

Inquiry of L2 learning and beyond during study abroad:

Preliminary study of Japanese university students'
in-class and out-of-class learning in the UK

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"I realize that if I can speak English, I can communicate with more people in the world. If I can do that, I feel happier because connecting with people increases happiness. When speaking English stressed me, I tried to think like that."

(Japanese Student)

1. Introduction

There has been a significant increase in the number of Japanese students participating in study abroad (SA) programs in English-speaking countries. Students might have different reasons for studying abroad including second language learning, learning about other cultures, disciplinary learning and professional development. The length of SA is varied. Undergraduate students usually go for six months or one year at most. In the short-term program, students usually study English language in a foreign context.

When learners study language where the target language is spoken, learning can occur anywhere in any form. Learners study in classes and they participate in informal communities. In such a situation, learning additional language involves more than the acquisition of knowledge and skills (Umino & Benson, 2019). It may involve identity development, the acquisition of new

identities, or belief changes that are mediated by language learning and use. In SA research, a community of practice (Lave & Wenger, 1991) has been used as an analytical tool to investigate a learner's social networks from a language socialization perspective (Duff, 2007).

With such an inquiry, the two authors from home university in Japan and host university in the UK decided to conduct an experimental study aimed at exploring students' in-class and out-of-class activities from an emic point of view to understand the whole picture of language learning in SA.

2. Background to the study

2.1. The EFL situation in Japan and study abroad (SA) program

English has achieved the status of world language and it is used as the official language and the second language in many countries. In Japan, English has long been considered an important tool for business and communication. English education has both officially and privately been perceived as an important subject in schools or for personal development. Yet English is neither the official nor the second language.

People in Japan can live without using English. They can work using Japanese and communicate with their peers or colleagues in Japanese as long as they work and live in a Japanese discourse community. Even though many Japanese realize that English can broaden their views and give them chances to communicate with people around the world, they do not feel that English is a necessary survival tool. Many students, even though they study English at school, do not often use English outside of school. Thus, learners of English in Japan usually do not have “social practices in a context in which individual learner L2s develop” (Norton & Toohey, 2001, p. 318). They often do not study unless they have to take a test or they expect to go overseas for sight-seeing, study, or work. Private conversations with students who are free from

the mandatory loop of learning English revealed that they rarely study English.

Yashima, Nishida and Shimizu (2004) noted, “many Japanese adolescents, preoccupied with preparing for entrance exams to higher education, concentrate on raising test scores by memorizing vocabulary or idiomatic expressions and practicing sentence translation. These activities are of some value for improving L2 proficiency, but under these circumstances, “communicating with people in the world” as a goal of EFL may seem somewhat unrealistic” (p.121).

This EFL situation in Japan has been a trigger for many universities in Japan to develop SA programs.

2.2. Research on Study abroad (SA)

Many studies of SA have been implemented based on a general assumption that natural settings involving informal learning through out-of-class contact with the L2 leads to higher levels of proficiency than educational settings where instruction is provided (Tanaka & Ellis, 2003) or SA can help learners become ‘fluent’ speakers of the host language (Jackson, 2008). This assumption has not always been verified. For example, Tanaka and Ellis (2003)’s empirical study of a 15-week SA program for Japanese university students found that the gains of proficiency appeared quite moderate when the program is characterized as “Japanese College Overseas” in which students study in homogeneous classes and live together in dormitories.

Limiting research on SA to linguistic outcomes may ‘distort the experience’ (Coleman, 1998) since language skills include sociocultural and intercultural competence. Therefore, research on SA needs to focus not only on language skills but on other factors such as cultural dimension, sociocultural factors in intercultural communication and identity (Jackson, 2008). As Tanaka and Ellis (2003) reported, self-efficacy and confidence can be one of the major gains

of the SA program.

