test. She also added that she doesn't pay much attention to grammar when speaking, which is why her accuracy didn't improve even though

she became able to speak more. In hindsight, she should have taken her own textbooks with her and studied them in the extra time she had on the weekends. It was easier for her to understand grammar explanations in Japanese, rather than the way it was taught in the Philippines.

The most important experience in the Philippines for Hagumi was visiting a local nongovernmental organization (NGO) and participating in activities with the children there. This NGO supports children from poor families so that they can go to school. She had been interested in volunteering from before, but she had thought that volunteering meant helping the local people. Through the activities planned out that day, she saw that they weren't really doing something *for* them, but it was more like cooperating *with* them, or asking them for their permission to do so. The children were very smart, could speak in Japanese, were really good at English, friendly, and outgoing. It was like they were leading her, not the other way around. Her motivation to take part in volunteer activities strengthened because of this experience.

7. Rui

Rui had been to Singapore and Malaysia on a school trip during her second year of high school. They used English while traveling around sightseeing for five days, but because they visited tourist spots, the shop owners were used to tourists and sometimes spoke Japanese. She thought the cities they visited were pretty, and she noticed the people who were there were from more diverse cultural and national backgrounds than in Japan. Rui didn't feel confident in her English abilities compared to her peers, since there were many people in the department who already had experience studying abroad. However, she had a positive attitude toward English and wanted to have a job in the future where she would have opportunities to use it. Rui had a background in classical music, and while she had already decided she wanted to pursue other options for her career in the future, she was interested in

studying abroad in Germany because she would be able to learn about music there. Outside of Europe, she was also interested in Southeast Asia and studying Chinese. She hoped to improve her English speaking skills in the Philippines, as she had studied mainly reading while preparing for the entrance exams and felt less comfortable using English in interactive situations such as discussion activities and recreational events. She hoped to be able to speak more fluently and naturally and gain confidence by participating in the one-on-one classes.

Coming back from the Philippines, Rui thought that the trip fulfilled her expectations. Her initial impression of the Philippines had been that it wasn't an English speaking country. However, she was surprised to see that her teachers in the Philippines could speak English so well, even though it wasn't their mother tongue. This made her want to study languages other than English more than before. She said that if she had the chance to go to Germany, she would want to study German more seriously. At the same time, she was also aware that English is useful for understanding other languages. As she had learned from one of her university lectures, she can understand German better just by studying English since there are things in common among those languages.

Rui's teachers in the Philippines were friendly and easy to talk to, and she was able to learn conversational expressions when they made small talk. Her biggest takeaway was being able to get rid of her inhibition toward speaking, rather than improvement of her speaking skills per se. By talking with her teachers every day, she realized that she needed to first say something to communicate, even if she couldn't pay attention to grammar. Before, she had not known what to do in order to convey what she wanted to say. She then understood that she needed to simplify the complex ideas she was thinking of in Japanese and explain them in words that she knew how to use in English.

In addition, she acquired some minor grammar and thinking skills. In her Callan classes, she had to repeatedly speak in sentences rather than in single words or phrases, which

helped her form the habit of adding a subject when she speaks. Also, since her teachers always asked her “Why?” after she answered simple yes or no questions, she grew accustomed to thinking about the reasons for her answers whenever someone asks her questions. It doesn’t have to be something difficult, but she always thinks about a simple reason for her ideas that she can give spontaneously. She thought that being able to construct her thought processes in this way was a benefit that came out of the trip.

Rui also reported that her TOEIC score had increased by about 100, which gave her a sense of accomplishment. She attributed this to the extensive amount of practice she had with TOEIC listening in her classes every day and the weekly mock TOEIC exam. When she returned to Japan, the same listening tasks felt slower, and she felt that she was able to understand more.

She also realized through the trip that English was not an end in itself. She had thought that if her English was good, she would have more overall confidence in herself, and it would give her an advantage when she started working after graduation. However, she came to think that it would be better if she found something further that she can do by using English. She was not exactly sure what that would be yet, but she was still interested in a profession that involves languages, such as being an interpreter.

In addition, Rui discussed the positive effects of going on the trip with fellow university students. Like many of the other informants, Rui found that she had more friends after coming back from the trip. Also, she felt during the trip that there were other students who were a step ahead of her, which made her think she needed to work harder.

8. Kasumi

Kasumi had been to Hawaii for two weeks during her second year of high school. In Hawaii, she was not able to communicate her ideas well to her host family, which really disappointed her. She wanted to go there again with better communication skills. She wasn’t

sure what to expect regarding the trip to the Philippines, but she wanted to become able to speak English with confidence.

Kasumi had also been disappointed with her TOEIC score from the test she had taken in May. She was interested in studying abroad in Australia, but she might not be able to go there because she would have to have a higher TOEIC score and GPA than other students. Furthermore, she aspired to work as a flight attendant or ground staff at the airport in the future. She would need 730 on the TOEIC not just for graduation, but in order to apply for the kind of job that she wanted.

In the Philippines, Kasumi couldn't talk at first because she was nervous. She gradually got used to it though because she had the same teachers every day, and they would start class with casual conversations. Toward the beginning, she talked without worrying about verb tenses or other grammar rules, but she was able to pay attention to accuracy more over time. By talking with her teachers in class every day, coupled with all of the TOEIC drills, her score went up from 530 to 690.

She was also able to increase her confidence levels to some extent. After going to the Philippines, she did not have the inhibition toward speaking in English that she had felt before. When there was a friendly match with a team from Korea in her yacht club, her teammates looked to her to communicate in English with the Korean students because she had just been to the Philippines. She was able to represent her team without feeling hesitant, and she found it useful that English could be used as a lingua franca. She attributed her success to the one-on-one classes, where she received individualized attention. This meant she definitely had to speak in class. She also didn't have to worry about other students who were better than her, the teacher listened carefully to what she was saying, and the level of the classes were adjusted to her level based on her progress.

Kasumi also shared her insights regarding the general atmosphere among the larger group. In the first week, everyone seemed excited and worked hard, but by Weeks 3 and 4, they were seriously tired and some students started dropping out. Some got stomachaches and slept in, while others fell asleep during the group classes. On the other hand, there were other students who constantly had perfect attendance, encouraging one another until the end. In this way, getting used to the classes and using English was an accomplishment for many, but there were also students who got tired and lost focus after the initial stages. Continuing on required further diligence. Still, time flew by quickly toward the end, and she was sad to say goodbye to the teachers she had gotten along well with when they departed.

While she was talking with one of her friends, they noticed that the English used in the listening audio tracks for the TOEIC mock tests at the language school were different from how it sounds in the official test. They thought that because the accent used in the Philippines was more difficult to understand, the official TOEIC would sound easier when they took the actual test. Asked what she thought of traveling to Asia as opposed to a Western English-speaking country, Kasumi replied she imagined it would be easier for her to talk to people in Asian countries such as Korea. She had heard from a friend in high school who had studied abroad in the U.S. that he had been made fun of for not being able to speak English. Her father had told her a similar hardship story from when he had been in the U.S. for graduate school. Kasumi thought that the English she had been using in the Philippines with her teachers might not allow her to communicate effectively in the U.S. or U.K., which could be a source of new forms of anxiety and inhibition if she went to those countries.

Outside of the English classes, the NGO visit she participated in left an impression on her. Learning about the purpose of volunteer activities, seeing the poor neighborhoods, and meeting the children supported by the NGO were experiences that went beyond the world she knew and made her want to do something to help people too. She was still interested in

becoming a flight attendant, but she was glad to learn about other ways to be involved with the world outside of Japan.

Kasumi's boosted TOEIC score opened up more choices for her as she considered where she would like to apply to study abroad the following year. She continued to make a habit of listening to English regularly so that she wouldn't lose the skills she acquired in the Philippines, and she was also studying for the IELTS, which would allow her to fulfill the requirements for going to European countries. If Europe was too competitive, she would be happy going to Korea, China, or Taiwan. Since it was likely she would be using English in any of those countries, her motivation to maintain and continue studying English was high.

9. Hina

Hina grew up in Iwakuni, where she was used to seeing foreign-looking people in the neighborhood. Going to the Philippines was her first trip overseas. In high school, she was close to her assistant English language teacher ("ALT"), but she had felt unable to say what she wanted to say with them and that she lacked vocabulary in English. This experience made her think she needs to be able to talk in English. She initially came to this department because she wanted to join the Disney internship program. However, since her TOEIC score is not as good as other students, she is thinking of going to China or another Asian country to study abroad instead. She belonged to the English Speaking Society (ESS), not because she considered English a strength, but because she wanted to overcome her weaknesses. She was interested in hospitality and in being a concierge capable of introducing Japan to foreigners in particular. To this end, she believed English is essential and was highly motivated to become able to use it, but at the same time, she found it more difficult to translate her will into actions to study more.

In the Philippines, Hina couldn't say anything at first. She was preoccupied trying to listen and understand what her teachers were saying. When they asked her a question, she

thought really hard before answering, or she didn't know what to say at all. Eventually, she got used to the situation of having to use English to communicate, and instead of taking time to think of a difficult word that she couldn't remember anyway, she shifted her strategy to using words she knew to try to explain the ideas she wanted to convey. She realized she didn't have to work so hard to say exactly what she was thinking in Japanese, but that she could instead say something intuitively and start from there, and the teachers would get the gist of what she was saying. It was more important to say something, even if it was in simple language, rather than taking time to think deeply about what to say. She could feel her listening and speaking skills had clearly improved in this regard.

Hina also described the internal affective changes that she felt had taken place. There had been a sense of inhibition she had toward English which disappeared through her participation in the classes. In the Philippines, she could not rely on Japanese at all when talking with her teachers, so she was in an environment where she had to use English every day. The teachers would also ask her questions and support her as she tried to say something when she got stuck. After returning to Japan, she noticed a significant difference between the behavior of students who had gone on the trip and those who had not as she was participating in a conversation activity in her ESS club. She could see that the students who had gone to the Philippines didn't hesitate to speak anymore compared to the others. They would still make mistakes or use fillers, but there wouldn't be long, stagnant pauses caused by high inhibition levels toward speaking English. Another student who was her senior (*senpai*) wrote her a letter of encouragement before a speech contest in the club. In the letter, the *senpai* recognized Hina was speaking more actively and how the Philippines must have been a good experience for her. Hina felt good about this accomplishment and recognition.

Hina considered English proficiency ("英語力") to be different from English conversation skills ("英会話できる"). English proficiency involves academic competence,

whereas conversations can be constructed through immediate responses and trying out different ways to say something. Coming back from the Philippines, Hina was somewhat confident that she could use English in conversation, but not so much academically. Although she still wanted to improve her speaking skills further in preparation for her year abroad and eventual job hunting, she was certain her conversational ability had improved. In contrast, she did not feel confident about her English ability in general.

She was also able to reinforce her passion of introducing Japan to people from other countries. During her classes, she often spent half or more of the class time just talking with her teachers about what it is like in Japan. It was fun for her to explain things about Japanese culture, such as facts about the emperor system and the characteristics of the four seasons. She realized she was straying off topic from the curriculum when she did this, but it still helped her improve her speaking skills. Being asked questions about Japan made her realize how different things could be outside of Japan. Another example she gave was how her teacher asked her why she didn't have her ears pierced. For Hina, it was surprising that someone would ask her why they weren't pierced. It was common for her to encounter rules in school that prohibited piercings in Japan, but she hadn't thought to question those norms before. Such encounters changed her perspective about what is taken for granted in Japan.

In fact, the biggest takeaway for Hina was understanding how much she really liked Japan, especially in terms of safety. The first culture shock came to her when our bus departed the newly renovated airport and into the local neighborhoods on the day we arrived in Cebu. It was nighttime and already dark, but there were many people loitering outside, including children. In Japan, she had been taught to go straight home as soon as it got dark when she was in elementary school. It was a completely different landscape from what she knew. There were no lampposts to light the streets, only small lights on the ground along the sidewalk, which seemed dangerous. She also learned to greatly appreciate the quality of food

in Japan. The dishes served at the language school were not nearly as bad as she had expected from the stories told by her seniors, but on the last day of the program, she felt sick after having had a fatty pork dish at a restaurant within walking distance from campus. She wasn't able to eat much at all as we traveled back to Japan. Then after arriving in Osaka, she had a carton of fruit juice, and she already felt better. She went to dinner that evening at a Japanese restaurant with a fellow sojourner and Hina's mother, who had come to pick them up. Having rice and miso soup then made Hina and her friend so happy they had tears in their eyes. Although she learned many things about English and the Philippines through the trip, what featured most prominently for her was her appreciation of Japan.

10. Honoka

Honoka had been to Florida in the U.S. for ten days during summer vacation when she was in her third year of junior high school. She had signed up for a short-term study abroad program through a famous privately-owned company, and the package included a homestay, English language classes, and cultural tours. The classes were held at a university, and her classmates were from different countries around the world. These classes were fun for her, unlike the way she had studied English in Japan. Having to understand everything in English was hard at first, but after she got used to it, she preferred it that way.

Honoka was really interested in English and wanted to study it at university for its own sake, not because she was thinking of using it in her future career. The English classes available in her first year at the university were not enough, however. She was critically aware of the lack of English reading and writing classes in the department curriculum and would have appreciated at least having more of her content classes delivered in English rather than Japanese.

Excited to have the opportunity to experience a different culture, she was looking forward to going to the Philippines and having opportunities to use English. She already had

745 on the TOEIC, which was enough to fulfill the language requirements for participation in the year-long exchange program the following year as well as graduation. Her goal for attending the program was to improve her conversation skills.

Coming back from the Philippines, Honoka wasn't sure her English ability had improved. Her reviews of the classes were mixed. The classes that she thought were good were ones where she had a lot of things to talk about with the teacher. In others, she felt there was too much focus on review and vocabulary and that she was unable to make progress. Her TOEIC score went up to 795, and she enjoyed the trip enough, so she wasn't disappointed, but she did not think her conversation skills or attitude toward English had changed. (She said she had not expected to improve her English skills so much in just one month, and her main focus for the trip had been studying for the TOEIC, contradicting the goal she talked about in the first interview.)

Culturally, Honoka thought she had experienced Southeast Asia enough and wouldn't choose to go there again. Running into people asking her for money on the streets felt unsafe, the food there wasn't the kind she preferred, and it was inconvenient to have to carry around our own toilet paper in the Philippines. The one thing she liked was that there were a lot of gay people among the male teachers in the language school. (She didn't say exactly why she liked the gay teachers, but their generally friendly and uplifting demeanor tended to be popular with students.) She added that she didn't think she had a terrible experience, but she would like to experience going somewhere else if she were to go overseas again. For her year abroad, she was considering applying to go to Hong Kong or to a university in the U.S. for which she had already met the prerequisites. With these future goals in mind, she was still vaguely motivated to improve her communication skills in English further and also acquire basic conversation skills in Chinese as an additional language.

11. Haruka

Haruka remembered she hated English when she was in elementary school, a sentiment she associated with the way it was taught in Kumon. It seemed like a bother to her to have to be there and listen to a CD. Her feelings toward English changed when she went on a field trip to Kyoto and Nara when she was in junior high school. During the trip, she completed an assignment where she interviewed foreign tourists about what they thought of Japan. The interviews were in English, and she found that she was able to communicate more than she had expected, which made the task enjoyable. She grew to like English after that.

In her second year of high school, she went to Brisbane, Australia for about 12 days where she participated in English classes and stayed with a host family. The atmosphere was relaxed, not uptight like Japan, and she felt comfortable there. She also had good English teachers in high school, which encouraged her to work hard at studying English. She considered English as a strength (her test score was average, but at this time, she felt she was good at it) and was interested in going overseas. Upon entering university, however, she felt pressed to raise her TOEIC score. She needed 600 in order to study abroad in her second year, and she hadn't reached that yet.

In the Philippines, Haruka hoped to directly witness and experience a way of life that was completely different from Japan. For example, she wanted to know what it smelled like there. Regarding her English ability, she hoped to improve her speaking and listening skills. Her aim was not to become perfect at English, which she thought was impossible, but to become able to communicate basic ideas. She was not very confident in her oral English communication skills, especially listening. She had worked hard to study for the entrance exams to enter university, but those skills seemed useless in real life situations.

Haruka talked about being drawn more to Asian and developing countries than Western ones, which she tended to associate with white people. She was interested in becoming a Japan Overseas Cooperation Volunteer, a type of volunteer for helping

developing countries through the Japan International Cooperation Agency (JICA). She was especially interested in visiting Tibet. Going somewhere that seemed run down and where people have the same skin tone as her was less scary, she explained. The Philippines was one such place, so she would be able to test out how she felt there. She was thinking of applying to go to China to study abroad in her second year. Studying Chinese would also be useful in the long run, since there are many people who speak Chinese in the world.

Upon arriving in the Philippines, Haruka was enthralled by the atmosphere of the local neighborhoods as soon as we left the airport. She loved how it was nighttime but there were people huddled outside, including children. It looked like they were standing in a basketball court, talking loudly and having a good time. She felt like she wanted to join them. The bus ride was rough, and she could hear cars honking as they were driving. She liked the recklessness of it all.

