

The Effects of a Study Abroad Experience on the L2 Motivational Self and Metacognitive Skills : A study of a junior highschool trip abroad

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The Effects of a Study Abroad Experience on the L2 Motivational Self and Metacognitive Skills: A study of a junior highschool trip abroad

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Abstract

The present study investigates 74 Japanese junior high school students participating in a short-term study abroad program, and whether this experience affected the students' motivation, according to Dörnyei's Second Language Motivational Self System, and their use of metacognitive skills in their English studies. Using a questionnaire obtaining both quantitative and qualitative data, subjects were observed before, immediately after returning to Japan, and again eight weeks after returning home from their trip. The results indicated that despite immediately after returning to Japan, students' motivation and the correlation between students' motivation and metacognitive skills showed a slight increase, approximately two months after returning to Japan, those figures had returned to the level it had been prior to the study abroad program. However, based on qualitative data gained from students' responses to open-ended items in the third questionnaire, it was still deemed that a short-term study abroad program is beneficial for participants. Reasons for differences in quantitative and qualitative data are discussed, concluding that a greater importance should be placed on the time following the study abroad program in order to gain the maximum effect of such an experience.

Key words : L2 Motivation (第2言語動機づけ)
L2 Self System (L2セルフ システム)
Metacognition (メタ認知)
Study abroad (海外研修)

1. Introduction

English is often referred to as being the most broadly studied second or foreign language of the twenty-first century. As a result, along with the low cost of going overseas compared with past years, many Japanese students travel abroad on exchange programs with the goal of improving their English skills. The number of Japanese students studying abroad increased dramatically from the late 1980s, peaking at 82,945 students in 2004. However, since then, this number has seen a steady decrease with

66,833 students studying abroad in 2008 (Watanabe, 2011; Ministry of Education, Culture, Sports, Science and Technology – Japan, 2010). On the other hand, the number of Japanese high schools that take their students abroad on their school trip (commonly known as *shuugakuryokou*) has gradually increased in both public and private high schools over the past 20 years and, despite a slight decrease at the beginning of the first decade of the twenty-first century, continues to increase today (Ministry of Land, Infrastructure, Transport and Tourism - Japan, 2008).

The effect of a study abroad (SA) experience on

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participants has been researched in many different fields of second language acquisition (SLA) (e.g., Freed, 1990; Sasaki, 2011; and Leis, 2013). In an early study of the effects of a SA, Freed (1990) suggested that there were no significant differences in students' motivation. Freed's study, based on the results of 40 university students participating in a six-week SA in France, concluded that a longer experience would bring a more salient effect on students' motivation and oral skills.

In a more recent study, Sasaki (2011) reported how the writing ability and motivation to write in 37 Japanese university students changed due to an experience abroad. According to Sasaki's research, although a SA program does indeed have a positive influence, it appears that the length of the experience abroad is an important factor to consider. A significant improvement in writing ability was only observed in subjects who spent more than four months abroad, and an increase in the subjects' intrinsic motivation in L2 (second language) writing was only seen after eight months abroad. Sasaki suggests that the subjects' ability to create imagined communities due to their experience abroad had a distinct influence on their writing motivation. The imagined communities that Sasaki indicates here refer to the L2 Motivational Self System, first proposed by Dörnyei (2005). See Dörnyei (2005, 2009) for an overview of the L2 Motivational Self System.

In a small-scale study looking at the effects a short-term school trip abroad has on metacognitive skills (MS) and participants' motivation, based on Dörnyei's L2 Motivational Self System, Leis (2013) suggests that there seemed to be little change in students' motivation or MS immediately after returning from abroad. However, there was a significant increase in the correlation between Dörnyei's L2 Motivational Self System and students' use of MS two months after returning to Japan, suggesting that the period subsequent to the SA program is vital for students to strengthen their drive to study English.

There have been several studies (e.g., Dörnyei, 2005, 2009; Taguchi, Magid, & Papi, 2009; Papi & Abdollahzadeh, 2011; Leis, Ando & Suzuki, 2011; Leis, 2012) based on the influence students creating an imagined L2 community may have on their motivation. In their study of 741 secondary school Iranian students, Papi and Abdollahzadeh (2011) suggest that the motivational practice of teachers has a strong relationship to the motivational behavior of their students. As is also suggested by Dörnyei (2008), Papi and Abdollahzadeh conclude that simply having an image of oneself communicating in an L2 with members of the imagined L2 community is not sufficient to strengthen the motivational behavior of students.