Identity is one of the research targets of SA. Development of second language identities includes a subjective sense of becoming a more proficient learner of the second language and a sense of becoming a 'user' of it. How learners bring reflective identities to the experiences of learning English in class, but also individualized by out-of-class experiences. The development of learners' second language identity during SA depended largely on whether they succeeded in bridging this gap between reflective and imagined identity by projecting identities as competent users of English that would be recognized as such by local English speakers.

SA may bring positive outcomes to learners but often it brings negative outcomes too such as mental blow. As Murphy-Lejeune (2002) suggested, learners of SA's experience of mobility changes their concept of 'space' and 'home' and this may provoke a personal 'crisis' caused by fragmented or torn identity. Another issue is adjustment problems. A psychological view is referred to in the U-curve model of adjustment (Lutz, 1990): There are three main phases after contact with the host culture is made. The initial stage is optimism followed by the actual shock as the differences and confusion intrude into the visitor's sense of self, and the final stage is called culture stress which represents a recovery and adaptation to the new conditions. In this study, Japanese participants studied for about five months in a host institution. Therefore, they just experienced the initial stage described by Lutz and they may have encountered real culture shock if they had stayed longer.

Japanese learners bring their beliefs about learning to the classroom. Discrepancies in those beliefs among American instructors and Japanese learners were reported in Lutz's study. This study was conducted many years ago and students' perceptions and beliefs about learning may have changed since, but this study implies the importance of revealing the perceptions and beliefs

learners bring into classrooms especially when the learning and teaching situation includes multi-lingual learners with different linguistic and pedagogical backgrounds.

2.3. Out-of-class English learning

Out-of-class English learning can be defined as learners' activities outside of the classroom to improve their English skills. Freeman (1999) suggested that EFL students spent 88% of the time in out-of-class language learning but contents of out-of-class activities may be different depending on contexts: EFL students in countries where the target language is an official language are engaged in different out-of-class English activities.

Benson (2001) classifies out-of-class learning into three categories: (1) self-instruction (students' locating resources to help them improve the target language), (2) naturalistic language learning (students' learning to communicate and interact with the target language group unintentionally), and (3) self-directed naturalistic language learning (students' creating or searching out a language learning situation). Examples of these are e-learning and watching movies for (1), chatting with foreigners for (2), and joining workshops or projects for (3). For learners in the EFL context like Japan, self-instruction learning may often be observed. Naturalistic language learning can be observed more in the SA context.

3. Research Questions

The research questions that guided the study were:

- (1) What in-class learning activities do learners find effective in SA context?
- (2) What out-of-class learning activities do learners find effective in SA context?
- (3) What are the researchers'/practitioners' observations on this study?

3.1. Information on host university in the UK (University of the Arts London)

The University of the Arts London (UAL) Language Centre is based in Central London and runs a number of pre-and in-session English language programmes for international students. The English & Arts (E&A) Programme offers General and Academic English courses of 15 hours per week with optional 'Plus' classes in Fashion, Media or Arts & Design. Plus classes are held in the afternoon at various UAL campuses and are taught by UAL subject specialists. The Language Centre is accredited by English UK.

International students are attracted by the opportunity to study English in an art and design context, participate in some of the university's social and academic activities, and in some cases, progress onto mainstream BA and MA courses. There are also the social and cultural attractions of living and studying in London.

Academic English is delivered in 4-week modules, or 'blocks'. Students can enrol for as many blocks as they choose, up to a maximum of 6. Students are required to complete a monthly project, in line with Nunan's (2004) definition of "a collection of sequenced and integrated tasks that all add up to a final project". The project comprises a written assignment and an oral presentation, which are assessed using IELTS-based criteria.

The course is predicated on task-based learning principles, and aims to provide the 3 essential conditions for language learning as laid out by Willis (2006) of "Exposure to a rich comprehensible input of real language, ... Use of the language to do things, ... and Motivation to ... process and use the exposure". Monthly blocks alternate between individual projects to allow for personalisation and creativity and group projects to foster the development of teamwork and communicative skills.

In addition to project work, students are required to keep a reflective jour-

nal (RJ) as a way of recording their SA experience. RJs are monitored by tutors, with follow-up discussion and feedback in personal tutorials.

