海外における第二言語使用に関わる負の情意
－量的調査から－
Negative Affects of Second Language Contact Abroad: Quantitative Phase

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ABSTRACT

　言語不安の例に見られるような負の態度や情意は，第二言語（L2）習得やコミュニケーションにとって問題となりうる（MacIntyre & Gardner, 1991）。これは，言語不安がL2使用機会を避ける，および短文での回答を促すことによる（Young, 1991）。もう一つの負の情意で本論が焦点を当てるのは，海外留学におけるホームシック度である。本論では，言語不安度とホームシック度が海外での言語接触量に差をもたらす度合いを検証した。調査の回答者は，留学環境において英語を学んだ25名の日本人学習者である。主な結果は以下である：1）学習者の言語不安度は，3か月間の留学後には下がっていた。2）言語不安度，ホームシック度，留学中の言語接触には相関関係が示された。

　Negative attitudes and affects such as language anxiety are issues in second language (L2) learning and communication (MacIntyre & Gardner, 1991) due to various manifestations including avoidance of L2 use opportunities and using short responses (Young, 1991). Another negative affect that this study focuses on is homesickness during study abroad. Homesickness is generally understood to be the feeling of missing home. This study aims to investigate how language anxiety and homesickness are related to the amount of language contact abroad. The participants of this study were 25 Japanese learners studying English in a study abroad context. The key results are as follows: 1) Learners' language anxiety levels decreased after studying abroad for three months; 2) Learners' pre-departure language anxiety was correlated with while-abroad

homesickness, and homesickness was negatively correlated with all aspects of while-abroad language contact.

1. Introduction

1.1 Study Abroad as a Hybrid Context

Study Abroad in this study is defined as second or foreign language learners living temporarily in a natural acquisition setting, mainly for the purpose of language learning, cultural interaction, or personal and career development (Immetman & Schneider, 1998; Meyer-Lee & Evans, 2007) for as short as a few weeks to as long as a year.

For second language (henceforth L2) learning, language contact during study abroad is claimed to be effective for language learning (DeKeyser, 1998; Freed, 1995; Lightbown & Spada, 2006; Long, 1988; Spada, 1986). More specifically, there is an assumption that authentic language contact experience afforded by study abroad may play an essential role in the development of L2 proficiency (Goodwin & Natch, 1988). In terms of authentic language contact opportunities, Brecht and Robinson (1995) explain that learners engage in a variety of out-of-class language practice in places such as restaurants, shops and the homes of friends.

Furthermore, the combination of structure-based classroom instruction and the meaning-based authentic language contact outside of the classroom is claimed to be beneficial for L2 learners (Spada, 1986; Freed, 1995; Long, 1988), and the study abroad context provides this hybrid language contact environment. Indeed, Kinginger (2009) describes study abroad learners as a hybrid variety, as they have access to both instruction and language contact, which facilitates the acquisition process.

1.2 Language Anxiety

Gardner and MacIntyre (1993) define L2 language anxiety as fear or apprehension occurring when a learner is expected to perform in an L2 or foreign language. In the present study, this definition of L2 language anxiety is used.

Various researchers have found that language anxiety results in L2 avoidance. Young (1991), in a review of the literature on L2 anxiety in the classroom, lists the manifestations of anxiety, such as avoidance of L2 use opportunities and using short-answer responses. Horwitz et al. (1986), more specifically, note that learners with higher levels of anxiety tend to avoid difficult or personal messages in the target language. Other studies, meanwhile, report that learners with lower levels of anxiety performed better than those with higher levels of anxiety (Granschow & Sparks, 1996; MacIntyre & Gardner, 1991).

In the study abroad context, the role of language anxiety in relation to language use has been a relatively neglected area of inquiry. However, a study by Allen (2002) found that learners in the study abroad context experience different degrees of language anxiety depending on the context of their interactions. Moreover, anxiety level decreased only in controlled short interactions (i.e., service encounters), and the level remained high in more complex interactions, which involve cultural differences. Pellegrino (2005) also explains that L2 learners' anxiety changes depending on the interlocutors in the study abroad context.

1.3 Homesickness

Homesickness is an affect which might influence the amount of language contact during study abroad. In the present study, homesickness is defined as uneasy feelings derived from missing family and friends, as well as familiar activities, food, and language at home. Symptoms of homesickness include depression, withdrawal,

absent-mindedness, anxiety and phobic avoidance accompanied by strong ruminative activity centered on home (Fisher, 1989).