The results of Leis's (2012) research of the relationship between the motivation and MS in 320 Japanese high school students support this claim, suggesting that although students who had low motivation unsurprisingly did not seem to use MS in their L2 study, students with high motivation and salient imagined L2 communities did not necessarily use MS, either. Thus, it is necessary to find various methods to strengthen the relationship between students' motivation and the behavior they undertake to improve their L2 ability.

2. This Study

As discussed earlier in this paper, the length of the SA program seems to have a noticeable influence on whether it will affect students' motivation to study an L2. One university or high school semester (approximately three to four months) seems to be the minimum length for a SA program to be successful in increasing students' motivation (Freed, 1990; Sasaki, 2011). The present research aims to investigate the effect a shorter SA program has on students and whether this has a significant consequence on not only their motivation, but their study habits and their ability to think whether those study habits are successful or not (i.e., metacognitive skills). It aims

to develop previous research by the author using a broader sample.

Although Freed's (1990) study focused on a six-week SA program, there seem to be few research projects that look at the effects of an even shorter SA program, such as those that can often be seen in Japanese high schools and, however less common, junior high schools. Therefore, this research aims to answer the following research questions:

1. Does a short-term SA program (*shuugakuryokou*) affect students' motivation according to Dörnyei's L2 Motivational Self System?
2. Does a short-term SA program (*shuugakuryokou*) strengthen the relationship between motivation and MS used by students?

Differing from this author's similar previous research, it was decided to not focus on all areas of Dörnyei's L2 Motivational Self System, rather concentrate on the components of Ideal L2 Self, Ought-to L2 self, and Learning Environment: the components designated by Dörnyei (2005) as the main factors of understanding the L2 Motivation Self-system. Likewise, as metacognition is such a vast field, under advice from Dr. Anastasia Efklides, Professor of Cognitive Psychology, School of Psychology, University of Thessaloniki, Greece, (Personal communication, September 20, 2011), I focused this part of the project on the element of MS (i.e., the amount students think about and revise their study habits and strategies), rather than the two other main divisions of metacognition; Metacognitive experiences, i.e., a feeling that something is difficult, or a feeling that something is familiar (Efklides, 2006) and Metacognitive knowledge, i.e., explicit knowledge about cognition, which can be educed from our long term memory (Flavell, 1976). The MS part of metacognition seems to be the most closely related to the actions students may undertake as a result of having high or low motivation. By centering the research on these areas I believe that an insight can be gained of the effects a short-term SA program has on students, and whether it is successful in pushing students to the next step

beyond simply being motivated, to taking charge of their own study habits.

3. Method

3.1 Participants

This study was conducted with 74 Japanese students attending a combined junior and senior high school in northeast Japan. Due to the timing of the SA and this research, the subjects were between 14 and 16 years old at the time of this study. The questionnaires were conducted at the end of the students' third year of junior high school and first year of senior high school. Four students being absent at the time of the second questionnaire resulted in data for only 70 students being analyzed in the second part of the study.

As part of this school's curriculum, the students are required to participate in an eight-day class trip to Sydney, Australia, giving students an opportunity to make use of the English language skills gained in their classes. During their school trip, students stayed with local families and met students at an Australian school in a cultural exchange. With English being a compulsory subject from the first grade of junior high school in Japan, all students had had at least three years of formal English education at the time of this study. When asked to perceive their own English proficiency on a scale of one (i.e., beginner) to five (i.e., mid-advanced), the mean score was 2.66 ($SD = .90$) before leaving for Australia, 2.94 ($SD = .95$) immediately after returning from Australia and 3.07 ($SD = .83$) eight weeks after returning from Australia, suggesting the students English proficiency to be low-intermediate to intermediate.