4. Data Collection and Analysis Procedures

4.1. Phases of the Study

Three phases of the study were developed. In the first phase of the study, a questionnaire was delivered by the second author at UAL to the participants in order to investigate their background including past English learning experiences, purposes of learning English and future goals along with perceptions of effective in-class and out-of-class activities. In the second phase of the study, four participants were chosen for the interview.

The first phase of the study aimed at grasping the big picture of the learners: the number of learners, nationalities of learners, and learners' background information. The questionnaire revealed learners' length of learning English, learning history, future study plans, future work plans and descriptions of in-class and out-of-class learning activities which they found effective.

Based on the results of the questionnaire, the second phase of the study aimed at investigating details of learners' perceptions of in-class and out-of-class activities. To this end, an interview was conducted by the second author. The results of the interview along with the SA portfolio (PF) which was assigned by the home university in Japan revealed learners' reflections on their learning during SA.

The final phase of the study involved data analysis by the two authors. The two authors compared the results of the questionnaire of Japanese students with those of non-Japanese students to grasp the background differences. Then, an in-depth analysis of interview data and PFs was conducted.

Data gathering followed the ethical guidelines for research by both univer-

sities. The participants were asked for permission to conduct surveys or interviews by researchers.

4.2. Participants of the study

For the first phase of the study, the questionnaire was delivered to 13 Japanese university students and 12 students from South Korea, France, Thailand, Saudi Arabia, Iran, China and Italy. Japanese students were in their second year at university and all female, while non-Japanese students' age and gender are varied.

They all studied as international students at University of the Arts London and were taught by the second author. The second and final phase of the study included four Japanese students chosen for interview and PFs.

4.3. Data analysis

Collected data were anonymized as S1–S4 for interview data and PF1–PF3 for PF data. The results of the questionnaire for Japanese students and non-Japanese students were included in the matrix (Table 1–Table 4) so that individual names were not seen.

Data analysis took place both during and after data collection from 2019 to 2020, in line with Creswell's (1998) emphasis on a zigzag approach between data gathering and analysis.

The qualitative data was analyzed by categorical aggregation, cross-case analysis, and naturalistic generalizations. Interpretation of interview data was demonstrated immediately after the first interview (Kanno, 2003, p. 22). Possible interpretations were discussed with participants by the first author.

5. Findings

5.1. Questionnaire: Learners' future study plans

5.2. Questionnaire: Learners' future work plans

As Table 1 and 2 show, non-Japanese students have more clear goals for

Table 1. Future study plan

Japanese students (n=13)	Non-Japanese students (n=12)
Design for advertisement	Textile design (Russia)
None (n=4)	MA (Bio-design) (France)
English literature	MA (Business English) (Thai)
English culture and literature English language (n=2)	MA (Culture/Criticism/Curation) (Taiwan)
Media design	Make-up (Saudi)
English education	MA (Fashion) (China)
No description (n=2)	MA (Fashion/Industrial design) (Iran)
	MA (Textile design) (Thai)
	Finish the course in LCC (China)
	MA (Design and innovation) (Italy)
	No description (n=2)

Table 2. Future work plan

Japanese students (n=13)	Non-Japanese students (n=12)
Event planner	Making own shop (South Korea)
Flight Attendant	Own company (Russia)
Not decided (n=6)	Clothing industry (France)
Translator	Opening new business (Thai) (Italy)
Media Design, Publisher, TV	Curator (Taiwan)
Service for foreign people	Make-up artist/own shop (Saudi)
Graphic designer	Making fashion brand (China)
Something on fashion	Fashion industry (Iran) (Thai)
	Illustrator (China)
	No description (n=3)

study and future job plans. A possible explanation for this is that the non-Japanese students in the study came to London on an individual, rather than group basis. They would therefore have had to negotiate finance, travel and accommodation independently. It would be unlikely that such an undertaking would be sanctioned by families/employers unless there was a clear professional or academic outcome in view.