There are few academically researched publications available investigating language and homesickness in the study abroad context. Using the online Education Resources Information Center (ERIC), and searching through all publication types (i.e., journal article, books, dissertations/theses) from 1990 to 2015, there was no match found that included the three keywords, *language, homesickness* and *study* abroad in the title and abstract.

Perhaps the significance of homesickness in the study abroad context is that with minds occupied with ruminative activity, it is to be expected that learners are not able to concentrate on other highly cognitive activities, such as L2 learning and communication (Kondo & Yan, 1995).

1.4 Research Aims

The present study attempts to find answers to these two research questions: 1) Do language anxiety levels decrease after studying abroad for three months? 2) Do non-linguistic negative variables such as language anxiety and homesickness have an inverse relationship to the amount of language contact during study abroad?

2. Methods

2.1 Participants

The participants in this study were 25 (24 females and 1 male) Japanese second-year students from a private university in Tokyo who were between the ages of 19 to 20. They participated in a 15-week study abroad program at a private university in British Columbia, Canada, as one cohort. The imbalance in the ratio of female and male participants was inevitable since this cohort consisted of a fixed number of 24 females and 1 male student. According to their English placement results at the time of their entry into the university, they were at an intermediate level of English. In Canada, participants took two intensive English language courses; an English language course (15 hours per week for 15 weeks), and a content-based course in tourism (10 hours per week for 15 weeks). The amount of English instruction the participants received while-abroad may be considered normal compared to other study abroad programs. Each participant stayed with a homestay family near the host university for 15 weeks. Breakfast and dinner were provided by the homestay family meaning participants socialized over meals with the homestay family. Some host families frequently took participants on outings and shopping trips. In other words, the degree of the intensity of out-of-class socialization varied among students.

2.2 Data Collection
2.2.1 Data Collection Procedure

The present study was longitudinal, with data collected at three separate times. Pre-departure data were collected around five weeks before departure. The reason was that participants had a one-month summer break prior to departure, and the only time available for data collection was five weeks before departure. While-abroad data were collected around six weeks into the 15-week study abroad period. Post-return data were collected around six weeks after they came back from study abroad. The post-return data collection had a similar timing constraint. The participants went into winter break for one month after they returned, and the post-return data were collected after the winter break.

2.2.2 Measurements

To measure language anxiety, the question items from the foreign language classroom anxiety scale developed by Horwitz et al. (1986) and personal report of communication anxiety questionnaire (PRCA) developed by McCroskey (1977) were

used to create a questionnaire consisting of four question items (see Appendix for question items). The questionnaire was administered two times; at pre-departure and post-return.

To measure homesickness, the Dundee Relocation Inventory (henceforth DRI) (Fisher, 1989) was used. This inventory has over 100 questions from which researchers can select. 20 items were selected including two filler (dummy) items, which were suitable for the present study (see Appendix for question items). The questionnaire was administered once at while-abroad.

To measure participants' language contact at while-abroad, the language contact profile (Freed et al., 2004) was used. The language contact profile consists of more than 40 questions which focus on language contact for both in-class and out-of-class. By using this profile, three sets of data were obtained; while-abroad total language contact, while-abroad speaking contact, and while-abroad listening/reading/writing contact (see Appendix for sample questions). For the present study, the language contact profile was administered once at while-abroad.

2.3 Data Screening Procedure Prior to Analysis

This section describes the method and the general data screening procedure. The actual numbers and values are reported in Section 3.

Prior to main data analysis, missing values were estimated using the mean substitution method (Tabachnick & Fidell, 2007). That is, prior to the main statistical analysis, the missing values were replaced with the mean score of the responses for that item.

In the present study, the learners' scores were converted into z-scores to identify univariate outliers. Cases with z-scores in excess of 1.96 ($p < .05$, two-tailed) were considered outliers. To reduce their impact, outlying values were adjusted by changing the outlier value to one unit above the next highest non-outlier value in the data set (Field, 2009). Firstly, in order for the data to be analyzed using parametric data analysis, it was ensured that the data met the assumptions of normal distribution and homogeneity of variance. (Tabachnick & Fidell, 2007).

The reliability of the research instruments was measured using *Cronbach's alpha*. A Coefficients in excess of .70 is acceptable for educational research (Kline, 1999). Therefore, for the research instruments that were used in the present study, a Cronbach alpha of .70 or more was considered to be satisfactory.

3. Results

3.1 Language Anxiety Outcomes

The questionnaire scores for language anxiety obtained at pre-departure and post-return were screened before the main analysis. There was found to be no missing data. However, there was found to be one outlier in the post-return data, and the outlying value was adjusted using the method described in Section 2.3. The skewness and kurtosis results confirmed that both sets of data were normally distributed. The Cronbach's alpha reliability values for the language anxiety questionnaires were found to be satisfactory (pre-departure: $\alpha = .88$, post-return: $\alpha = .93$) as shown in Table 1.