Her classes were stressful for her at first. She was really nervous on the first day, and by the second day, she already felt like she wanted to go home. After a week, however, she got used to them. She found that her teachers were actually friendly and easy to talk to, and after that, she didn't feel it was so hard at all. The group classes where they worked on TOEIC listening and reading questions were effective in helping her get used to the TOEIC test format. Her score went up from 490 to 575. At the same time, she was not sure her communication skills improved, even though she was able to get used to the situation of having to communicate. She had to ask her teachers over and over to repeat things that she couldn't understand by listening, which made her lose confidence. She especially hated it when her friends' teachers talked to her during the breaks, and she couldn't understand what they were saying. She felt fine talking and expressing her own ideas about something, but her negative feelings toward her listening skills were reinforced rather than dispelled, making her develop resistance toward using English.

Prior to the four week program, Haruka had been thinking about studying abroad in China. However, since her TOEIC and IELTS results were not sufficient for her to apply to universities in China, she started thinking about going to Malaysia instead, since the requirements were not as strict, and she thought she would be able to experience a culture influenced by multiple ethnicities by going there. In anticipation of going overseas, she would continue to study English in ways that were enjoyable for her. She still wanted to become able to use English, so she would try to learn conversational phrases by watching movies. She believed she would be able to acquire enough English to get by in one way or another. She wanted to visit the Philippines again to travel, too.

12. Mizuki

Mizuki had been interested in international issues and promoting world peace since hearing stories about World War II from her great grandfather, who used to build combat aircraft and was an atomic bomb survivor. She had participated in peace speech competitions since she was in junior high school, and in high school, she applied to join the High School Student Peace Ambassadors, a group of volunteers recruited from all parts of Japan to participate in peace-related activities. One of these activities was to collect signatures from people opposed to war and the use of nuclear weapons. Mizuki was part of a group of Japanese high school students who were sent to Korea for one week to promote this effort and give a speech in a debate competition concerning atomic bomb victims. She wanted to work in the United Nations in the future.

Because of her experience in Korea, Mizuki had some familiarity with international English-speaking contexts. The people in Korea used English to communicate with her, and they had seemed more fluent than the Japanese group she was traveling with. As she listened to different versions of what happened during the war from people in Korea, she realized that the perspective her grandfather gave her was not the only one. She felt compelled to talk to

people who had different opinions than the ones she knew. If she could improve her English skills and gain more confidence, she would be able to talk with people from any country. She hoped to get used to speaking and become able to convey her thoughts in English more clearly by participating in the trip to the Philippines.

Mizuki claimed her conversation skills and confidence greatly improved as a result of participating in the program. She said that because most of her teachers were friendly, and there was no other way to communicate with them except by using English, she felt pressed to make efforts to use English, even if she couldn't think of the words for what she wanted to say exactly. Moreover, the biggest change for her was beyond the development of her English skills. She became more able to express herself to others in general, including her university classmates and people she was talking to for the first time. She described it as a 180 degree change in her personality. She no longer felt she had to be shy in front of others, whether that was in Japanese or when she encountered international exchange students back in Japan whom she talked with in English. She attributed this development to the friendliness of her teachers and the sense of closeness she felt with others participating in the program as they lived together in close quarters for the whole trip. Spending extensive amounts of time with others in this way, it became impossible for her to continue to hide her true thoughts and feelings, and she learned to speak her mind.

Mizuki's TOEIC score did not reflect the dramatic psychological change she experienced, and she thus came to believe that the TOEIC was not an accurate indicator of communicative ability. She also referred to other students whose scores were higher or lower than hers, but their outward expressiveness in English were the opposite of what she might have expected from their test scores. For her, being able to speak and respond spontaneously was most important. So while she was disappointed with the outcomes of her TOEIC gains, she still felt she was successful in improving her English skills through the trip. In addition,

she no longer felt it was imperative to join the United Nations or go outside of Japan necessarily in order to make a difference in the world. After going to the Philippines, Mizuki realized that there must be people in Japan who struggled to get by because they do not know Japanese very well, in a way that was similar to the difficulty she had experienced trying to use English. She discussed wanting to help such people in Japan and imagined herself working for the local government and joining the international services department in the future.

13. Tsugumi

Tsugumi had been to the U.K. for two weeks during her third year of junior high school. The trip was organized by the local government in her hometown, and she was one of five students chosen to participate in a summer camp hosted by the University of London. Although she had chances to mingle with other students from around the world during the program, she found herself staying among the Japanese group and speaking Japanese, which she regretted later. At the time, she had felt her English skills were lacking and had been afraid to take risks to communicate in English. She was determined not to be that way at university. Not only was she going to participate in the trip to the Philippines, she was taking Skype lessons prior to the trip, joining weekly English conversation events, belonged to two university social groups ("circles") that involved international exchange, and actively sought TV shows, movies, and music in English. All of this was besides the English classes she was taking for university credit. She was looking forward to studying abroad, preferably in an English speaking country, but she also felt going to an Asian country would be advantageous for her future. Work that involved communicating with people outside of Japan appealed to her. She had scored 725 on the TOEIC exam in June.

After participating in the trip to Cebu, Tsugumi was left with the impression that the one-on-one classes had helped to develop her speaking skills. She felt this way about all of

her individual classes, regardless of the focus of the class. In each class, she had to respond by speaking whether she understood what the teacher had said or if she remembered something from a previous class. Having to respond directly also meant she could make sure she really understood the contents of what they were studying, rather than developing a cursory understanding based on just listening to the teacher.

At the very beginning of the program, Tsugumi felt really nervous about talking with her teachers. However, since they would draw out her responses in a friendly way, jokingly at times, she didn't have to worry about making mistakes. She felt like she wanted to convey her ideas to the teachers with whatever words she knew, and she was able to make the effort to do so. They would have conversations about their personal lives to make small talk at the beginning of class, and that was especially enjoyable for her. In her speaking classes, sometimes they chatted for most of the class instead of working on the class materials they were supposed to do. She believed that it was still useful for her to have such opportunities to talk in English, and it was more fun than if they had worked on the materials provided.

Tsugumi felt that the repeated interactions with her teachers resulted in improvement of her overall communicative ability. This also allowed her to respond more quickly to items on the TOEIC Listening and Reading exam, boosting her score to 805 in October. In her case, her improved performance on the test was not so much a result of having acquired test-taking skills for the TOEIC, but more of a general gain in her English competence, as she had focused mainly on IELTS Speaking and Writing rather than TOEIC in the classes she took.

When I asked Tsugumi whether she felt community bonds had strengthened among students who went to the Philippines, she said yes, to the extent that she felt closer to the people she got along with. That didn't mean everyone was friends with everyone, however. For this particular cohort, there was a split between students who generally wanted to disregard program rules in order to have fun, versus others who wanted to take the program

more seriously. This resulted in a lack of cohesion among the larger group as a whole, although students nonetheless developed friendships and supported one another through the shared experience.

14. Minori

Minori grew up in a rural part of Shimane, surrounded by nature. She had not been to Tokyo until her final year of high school, and traveling overseas was a dream come true for her. While her family was content staying at home in Shimane, she wanted to go out and see the world. It was something she felt she had to do. She didn't want to spend her entire life not knowing what it was like beyond the small community she lived in. She entered the current university department so that she could study abroad. She said that her family was not rich, but by entering a national university, the costs were affordable enough so that she could persuade her parents to allow her to go.

Minori was nervous and excited about going to the Philippines. She hoped to improve her English proficiency in general as well as learn how to improve her performance on the IELTS by participating in the program. Moreover, she was happy just to be able to go overseas, and she hoped to be able to transform her feelings toward English as a compulsory school subject into something more of practical use in communicating with real people.

Upon returning from the Philippines, Minori was somewhat disappointed in terms of how much progress she made studying English during the trip. She was able to gain a basic understanding of the IELTS test format, but her TOEIC score from October was lower than her results before summer. (It had dropped from 635 to 570.) She found that she had to take more initiative in her learning, not leave it to others to make things happen for her. By the time she realized that simply getting on the plane and going there was not enough, the trip was already over.

On the other hand, she felt her communicative skills improved. She enjoyed talking with her teachers, with whom she usually spent about half of the class time off-task making casual conversation. These interactions were fun and meaningful for her because she could use English to communicate her own thoughts and feelings. Her teachers were cheerful and taught her words in the local dialect (Cebuano, locally known as Bisaya), and she would dance together with them in the hallway between classes. She became more interested in Asian countries as possible study abroad destinations, not limiting her prospects to places within the U.S.

Minori's time in the Philippines also allowed her to acquire confidence that she would be able to get by communicating in foreign countries. Back in Japan, she was able to talk in English with a traveler from Korea when asked for directions on the street, reinforcing her sense of accomplishment. She had not had the chance to use English in such a practical way before, so this was a significant experience for her.

At the same time, she still considered herself unable to use English well. She differentiated communicative ability ("コミュニケーション能力") from English proficiency ("英語力"), explaining that she had become able to get used to communicating and talking with people who didn't speak the same language as her, but her English proficiency (presumably in terms of knowledge and accuracy) was not yet at the level she wanted it to be to convey all of the things she wanted to say. She had gained courage, but not so much linguistic competence.

Nonetheless, her initial purpose of experiencing going overseas had been fulfilled. It struck her how actually going to a place gave her a more realistic view than the images portrayed on mass media or social networking services. Before the trip, she had seen many beautiful pictures of the ocean and resort areas, but when she went there, it was more like they were in the middle of a landfill, with people living in poverty right in front of them.

Rather than being disillusioned by this discrepancy, she felt inspired by being able to see how the local people lived their lives. To her, seeing the smiles of the local children were a better representation of life and beauty, and this reality was something she felt she wanted to capture and share with others.

Chapter summary

Creating English summaries of the anecdotes told by the participants helped me develop a general assessment of the students' background and their impressions of the trip to the Philippines. The 14 informants did not have extensive international experience and were looking forward to going to the Philippines to be "immersed" in English, something they could not do in Japan and which they expected would allow them to improve their language skills. Upon returning to Japan, most of them mentioned improvement in their English communication skills. However, their sense of success in acquiring English proficiency was mixed, which they tended to associate with their standardized test scores. Based on this holistic understanding, I proceeded to identify themes in more detail within the interview data.

Chapter 5: Changes in learner perspectives

In this chapter, I describe the themes and codes I identified in the interview data which indicate changes in learner perspectives that occurred as a result of participation in the study abroad program in the Philippines. The themes and codes are listed in Table 7.

Table 7. Interview Data Themes

Changes in feelings and attitudes toward English • Increased self-confidence in using English • Overcoming fear, anxiety, and inhibition toward using English • Increased motivation to learn and use English • Negative affective outcomes
Changes in beliefs related to language and culture • Awareness of cultural and linguistic diversity • Interest in other countries (besides Japan and the Philippines) • Appreciation of own (Japanese) culture • Learning to use English as a means rather than the end • Taking ownership in language learning
Self-perceived improvement of communicative competence • Getting used to communicating in English • Using simple English to communicate • No perceived improvement of communication skills
Self-perceived improvement of linguistic competence • Test-taking skills and test results • Grammar and accuracy while speaking during conversations • Self-perceived improvement of overall English proficiency

In addition to the main themes, there were also outcomes that were not strictly interpreted as gains in language learning but were an important part of the sojourn for particular individuals. These social factors provide support and background for the main themes:

- Friendships among participants

- Motivation to volunteer overseas
- Study skills
- Overall self-confidence
- Media awareness

The themes and related factors represent self-perceived changes across the group of 14 informants as a whole. I did not ask all participants about each category explicitly, so not all informants talked about all themes. Some overlap and contradiction occur among the themes, which have been left intact to represent the complexity of the findings.

The naming of the themes and codes were influenced by my ongoing interpretation of the case in linguistic and pedagogical terms. Initially, I found that lower inhibition (Arnold & Brown, 1999; Brown, 2014) toward using English featured prominently in the interviews. This led me to pay attention to any similar and contradictory affective changes students reported. We also talked about why their feelings toward English might have changed, which revealed their underlying assumptions and beliefs (Amuzie & Winke, 2009). Furthermore, the participants talked about communication in English and test-taking proficiency in distinct ways, creating the need to account for each aspect of English separately. I regarded this distinction to be similar to that of communicative and linguistic competence (Brown, 2014; originally by Hymes, 1972) as well as the notion of basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 2008). These terms were adapted to represent the findings unique to this case. Overall, the changes observed concerned affect, beliefs, and perceived improvement or lack of improvement in skills, rather than development of social identities. Hence, they were collectively interpreted as changes in learner perspectives.

Changes in feelings and attitudes toward English

The first theme, “Changes in feelings and attitudes toward English,” refers to the affective changes reported by informants regarding their learning of the target language. These were mostly positive, and they contributed to students’ success in acquiring English communication skills through the program. Although some students talked about having increased overall confidence, students tended to discuss more about being able to overcome their negative feelings toward English, such as inhibition and fear, rather than being able to build solid confidence regarding their English skills. In a couple of instances, students explained how their experiences increased their motivation to learn and use English. A few students also talked about there being negative or no changes to their stance toward English. In these instances, they either already felt comfortable enough using English to begin with and had no further perceived improvement, or they were unsuccessful in overcoming their negative feelings toward using English by participating in the program.

Increased self-confidence in using English

Kasumi and Mizuki talked about overall improvement in their English skills and self-confidence. Kasumi talked about feeling more confident as a result of the trip, especially as she represented her team members in a friendly match with a Korean yacht team later that summer. She had been able to gradually get used to talking with her teachers every day during the program, overcome her feelings of inhibition toward speaking in English, start to pay attention to accuracy while talking, and her TOEIC score had improved. These multiple aspects of perceived achievement led to her all-around confidence in using English as a lingua franca. Mizuki gave a narrative that went beyond her development of confidence regarding her English skills. She was more confident in her social skills in general, having taken the opportunity of participating in the trip as a means to transform her outward personality. While her TOEIC score did not improve, she considered this unimportant for her success in improving her communication skills and confidence.

Rimi, Miyuu, Kana, Hagumi, and Minori discussed feeling more confident about using English for interpersonal communication, but not about their grammar and comprehension skills. Rimi talked about being full of confidence in using English during conversations, while at the same time not being confident in what she described as English ability (“英語力”) or comprehension in English. Miyuu also talked about feeling a bit more confident using English in conversations, but not for grammar. Kana felt more confident about getting by making friends and socializing abroad using short phrases to communicate, which she could do without being good at academic English. Hagumi had increased confidence in her speaking ability after joining the program, although not so much in the other skill areas. Minori, like Kana, said that she could become confident that she would be able to get by using English for day-to-day activities when she went to foreign countries, while at the same time she was *not* confident she could gain English proficiency (“英語力”) for expressing her thoughts in detail.

Taken together, while there were instances where students reported that their confidence increased, it was more common for them to say it became easier for them to use English but not to the extent that they felt confident. In particular, students tended to say they felt better about their communication skills in informal conversations, but not as much regarding their ability to be able to use English proficiently and accurately.

This sense of partial confidence building was also represented among the larger group, as observed in the results of the two questionnaires. Out of 98 respondents, 55 (56%) had answered they disagreed with the statement “I am confident in my English ability.” and 19 (19%) had strongly disagreed after the trip to the Philippines. Before the trip, 64 (62%) out of 104 had answered “Disagree” and 27 (26%) had chosen “Strongly Disagree” to the same statement, suggesting there was some improvement, but not to the extent that they became confident about their English skills.

Overcoming fear, anxiety, and inhibition toward using English

Rather than becoming fully self-confident in English, the majority of informants agreed that they were able to overcome their initial negative feelings toward using English, which included fear, anxiety, and inhibition. In particular, being able to get past their inhibition (抵抗感) toward English was a common theme. Rimi, Kasumi, and Hina talked about having feelings of inhibition toward speaking in English which disappeared by participating in the study trip. Rui also discussed how the biggest takeaway for her was being able to get rid of her inhibition toward speaking in English. Tomoe said that her inhibition toward speaking decreased a little. The issue of overcoming inhibition toward English had also featured prominently in pilot interviews conducted the previous year, so I included an item about this in the post-trip questionnaire to gauge overall impressions. Fifty six out of 98 participants responded with "Agree" and 33 of them answered "Strongly agree" to the statement "I feel less hesitant about using English than before," supporting the interpretation that the sense of overcoming inhibition was a commonly shared sentiment while going on the trip to the Philippines.

Similarly, a common experience for students was feeling nervous having to see and talk with their teachers one-on-one every day at first, which they grew accustomed to over time. For example, Kasumi talked about not being able to talk at first because she was nervous, but then got used to it after seeing the same teachers repeatedly and having casual conversations with them at the beginning of class. Kana shared that she used to have extreme anxiety about going abroad and having to use English to talk to people, which was alleviated by participating in the four-week program. Haruka also felt stressed and nervous at first, but she was able to get used to the situation of communicating with her teachers after the first week. The Filipino teachers I talked to during the program also shared the understanding that Japanese students tend to be nervous and quiet during their first week, but with initial

encouragement, the students get used to their classes after that. In addition, Rimi mentioned that she was able to overcome her anxieties toward grammar through studying IELTS writing in her classes.