5.3. Questionnaire: Effective in-class learning activities

In-class learning activities Japanese students find effective are categorized as receptive activities such as learning new vocabulary, practicing pronunciation, watching videos and TED talks, learning grammar, and reviewing the textbook and productive activities such as explaining interests and opinions, talking with classmates, writing a reflective journal, thinking and asking, and giving presentation. Those non-Japanese students find effective are categorized also as receptive activities such as learning grammar structure, vocabulary questions and listening to teachers and productive activities such as trips, talking, writing essays, games, debating, creating projects, group discussions, presentations, and talking about ideas to other students.

It seems that more non-Japanese students think productive skill activities enhance their English language skills. This can be related to learners' future study plans and work plans. As Table 1 and Table 2 show, non-Japanese students have clearer goals of study plans and work plans. Many of them want to work for business or start their own business. This requires high communication skills, thus many of them want to develop productive skills in English. A possible explanation for this is that the non-Japanese students in the study came to London on an individual, rather than group basis. They would therefore have had to negotiate finance, travel and accommodation independently. It would be unlikely that such an undertaking would be sanctioned by families/employers unless there was a clear professional or academic outcome in view.

Table 3. In-class activities to improve English language skills

Japanese students (n=13)	Non-Japanese students (n=12)
Learning new vocabularies	Conversation with other guys
Making sentences quickly	Trip
Discussion using new structures and vocabulary/Group discussion	Working with the group, talking each other
Explain interests/opinions	Writing words and essays
TED	Some games
Vocabulary	Debate
Topics which connected with arts, fashion	Creating project
Speaking (talking) with classmates	Learning grammar structure
Textbook activities	Vocab. Questions
Write a reflective journal	Discussion in group
Practice pronunciation with classmates	Presentation
Tutorial	Explaining new words
Watch videos in English	Working in pairs
How to use vocab. in speaking	Listening to teacher/friends
Grammar	Writing workshop
Review the test	Communicate my ideas to other students
Reflective journals	Conversation
Vocab. Test	Explain to other students
Review of text	The way of teaching
Speaking skills/listening skills	Speaking, writing
Do not use a dictionary	Talking with other classmates
Think a lot and ask	Writing practice
Final presentation	
Explain words in English	
Teacher taught new words	
English plus	

Table 4. Out-of-class activities to improve English language skills

Japanese students (n=13)	Non-Japanese students (n=12)
Talk with friends in English	Watching Netflix without subtitle
Visit museums (read and listen) Ask questions to assistants	Hang out with friends who are not Korean
Watch English movies/videos	Homework (Korea)
Go to café and talk with shop assistants	Watching movies
Talk with foreign friends by SNS	Talking to international friends
Club (Ballroom Dance/Basketball)	Having some extra English private lessons (Korean)
Talk and travel with flat mates (French, Chinese, Taiwanese)	Read paper
Meet up	Hang out
Review lessons	Watching TV series in Netflix
Study for TOEIC	Shopping
Going to the event	Travelling
Joining activities	Speaking with native speakers
Reading books	Reading (advertising/articles/books/news/magazines)
Reflective journals	Watching BBC news every morning Netflix
Sending text messages to international friend	Reading "Time out" ¹ every week
Watching movies without subtitle	Speaking English with flat mate
Learn new vocabulary	Speak English when I go out
UAL's social events	Watching films
Explaining what the pictures I took in the city/Photography class ² in English	Study every day 1 hour
Dance club	Hang out with foreign friends

Table 4. Continued.

Japanese students (n=13)	Non-Japanese students (n=12)
Go out with friends	Watching English TV
	Listening English songs
	Watch cartoon/movie/video games
	Watching movies
	Reading articles
	Spend time with foreign friends
	Attend the short courses as well
	Go to museums and talk about what we see
	Presenting work during class trips on Plus courses
	Everyday interactions with NNS

5.4. Questionnaire: Effective out-of-class learning activities

Out-of-class activities students found effective are categorized 1) socialization such as gathering with NNS (Non Native Speakers) and TL (Target Language) speakers, 2) social media such as Netflix, dramas, and the Internet, 3) self-study such as studying for TOEIC, reading books, learning new vocabulary, review of lessons, reading articles, writing reflective journals and homework, and lastly 4) social events such as dance club, basketball club and meeting up.