To examine the language anxiety outcome results, the scores obtained at pre-departure and

Table 1　Descriptive Statistics for Language Anxiety

	n	mean	SD	min.	max.	skew	kurt	alpha
Pre Anxiety	25	15.40	5.02	6.00	24.00	.19	−.83	0.88
Post Anxiety	25	12.68	4.62	4.00	21.00	−.03	−.83	0.93

post-return were submitted to a paired samples *t-test*. The paired samples t-test result showed that on average, learners had significantly lower levels of language anxiety after they had studied abroad ($M = 12.68$, $SE = .92$) than before ($M = 15.40$, $SE = 1.00$), $t(24) = 4.03$, $p < .001$, $r = .64$.

3.2 Descriptive Statistics for While-Abroad Language Contact

The language contact profile questionnaire (Freed et al., 2004) scores obtained at while-abroad for while-abroad total language contact, while-abroad speaking contact, and while-abroad listening/reading/writing contact were screened before the main analysis. There were found to be three outliers in the speaking contact data, and six in the listening/reading/writing contact data. The outlying values were adjusted using the method described in Section 2.3. The skewness and kurtosis results confirmed that all three sets of data were normally distributed. The Cronbach's alpha reliability values for the responses to the while-abroad language contact questionnaires were satisfactory (total language contact: $\alpha = .87$, speaking contact: $\alpha = .74$, listening/reading/writing contact: $\alpha = .80$) as shown in Table 2.

3.3 Descriptive Statistics for While-Abroad Homesickness

Questionnaire items to measure while-abroad homesickness (Fisher, 1989) were used. There was found to be one missing response from the questionnaire and one outlier. These were dealt with using the method described in Section 2.3. The skewness and kurtosis results confirmed that all three sets of data were normally distributed. The Cronbach's alpha reliability for the homesickness questionnaire was found to be satisfactory ($\alpha = .85$) as shown in Table 3.

3.4 The Relationships Between Language Contact, Language Anxiety and Homesickness

To examine the relationship between learners' while-abroad language contact, while-abroad homesickness, and pre-departure and post-return language anxiety, the data were submitted to *The Pearson correlation* analysis. As indicated in Table 4, the results showed that pre-departure language anxiety was significantly related to while-abroad homesickness, $r = .44$, $p < .05$. Moreover, while-abroad homesickness was negatively correlated to all three aspects of while-abroad language contact: 1) while-abroad total language contact, $r = -.46$, $p < .05$; 2) while-abroad speaking contact, $r = -.50$, p

Table 2 Descriptive Statistics for While-Abroad Language Contact

	n	mean	SD	min.	max.	skew	Kurt	alpha
Abroad Total Language Contact	25	239.56	0.10	117.00	386.00	.17	−1.02	.87
Abroad Speaking Contact	25	109.64	33.55	54.00	166.00	.02	−1.07	.74
Abroad L/R/W Contact	25	124.36	43.04	61.00	181.00	-.03	−1.49	.80

Table 3 Descriptive Statistics for While-Abroad Homesickness

	n	mean	SD	min.	max.	skew	kurt	alpha
Abroad Homesickness	25	47.95	8.93	32.00	62.00	−.01	−1.10	0.85

Table 4   Correlation of Language Contact, Language Anxiety, and Homesickness ($n = 25$)

	Pre Anxiety	Abroad Homesickness	Post Anxiety
Abroad Total Language Contact	−.35	−.46*	−.27
Abroad Speaking	−.37	−.50*	−.35
Abroad L/R/W	−.33	−.47*	−.25
Pre Anxiety	–	.44*	.76**
Abroad Homesickness		–	.32
Post Anxiety			–

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

< .05; and 3) while-abroad listening/reading/writing contact, $r = −.47$, $p < .05$.

4.   Discussion and Conclusion

4.1 Discussion on Language Anxiety

Research question 1 was concerned with whether learners' language anxiety levels changed after studying abroad for three months. The basis of this assumption comes from the report by Allen (2002) mentioned in Section 1.2. As assumed, language anxiety levels at post-return were significantly lower than their levels at pre-departure. Therefore, an effect of study abroad on language anxiety was found in this study. The effect might have derived from the hybrid language contact environment mentioned in Section 1.1. Another explanation may be found in the characteristics of natural acquisition settings. In natural acquisition settings, learners do not get frequent corrective feedback on errors (Springer & Collins, 2008; Lightbown & Spada, 2006). Corrective feedback is an indication to a learner that an utterance contains an error (Ellis, 2007). The natural acquisition setting with less corrective feedback on errors may have had an effect on lowering the levels of language anxiety.