Increased motivation to learn and use English

Since the students in this case study were mostly interested in studying abroad to begin with, their motivation to learn and use English was generally high before they joined the program. During their classes, they were put in a situation where they felt pressure to use English as they faced their teachers one-on-one, as they had expected. After coming back, they did not have the same opportunities to use English anymore. As such, significant increases in motivation to continue learning and using English were not frequently mentioned as an outcome of the trip. However, a couple of students talked about how they had heightened motivation to learn and use English as a result of having had positive experiences interacting and communicating in English during the program. Tomoe said that she grew to like English through participation in the trip, and that she had felt more motivated to become able to speak more with the people who had been friendly to her in the Philippines. Miyuu shared how she was able to enjoy listening and talking in English more as she improved her ability to understand and express herself, which led her to actively seek opportunities to listen and use English on her own accord after returning to Japan. In this way, the trip can be seen as serving to reinforce students' motivation to learn and use English, rather than acting as the initial trigger to motivate students.

Negative affective outcomes

Although the affective changes seemed to be positive for most students, there were a few reported instances where students considered the trip not to have had a major impact or to have resulted in negative effects. In Kana's case, she had had a slightly negative stance toward English from the beginning, and her feelings did not change after the trip. Honoka

was not particularly impressed with the program, and although she said she enjoyed the experience enough, she did not think it had an effect on her attitude toward English. Haruka felt her confidence decrease as she experienced repeated unsuccessful attempts to understand her teachers, which heightened her sense of resistance toward using English rather than reducing it. These anecdotes are taken into consideration as exceptions to the general trend among the group, which I found to be that participating in the trip helped learners feel more at ease communicating in English.

Changes in beliefs related to language and culture

There were also instances of insights gained by students related to language and culture. Students' experiences in the specific sociocultural context of the language school in the Philippines led them to redefine their beliefs regarding the local culture, how English is used there, their own sociocultural background, and their habits and awareness as English language learners. In the current case, they came into contact with Filipino teachers who spoke English fluently as a second language, realized they need to take an active role in using English for communication, and became aware of how much they appreciated what they had taken for granted in Japan. These perspectives were formed based on direct interactions with people in the host culture, mostly within the language school. Each student had their own individual experiences regarding these changes, to which I assigned one of five labels: 1) awareness of cultural and linguistic diversity, 2) interest in other countries (besides Japan and the Philippines), 3) appreciation of own (Japanese) culture, 4) learning to use English as a means rather than the end, and 5) taking ownership in language learning. These explanations represent changes in learners' beliefs as a result of studying abroad. They are not meant to be exclusive of one another; rather, they are interconnected. They also help to clarify the reasoning behind the learners' affective changes toward English.

Awareness of cultural and linguistic diversity

Students talked about realizing ways in which the host culture was different from Japan. Miyuu and Rui were surprised by the extent to which their Filipino teachers could speak English fluently while also having a different first language. Seeing that the teachers could also speak languages other than English gave them an awareness of how people can speak multiple languages and use English competently as a second language to communicate across cultures. Hina, who enjoyed sharing with her teachers about how things are in Japan, realized just how radically ways of life are different in the Philippines when she had to explain basic things she had taken for granted, such as how the weather changes during the four seasons. Honoka talked about negative impressions she had of the Philippines, including children on the streets asking her for money, the food not being what she preferred, and being bothered by having to carry around toilet paper, unlike in Japan. In contrast, Haruka had positive feelings regarding the run-down feel of the neighborhoods. While each student interpreted the differences between the local culture and what they were used to in their own way, these realizations show how the learning context was new to them in terms of food, safety, and linguistic diversity.

Interest in other countries (besides Japan and the Philippines)

For some students, coming into contact with Filipino culture through interactions with their teachers led to heightened interest in further exploring other contexts and cultures, beyond the Philippines. Rui explained how seeing her teachers speak English as a second language inspired her to want to study languages other than English too. Misato talked about becoming interested in studying abroad in European and Asian countries besides the ones she had been thinking about before. Minori also said it was fun for her to interact with her teachers and learn words in the local dialect from them, which led her to become more interested in Asian countries for studying abroad. For these students, going to the Philippines

not only made them more interested in the target culture itself, but opened them up to the possibility of experiencing and learning more about different languages and cultures around the world in general.

Appreciation of own (Japanese) culture

By staying in the Philippines, students were exposed to higher risks of theft and food poisoning. Though these were not life-threatening dangers and mostly preventable by following precautions given in information sessions prior to departure, most students would have agreed with Hina about being more comfortable in Japan in regards to safety and food quality. This led to a greater appreciation for them of their standards of living in Japan, after having something to compare it with.

Learning to use English as a means rather than the end

Some students described explicitly how they became able to think of English as a means to communicate or achieve something, rather than working toward mastering English as a goal in and of itself. For Misato, improving her pronunciation used to be crucial, but through her time in the Philippines, she was able to shift her priorities toward becoming able to communicate her ideas. Miyuu also realized this as she saw that her teachers used English as a second language and that they had learned it not because they were born with it but to use it to communicate. Rui initially thought that having good English was enough for her, but as she participated in the program, she started to think beyond that and about what she might be able to do using English after graduating from university. These perspectives show that as learners made progress acquiring communication skills during the program, they could reconsider the role of English as something to be actually used (e.g., for communication or a career), rather than it being the ultimate goal.

Taking ownership in language learning

Similarly, the following two anecdotes highlight how learners developed their awareness toward learning. Miyuu found that she needed to seek opportunities to listen to and use English, or else they wouldn't happen; she continued to make a habit of this behavior after returning from the Philippines. Minori also understood that she needed to act on her own accord to make the progress she desired in learning English, while expressing a sense of regret for noticing only at the end of the trip and not sooner.

Self-perceived improvement of communicative competence

Improvement, or not, of communication skills was of general concern among participants. Most informants reported the trip helped them get used to communicating in English through repeated practice, with a few exceptions. Informants tended to separate their gains in what they called communication skills (コミュニケーション能力) as opposed to English language proficiency (英語力). For the purposes of this study, I have labeled the former as "communicative competence" and the latter as "linguistic competence" reflecting my own assumption that both are related to students' gains in English learning. However, some students defined communication skills as though they were a separate set of skills, not a part of, their English proficiency. Self-assessments of improvement in linguistic competence, or what students referred to as English ability (英語力), are discussed in the subsequent section.

Getting used to communicating in English

In accordance with how students generally felt they could become less nervous and inhibited about talking one-on-one with their teachers (described earlier in "Changes in feelings and attitudes toward English"), most informants agreed they were able to improve their English communication skills, as reflected in the results of the post-trip questionnaire. Ninety-seven out of 98 informants chose "Agree" or "Strongly agree" to the statement "I was

able to improve my English communication skills," which was a positive outcome that was more prominent than responses to statements regarding their overall English ability, test-taking skills, hesitation toward English, or confidence.

According to the interviewees, a significant takeaway from their experience was that they could learn "communication skills," which they defined as using any means possible to communicate spontaneously with people they could not use Japanese with, including gestures and actions, not only English words and phrases. This was *not* equated with sophisticated speech or perfect grammar, but it meant that they could begin to express themselves in some way rather than staying silent. For instance, Miyuu discussed how her conversation skills in English had improved through the trip, allowing her to convey her ideas more easily without focusing on grammatical accuracy. Hagumi also talked about how she felt she didn't have to pause for as long to think of something to say in English as much as she used to, even though she wasn't using correct grammar. Misato described becoming able to use English naturally and intuitively during conversations, which was different from the way she had studied it as a school subject in Japan. Kana, Hina, Mizuki, Tsugumi, and Minori reported similar experiences of perceived improvement in their communicative skills during their interviews, reflecting an overall consensus that the intensive schedule of meeting with their teachers one-on-one, all day, and every day allowed them to develop competence in talking and communicating with non-Japanese people.

Using simple English to communicate

One strategy students learned to use in order to communicate in English was by using simple words, rather than worrying about coming up with more difficult language that accurately expressed what they might have said in Japanese. Hina described this in detail during her interview, explaining that she realized it was more important to communicate *something* in simple language rather than being unsuccessful at coming up with accurate

translations of what she was thinking in Japanese. Kana also found that she could communicate ideas by using short phrases. Success in using this strategy contributed to students' sense of achievement in acquiring communication skills (described in the previous subsection, "Getting used to communication in English") as well as their shift in prioritizing communication over grammatical accuracy and pronunciation (see "Learning to use English as a means rather than the end" in "Changes in beliefs related to language and culture").

No perceived improvement of communication skills

Two informants had negative assessments regarding their improvement in communication skills, each for different reasons. Honoka had talked about wanting to improve her conversation skills, but came back with the impression that one month was not enough to improve to begin with. Although it was not clear exactly what was not as she might have expected, she said that she did not think her conversation skills or attitude toward English had changed. Haruka shared that although she was able to get used to the situation of having to communicate, she often couldn't understand her teachers even after asking them to say things again repeatedly, which made her feel unsuccessful. In Honoka's case, it may have been that her previous experiences going to the U.S. and studying English were more positive for her than going to the Philippines, which detracted from her sense of progress. For both Honoka and Haruka, it seemed that they did not have the same level of rapport with their teachers as other informants who described their teachers as being very friendly and the informal conversations during class as "fun," though I could not determine the precise differences among dynamics between particular students and teachers in these cases.

Summary of perceptions toward communicative competence

Students predominantly reported they were able to improve their communication skills, which was not necessarily the same as solid "English" skills or ability. Talking with their teachers was enjoyable, and they made repeated efforts to communicate using English,

gestures, and whatever means possible, which allowed them to develop their communication skills. An exemplary strategy students acquired through this process was to use simple words that they already knew and came easily to them to convey the gist of what they wanted to say, rather than worrying about using correct grammar or trying to express exactly what they would have if it was in Japanese. These skills and strategies are interconnected with how some of them were able to shift their attitudes and beliefs toward English. Because they were able to extensively practice communicating with their teachers, they felt they were able to improve their communication skills (i.e., communicative competence), which allowed them to feel less anxious and inhibited (i.e., affect, or feelings and attitudes), as well as shift their focus to using English to communicate with the person in front of them rather than worrying about having perfect grammar (i.e., beliefs).

Self-perceived improvement of linguistic competence

Students talked about "English proficiency" (英語力) as a different kind of competence from spontaneous interactions in conversation. Generally, this was discussed as an academic skill assessed by means of a standardized test score and something they were either better at, or not, compared to other Japanese students. Their level of such measurable English proficiency affected their chances of studying abroad at the destination of their choice, graduating, and success in job hunting. For the purposes of this analysis, I categorized students' notions of what they called "English proficiency" or "English ability" as "linguistic competence," as opposed to "communicative competence." Their overall sense of success in this regard was not as certain as with the communicative aspect of their learning, despite it having been one of the main purposes of going on the trip.

Test-taking skills and test results

The clearest form of progress for students was in their TOEIC score results, since they could see it as a number and compare it with their previous score as well as assess where they

placed among other test-takers. They had also spent many hours during the four-week program studying for this particular test and taking practice tests, so naturally it was the most highly-regarded indicator of their learning. While some students saw their TOEIC score increase by 100 or more, others found their score from the test after the trip was actually lower than before. Interviews yielded various thoughts regarding their improvement in test-taking skills and why their TOEIC score had, or had not, improved.

Students whose TOEIC score did increase attributed this progress to either their repeated interactions using English with their teachers during the program (Tomoe, Tsugumi) or the drills and practice tests they worked on every day (Rui, Haruka), or both (Kasumi). By getting used to listening and communicating in English as well as gaining experience in taking the test, they were more easily able to respond to questions and improve their performance. Minori spoke for participants who were in the IELTS course in that although she could not draw comparisons as she had not taken the test beforehand, she could develop a basic understanding of items on the IELTS, which prepared her for the exam after returning to Japan.

Hagumi, Mizuki, and Minori did not see improvement in their TOEIC scores after the trip, for which each of them developed their own interpretation. Mizuki was confident her English skills improved, adding that being able to communicate using English was most important. She came to the conclusion that the TOEIC did not accurately measure communicative ability, and therefore did not reflect her progress. In contrast, Minori attributed her results to not having taken enough action herself. Reflecting on her experience, she thought that she needed to take more responsibility over her learning to improve. Hagumi thought that the way classes at the language school were taught did not develop her reading and grammar skills enough. Although she could improve her speaking skills through

conversation, this did not give her sufficient training in becoming able to use English accurately, since she didn't pay much attention to grammar when speaking.

Grammar and accuracy while speaking during conversations

There were both positive and negative points of view regarding whether learners' classes helped them improve linguistic accuracy in their English speaking. Kasumi became able to self-correct her speech as she got used to talking during her classes. While she didn't pay attention to grammar at first, she was able to become more aware over time. On the other hand, Tomoe thought her speaking ability did not significantly improve, as she didn't talk in full sentences. Rui also did not think she paid a lot of attention to grammar when she was speaking. Although she became able to communicate without being hesitant, this was not the same as being able to improve her speaking skills. She could improve her grammar in spoken English slightly through her Callan classes, which helped her form the habit of using complete sentences rather than words or phrases. Overall, students tended to discuss "speaking ability" in the same way that they differentiated communication skills from linguistic competence. Their communication skills were something they improved by talking with their teachers every day, but this did not automatically improve their "speaking ability" or "speaking skills," which they thought of, for the most part, as being able to use grammatically correct sentences to express complex ideas fluently and spontaneously. The trip to the Philippines was less effective in improving students' perceived linguistic competence in speaking than it was in helping them overcome their affective hurdles toward communicating with non-Japanese people.

Self-perceived improvement of overall English proficiency

As already discussed, students tended to differentiate their progress in developing linguistic competence from improvement in their communicative competence. For example, Miyuu, Hina, and Minori all stated clearly that while their conversational and communicative

skills had improved, their linguistic proficiency hadn't as much. In these cases, "English" was considered to be primarily an academic achievement.

On the other hand, some students thought that they had either improved or failed to improve overall, in a way that encompassed both their communication skills and English language proficiency. Mizuki regarded her communicative skills to be most important for English learning, and she felt successful holistically. Tsugumi also thought that she was able to improve her overall competence through her classes, including both her communicative and linguistic skills. Honoka valued meaningful communication with her teachers, but she felt that not all of her classes were effective for her learning, resulting in her not being able to make progress in her level of English proficiency. The extent to which communicative and linguistic competence were perceived to be interrelated was stronger for these particular students.

Summary of perceptions toward linguistic competence

Intuitively, learning a foreign language would mean developing communicative competence in that language, but that was not necessarily the case for the learners in this study who considered linguistic competence in English as a necessary and measurable skill that influenced their academic and career options. While there were a few students who experienced overall development concerning both their communicative and language ability, this came up as exceptional in the interviews. More common was a narrative of perceiving their linguistic outcomes as separate from their success in achieving interpersonal communication skills in English. Extensive practice for the TOEIC exam (and IELTS, for students who opted for the IELTS course) resulted in the majority of students being able to raise their scores to some extent, and also led to disappointment among those whose scores did not change or came out lower than before. Aside from their in-depth training of test-taking skills, students generally considered their classes less successful in developing their

linguistic competence compared to their acquisition of communicative competence in English.

Social factors

Program participants shared a social context unique to the language school which affected their overall experience. These social factors go beyond the scope of language learning in study abroad, but they have been included to account for the characteristics of the learning context from the learners' point of view, assuming this might not be obvious to those unfamiliar with this type of program. Students spent most of their time within the language school, which contained not only classrooms but also dorms, a cafeteria area, a pool, a gym, and a small private beach. Their socializing in this setting was restricted to fellow students, and their interactions with members of the local community was mainly with their teachers and the school staff. Students were also allowed to walk to a supermarket and nearby restaurants in their free time and go on organized shopping trips to the mall on weekends, giving them a chance to have brief encounters with shopkeepers; otherwise, there weren't notable opportunities to build social relationships with people in the local community. An exception was an optional weekend activity where students visited an NGO and spent time getting to know children from poor families who received financial support for their education. Students who joined this activity mentioned it made them want to take part in efforts related to international cooperation in the future. The nature of the interactions with teachers and others residing in the local area was seen as temporary. While these experiences gave informants a new outlook on how they perceived the world, it did not have a major effect on how they identified themselves as visitors from Japan staying in the Philippines for only a short time to study English. They were constantly in the company of other students and faculty from the university they were affiliated with, and there was no perceived need to forge sustained social relationships with people outside of this protected community.

Friendships among participants

Students generally talked about having peer support during the trip as conducive to their learning, and developing friendships with fellow students was considered to be a positive outcome of staying overseas together for the summer. Rimi explained that the trip enabled her to get to know students from her department that she had not been able to talk with before, and that their friendship continued after returning to Japan. Tsugumi also replied she could strengthen existing relationships with her friends. She also observed, however, that this was different from a reinforcement of positive identity as a department or school, since there were also problems among students who didn't get along. Individuals with shared interests could develop friendships by enjoying social activities together or helping one another through hardships during the program.

Motivation to volunteer overseas

Students were able to sign up for a one-day visit to an NGO in Cebu City if they chose to do so. Participants spent the day playing games and eating lunch with children. There was a lecture about the activities of the NGO in the morning, and at the end children were presented with gifts that would help them with their school work, such as stationery. A couple of informants talked about the impact the field trip had had on them. Hagumi was impressed by how bright and outgoing the children were, and the visit made her want to take part in international cooperation efforts even more than before. Kasumi also was moved by learning firsthand about the activities of the NGO. While it did not affect her career plans of becoming a flight attendant, she felt inspired to be involved in helping others in the world outside of Japan in one way or another. Although this was not a required activity for the larger group, it served as a source of meaningful cultural exchange and experiential learning for students, resulting in social awareness and giving them motivation to engage in volunteer work overseas.