5.5. Interview

Four Japanese students were interviewed (S1, S2, S3 and S4) by the second author and asked to elaborate on their answers to the questionnaire. In response to the question about in-class activities, three of the respondents said that learning how to give presentations had helped them with their speaking skills. According to S3, "Presentation is the best way to improve our speaking

Table 5. Student interview responses

In-class activities		Out-of-class activities	
Activity	Student(s)	Activity	Student(s)
Presentations	S1, S3, S4	Dance class	S2, S4
Talking with classmates	S1, S3	Interacting with foreign housemates	S3, S4
Making a zine	S1, S3	UAL social events	S2, S3
Working in a team	S3, S4	Sports club	S1
Making a survey	S2	WhatsApp group	S1

skill because when I think how to explain my idea, my vocabulary increasing so it helps to increase my vocabulary”. Two students found talking with classmates effective, although S2 sometimes found her classmates’ accents difficult to understand. Two of the students found the zine-making session useful, S3 said that she could express her feelings of stress at being surrounded by technology. The monthly project had been collaborative, and two of the students said that working as part of a team helped them with their English skills.

Three of the four students had joined university clubs—for dance and basketball—and had made new friends through a common interest. Two students found talking to and having dinner with their foreign housemates helped them improve their language skills. Two of the students had participated in UAL Social Programme events, one went to a party and made new friends, and the other, S2, had gone on several organized tours, but had stopped going because, she said, “nowadays I feel tired, so I don’t join anything”. One student mentioned the class WhatsApp group as a way to make and maintain friendships beyond the course.

From this small sample, it can be seen that the students found task-based activities, such as preparing presentations, making zines and working in

teams on the monthly project the most effective in-class activities. All of the students had participated in out-of-class-activities organized by the university, which they had enjoyed and believed had helped them improve their English language skills. Two of the participants found language learning benefits from living in multilingual households, in line with Tanaka and Ellis' (2003) observations.

5.6. The Portfolio

The students are required to complete a portfolio on their return to Japan. In this chapter one portfolio chosen by two authors is described. It contains sections on reasons for doing SA, activities during the stay, a weekly journal and post-stay reflections.

The student's objectives were to study spoken English, gain confidence in speaking English, make foreign friends and participate in club activities.

In-class activities included class visits to the Design Museum, the Wallace Collection, street art (Graffiti) sites and a walking tour of East London. In Plus classes the student learnt about sustainable fashion, sub-culture and architecture.

In English classes, the student spoke to students from different countries about a range of topics, including personal information and information about their respective countries (information gap activities) and views on different subjects (opinion gap activities). She used Instagram to make friends and share ideas. She participated in a student costume contest, where she received compliments on her Yukata, and on the last day of the course, attended the school Christmas party, with an inter-class quiz which, despite not winning, she enjoyed, "I never forget such a feeling of unity!"

The student participated in many self-directed out-of-class activities, such as visiting galleries and museums, famous tourist attractions and going to the ballet and the theatre. She visited places associated with British children's lit-

erature, such as the Peter Pan statue, because of her plan to study British children's literature in future. She travelled to Paris with friends and reflected, "I was overwhelmed by the significance of history".

Social activities organized by the university included joining the university Ballroom Dancing club, and trips to Windsor and the Harry Potter studios.

From her reflections, it can be seen that she achieved her original objectives as well as rekindling her interest in Arts and History, particularly French 18th century decorative arts. She developed as a language learner and learned about the value of fluency over accuracy in certain situations, as well as the role of English as an intranational language. On taking the EIKEN test on her return, she observed that her listening skills had improved.

The student changed some of her views through interacting with people from other cultures; she learned that tattoos could be a way to "express emotions and character", not just as a "symbol of immortality", and that Graffiti is seen by some as "street art which has important messages", not just "vandalism".