4.2 Discussion on Language Contact and Negative Affect

Research question 2 focused on while-abroad language contact and some interesting results were found. First, pre-departure language anxiety was significantly correlated with while-abroad homesickness. Moreover, while-abroad homesickness was negatively correlated with all three aspects of while-abroad language contact. This appears to be the first time that both of these correlations have been found to interact, and therefore there is no explanation for these relationships in the research literature.

Since correlation does not mean a causal relation, it is not possible to make any cause and effect claims. However, an explanation may perhaps be found in Maslow's hierarchy of needs (Maslow, 1987). Maslow's hierarchy of needs as shown in Figure 1 can illustrate how learners who do not have their lower level needs met, may have difficulty achieving higher level capabilities. For instance, study abroad learners who are homesick and not able to eat the food they like nor see the family they miss may have physiological needs and needs of love. Learners with language anxiety with insufficient self-presentation in L2 might have needs for esteem. These learners may have difficulty achieving the needs for self actualization.

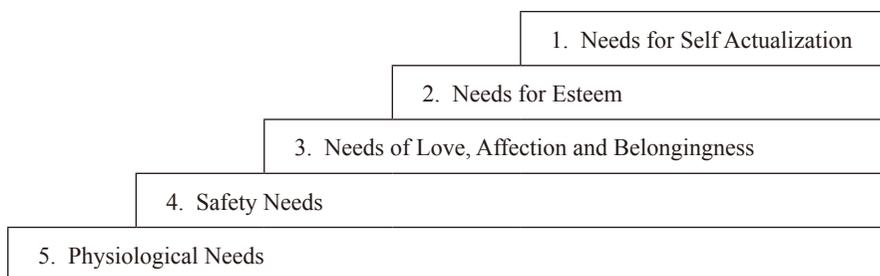| 1. Needs for Self Actualization |
| 2. Needs for Esteem |
| 3. Needs of Love, Affection and Belongingness |
| 4. Safety Needs |
| 5. Physiological Needs |

Figure 1   Maslow's hierarchy of needs. Adapted from Motivation and personality (Maslow, 1987).

However, an alternative interpretation may also be possible, which is that language contact during the study abroad could have led to reduced homesickness as learners were able to communicate and interact with people around them.

4.3. Conclusion

This study found that language anxiety levels decreased after three months of study abroad. In addition, negative affects such as language anxiety and homesickness were related to the amount of language contact abroad. The findings in the study indicate the significance of study abroad context, or a hybrid language contact environment in reducing language anxiety levels. Moreover, the findings highlight the need for pre-departure education to build learner confidence in L2 communication skills and to eliminate language anxiety before going abroad, in order to maximize learners' L2 language contact abroad.

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Appendix

English Translation of the Questionnaire Items

Language Anxiety (6-point Likert scale) (Horwitz et al., 1986; McCroskey, 1977)
1. Do you feel nervous when you are asked how to get to a place in English by an English speaker?
2. Do you feel nervous when you have to speak in English?
3. Do you feel worried when you have to speak to a native speaker?
4. Do you feel worried that people around you who can speak English might think your English is not correct and is strange?

Homesickness (5-point Likert scale) (Fisher, 1989)
1. I feel able to cope here.
2. I feel optimistic about life here.
3. I feel satisfied here.
4. I feel excited about studying here.
5. I feel fulfilled here.
6. I feel confident here.
7. I feel loved here.
8. I feel needed here.
9. I have many friends here.
10. I feel settled here.
11. I feel lonely here.
12. I miss my friends I have at home (in Japan).
13. I feel cut off from the world here.
14. I think of past events.
15. I feel uneasy here.
16. I feel unhappy here.
17. I wake up wishing that I were home.
18. I miss my family.

Language Contact Profile (Freed et al., 2004)
Because of space constraints, 2 example questions are listed below out of 40.
1. Out of classroom , I am trying to speak English to:
1a. a host family or roommate in English.
    Typically, how many days per week?   0 1 2 3 4 5 6 7
    On those days, typically how many hours per day?   0-1 / 1-2 / 2-3 / 3-4 / 4-5 / more than 5/
1b. service personnel (i.e., sales person and bank clerk) in English.
    Typically, how many days per week?   0 1 2 3 4 5 6 7
    On those days, typically how many hours per day?   0-1 / 1-2 / 2-3 / 3-4 / 4-5 / more than 5/