Study skills

Officially, the language school provided a full schedule of classes during the day and also self-study time at night, which was conducive for students to focus on their studies, at least for those who wanted to. Misato described being able to review and self-study as fun, with there being a designated time and space set aside for them each day where they could work on what they wanted and ask questions to the teachers proctoring the self-study time. Not all students sustained their motivation to self-study in the evening until the very end of the program, but the learning environment was intended to encourage students to self-study outside of class to reinforce their academic study skills.

Overall self-confidence

Going to a new place can also be an opportunity to change yourself. While some students talked about being able to build new social relationships with their peers, for Mizuki, it proved to be a chance to reinvent her own outward personality. She had felt shy around other students after entering university, but staying together in the same place with them during the study trip enabled her to break through that shyness and express her thoughts and preferences. She became comfortable and self-confident in asserting herself when talking with her friends and also in approaching new people, including non-Japanese people she talked to in English after coming back to Japan. Mizuki's story was an exception to the norm, but it serves to show that such a self-transformation is possible.

Media awareness

For participants who had not been overseas before, joining the trip to the Philippines was the first time they could see neighborhoods and landscapes outside of Japan for themselves. Minori was surprised at how different the scenery was in real life, compared with the images of beaches and resorts she had seen on the internet beforehand. She learned how such media representations can be altered to manipulate our impressions, and this realization

motivated her to find ways to express a more authentic view of her experience. This anecdote by Minori was unique among the group of interviewees. However, developing an awareness of the discrepancies between media representation and direct observation is a plausible outcome of studying abroad.

Chapter summary

This chapter illustrated findings from the interview data organized by themes. These mainly concerned learners' self-perceptions of changes in affect, beliefs, communicative competence, and linguistic competence as a result of participating in the four-week study abroad program. Social factors were also documented to supplement the main themes. While each outcome needs to be understood within the experience of each individual, there were a number of common tendencies among the group. The majority of students in the study reported they had lower inhibition toward communicating in English and that their communication skills had improved. These students were able to shift their focus from grammatical accuracy to communicating their ideas, without worrying too much about making mistakes. At the same time, this meant that focusing on improving linguistic competence was left behind for some students. Furthermore, having Filipino teachers who spoke English fluently as a second language raised students' awareness of cultural and linguistic diversity, as they could experience how English is used for mutual, intercultural communication rather than as the one and only language of a target culture. Social factors supported the view that students sustained a sense of community among themselves, rather than becoming a member of a local Filipino or other specific international community. These reported experiences exemplify some of the defining characteristics of short-term study abroad in the Filipino context.

Chapter 6: Shifting language ideologies during study abroad

In my final stage of data analysis, I considered the interview data in relation to existing issues in English language education in Japan more generally. The themes I identified in the previous chapter suggested there were overall tendencies that the group moved toward a slightly more culturally and linguistically open, communicative, and autonomous stance. In order to situate these changes in a wider discursive context beyond the particular case, I draw on the concept of *language ideologies* (Surtees, 2016; Woolard & Schieffelin, 1994), which are sets of beliefs about language shared by particular cultural communities. I considered the informants in this study to have formed their attitudes and beliefs toward English influenced by language ideologies prevalent in Japanese contexts before studying abroad in the Philippines, an event which triggered change through exposure to discourses that countered the learners' preconceptions. I refer to these changes as "shifts" in language ideologies among the group to signify small but undeniable changes in mindset rather than radical transformations of world views.

The shifts in language ideologies occurred in multiple and overlapping ways. I focus specifically on four shifts in attitudes and beliefs that are potentially relevant for learners accustomed to Japanese monolingualism:

1. Lower inhibition toward English
2. Awareness of cultural difference
3. Using English for spontaneous communication
4. Exercising learner autonomy for learning English

I describe each shift with a summarizing statement and interview quotes.

Shift #1: Lower inhibition toward English

Learners tended to have exceptionally high levels of inhibition toward using English before going to the Philippines, and this was reduced through repeated practice talking with their teachers every day during the trip.

The most intuitive change for the majority of participants in this study was reducing feelings of inhibition toward English. This was reflected in the questionnaire and interview responses collected after the trip. Rui, for example, discussed the way in which she thought her English had improved by participating in the language program:

> The biggest thing was not so much about improving [language] skills, but more about being able to lose my inhibition [toward English]. [Before,] I didn't know how to convert what I wanted to say into simple [English] words, words I was capable of using, in order to express myself. That was maybe the biggest thing.
>
> 技術が上がったっていうよりは、抵抗感をなくせたっていうのが一番大きい。どう言い換えて簡単なことばにして、自分が使えることばにして、伝えればいいのかわからなかったりとか。それが一番大きいですかね。
>
> (Rui, second interview, October 29, 2018 9:00-10:00, Time: 00:32:15)

Kasumi had felt that there were other students in her department whose English pronunciation was much better than hers, which made her lose confidence and think her interlocutors wouldn't understand her speaking in English. However, she didn't have that resistance toward talking in English after going on the trip to the Philippines. This feeling of improvement was reinforced for her when she had a chance to talk in English with people visiting from Korea in her yacht club upon returning to Japan:

> Last weekend, well I'm in the yacht club, we had something like a friendly match with Korean people . . . unlike the other members, I had just been to the Philippines . . . if it was before going [on the trip], I would have been more hesitant and unable to speak, but at that time . . . I was glad to be able to communicate then.

行ったあとになったら、けっこうなんかしゃべることに対する抵抗がなくなって、先週の土日に、あのヨット部なんですけど、韓国人との交流試合みたいなのがあって . . . 他の人より、フィリピンに行ってたっていうのがあって . . . 行く前だったらもっともじもじしてしゃべれなかったけど、その時はけっこう . . . コミュニケーションが取れてよかったなって思いました。

(Kasumi, second interview, October 30, 2018 13:00-14:00, Time: 00:06:50)

Hina felt that she was able to get used to listening and speaking in English through the program and reduce the amount of time she had to think before saying anything. Compared to her English club peers in other departments who had not gone to the Philippines, she and those who went on the trip to Cebu together didn't get stuck as they had before when they had to talk about conversation topics in English:

We had been talking so much in the Philippines for a month so we'd gotten used to it, right? But like the other students would get kind of stuck, I mean we get stuck too, but the way they get stuck is not like "oh, wait hold on, uuuh," it's like they just simply have inhibition [toward talking in English]. So in that sense, the inhibition I had isn't there anymore, and I'm glad because there's less of a hurdle for me now [to use English].

自分らもう 1 ヵ月フィリピンで話しまくってるからもうなんともないじゃないですか。やけど他の子とかは、ちょっと詰まったりとかしてるから、自分らもつまるんですけど、こうなんか詰まり方が、あ、待ってこれ、えーっと、みたいな感じじゃなくて、普通にただ単に、抵抗があるみたいな詰まり方してるんですよ。だからそういう意味では、抵抗がなくなったっていうか、ハードルが低くなったと感じるようになったんでよかったかなって。

(Hina, second interview, October 30, 2018 14:30-16:00, Time: 00:46:05)

A plausible explanation for this outcome is that it is common in Japan for students to have built up a high wall of inhibition, or a sense of resistance, toward using English by having grown up in a linguistic milieu that is Japanese dominant (King, 2013). While they had come into contact with English during their classes in school, studying English as a school subject had not given them enough opportunities to use English to express themselves. In the program in the Philippines, students were able to come out of their shell of inhibition as they repeatedly faced one-on-one talk time with their teachers. Overcoming this psychological barrier was a significant takeaway for these students. It enabled them to have conversations in English more easily, which had been a more daunting task for them before. In this way, the short-term study abroad trip to the Philippines was effective for this group of students to the extent that they had not already had other opportunities to get used to interacting using English with non-Japanese people.

Shift #2: Awareness of cultural difference

Through positive social interaction with their teachers, students became aware of differences between their own cultural assumptions and of others. In some instances, they became further interested in directly experiencing different cultures beyond the Philippines and countries they were previously interested in.

Using English to communicate with the teachers not only required adaptation to English formulaic expressions and sounds; it also required acceptance of linguistic and cultural differences they had not previously considered. For example, Miyuu and Rui were surprised at the extent to which Filipino teachers could speak English fluently while also being speakers of other local languages:

> I've thought that it is really difficult to learn a language, especially if I'm not a native speaker, and [English] isn't used at all in Japan . . . in the Philippines, people talk with

each other in Filipino languages or Cebuano, and seeing that, I was impressed because until then, I hadn't thought it was possible to really acquire English [as a foreign language] . . . There were [Filipino] teachers who said they learn by taking note of useful expressions they find from videos, talking with people older than them, or using it for business . . . the teachers themselves aren't native speakers either.

ことばを身につけるのってめっちゃ難しいなって思って、しかもネイティブじゃないし、日本では全然使わないから . . . フィリピンの人達は、仲間でしゃべる時は、フィリピン語とかセブアノ語だったから、それ見て本当に、英語って身につけられるんだーって思いました . . . 動画とか、年上とか、ビジネスとかでしゃべってる時に、この表現いいなって思ったらメモって覚えるようにしてるっていう先生もいて . . . 先生達も自分はネイティブじゃないから。

(Miyuu, second interview, October 22, 2018 9:00-10:00, Time: 00:30:05)

At first, I was thinking well, this isn't really an English-speaking country. But I found that even though it wasn't their [Filipinos'] native language, the extent to which they could speak English is remarkable. It was a good experience because the teachers were friendly and fun.

最初はやっぱり、英語圏じゃないなー、という風に思ってたんですけど、母国語じゃないのに、ここまで英語しゃべれるようになれるんだなっていうのもわかったし、フレンドリーな先生方の感じとかもすごい楽しくて、いい経験になりました。

(Rui, second interview, October 29, 2018 9:00-10:00, Time: 00:06:50)

> The teachers in the Philippines can speak multiple languages, like their local language in addition to their country's native language, right? So rather than sticking just to English, well of course I should become able to use English first, but it made me rethink and want to learn other things too. I had already been wanting to go to Germany to study abroad, but . . . I came to think I want to study German more seriously.
>
> フィリピンの先生方って母国語プラス地元のことばとか、色々話せるじゃないですか。だから、英語だけにこだわるのも、もちろん英語できてから言えって話なんですけど、他のこともやっぱりやってみたいなと思って、最初に留学先ドイツに行きたいって言ってたのが . . . ちゃんとドイツ語勉強したいなっていう風に思うようになりました。
>
> (Rui, second interview, October 29, 2018 9:00-10:00, Time: 00:15:07)

These students would probably not have been surprised that their Filipino teachers could speak English as well as non-"native" speakers if it were customary to use English for intercultural communication in Japan. Since the status quo in Japan is *not* to be fluent in English or any other language besides Japanese, they had not expected their teachers to be able to use English in addition to other multiple languages. Going to the Philippines led students to understand that it was not only people from Anglophone countries who used English fluently, and this encouraged them to acquire a more plurilinguistic outlook.

Cultural differences between Japan and the Philippines also made students aware that things they had previously taken for granted, such as familiar foods, standards of hygiene, fashion, politics, and holidays, were not always universal. When talking with their Filipino teachers, students could not assume their interlocutors had the same cultural assumptions, so

they had to think about and explain how each thing was different. One illustrative example is Hina's experience talking about the climate in Japan:

> The people over in the Philippines seemed to know that there are four seasons [in Japan], and before, I had thought that if they know that much, they would know everything about it. But then they were like, what's it like in spring? Is it hot? It is cold? So from there, since there's a white board, in the booth or like each classroom, I'd write out the four seasons, and say something like spring and fall move from cold to hot, or hot to cold, so they're warm or maybe cool, but summer is hot. And winter is cold. And sometimes it snows. It was pretty fun for me to explain the basics of things like that. Then the teacher might be thinking we'd better get back to the class material, but I wanted to talk more, so I'd add even more details, like how the autumn leaves are pretty. They already had an idea about the cherry blossoms, so I'd tell them all about how in Okinawa and in the south and the north [of Japan] the timing [of the flowers coming into bloom] is different, and so many things.
>
> 今まで、四季があるっていうのは、向こうの人達は一応知ってるのは知ってるから、知っとるんだったらもう全て知っとるんだろうなって思ってたんですよ。じゃけどなんか春はどんな感じなん？みたいな。暑いの、寒いの？みたいな。そっから始まって、ホワイトボードあるから、ブースっていうか、一つの教室に、春夏秋冬って書いて、春と秋は、cold から hot に移行したり、hot から cold に行く時だから、warm か、cool ぐらいやけど、夏は hot で、みたいな。冬 cold でみたいな。で、雪も降るよ、とか言ったり。そういう基本的なことから言うのもけっこう楽しくて。でまたそこで、先生がちょっと授業に戻りたそうにしてるのに、自分が話したいけ、さらになんか

色々、紅葉きれいだよとか。桜は大体知ってたから、桜もなんか、沖縄の方と、南の方と北のほうで時期が違うとか、すごい色々。

(Hina, second interview, October 30, 2018 14:30-16:00, Time: 01:04:18)

In Hina's case, she enjoyed sharing such details about Japan to her teachers so much that it made her realize how much she actually did like Japan:

They told me that I must really like Japan a lot, and until then, I hadn't thought about it that way. I like talking with people, and I've wanted to work in Japan rather than work overseas, interacting with foreigners while being in Japan. But thinking about it after having been told that [by my teachers], I came to realize I really do genuinely like Japan.

あなた本当に日本のこと好きなんだねって言われたから、そういう意味でも、今までそうやって思ったことなかったんですよ。普通に人と話すのが好きだし、外国で働くよりは日本で働きたいけ、日本におりながら外国人と接することができるのがいいなって思ってたけど、そうやって言われて考えてみたら確かに純粋に日本とかが好きだなぁって思って。

(Hina, second interview, October 30, 2018 14:30-16:00, Time: 01:03:40)

The overall response to experienced cultural differences varied, with some informants giving more positive or negative accounts over others. In each case, however, placed in a new cultural environment, students inevitably formed a more heightened awareness of the boundaries of their own culture in contrast to others through their time in the Philippines.

In addition, for some students, the positive social interactions they had with their Filipino teachers inspired them to become more open to traveling to other places, as in the anecdotes shared by Misato and Minori:

Before going to the Philippines, I'd said that I was interested in the [education] system in Denmark, but when I went to the Philippines, I was able to learn a bit about the real life circumstances in the Philippines. Even if I don't decide in advance where I want to go, I can probably learn something that I didn't know in any country. So I don't have quite as strong a preference for Denmark anymore like before. If I have the chance, I'd like to go to Asian countries, but I'm also a little curious about Europe, and like that, I'm not as exclusively focused on specific countries anymore regarding my preference for where to study abroad.

フィリピン行く前は、デンマークの制度とかに興味があってって言ってたけど、フィリピンに行ってみたら、フィリピンの現状とかをちょっと知れて、別にここに行きたいって決めなくても、どこの国でも多分、知らなかったことは知れるから、今はそんなにめちゃくちゃデンマークみたいな希望はなくなってて、折角ならアジアも行ってみたいし、でもヨーロッパもちょっと気になるし、みたいな感じで、けっこう限定的ではなくなりました、希望の留学先が。

(Misato, second interview, October 9, 2018 14:30-15:30, Time: 00:06:30)

The teachers [in the Philippines] were really uplifting. I had them teach me all kinds of words in the local dialect used in Cebu, and when I used them, they were really happy about it. Then I was really happy to see their happy faces. We would also dance together. I loved those times . . . I think it was after going to the Philippines that I thought Asia is good too. Until then, I had thought I wanted to go to the U.S. to study abroad, but now I came to think Asian countries are really interesting too.

先生達がすごい明るくて、自分がセブの現地のことばを色々教えてもらって、それを使ってたら、すごい喜んでくれて、その喜んだ顔がすごいうれしくて、一緒に踊ったりとかして、その時間が好きで . . . アジアもいいなって思ったのはフィリピンに行ってからだと思います。今まで留学はアメリカに行きたいとかって思ってたんですけど、アジア圏もなかなかおもしろいなって思った。

(Minori, second interview, December 10, 2018 9:00-10:00, Time: 00:17:06)

This finding reflects how students were accustomed to the monolingual and monocultural social climate prevalent in Japan and how they found themselves in a situation that countered that during the study abroad program. As with the other findings, the short-term trip was effective to the extent that learners had not already had the chance to interact closely with others from different cultural backgrounds.

By experiencing how different things were in the Philippines from what they were used to in Japan and also from what they could have expected from images from the media or hearsay, students understood the value of actually going somewhere and interacting directly with people from different cultural backgrounds. As a result, they became more interested in going to different countries, not just the ones they already had preconceived ideas about.

Shift #3: Using English for spontaneous communication

Students realized how English can be used for spontaneous communication, rather than something they had to study hard and master before they could start to use it in a casual conversation.