Living in a foreign city gave her the chance to make comparisons with her hometown, "Tokyo is a really busy town and full of exhaustion, London is also busy but there are many peaceful places". Finally, she reflected on changes to her own behavior, "I have changed my nonstop smartphone life".

6. Discussion

6.1. In-class learning activities

Some learning activities Japanese learners found effective are not new ones such as learning new vocabulary, explaining interests, speaking with classmates (if classmates were Japanese students), grammar, watching videos in English, revising for the test, learning new words, practicing pronunciation with classmates and vocabulary tests (Table 3). Students are familiar with

those activities and they still feel that those activities can improve their English skills. Activities which are rarely implemented in Japanese classrooms include writing a reflective journal, English plus, Zine making, quick sentence making and thinking a lot and asking. Those activities can be categorized as “Self-directed” (Benson, 2001) activities which focus on self and personalize learners’ learning experiences.

Content-based or task-based language learning has been evaluated as a good strategy for learning foreign language. Learners’ motivation increases under the umbrella of content-based or task-based learning because their choice comes first. If a learner’s first choice (content) is design, he or she makes efforts to learn language because the language is a gate to reach their goal. On the other hand, when language learning comes first, learners sometimes lose their motivation to keep learning the language.

6.2. Out-of-class learning activities

In SA, staying in London was a learning experience in itself. Going to museums or musicals, trips with foreign students are some of the out-of-class learning activities. The out-of-class learning activities learners found useful can be categorized as interactive activities such as going out with foreign classmates, meeting up, joining events, Instagram, club activities, project-oriented activities such as going to museums and making a short film, and culture-oriented activities such as visiting buildings in the city and museums.

Some of the out-of-class learning activities can be seen as an extension of classwork, such as homework, reviewing lessons, working on reflective journals (Table 4) and are teacher-directed. However, the majority of the activities listed can be categorized as “self directed naturalistic learning” as defined by Benson (*ibid* p.40), such as talking with shop assistants, joining activities, talking to and traveling with foreign flatmates.

The SA students experienced the “limited opportunities for interaction”

with TL (Target Language) speakers described by DeKeyser 2007 and Rivers 1998 (cited in Benson, 2001, p.140) but spent time with Academic English classmates, Plus classmates, flatmates and other UAL students with similar leisure interests, such as sport, photography, dance and culture.

Fewer examples of self-directed study, such as preparing for TOEIC, and taking private language lessons were given, which in contrast to the number of naturalistic activities, indicated a lack of learner autonomy.

Two Japanese students listed online communication, “talk with foreign friends by SNS” and “sending text messages to international friends”. Students were encouraged to set up chat groups on platforms such as WhatsApp or WeChat to facilitate out-of-class collaboration on project work due to the logistical challenges of travelling across London. This type of communication is harder to monitor and classify; it is hoped that it will continue once students have returned to their home countries and foster ongoing personal and professional relationships. Future study in this area could conceivably include virtual learning activities as a third strand after in-class and out-of-class activities.

It can be observed that more NJ (Non-Japanese) students think that watching films and TV programmes improves their language skills, “Watching movies”, “Watching Netflix” ‘Watching TV series in Netflix”. Not only are these receptive activities, but are also solitary, requiring little or no interaction even when undertaken with friends.

7. Observational comments

7.1. Observation by the first author (Japan)

In EFL context, for many learners in Japan, despite being able to connect to the world via the Internet, it is not easy to develop face-to-face interaction in TL. For many learners, SA is still a kind of ‘myth’ that makes them believe

that it leads to a golden future. Many learners believe that SA can help learners become 'fluent' speakers of the host language (Jackson, 2008), however, as some research concluded, SA does not always guarantee high proficiency in speaking English.