Part of the reason why many of the students in this study felt more at ease communicating in English after going to the Philippines seemed to be related to the realization that they didn't need to achieve perfect grammar and pronunciation in order to use

it in conversation. Rather than waiting to reach the unattainable goal of mastery, or "native-"like accuracy and fluency, they got used to communicating basic ideas using the words and phrases they already knew. Hina explains this process in detail:

> At first, I could only really just listen. I'd thought I should start by focusing and making an effort to understand. When the teacher asked me something, I couldn't readily say what I wanted to say, so I'd answer after thinking really hard, or just not know what to say. I think I remember the teacher telling me at the beginning that I was shy. But then I could get used to speaking and listening over time and I felt that I was able to improve . . . I changed the way I think, not being like "Wait, how do you say this word?" and taking a really long time to think about it, but more like "I want to convey this idea. How can I communicate that?" . . . If it was a difficult vocabulary word, I wouldn't know it, and I would definitely not be able to remember, but before, I would have been thinking for a long time about how I could say that. But then I realized that if I made even just a little effort to talk, the teacher would understand, and that was enough. So since then, rather than trying to directly translate the Japanese I wanted to convey, I would just say something, then add more explanation, and if the teacher could see that I wanted to say something similar, that was okay . . . I began to take care to say something and take it from there, even if it is in simple phrases, instead of thinking really hard before saying something.
>
> 最初は、本当とりあえず聞くことしかできなかったんですよ。ひたすら、とりあえずがんばって理解しようと思って。何か聞かれても、言いたいことをすぐこうしゃべれないから、めっちゃ考えて言ったりとか、わかんなかったりとかして。確かに最初なんか言われたんですよね、その先生に普通に、shyだねみたいなことを言われたけど、やっぱこう、慣れってあるじゃないです

か、じゃけ、そのスピーキングとか、リスニングとかいう面では、やっぱり伸びは普通に実感はできてましたね . . . すごい、あ、待って、この単語なんていうんだっけ？っていうのをずっと考えるんじゃなくて、これを伝えたいけど、どういう言い方すれば伝わるかな？っていう考え方になりました . . . 絶対なんか難しい語彙ってわかんない、覚えてないと絶対でてこないから。前はそれを、待って、これどうやって言うんやろ、みたいな、ずっと考えてたんですよ。じゃけどなんか、ちょっとでもこれでがんばって話してたら伝わるから、あ、これって伝わればいいんじゃない？みたいになって、そこでなんか自分が、日本語で言いたいことをそのまま訳すんじゃなくて、とりあえず言って、説明とか加えて、そういうことが言いたかったのねっていう風に伝わればいいんじゃないっていう思考回路になりました . . . 考え込んで言うんじゃなくて、とりあえず言う中で、簡単な文でも、言おうっていうのを心がけるようになった。

(Hina, second interview, October 30, 2018 14:30-16:00, Time: 00:42:30)

Similarly, Misato talked about how her idea of English shifted to something that could be used for real life communication, rather than a school subject to be studied:

Up until high school, we translated English to understand it and answer questions, like we read something, memorized it and had to come up with the answer to questions, but in the Philippines we had conversations and it wasn't like we tried to understand every single word that was written down. There was something we wanted to say and it would be like, oh yeah I get it, that's what I mean, and I could really use English intuitively, as a tool. So now when I read English, I can catch the contents of it and

what it's trying to say rather than translating it, and that was I think the biggest thing. I think the key point was I could speak naturally with the teacher and have a conversation outside of class.

高校までだと英語を訳して内容わかって問題解くみたいな、読んで覚えて解くみたいな感じだったんですけど、フィリピンに行って会話することで一字一句文章理解とかじゃなくて、言いたいこと、ああこういうことなんだ、こういうことだねー、みたいな、本当に英語をツールとして感覚的に使えるようになって、だから英文読むときも、訳すというよりは内容がわかる、伝えたいことをキャッチするみたいな感覚になれて、それが一番大きかったかなと思ったので。スピーキング、先生とふつうの、授業じゃなくても会話することがキーポイントだったかなって思いました。

(Misato, second interview, October 9, 2018 14:30-15:30, Time: 00:13:00)

Misato further discussed how her goals for improving her English pronunciation changed to that of communicating successfully:

Talking in English, my pronunciation is ugly but that's not a problem, well maybe it's a problem, but not the main problem. I feel sure about that now. I don't worry about it. I don't feel hesitant anymore. . . . [When I was staying in Canada,] I felt something like I wanted to be able to speak beautifully. Like I wanted to improve my pronunciation. It's good to improve that, but the most important thing is to communicate, not to have beautiful pronunciation of English. Communicating is the first and foremost goal, and improving pronunciation is for making it easier to reach that goal. I think my priorities shifted a little.

英語で会話するとか、発音が汚いけど別にそれは、問題って言っちゃ問題だけど、そこが問題じゃないみたいな、本当に納得ってか、そうだねみたいな感じで、引っかからなくなりました。躊躇しない感じにはなりました。...（英語圏にいた時は、）きれいにしゃべりたいみたいなのはありました。発音を良くしたいみたいな。良くするのはいいことだけど、一番最初に重要なのは伝えることだから、英語の発音をきれいにすることが目的じゃなくて、伝えることがまず第一の目的で、伝えるために発音をきれいにして伝わりやすくするみたいな、重点がちょっと変わった気がします。

(Misato, second interview, October 9, 2018 14:30-15:30, Time: 00:15:30)

These shifts in thinking about English as a means of spontaneous communication were common among the group, though expressed in different ways. Miyuu and Rui shared similar notions:

I couldn't speak, but if I didn't try to communicate my ideas, we couldn't have a conversation at all. If I said that it's impossible, I can't say it, and didn't say anything, my teachers couldn't pick up anything I was thinking. They told me we can't have a conversation and we can't teach you [unless you say something]. They kept telling me, "You are correct so talk more!" and at first I told them "No I can't, I can't." But I came to think that if I said something, they would understand more [of what I'm trying to say], and actually they could look up things on the internet for me, so I needed to say something.

言えんけん、伝えんかったら会話が成り立たないから、これ無理わたし言えないって言ってしゃべらなかったら、先生たちも全然汲み取れんけん、会話ができん、教えられんって言われて、ずっと、『あなたは正しいからもっと

しゃべれ』ってずっと言われて、最初は『いや無理、無理』って言ったけど、言った方が相手もわかるし、逆にネットとか使って調べてくれたりもできるから、言わなきゃって思うようになりました。

(Miyuu, second interview, October 22, 2018 9:00-10:00, Time: 00:19:20)

If it's a sentence from like a textbook, there are neatly structured sentences, like there's a relative pronoun and you modify this part, and so on. But listening to the teachers in the Philippines there were times I thought oh, I just need to say it simple like that. That kind of thing happened every day, so I realized that's what I needed to do. I think I became able to say things in simple but appropriate ways, at least a little bit.

教科書とかの文だと、関係代名詞を使ってここを修飾して、とかいうきれいな文になってるけど、以外とフィリピンの先生とか言ってることを聞いてたら、あ、そうやって簡単に言っちゃえばいいのか、っていうのが、日常的にそういうのが見れて、こうすればいいんだなーっていうのに気づけたから、はい。簡単だけどちゃんとした文で言えるように少しはなれたかなって思います。

(Rui, second interview, October 29, 2018 9:00-10:00, Time: 33:50)

The increased emphasis on communication implies that they were not used to communicating in their English classes back in Japan. The relatively direct, communicative nature of English over Japanese presumably makes the leap to start communicating especially daunting at first. (For perspective, consider Hall's (1977) famous description of high-context vs. low-context cultures, where Japan is placed at the far end of the high-context continuum.) The hesitation to communicate was also linked to the belief that they should wait until they could express their Japanese thoughts in English perfectly, which proved to be impossible. They learned not

to worry so much about finding the perfect translation for their thoughts or using correct grammar and pronunciation, and instead realized the importance of communicating their ideas in any way they could.

The idea that English should be studied and mastered before it is acceptable to use it to communicate (which is an inherently unattainable goal) is still prevalent in Japan, particularly in school settings where English is thought of as a school subject and not particularly useful for actual communicative purposes. For students in particular, the high-stakes university entrance exam system continues to heavily impact the quality of English education in Japan (Allen, 2016). Furthermore, direct interpersonal communication itself is played down in Japanese culture. In Japanese, claiming to have a "communication disorder" (コミュニケーション障害, or コミュ障 for short）in an only mildly self-deprecating way is not unusual, and being able to "read the air" (空気を読む), or go with the flow when things are left unsaid, is considered common sense. In the program in the Philippines, students were in a situation where the teachers repeatedly asked them encouragingly but persistently for their response and personal opinions, unlike when they were in Japan. Sitting there reticently ceased to be an option for them, and they had to adapt to communicating spontaneously using English in a limited way, even if they could not convey everything they would have expressed if they were talking in Japanese.

Shift #4: Exercising learner autonomy for learning English

Just going on the trip was insufficient for improving the test scores they needed back home. This led some students to realize that they need to take initiative in order to improve their language proficiency.

Students generally expected their TOEIC score results to improve after participating in the study abroad program, since after all, that was the official purpose of the trip. The actual outcome, however, was mixed. For some students, their score did not go up, and they

were disappointed. They had hoped that by going to the Philippines and studying for the test for many hours and taking practice tests each week, their efforts would have been rewarded. Part of this disappointment was due to the expectation that by joining the program, they would automatically be able to improve their language proficiency. Minori was especially disappointed with her TOEIC score results, which had dropped after returning from the trip. She admitted that she had too high of an expectation toward simply going there and letting her English learning happen automatically:

> I had high expectations for the Philippines . . . but I thought in the end, it's up to me. Like I can't leave it to others. Ultimately, I receive support but ultimately it's up to me.
>
> フィリピンに、けっこう期待してたんで . . . もっと、結局自分なんだろうなって思って。任せたらだめっていうか。結局、サポートもしてもらうけど結局は自分なんだなって思いました。
>
> (Minori, second interview, December 10, 2018 9:00-10:00, Time: 00:06:20)
>
> I'd thought that by going, I would improve, and my seniors had also said that if I went to the Philippines, it would be all right . . . so I went there, and I think I was satisfied with just that. I arrived there and thought, "I'm here, I'm here." It had seemed like that was enough, and before I knew it four weeks had past, and it was like hmm, I haven't improved.
>
> 行ったら伸びるって思ってたし、先輩達も、フィリピンに行ったら大丈夫みたいな感じだったから、 . . . 行って、満足しちゃったんですよね多分。現地着いて、あ、来た来た。って思って満足して、気づいたら 4 週間経ってて、あれ伸びてないみたいな。
>
> (Minori, second interview, December 10, 2018 9:00-10:00, Time: 00:38:00)

Contrary to Minori's initial expectation, simply attending classes and memorizing vocabulary lists was insufficient for acquiring proficiency in a target language. Her sense of failure led her to understand that learner autonomy is crucial. Not all students seemed to realize this, even after participating in the study abroad program. There was a commonly circulated belief that test scores increase by going to the Philippines as part of the group, without taking ownership of their own learning.

While learner-centered approaches to language teaching, as opposed to teacher-centered instruction, started to become popular in North America in the 1970s (Brown, 2014), passive stances toward learning are prevalent in Japan even today. Students learn to expect teacher-centered instruction in their classes especially when they are preparing for university entrance examinations toward the end of high school. In the context of the university in this study, I have personally experienced students responding to groupwork activities in English language classes as being uncommon, suggesting learner-centered practices are not the norm. It is not surprising, then, that there were students accustomed to passive educational practices and that these students did not perceive an imminent need to exercise their autonomy as learners by default.

In Miyuu's case, she had an epiphany about having to take ownership of her learning in the midst of the trip, which helped her get the most out of her time there, and also pushed her learner autonomy after returning to Japan:

> I thought I need to find the opportunities and time myself to use [English], to choose them by myself and put them within my reach. I need to make sure to take the opportunities myself, or else my English won't improve. It hit me that I won't become able to use English if I don't. Before I went [on the trip to the Philippines], I had always thought things would sort themselves out, but when I went overseas, I really thought I needed to do something or else nothing would happen. If I hadn't been

looking up videos to watch or studying by myself when I went to the Philippines, I would probably have been along those same lines my entire life. I would have kept thinking that things would be all right even if I didn't do anything. Going to the Philippines gave me more opportunities to use English and made me realize I need to study it. Because of the realization that I needed to do something, I started the online [writing course after returning to Japan], and I thought of asking questions to my teachers like "What do you think I should do?" to Professor ○○ (name of English teacher). I thought I wouldn't have done that otherwise.

使う機会とか時間を自分で探したり、自分で選んでちゃんと自分の手元じゃないけど、自分でちゃんとチャンス掴もうとしないと取れないなって。英語力上がったりとか、英語を使えるようにならないなっていうのをすごい実感して。（フィリピンに）行く前は、どうにかなるだろってずっと思ってたんですけど、本当、海外行った時に、どうにかしようとしないとどうにもならん、ってことに気づいて。多分、フィリピンに行った時に、自分動画とか見らんかったり、自分で勉強せんとか、せんかったら多分、ずっと一緒のラインにいたと思うんですよ。どうにかなるってずっと、何もしなくてもどうにかなるって思ってたと思うんですけど、フィリピン行って、英語に触れる機会も増えたし、英語勉強しなきゃっていう機会も増えたから、どうにかしないとどうにもならんみたいなのが、意識の中に生まれたから、（日本に帰ってからも）オンライン（の添削）を始めようと思ったし、先生としゃべろうと思ったし、○○先生に、「どうしたらいいですかね〜」みたいなのも相談しなかったんじゃないかなって思いました。

(Miyuu, second interview, October 22, 2018 9:00-10:00, Time: 00:48:20)

Miyuu and Minori both realized that their skills did not automatically improve and dispelled the myth that language learning was automatic. As for Miyuu, she was able to make adjustments once she was in the learning environment in the Philippines. As these instances suggest, students who had not been accustomed to exercising learner autonomy might benefit from awareness building in this regard before departure to make full use of their limited time in the short-term program.

Chapter summary

The learners in this case study, who were initially predispositioned to accommodate Japanese-dominant language ideologies, changed their attitudes and beliefs to a relatively more plurilinguistic stance. Prior to studying abroad, informants tended to have high inhibition toward English, were not used to interacting with people with different cultural backgrounds, and were content to be reserved in the foreign language classroom. By going to the Philippines and having frequent opportunities to interact with their teachers, they could lower their inhibition, raise awareness toward both their own and other cultures, and adopt ways to communicate in English out of perceived necessity in class. These changes are aptly described as ideological influences, rather than simple gains in proficiency or skills.

Chapter 7: Conclusions

Summary of findings

Through this study, I explored the changes in perspective experienced by participants of a short-term English program in the Philippines. Drawing on multiple data sources, I represented the findings firstly as individual student anecdotes, secondly as themes identified among the anecdotes collectively, and finally as ideological shifts in mindset. The individual stories serve as a reminder that each person is different, and it is not possible to generalize the findings completely. At the same time, there were overall tendencies among the group, as observed in recurring themes. Among these themes, I identified particular shifts in learners' attitudes and beliefs that were significant for countering Japanese monolingual language ideologies, which hinder progress for learning English as an international language in Japan. To summarize, learners lowered their feelings of inhibition toward English, became more aware of cultural differences, and realized they could use English for spontaneous communication through repeated practice facing their teachers in one-on-one classes. These students generally came to differentiate the English they used for interpersonal communication and the English they studied for academic success. While improvement of English communication skills occurred out of necessity during class, acquisition of English language proficiency did not occur automatically. For a couple of the informants, this lack of progress led them to realize the necessity of learner autonomy for language learning. These findings demonstrate the value of the short-term study abroad experience for students beyond the achievement of a standardized test score, which was the only official measurement of language learning success recognized by the university.

Of course, not all the attitudinal and ideological shifts occurred for all participants. It is also possible to hold on to a previously formed set of beliefs. Ironically, those who were concerned primarily with test score outcomes and at the same time felt they did not make

sufficient efforts to study on their own accord were not successful in their English learning by their own standards, even if they thought their communication skills had improved. This limited view of student progress was reinforced by the decision makers in the university department evaluating the effectiveness of the study abroad program. While TOEIC score averages were frequently referred to within the university department as indicators of trip gains, other aspects of learner experiences were not. Focusing only on TOEIC score averages as indicators of success in learning English means that the affective, cultural, and communicative aspects of learner experiences such as those described in this study are potentially overlooked. The extent to which learner autonomy is an issue is also not revealed from test scores alone. A more holistic approach to assessing outcomes is needed to identify and promote the social, cultural, and experiential benefits of study abroad.

Starting with no common language for communication

One major difference between existing studies on language learning during study abroad originating predominantly in North America and the current case study is that the target language was English. While learners from English speaking countries can take for granted that a vast majority of people around the world generally make efforts to learn English, learners *of* English need to acquire basic competence in the target language before being able to communicate anything verbally at a rudimentary level. In the Philippines, learners could not "fall back" on a language they already knew to communicate with their teachers as English L1 speakers might use English in a host country (e.g., Trentman, 2021). Informants talked about feeling pressed to use English in one-on-one classes in order to make basic human connections with the person in front of them, which pushed them to acknowledge any limited forms of English they knew as a practical means of communication. Such learning of the target language might not have taken place if the learners and teachers already had another common or preferred language.

Having no default common language also makes it more daunting to put oneself in the situation of studying overseas. In the current case, this was made less threatening by having Japanese faculty members accompany students. The language school itself was also Japanese-owned. These precautions assisted learners in overcoming the initial hurdle of getting used to communicating in an international language. Japanese speakers may also be accustomed to respecting silence in formal learning situations and need extra encouragement in the beginning to break the ice. Such intricacies need to be acknowledged and addressed in order to understand the specific situation of Japanese learners in the beginning stages of learning English as an L2 in immersion contexts.

Emerging alternatives to English native-speakerist language ideologies

Heightened awareness toward English as a lingua franca observed among interview participants mirrored those discussed in existing case studies situated in pan-European study abroad contexts. In Kaypak and Ortaçtepe (2014), for example, students from Turkey initially had the perception that English is associated mainly with native English-speaking cultures, and they expanded this image to using English as a lingua franca in global contexts through their study abroad experiences to other European countries. The current study also found that students realized English can be used as a lingua franca in Asian contexts, which is significant because preconceived discrepancies between native English-speaking cultures and the learners can seem even greater in a non-Western setting.

A further complication in the acceptance of ELF in Asian contexts is that there exists a romanticization of foreignness, especially toward the West, which is negotiated during the study abroad experience. Learners who have spent all or most of their time growing up in Japan often develop their image of foreign countries and people in a removed, romanticized manner rather than through direct interaction with people from other cultural backgrounds (Nonaka, 2018). In the current case, students came to understand that it was possible to have

these interactions if they put themselves in a situation where communicating with non-Japanese people was inevitable. They became more interested in going to various countries, not just out of a romanticized attraction to images developed through mass media, but also to personally experience interacting with people in other cultural contexts. In this way, students developed a more realistic, tangible conception of non-Japanese cultures through their time in the Philippines. They were still interested in places that they had grown up admiring, but in addition to those desires, they developed interests in learning about places that were simply different. Having experienced communicating in English with the Filipino teachers, they became more confident they would be able to successfully get by in other countries once they were there, making the prospect of directly experiencing other cultures seem more achievable and relevant. This created a positively reinforcing loop. As improving their English further would be useful in the places they began to imagine themselves in, this gave them even more incentive to continue learning English.

Overcoming initial hurdles through short-term study abroad within Asia

The findings of this study complement existing studies on relatively advanced Asian learners by exploring the details of learning at a lower level and in a non-Western study abroad context. Participants who reported great changes in their sense of self were few, unlike studies which followed learners with more advanced levels of English proficiency (e.g., Durbidge, 2017) or those who traveled for a period of time longer than a few months (e.g., Kim and Yang, 2010), typically to Western destinations. Many students in the current study experienced more subtle changes in attitude and felt comfortable using English to communicate for the first time. The sense of overcoming built-up resistance toward English was at the heart of the significance of participating in this particular kind of study abroad program for the students, especially as test score gains were not as prominent as some had hoped. While these results do not indicate a life-changing transformation or a great jump in

measurable proficiency, they suggest the average Japanese person can more easily access this kind of experience now and in the future.

The specific context of the language program in the Philippines defied previous notions of short-term ESL programs in Inner Circle English-speaking countries. The attitudinal changes expressed by learners were similar to existing studies where Japanese students joined short-term programs in Anglophone countries (Horness, 2014; Suzuki & Hayashi 2014; Kobayashi, 2017), but in the case of the Philippines, it was possible for a larger group to travel together and also allow each learner to have extensive talk time with their teachers. Using English with fellow Asian interlocutors also made it seem more acceptable to use ELF and lowered students' affective filter. Furthermore, in the unique circumstances of this case, traveling together as a group of over 100 students from the same department created a sense of community among the students where positive attitudes toward English could be sustained.

The learner anecdotes in this study provided specific examples of how students shifted their attitudes, beliefs, and ideologies through their participation in the short-term study abroad program. Findings regarding affective changes were congruent with previously conducted case studies on the attitude changes of Japanese students learning English in the Philippines (Kimura & Shimizu, 2016; Tajima, 2019). What had not been studied previously was the connection between these changes and the ideological discourses embedded in the learning contexts. The fact that the students in this study had lower inhibition, more cultural awareness, and more positive attitudes toward English communication and learning as a result of participation in the study abroad program signify how Japanese learning contexts continue to foster the opposite. The Filipino context provided an affordance to counter linguistic and cultural homogeneity and English native-speakerism prevalent in the Japanese learners' backgrounds. This reflects the current reality of study abroad for learners from Asia,

who travel to a diverse range of locations around the world and not only to Western countries. Furthermore, the learners themselves are representative of the multifaceted ways in which English is now adopted in global contexts.

Pedagogical implications

The first practical implication of this study is simply to raise awareness toward the diversity of study abroad destinations for learning English within the English teaching profession. I did not know much about English language schools in the Philippines before I found myself in a position where I was accompanying over one hundred students there in 2017, although I had completed a Master's degree in TESOL and had been teaching English for over ten years. When I gave conference presentations on this topic to other English language educators in Japan, the general response I received was of surprise regarding the format and conditions of the program. It would benefit us to be familiar with study abroad programs outside of traditional Anglophone contexts as options that are already available to our students.

A more difficult task is fostering critical awareness of what English is and how it is assessed among educators and university administrators in Japan more generally. Although the study abroad participants could realize that English can be used to communicate with people who have a different cultural background than themselves, this gain is diminished by its lack of acknowledgement within societal discourses back in Japan. As discussed by Yamada (2015), "English teaching should not aim to only teach linguistic knowledge and skills. Rather, it should foster students' positive attitudes toward intercultural communication where native and non-native speakers of English interact" (p. 127). There needs to be a fundamental understanding that current standardized testing practices, which are based on idealized monolingual native-speaker norms, are insufficient for measuring communicative and attitudinal gains in ELF settings. As Kubota (2022) argues, "ELT, as educational

engagement for enhancing communication across differences, should contribute to teaching and learning for justice, wellbeing, and peace" (p. 220). Assessment of language learning outcomes resulting from study abroad also needs to be seen in this light and must thus be more varied and dynamic in approach than a TOEIC exam. This is easier said than done.

One suggestion is to integrate English learning with the development of cultural knowledge of the Philippines, which were perceived as separate entities in the teaching practices at our university. Before participating in the short-term study abroad program, the students in the current study researched and shared background information about the Philippines in their freshman seminars, which were held in small groups of about five or six people. These seminars were conducted in Japanese and had no connection with their English classes. Presumably, non-native English speaking cultures were not associated with English, and therefore were discussed in Japanese. Conversely, "culture" in English language classes in the university were assumed to be associated with mostly American or British culture. Rather than having the preparatory discussions about the Philippines only in Japanese, students could be asked to give a short presentation or make a poster about Filipino culture and customs in English. This could be an assignment for after they return from the trip, which would give them incentive to learn about the local culture from their teachers while staying in the Philippines. Ideally, the professors of the seminars held in Japanese would also be open to listening to these reports in English without worrying about their grammatical accuracy over the content. The opportunity for students to formally share what they learned about the local culture in English would reinforce their cultural awareness, while simultaneously demonstrating this to faculty members.

Another possibility is to provide detailed guidance on the attitudinal changes students might expect by participating in the short-term program during the information sessions before departure. In 2018, there were two orientation sessions. One was in May, where I gave

an overview of the program before students had to make a final decision regarding their participation. The second was held in August, about three weeks before the trip, and mainly concerned travel arrangements and safety precautions. In the first session, I briefly explained the characteristics and benefits of learning English in the Philippines, gave practical advice based on my observations while chaperoning the previous year, and informed students about data collection for my research. This included encouraging students to take advantage of the situation of being able to talk one-on-one for extensive periods of time in a supportive environment. However, I did not present specific examples of how students changed their attitudes toward English, such as those in this study. Introducing learner anecdotes as models of attitudinal development may help students imagine how they will be able to use ELF during the program in the Philippines. Furthermore, this would affirm the social and psychological aspects of English learning as legitimate gains.

Explicit instruction for raising awareness of Global Englishes outside of the study abroad experience is also worth considering. For example, Tomioka (2022) suggested that Japanese learners of English in university settings could develop ELF-oriented attitudes and build self-confidence in using English through six one-hour seminars on topics related to ELF held online. Learning about ELF as a phenomenon cannot entirely replace direct experience using it with real-life interlocutors from different cultural backgrounds, but it is helpful to have multiple approaches, especially in the event in-person study abroad is not possible.

I am not aware of English immersion contexts for university students within Japan that would have similar ideological effects as the learners in this study experienced. Existing English immersion contexts within Japan, such as the stereotypical English conversation school or English camp, tend to exclusively favor American and British cultures and "native" speaker teachers from the English Inner Circle. In order for these educational opportunities to be utilized as learning for communication across differences and acceptance of multicultural

diversity, their core values and hiring practices would need to be critically examined and redefined to embrace plurilinguistic language ideologies.

Limitations

While this study contributes to representation of non-Western learners and contexts for study abroad, it is only one case among many other underrepresented situations. To what extent outcomes would differ if the learners were from Korea rather than Japan, or if the same learners had gone to another country in Southeast Asia instead of the Philippines such as Singapore, Malaysia, or Brunei, cannot be suggested without further research. There are also English language programs in ELF contexts outside of Asia, including in Malta and South Africa, for example. Inclusion of more diverse perspectives is needed for insights into how non-"native" English speaking contexts for learning can provide affordances for language learning.

Another limitation of the applicability of this study to other contexts has been imposed by the onset of the COVID-19 global pandemic since 2020. This has greatly affected the feasibility of study abroad as well as the nature of interpersonal communication, making it difficult to compare learning outcomes pre- and post-COVID. Travel restrictions resulted in cancellations of study abroad opportunities altogether, and our university was not able to send first-year students to the Philippines in 2020, 2021, or 2022. Instead of in-person instruction, online courses have been offered, but the social and cultural conditions for experiential learning are not the same. Assuming it will be possible in the (hopefully near) future for study abroad to resume, there are still many changes to consider. Health risk factors will make it more challenging to travel as a large group as we have done in previous years. Social distancing and face masks may also compromise classroom dynamics (Charney, Camarata, & Chern, 2021; Mheidly, M. Fares, Zalzale, & J. Fares, 2020; Torres 2021). Although I was fortunate to be able to work with participants at a time when we did not have

these added challenges, the results need to be complemented with updated information regarding current realities to maintain their relevance.

The impact of the pandemic also limited my contact with the informants of this study in the long term. The students went on to participate in one-year study abroad exchange programs in various countries the year after their trip to the Philippines, which were disrupted midway when the university in Japan forced them to return in April 2020. After their abrupt return, I did not run into them on campus or see them very much at all. Social gatherings were often postponed or cancelled, and classes were moved online. I could not organize interviews with students in the same way I had before the pandemic started. Before the focal interviewees graduated in March 2022, I contacted them by email to thank them again for their cooperation with my research and invited them for a final interview to reflect on their English learning. Two of the 14 students replied, and I talked with each of them for a couple of hours about their overall experience at university, the one-year study abroad exchange which was cut in half due to the pandemic, and any final impressions they had about whether the trip to the Philippines had proved to be helpful to them or not. Based on these conversations and other informal exchanges I had with students in previous years, I could begin to see how the short-term trip served as a stepping stone toward living and studying independently during their longer study abroad exchange, which in turn helped them to make further decisions about their future after graduation (Ikeda, 2022). However, the information I obtained is insufficient to make definitive claims. The sustained effects of the trip to the Philippines and their potential role in the context of long-term trajectories of learning and development require further investigation.

Finally, this study would further benefit from incorporation of the Filipino teachers' perspectives. Although I became familiar with the learning environment within the English language school by staying with students for the duration of the program, working with local

staff to support students, and observing classes, I felt I did not know enough about the sociocultural context to justify a critical analysis of the Filipino side. When I interviewed a few of the Filipino teachers about their impressions of students from our university, I was intrigued by their complex backgrounds from various parts of the country and their motivations to work as a teacher. Insights grounded in a more thorough understanding of the teachers' educational and linguistic ideological influences are needed to complement the research in this regard.

Summative reflections

Conducting research as an insider within the educational context of my informants gave me insights that I would not have had otherwise. Working with the same students in regular classes at the university and interacting with them in person during the short-term study abroad program provided opportunities for me to get to know and build rapport with them. Because of our ongoing relationship, I was invested in understanding what contributed to their learning, and I continuously drew on this interest to keep my research topic focused. I was able to obtain test scores and institutional data from the university and overseas language school relatively easily due to my status as a faculty member. The practical implications of this study could also be considered in concrete terms. My interpretations of abstract theoretical concepts were aided by being able to apply them to a specific and tangible situation, and hopefully, the case study in turn serves to illustrate how particular aspects of language socialization and ideologies were embodied in the lived experience of individuals.

Regarding the holistic outcomes of participation in short-term study abroad for Japanese university students, the learners in this case study were able to build on their interpersonal communication skills and confidence, not only improve their English test scores. Considering that there is still a general lack of voluntary communication with people of different cultural backgrounds and avoidance of using English prevalent in Japan, I regard

this as a small but significant step forward. If increasing numbers of people from Japan acquire these basic communicative skills and attitudes, this may eventually, in combination with other societal changes, accumulate into a wider ideological shift in Japan. Then we may be able to focus more on thinking critically about the content of communication without having to worry as much about not being able to begin to open the channels for communication in the first place.

I am mildly optimistic that these larger-scale changes will take place gradually over a generation or two. Until then, a short trip to join an English program to the Philippines, or perhaps any other cross-cultural experience involving repeated social interactions in a target language in an emotionally supportive environment, is a practical option to consider for a change in mindset for Japanese students with a low level of English proficiency. Even if the ideological effects are incidental rather than intentional, students deserve the opportunity to see plurilingual realities abroad for themselves. It is imperative that as researchers and educators involved in language learning and study abroad, we recognize and positively affirm the breadth of the diversity of these lived experiences.

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Appendix A: Pre-departure and post-trip questionnaires

英語学習者アンケート
English Questionnaire

それぞれの文章に対して、一番近いと思われるものを一つ選んで○をつけて下さい。
For each statement or question, please circle the response that you think applies best to you.

1. 私にとって、英語力は重要である。
   I think English is important for me.

とてもそう思う	そう思う	あまりそう思わない	そう思わない
Strongly agree	Agree	Disagree	Strongly disagree

2. 私は自分の英語力に自信がある。
   I am confident in my English ability.

とてもそう思う	そう思う	あまりそう思わない	そう思わない
Strongly agree	Agree	Disagree	Strongly disagree

3. 英語のコミュニケーション能力を伸ばしたいと思っている。
   I want to improve my English communication skills.

とてもそう思う	そう思う	あまりそう思わない	そう思わない
Strongly agree	Agree	Disagree	Strongly disagree

4. 今よりも TOEIC のスコアを上げたい。
   I want to increase my TOEIC score.

とてもそう思う	そう思う	あまりそう思わない	そう思わない
Strongly agree	Agree	Disagree	Strongly disagree

5. 海外に行ったことは何回ありますか？
   How many times have you travelled outside of Japan before?

0回	1回	2回	3回以上	その他
None	Once	Twice	Three times or more	Not applicable

その他コメント：
Any comments:

研修事後アンケート
Post-trip English Questionnaire

それぞれの文章に対して、一番近いと思われるものを一つ選んで○をつけ、なぜそう思うのか、理由があれば簡潔にお書き下さい。
For each statement, please circle the response that you think applies best to you. If you can, please explain why you chose each answer.

1. フィリピンへの短期語学研修を通して、英語力を伸ばすことができた。
   I was able to improve my English ability through the four-week trip to the Philippines.

とてもそう思う Strongly agree	そう思う Agree	あまりそう思わない Disagree	そう思わない Strongly disagree	参加していない N/A

   理由 / Why?：_____

   →以下、「研修」を「夏休み」に置き換えてお答えください。

2. 研修を通して、英語のコミュニケーション能力が身についた。
   I was able to improve my English communication skills.

とてもそう思う Strongly agree	そう思う Agree	あまりそう思わない Disagree	そう思わない Strongly disagree

   理由 / Why?：_____

3. 研修前よりも TOEIC などの試験に対応する能力が身についた。
   I was able to improve my test-taking skills (for TOEIC, IELTS, etc.).

とてもそう思う Strongly agree	そう思う Agree	あまりそう思わない Disagree	そう思わない Strongly disagree

   理由 / Why?：_____

4. 以前と比べて、英語を使うことに対する抵抗感がなくなった。
   I feel less hesitant about using English than before.

とてもそう思う Strongly agree	そう思う Agree	あまりそう思わない Disagree	そう思わない Strongly disagree

   理由 / Why?：_____

5. 私は自分の英語力に自信がある。
   I am confident in my English ability.