Especially, learners who have never been abroad may face a personal crisis (Murphy-Lejeune, 2002) or a mental blow. As some students wrote, "Sometimes I lost purpose of studying English. I decided to SA because it had been my dream since I was a junior high school student (PF.2)", or "Temporarily, I hated hearing English (PF.1)", they felt a mental blow for a while. Under the short SA program (within a year), learners though somehow found their own way to recover from those disadvantages by support from the teachers or by modifying beliefs about language learning. One student wrote, "I was really worry about my pronunciation but the teacher said that there is not collect English accent because nowadays thousands of people use English around the world. Foreign students spoke a lot without much care but it is not rude" (PF.3).

From the practitioner's point of view, learners' portfolios revealed pedagogical implications such as self-regulation, self-efficacy, cultural awareness and role of teachers. Self-regulation refers to the processes whereby learners control and regulate their own learning (Williams, Mercer & Ryan, 2015) and it involves setting goals, taking actions to take necessary learning steps. This is particularly observed in PF.3 referring to changing the classes: "At first, there are more than 10 students who are from Japan, and we used Japanese during the breaktime. I was unhappy about this surrounding, so I took the exam and changed the class from intermediate to upper-intermediate." This decision eventually brought the learner satisfaction: "The class was completely changed. Classmates are from diverse countries. It was beyond my imagination." Self-efficacy is a cognitive self-construct in which the focus is on one'

s evaluation of one's ability to do something successfully in a specific situation (Williams, Mercer & Ryan, 2015). In foreign language learning situations, self-efficacy has been shown to be connected to learners' use of strategies, learners' ability to self-regulate and manage their learning. Examples can be observed in PF.1 written as "I become a person who can look at myself objectively."

Cultural awareness was described in greater or lesser detail by all PF. writers but in PF.3, the learner described how she discovered pleasure in appreciating paintings in the galleries in London saying "The study abroad had a big impact on my life. After that, I often go to the museums in my city although I hardly went there." The importance of teacher's role was described in PF.2, "It's difficult to achieve my goals by myself, so I did a tutorial with my teacher once a week and consulted about anxiety in class."(PF.3).

As Benson et. al (2013) stated that SA is becoming a first experience of global mobility for young people in many parts of the world, in order to support students' learning experiences on SA, step-by-step collaborative research will help to enrich the SA program.

7.2. Observation by the second author (UK)

Japanese students demonstrated initial reluctance to talk about themselves, possibly because they lacked the career and academic goals of some of their non-Japanese (NJ) classmates, possibly because of shyness, possibly because of lack of confidence in productive skills.

As previously mentioned, the NJ students tended to have clearer study and work goals whereas the Japanese students were less focused on future plans. The Japanese SA students travelled to the UK as a group, and were welcomed, inducted and initially assessed as a group. Unsurprisingly, they preferred to socialize together and use L1 at first.

However, as confidence grew and through the use of targeted teaching strate-

gies in the multilingual classroom and increasing awareness of the social and cultural opportunities available to them, the SA students began to take more of an interest in the target culture and were motivated to practice their productive skills. By the end of the course, students had participated in new and stimulating activities, and some had been inspired to pursue art and design studies in the future or developed interest in the art and design of their own culture.

The lack of fixed future plans meant that the SA students were more open to new possibilities than their NJ counterparts, and had a richer SA experience as a result.

The initial reluctance to use L2 can be mitigated by the use of task-based learning (TBL) strategies, focusing on the task rather than the individual, working collaboratively and project-based teaching.

In order to encourage students to take responsibility for their own learning, rather than expecting the teacher to direct it, teachers should raise awareness of the value of Learner Autonomy, and help their students develop this.

Students should be directed towards social media apps to extend learning, collaboration and communication beyond the classroom. Study groups can be set up to work on projects, and virtual spaces, such as Instagram, used for students to share and discuss ideas. Online platforms facilitate asynchronous learning, where students can study at times when they are at their most productive, which may not always coincide with scheduled class timetables. The “growing role of internet-based (learning) communities” predicted by Benson (*ibid*, p140) is being accelerated through personal ownership of internet-enabled devices.