とてもそう思う Strongly agree	そう思う Agree	あまりそう思わない Disagree	そう思わない Strongly disagree

   理由 / Why?：_____

その他コメント / Any other comments:

Appendix B: Consent form for signatures from trip participants

フィリピン短期語学研修に関する研究実施について（学生用）

研究者：
所属：
連絡先： @
TEL:

フィリピン語学研修における学生の学習や経験を対象とし、学務に提出された学力に関する情報の収集、引率教員による授業等の見学、学習者全員を対象とするアンケート調査（任意）、および研修前後においてインタビュー調査（希望者のみ）を実施します。

この研究の目的は、フィリピンでの研修の学習効果、改善点、その他学生のニーズや状況のよりよい把握をするためです。得られたデータを元に、日本の英語教育の現状と実践について、理解が深められると期待されます。

また、研究において、個人を特定する形で情報を公開することはありません。（評価、その他大学における待遇に反映されることも、もちろんありません。）学生の視点や意見を尊重した研究としたいため、アンケートやインタビューでは率直な感想をお聞かせいただければと思います。

上記についてご理解、ご承諾いただき、以下にサインしていただければ幸いです。不安に思われることや疑問点がありましたら、研究者にご連絡をお願いします。

以上について説明を受け、理解しました。

日付：　　年　　月　　日

学籍番号：

お名前（サイン）：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix C: Consent form for interview data collection

フィリピン短期語学研修に関するインタビューへの同意書

研究者：
所属：
連絡先： @
TEL:

以下のことについて確認していただき、同意する場合のみ下記に記入・サインをお願いします。

研究協力の内容：インタビュー（約１時間 × ２回予定）

- フィリピン語学研修での経験、および英語学習経験についてお伺いします。
- インタビューを通して得られる情報は、研究・教育を目的として使用します。また、それ以外の目的では使われません。
- 名前やインタビューの内容等について、個人が特定される形で公表することはありません。（もちろん、成績やその他大学における待遇にも影響することはありません。）
- インタビューは、より公正で正確な解釈のため、音声を録音します。
- 録音データは、保護された状態で保管され、研究者のみが扱います。また、その権利は協力者本人が常に留保し、一部あるいは全部の削除を依頼することが可能です。
- インタビュー内容について、できるだけ研究者（　　）による誤解を避けるために、後日改めて確認を取ることがあります。
- 本研究への協力を、いつでも辞退することができます。

上記について、研究者から十分に説明を受け、同意しました。

年　　月　　日

Appendix D: Written comments for post-trip questionnaire

All written comments in the post-trip questionnaire responses are listed here. Responses were transcribed in the language they were written in and reflect the spelling, punctuation, and grammatical errors in the original handwritten responses. For comments that indicated that a response was the same as a previous one (e.g., “1 と同じ”), the corresponding comments by the same respondent are given in parentheses. One comment was omitted due to incomprehensibility.

1. I was able to improve my English ability through the four-week trip to the Philippines.

Reasons for “Strongly agree”:

1) 毎日の授業や自習、コミュニケーションを通して伸ばすことはできたと思う。
2) いつもより多くの時間、英語に触れることができたから。
3) TOEIC の点数が伸びたから
4) TOEIC の点数がのびた感じがしたし、少ししゃべれるようになった。
5) 自分の思ったことを伝えられるようになったから.
6) It was I can talk in English
7) 日々行なった Listening と Reading で点がのびたから。
8) 日本じゃできない体験だったと思ったから.
9) IELTS の対策が非常にためになったから。
10) TOEIC（フィリピンで受けたもの）が大幅に上がった
11) 特に毎日 TOEIC の Listening test をすることでテストに慣れることができた。
12) リスニングで聞き取れる単語数が増えたから。
13) こんなに英語を話しつづける日々を送ったのは初めてだったから。
14) すぐ英語の文が思いつくようになった.
15) 研修前よりもスピーキング力が上がったと感じるから。

Reasons for “Agree”:

1) 英語力といえるのかは分からないが、IELTS の Writing と Speaking 力は向上したと感じる。
2) 日本では、Speaking, Writing の練習があまりできませんが、フィリピンではマンツーマンでできたから。
3) 文章の構成のしかたなどを教えてもらえたから
4) 今まで以上に英語を勉強したから。
5) 伸びてなかったら困ります
6) 今まで英語を話す機会はなかったけれど、フィリピンに行ってから話すのに慣れたから。
7) 英語を使う機会が多かったから。
8) 英語をたくさん使い、リスニングの力がのびたと思うから
9) ほぼ英語漬けだったから。

10) Because I could enrich my vocabulary.
11) リスニング能力が向上した
12) 英語をたくさん使ったから
13) Because I can understand English before I go to Philippines.
14) All of the classes was done in English.
15) I think so
16) It is because I learned many English words.
17) そう実感できたから.
18) 少し話せるようになった
19) リスニングが分かりそう
20) ずっと英語しゃべってたから。
21) TOEIC が少し上がった
22) ずっと英語を喋って前より会話できるようになったから。
23) 自分は Reading が弱かったが、できるようになったから。
24) 英語ばかり話していたから。
25) 1 日およそ 8 時間も英語に触れていたから.
26) 毎日英語を聞いて、使っていたから.
27) 喋る機会が増えたから。
28) 先生と英語で毎日話したから.
29) 毎日英語を聞いていたから
30) マンツーマンで英語のみの会話だったから.
31) マンツーマンのレッスンで英語を使う力が少し身に付いたから。
32) 英語を喋るのに抵抗が無くなったから。
33) 最後の TOEIC テストで点数上がったから
34) 常に英語を話す環境だったから
35) 毎日勉強できた。たくさん英語を話したから。
36) 英語に触れる機会が増え、英語を話しやすくなったと感じたから。
37) 毎日マンツーマンで英語をしゃべったから。
38) I spoke English everyday
39) Because of TOEIC 40 days
40) 英語を使わなければコミュニケーションがとれないため、英語を使おうとしたから。
41) リスニングはまえよりできるようになったと思う
42) 1 日 8 時間英語づくしの日々を過ごしたから。
43) 1 ヶ月フィリピン人の先生や現地の人と英語でコミュニケーションをしたから。
44) 英語がすぐ出るようになったから。
45) 特に IELTS コースは成果がでていると思う。
46) 日本にいたら英語の勉強をしていなかったと思うから
47) 毎日英語だったから.
48) TOEIC の点数が下がったから。

49) Q3 の授業での先生の英語の説明や映像の字幕や音声を以前より理解できるようになったから。
50) 毎日英語を話していたから。
51) 文法や単語について考えながら話せるようになった
52) 日本の何倍もの時間を英語の環境に置くことで英語への抵抗が少なくなった
53) 英語を用いて “伝える” ということに抵抗がなくなった
54) 文法とかが分かるようになった！
55) 日本よりも英語を使う機会が多かったから。
56) リスニング能力が上がったと感じている。
57) Speaking の授業を通して英語で
58) 英語を使わざるおえない状況におかれていたため英語を話す聞くことに抵抗がなくなったように感じるから.

Reasons for “Disagree”:
1) 先生が少しフィリピン英語だったため、最後まで慣れなかった。
2) 英語を勉強しないといけないという意識が高まったとは感じる
3) 心労が絶えなかったから
4) 点が伸びなかった
5) まだ TOEIC を受けていないので手ごたえがわからない
6) 日常会話は日本語だったため
7) もっと伸びると思っていたため. 意外と伸びなかった.

Reasons for “Strongly disagree”:
1) 話すことの楽しさは知ったが、英語力向上の手応えはないから。

2. I was able to improve my English communication skills.

Reasons for “Strongly agree”:
1) 先生たちとコミュニケーションをとるうちに積極的になっていた気がする。
2) フィリピンでたくさん英語を話し、先生以外のフィリピン人とも話せたから。
3) 普段、使わないリスニングとスピーキングをしたから。
4) 最初に比べて話せるようになったから。
5) QQ でも外でも英語で生活したから。
6) 歳の近い先生と色んな話ができたから。
7) 先生とずっと話していたから。
8) たくさん話したから。先生と話して慣れたから。
9) 文法がゴチゴチャでも身ぶり手振りで伝えようとする能力はついたと思う。
10) 1 ヶ月間英語で話すのが当たり前だったから。

11) 授業中ずっと英語で話していたため、耳が慣れ、また自分の思いを伝えることができる時が増えた。
12) （先生のおかげであると思いますが）話す力がついたと思うから。
13) 常に英語で人と話さなければならないため、自然に身につけることができた。
14) 英語でどうにか伝えようとできた。
15) もっと話したくて色々調べたし、他の表現で伝えられるようになった
16) 先生との授業はすべて英語だったから.
17) 帰国後、外国人観光客とコミュニケーションがとれたから。
18) 教科書には載っていない日常的な言い回しも学べたから。
19) 言いたいことを自分のもっている語彙の中から探すということが出来るようになったから。
20) 担当の先生とパーソナルな会話も行うことができたから。
21) バディと英語で会話するのが楽しいと感じるから

Reasons for “Agree”:
1) マンツーマンで、自分が話すしかない状況が良かったと思う。
2) 英語で話さなくてはならなかったから
3) 先生と英語で話そうという気持ちから英語を話すことに力を入れた。
4) 日常で英語をコミュニケーションツールとして使う人と話したことがなかったので、英語でコミュニケーションをとるということがどういうことかを理解できたと思うから。
5) 英語を話さないと授業が成り立たないので自然と英語でコミュニケーションができるようになったと思う。
6) 先生との会話を英語で出来たから。
7) Speaking の授業は苦手でしたがいい勉強になったと思います。
8) 普通の話題でも英語を要したから
9) 先生と、英語での会話をし、慣れたから
10) 外でも使う機会が多かったことも大きい
11) Because I had a lot of opportunities to talk in English.
12) 嫌でも話さないといけないというのがよかった。
13) 簡単なレスポンスができるようになった
14) I communicated with many people.
15) I think so
16) It is because I had a lot of opportunity to speak foreign people.
17) Every day, I talked in English.
18) 店員などと英語でしゃべったから.
19) 不安がなくなった
20) 話すのに抵抗なかった
21) 1 と同じ（ずっと英語しゃべってたから。）
22) がんばって英語を話そうとして先生とはなした

23) 毎日英語を話していたから.
24) 授業は自分が喋らないと進まないものであったので確実に喋る力がついた.
25) 英語で話す機会があったから。
26) 先生とのおしゃべりで.
27) 先生とたくさん話し、自分が持っているスキルのみで会話を成立させようと努めたから。
28) 毎日先生と英語で会話したから.
29) 毎日英語づけだったから。
30) たくさん英語を話したから。
31) 先生と色々と話したから
32) 英語を使う時が多かったから。
33) 英語で考えようと毎日頑張ったから。
34) 先生と話していて通じていたから。
35) 先生ととても仲よくなれたから.
36) 英語で自分の考えを伝えることができたから
37) 気軽に英語をはなせるようになり、抵抗がなくなったから。
38) 先生との会話は英語だったため、コミュニケーション能力はついたと思う。
39) Because I don't hasitate to speak English.
40) I could enjoy talking with foreign people.
41) たくさん使う機会があったから。
42) 英語を話すことへのこわさがなくなった.
43) マンツーマンだったので必ず話す必要があったから。
44) 英語以外のコミュニケーションツールがなかったから。
45) 1ヶ月間、英語でのコミュニケーションだったので言い回しなど色々なフレーズを知ることができた。
46) 先生達と会話しようと努力できた。
47) 先生との会話が楽しかったから.
48) 留学生に対して日本語が通じなかった場合、英語に置き換えることが少し容易になったから。
49) 自分の伝えたいことを声に出すことで、どうにか会話ができるようになったから。
50) 以前よりも英語が聞けるようになったと思うから。
51) 英語を話さなければならない環境に置かれたことで段々と慣れて会話を楽しめた。
52) 1と同じです。（英語を使わざるおえない状況におかれていたため英語を話す聞くことに抵抗がなくなったように感じるから.）＋他文化に長時間触れ、受け入れることができたから.

3. I was able to improve my test-taking skills (for TOEIC, IELTS, etc.).

Reasons for “Strongly agree”:

1) IELTS のテストの内容がよくわかった。
2) TOEIC40 などでは対策をしっかりできてよかった。
3) 問題パターンを学んだので、問題に慣れることができた。
4) TOEIC の点数が伸びたから
5) 解き方のヒントをたくさん教わったから。
6) 慣れを感じたから。
7) TOEIC コースで主に TOEIC の解き方が身についたから。
8) IELTS の実践を初めてすることができたから。
9) TOEIC の戦略などについて知ることができた。
10) 毎日テストに触れられたので、慣れることができた。
11) ほぼ毎日 TOEIC を問き、復習したから
12) Reading のリズムがつかめたから、リスニングが聞きやすくなったから。

Reasons for “Agree”:

1) IELTS の Writing と Speaking 能力はついたと思うため。
2) IELTS のためになったと思いますが、TOEIC はあまり伸びた気がしません。
3) TOEIC の傾向に少しは慣れることができた
4) テストに応じた解き方などを細かく教えてもらえたから。
5) リスニングのコツがわかった気がします.
6) TOEIC 対策の授業を受けたから。
7) 解き方のコツを習うことができたから
8) 週末に TOEIC のテストを受け、形式に慣れたから
9) リスニングが元々弱かったが、向こうでかなりしたから。
10) Because we could practice TOEIC with Mock Test.
11) 英語漬けの日々は受験以来だった
12) I think so
13) It is because TOEIC score is higher than before.
14) 慣れた
15) 少しできるようになったから
16) 文法について詳しく勉強できた。
17) TOEIC に限った勉強だったから.
18) 日本で受けた時より TOEIC が難しく感じた。
19) 力がついたと思うから。
20) コツが分かったから
21) たくさん勉強したから.
22) 問題をたくさん解いたから.
23) 毎日の mock test を経験したから。

24) 先生に詳しく教えてもらったから。
25) リスニング能力が身についた気がするから。
26) 何度も受けたから.
27) TOEIC 対策を毎日練習してたから
28) 形式や、リスニングのスピードなどにマックテストによって慣れたと思うから。
29) 文法は少し理解したから
30) 少し慣れた気はするから。
31) Because I learn a lot.
32) Because of some tests.
33) たくさん演習した上、いろいろなポイントを教えてもらったから。
34) TOEIC の解き方をパートごとに勉強できたから。
35) 解き方や時間配分をよく考えられるようになったから。
36) 勉強したから
37) ポイントを学ぶことができたから.
38) 解き方のコツなどを知ったから。
39) 研修中に受けたものは下がっていてよくわからない
40) ポイントが分かったから。
41) 集中力がついた気がする.
42) 毎日リスニング・リーディングができたから。
43) 週に一度の TOEIC テストで、自分の苦手を見つけられたから。
44) リスニングの問題が解けるようになった。
45) 3 回の MOCK TEST で TOEIC の形式に慣れたから。
46) 今まで演習をあまりしてこなかったのでテストなどを受けて TOEIC に慣れることができました.
47) IELTS コースだったから「とても」ではない
48) TOEIC についてはあまり思わないが、IELTS に関しては特にライティングとスピーキングに対応できる能力が研修前よりも身についたと思う。
49) 戦略が分かってきた.

Reasons for “Disagree”:
1) TOEIC の戦略を学ぶ時間が少なかったから
2) TOEIC などのアカデミックなことも少しは向上したとは思うが、スピーキングの方が良くなった気がする.
3) 話すことについてばかり練習していた気がする。
4) 点が伸びなかった.
5) あっちでうけたのが下がったから。
6) 分からないけど、フィリピンで受けたテストのスコアが悪かったから。
7) まだ本番を受けていないからわかりません.
8) スコアが上がらないし、解答が全て英語で分からないところが多々あったから。

9) テストというより日常英語がメインに感じた。
10) 1 と同じ（まだ TOEIC を受けていないので手ごたえがわからない）
11) IELTS は良かったが、TOEIC については説明をうけても納得できないことがあったから。
12) 点数が下がったから。

Reasons for “Strongly disagree”:
1) 英語を英語で勉強するのは難しかったから。

4. I feel less hesitant about using English than before.

Reasons for “Strongly agree”:
1) (2) に同じ（英語で話さなくてはならなかったから）
2) 授業が all English だったのでやるしかなく、怖くなくなった。
3) 今なら道案内できるかもしれないです！
4) 授業でしゃべらざるをえなかったので慣れた。
5) 下手くそな英語でも案外通じるし、おしゃべりできたから。
6) 外でも使えたから。
7) 先生に抵抗を持つなと言われ続けたから.
8) 日本語が分からない人と毎日話すことで英語しか使えないので自然に出てくるようになった
9) QQ でも外でも英語で生活して抵抗感がなくなった。
10) 間違っても怖くない、恥しくないと思えるようになったから。
11) 楽しいと思えたから.
12) 先生と話さなければ授業が進まないから。
13) 先生とのマンツーマンレッスンだったから。
14) 1 ヵ月間、英語づけだったので、気軽に話せると感じているから。
15) 日常会話として現地で使っていたため、その癖が帰国してもぬけない.
16) フィリピンの先生との会話で少し自身がついた。
17) 前よりも聞けるようになった
18) “きれいな発音” ではなく “相手に伝わること” が大事だと実感できたから。
19) 自分の英語で伝わるんだと実感できたから
20) あやふやでも通じたから。
21) 帰国後、外国人観光客とコミュニケーションがとれたから。フィリピンで使った言い回しが瞬発的に出るようになったから。
22) 完ペキな文法が必ずしも必要なわけではない. 声にだすことが大切なのだと気付いたから。
23) 先生との英語の会話がたのしかった。
24) 英語力のあるなしに関わらず英語を話すことによって、英会話自体に慣れたから。

25) 恥ずかしくなくなった

Reasons for “Agree”:
1) 英語でもっと話したいと思うようになったから。
2) 英語をもっと使いたいという気持ちが増したから。
3) もっと英語を話せるようになりたいという意欲が高まったから。
4) 気持ちがあれば通じたから
5) 授業でたくさん英語を話したから
6) I think so
7) It is because I talked QQ staffs.
8) 楽しかった
9) いっぱい話したから。
10) たのしく会話できたから
11) 現地人と話せたから
12) 先生と話すときに、自分の英語が思ったより伝わったから.
13) 先生とは英語でしか会話できなかったから。
14) たくさん英語を使ったから。
15) 少しは英語に慣れたから
16) 英語を喋らなければいけない環境におかれたから。
17) 英語に少し慣れたから.
18) 実際に英語を使ったという経験が多少自身になった。
19) 自身がついた。思っていたよりも英語が通じたから。
20) 1ヵ月間使い続けていたから.
21) 恥ずかしいことではなくなったから。
22) Because I spoke English everyday.
23) 話さないといけない状況だったから
24) 毎日先生と英語で会話していたから。
25) 英語を話すのが当たり前だったから。
26) あまり抵抗感というのがわからないけどなんとなく思います
27) 使わざるを得ない状況にあり、そのことに慣れつつあったから。
28) 1ヵ月間英語づけだったから.
29) 国総の友達同士で英語を使う機会が増えたと思うから。
30) 積極的に英語を理解しようと思えるようになったから。
31) 間違っていても伝わるということを身に染みて感じた.
32) 先生と会話するときも間違えることをおそれる気持ちよりも伝えたいという気持ちが勝っていたように思うから。
33) 英語の動画を見る機会が増えたから

Reasons for “Disagree”:
1) 授業の中で英語を使っていただけなので、日常生活での英語に対する抵抗感はなくなっていない

2) もともと抵抗がなかったので、変わったと思わない。
3) もともと抵抗はない.
4) 日本ではやはり恥ずかしい雰囲気が出てしまう.
5) We talked by almost Japanese.
6) 英語を話す時少しとまどってしまうから。

5. I am confident in my English ability.

Reasons for “Strongly agree”:
1) 英語を使ってきたから。

Reasons for “Agree”:
1) 自分のことを伝えられたから。
2) ある程度意思疎通できるから.
3) I think so
4) 他人より劣ってると思わないから。
5) フィリピンで少しでもそう思えるようになった。
6) 経験を積んだから
7) フィリピンに行く前よりは話せると思うから。
8) 自分の話した英語が毎日講師に通じたから。
9) 英語で外国人とコミュニケーションがとれたから.
10) 流ちょうでなくても英語で相手とコミュニケーションをとりたいという気持ちがあるから。
11) ある程度伝えたいことは（時間がかかるが）伝えられるようになったから。
12) 前より向上したと思う
13) コミュニケーションが取れることを確認できた

Reasons for “Disagree”:
1) 実際に話すとなると、まだ自信がないため。
2) Speaking であまりにも話せなさすぎて、少し自信がなくなりました。
3) Speaking の能力のなさを実感したから。
4) まだまだです！！
5) 単語力が必要だと思う
6) まだまだのびしろがあるから
7) まだまだなのでもっと上達させたいから。
8) まだ未熟だと感じているから。
9) 人と比べてそう思う
10) My TOEIC score is very low.
11) My English is very nice.
12) TOEIC がとれない
13) まだ単語がでてこなかったりするから。

14) TOEIC の点が低いししゃべれないときもある
15) 他の友達に比べると全然まだ未熟で、スラスラ話せないから。
16) 先生の話が理解できないこともあったから。
17) まだまだ未熟だと思うから
18) ちゅうちょをする時が多いから。
19) 絶対他の人より話せないから。
20) 周りの英語力が高いから。
21) やっぱりまだしっかりとした英語が話せない…
22) まだまだ言いたいことが伝えられない
23) 他の人と比べるとまだまだだなと感じる。
24) 会話でなんとか理解してもらえるくらい。TOEIC がひくい
25) mock テストの点数はあまりあがらなかったから。
26) まだまだだと思う
27) まだわからない単語や文法などがあるから。
28) 勉強する必要があります.
29) 英語力は上がったと思うが、自分の満足するほどの力量ではないため、もっと努力が必要だと思うから。
30) 英語で会話が容易にできないから。伝えたいことを伝えるのに時間がかかかるから。
31) ある程度話すことはできるが自信がある
32) 単語数も少ないし、リスニング力も弱いから
33) 自信はないが、抵抗感はない！
34) まだまだ勉強が必要だと感じたから。
35) もっと聞きとれる・話せることがたくさんあると痛感したから（語い力中心に）
36) まだまだ Vocabulary が足りないと思うから。
37) まだまだ未熟である. 今の自分の英語力に対して強く感じるからです.
38) まだまだ改善の余地があると思うから。
39) 言いたいことが言えないから.

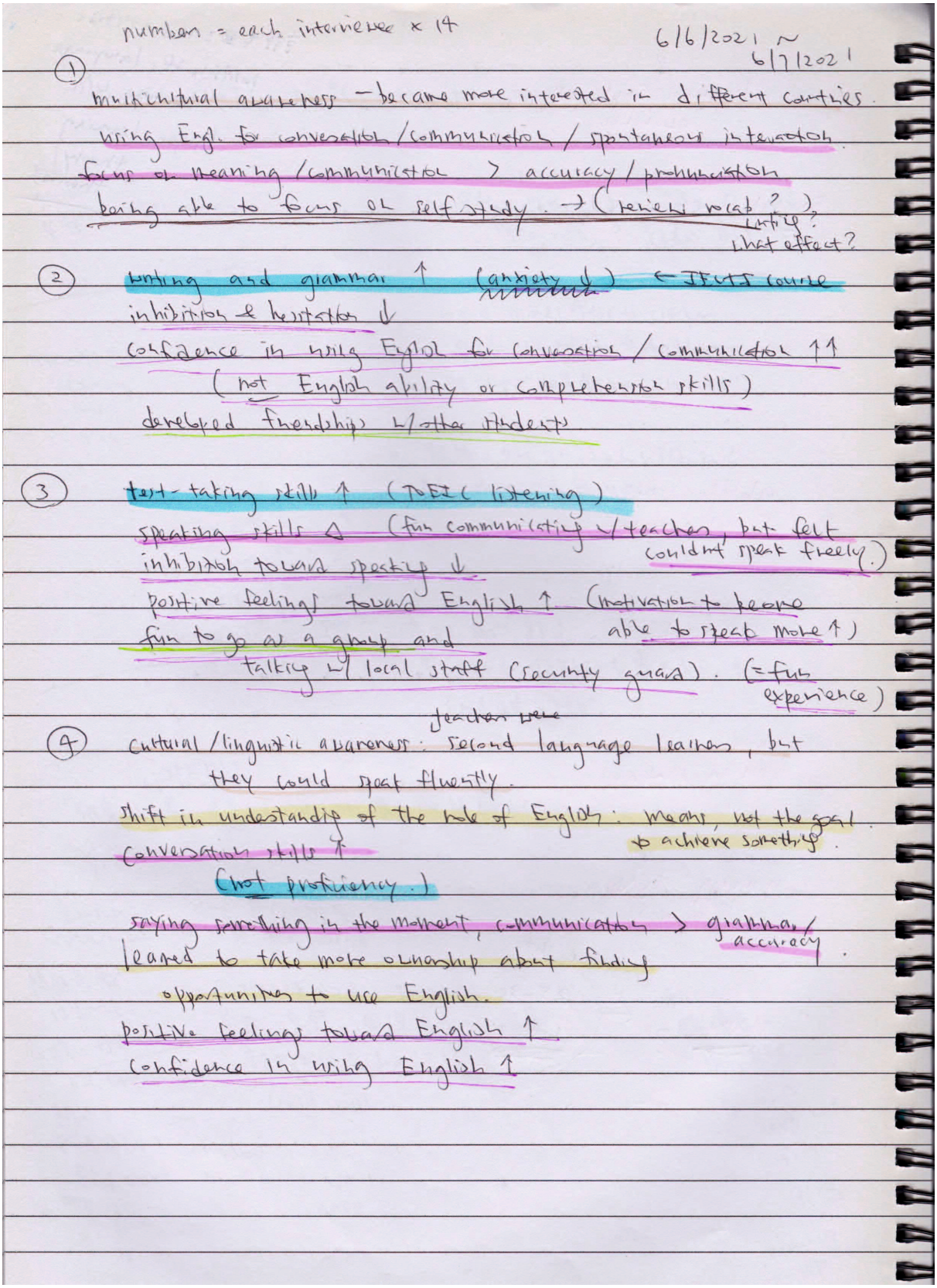
Reasons for “Strongly disagree”:
1) よく聞き返されたり、伝わってなかったりする。
2) まだ言いたいことを言えなかったり伝わらなかったりすることが多いから。
3) 1 回で正確に聞きとれないから。
4) スラスラと英語は話せないから。
5) It is because I can't speak English well.
6) 言葉がでてこないから。
7) 言葉がでてこないから.
8) 可視化してみるとそうでないから。
9) 英語ができないけれど、できるようになりたくてこの学部にいるから。

10) Because I can't speak English well.
11) I can't listen well.
12) とっさに英語が浮かばない。
13) TOEIC で良い点がとれてないから.
14) ないです。

Other comments

1) 朝から晩まで、英語づけで、力はついたと思います。日常生活でも、自ら英語を使う意識が必要だと思いました。
2) インターンとしてまた行きたいと思うことができた。インターンの方が興味をもっているので…
3) フィリピン楽しかったー！！！
4) スケジュールがきつかった。
5) 先生と話すのは楽しかった。
6) 英語力だけでなく、積極性が上がったと思う。自主性がみについたと思う。
7) I got special experience in Philippines.
8) 研修に参加して良かったです。

Appendix E: Notes for tentative themes by informant



(5) got used to the speed of conversation in English
Confidence about using Eglish to communicate (short phrases) ↑
fear and anxiety about studying abroad ↓
still slightly negative attitude toward English, but understood necessity.

↑ she became aware that she could communicate but essential information.

(6) Fluency in conversation ↑ (long pauses ↓)
Confidence in speaking ability ↑ (not in other still areas)
✗ TOEIC score ✗ reading and grammar improvement in
motivation to volunteer (int. connection?) ↑
(NGO visit)

(7) awareness of non-native speakers of English (teachers spoke it well.)
motivation to study languages other than English ↑
inhibition toward speaking English ↓ (disappeared!)
not improvement of speaking skills. (communication > grammar)
learned to simply ideas in order to say them in English.
TOEIC and listening skill ↑
Shift in understanding role of English: means to achieve something, not enough as goal in itself.
developed friendships w/ other students.

(8) anxiety toward talking w/ teachers gradually ↓
grammar and accuracy while talking gradually ↑
TOEIC score ↑
Confidence ↑
inhibition toward speaking in English ↓
& hesitation
(as a lingua franca)
motivation to help people ↑ (NGO with)

(9) gradually get used to using English to communicate ↑
(can use simple language)
= speaking & listening skills ↑ = conversation skills
(phrasing is different among students)
inhibition toward English ↓ (disappeared!)
but not academic skills.
cross-cultural awareness through sharing Japanese culture ↑
appreciation for Japan (food, safety) ↑

(10) X improvement in English ability
TOEIC score ↑
X changes in conversation skills or attitude toward English
cross-cultural awareness ↑ but mostly negative impressions
(gay culture was ok)

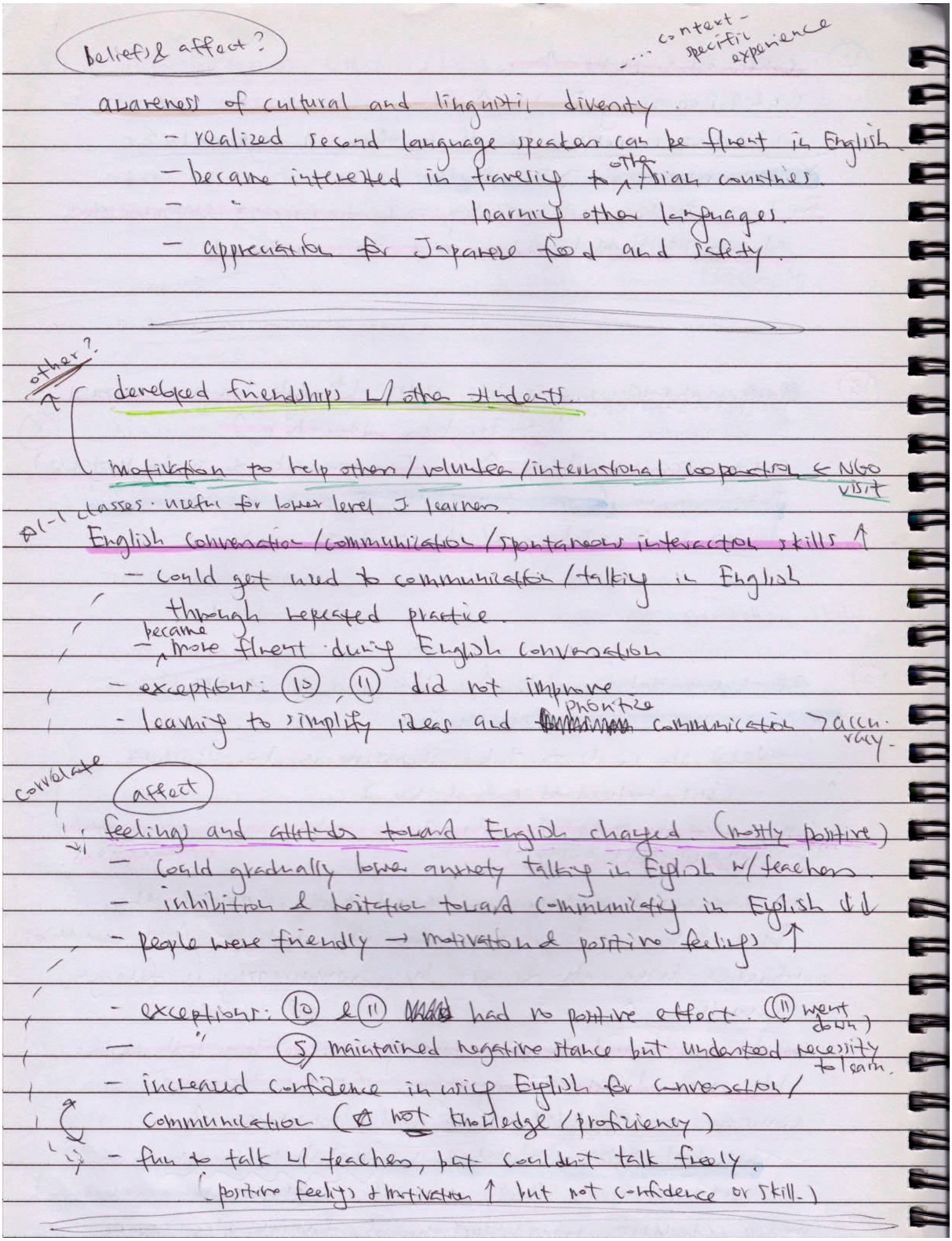
(11) cross-cultural awareness ↑ enjoyed the run-down atmosphere
TOEIC test-taking skills and score ↑
could get used to the situation of having to communicate
X improvement in communication skills
confidence in listening skills ↓
could not overcome negative feelings toward listening and
speaking communication skills

(12) conversation skills ↑
confidence using English ↑
confidence expressing herself to others in general ↑
× improvement of TOEIC score
for her, speaking and responding spontaneously = communicative ability = English skills, and this improved.

(13) speaking skills (through having to respond to teachers directly) ↑
communicative ability ↑ (context ok to make mistakes)
TOEIC score ↑ ← reflected English competency ↑
developed friendships w/ other students

(14) IELTS test-taking skills ↑ (basics of test format)
× improvement of TOEIC score
realized she need to take initiative in her learning
(but realized at end of trip)
communication skills ↑ through enjoyable casual conversations w/ teachers.
(or "communicative ability")
cross-cultural awareness: learned some words in the local dialect and became more interested in Asian countries.
confidence being able to get by communicating in foreign countries ↑
could get used to communicating and talking w/ people who speak different languages (= not Japanese)
courage to speak and communicate ↑
but not confidence in English proficiency.
could not speak freely. (knowledge, accuracy)
media awareness: representations of foreign places were not the same as in real life.

Appendix F: Notes for tentative themes by topic



mixed result

not straightforward. but valued in J. society (= should pay attention to other aspects!)

~~English proficiency / measurable competency? / test-taking skills~~

- IELTS writing course → writing and grammar ↑ / test-taking skills
- grammar and accuracy while talking gradually improved.
- TOEIC test-taking skills (incl. listening)
- TOEIC score did improve. - overall competency ↑
- conversation / communication skills improved, but not proficiency
- reading / grammar / TOEIC score did not improve. / academic skills / English ability
- inhibition disappeared, but speaking ability did not improve.

contrast

kinds of skills acquired.

× confidence in this re. goal vs. communication / conversation.

valuable?

perhaps most important takeaway ? this and inhibition toward communicating

belief

Shift in understanding role of English. learner autonomy ↑

- means to achieve something, not the goal.

similar

~~environment allowed her to focus on studying~~

realized

- realized the ~~[illegible]~~ necessity of taking ownership of learning and finding opportunities to use English.

other

- environment allowed her to focus on self-studying in the evening).
- increased confidence in self-expression in general.
- could see that media representations were not the same as in real life.