8. Concluding Remarks

This preliminary research endeavor started in late September in 2019. After

the first author visited UAL where she met the second author, they started communication: Exchange their background, teaching and learning history and research interests. The aims of the first author's visit included observation of the host institution, discussions on curriculum, and meeting with students. Those procedure led to pedagogical inquiry of SA program and students' learning and finally to co-research in order to understand students' learning: Both could share mutual concerns and interests.

This intercultural relationship enabled both authors/practitioners to 'close the loop', by following the entire SA experience from start to finish, monitoring students' development and progress and gaining a better understanding of one another's communities of practice.

Because of limited numbers of informants and data, this study has a preliminary nature. Nevertheless, it is intriguing how the preliminary results of this study put light on clear differences of motivational force of learning English between Japanese students (who wish to learn language and culture) and non-Japanese students (who have clear vision of their future selves). Non-Japanese students' future L2 self (Dörnyei, 2009) may guide them to aggressive learners of English. Some of non-Japanese students' ambitions and dreams suggest they picture themselves in a global context. On the other hand, Japanese students, despite learning English skills and culture of host country, have little intention of moving away from Japan in the future. For them, perhaps SA was a good memory to share. It is up to them if they connect their SA experience to their global self in the future or keep the memory only in the photo album.

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Notes

1. Time Out is a free weekly magazine listing the cultural and social events happening in London. Copies are distributed at the Language Centre, and some teachers use it as realia in their teaching.
2. The City Photography 'plus' course involves visiting locations of interest in London, photographing them, then explaining the pictures to classmates during a classroom presentation.

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Keywords

Study abroad , in-class learning , out-of-class learning , change

Appendix

Educational Background Questionnaire

About you

Name

Nationality

About your studies in your country

1. How long have you been studying English? (years, months)
2. Have you finished High School? Yes / No
3. Are you at university now? Yes / No
If yes, what is your major?
what year are you in?
4. Have you finished university? Yes / No
If yes, what was your major?
5. What are your future study plans?
6. What are your future work plans?

About your studies in London

1. What classroom activities do you do which are helping you to improve your English language skills? (Try to list at least 3)

2

3

2. What do you **outside** class to improve your English language skills?
(Try to list at least 3 activities)

1

2

3

Interview Questions

1. What classroom activities do you do which are helping you to improve your English language skills? What did you do in the English Plus class?
2. What about the project? Do you find that is helpful?
3. How do you feel about the presentation for the project? Do you feel confident?
What do you do outside to the class to improve your English language skills?
4. What about the other students? Where are they from?
5. Do you think your English has improved since you started?

Study Abroad Portfolio

- A. The portfolio should include a report containing the information below that corresponds to the Pre-Study-Abroad Questionnaire.
 1. Describe the institution at which you studied for one semester.
 2. Describe the programme you attended during the semester.
 3. Describe your activities in the programme.
 4. Describe how you achieved your goals at the institution.
 5. Describe the place you lived.
 6. Describe the places you visited during your stay.

7. Describe the cultural activities you experienced during your stay.
8. Describe the challenges or difficulties you faced during your study abroad.
9. Describe how the study abroad contributed to your personal, academic, and professional goals.
10. Describe the ways your experience studying abroad will enrich your intended course of study in your 3rd and 4th years at TWCU.
11. Describe how specifically you believe this learning and experience will be helpful in your imagined future.

Class Name:					
Components	Not met	Mostly met	Completely met	Exceeded my expectations	Comments
My expectations about the content of this course have been					
My expectations regarding my classmates' effort and contributions					
My expectations about how much/what I will learn					

- B. The portfolio should include a report containing the following academic information.
1. Describe each class you took.
 2. Write down the grade you received in each class or the final level of each class.
 3. Use the rubric provided and evaluate each class you took. When you need more rubrics, copy the list and paste it after the end of the list.

- C. The portfolio should include a report on your personal life that contains the following information.
1. A weekly journal describing classes and other activities
 2. A description of three or more highlights of your study abroad experience, attaching photos and materials that well explain the experience.