3.2 Materials

In order to measure changes in motivation, I used the Japanese version of a questionnaire designed by Dörnyei and Taguchi (2010). This questionnaire has proved to be a reliable medium to measure EFL students' motivation in several research projects such

as Taguchi, Magid, M, and Papi, (2009); Leis, Suzuki and Ando (2011); Leis, 2012, 2013). Considering the students' language proficiency, Japanese was chosen rather than English for the questionnaire as I imagined it would provide a more accurate understanding of students' feelings. In addition to the 67 items prepared by Dörnyei and Taguchi, 10 items were added to measure the students MS (Appendix A), as used in similar previous studies (Leis, 2012, 2013) and based on the work of Efklides (2002, 2006). Finally, a third part was included to learn about the subjects' background (i.e., age, grade, study course, experience abroad, school trip, and self-perceived English proficiency). The same questionnaire was used all three times (i.e., before leaving, immediately after returning to Japan and eight weeks after returning to Japan). However, in the third questionnaire, two items were added (i.e., Did your experience in Australia affect the way you study English? and Why do you think this?) to gain a more qualitative understanding of how the students changed in their study habits and attitudes toward English language learning as a result of participating in a SA program. A Cronbach's alpha correlation was conducted to confirm the reliability of the questionnaire for data analysis. Results from the first questionnaire show that sectors Ideal L2 Self ($\alpha = .825$), Ought-to L2 Self ($\alpha = .752$), Learning Environment ($\alpha = .889$), and MS ($\alpha = .871$) were indeed reliable, and therefore deemed pertinent for analysis according to the recommendations of DeVellis (1991).

3.3 Procedure and Analyses

The data for this study was collected three times. First, the subjects completed a questionnaire on March 17, 2012, the day before the students departed to Australia, and after a three-hour orientation program preparing the students for their trip. The questionnaire was conducted again on March 30, 2012, five days after the students returned to Japan. Finally, it was conducted again on May 25, 2012, approximately eight weeks after the students returned to Japan. The

data was collected in three groups of *first time*, *second time* and *third time*, entered into an Excel document, and analyzed using SPSS version 20 in the following way:

1. After the results were divided according to each category of Dörnyei's L2 Motivational Self System and one category for MS, a one-way analysis of variance (ANOVA) was conducted to measure significant changes in participants' Ideal L2 Self (see Appendix B), Ought-to L2 Self (see Appendix C) and Attitudes to Learning English (see Appendix D) as well as MS. The category of Attitudes to Learning English was chosen, as these items seem to most closely reflect how the learning environment affected subjects' motivation. The data for these categories was used to compare the results of the *first time* to those of the *second time* and *third time*.
2. The components of motivation and MS were compared depending on the time of the questionnaire, with the results divided into two groups (i.e., above average and below average) based upon the criterion measures (i.e., the students intention to study English in the future, see Appendix E). These results were analyzed using a one-way ANOVA) to measure the changes in students' motivation throughout the time of the investigation.
3. The relationship between the three categories of motivation and MS were measured using the Pearson product-moment correlation coefficient (r), making a comparison of the relationship depending on the results of the *first time*, *second time* and *third time*.
4. Finally, the students' answers to the open-ended item in the third time were analyzed in order to gain a deeper understanding of the students' feelings toward their studies after returning from their SA experience.

4. Results and discussion

4.1 Comparison of first time, second time and third time.

Table 1 shows the statistical changes in students' motivation according to the results of the *first time*, *second time* and *third time*. A one-way ANOVA was conducted to compare the means over the three times for each sector. However, no statistically significant difference could be seen in Ideal L2 Self, $F(2, 215) = 2.52, p = .08$, Ought-to L2 Self, $F(2, 215) = 1.96, p = .14$, Attitudes to Learning English, $F(2, 215) = .99, p = .37$, or MS, $F(2, 215) = .53, p = .59$. This pattern follows an earlier small-scale research conducted by Leis (2013), where the Ideal L2 Self, Ought-to L2 Self and MS showed a slight, yet statistically insignificant, increase upon returning to Japan. However, these figures dropped back to a level at which they were before students participated in their SA program, suggesting that, based on statistical analysis, an eight-day SA experience may be too short to have any long-term effect on participants' motivation, supporting Freed (1990) and Sasaki's (2007) arguments.

4.2 Intention to study English

Table 2 shows the results divided depending on whether students are statistically above average or below average in their intent to study English in the

future (i.e., Criterion Measures). Although the data seems to develop in all sectors immediately after returning to Japan, when analyzed using a one-way ANOVA, no significant increases can be seen in the results of the third questionnaire: Ideal L2 Self above average, $F(2, 118) = 2.50, p = .08$, Ideal L2 Self below average, $F(2, 94) = 1.72, p = .18$, Ought-to L2 Self above average, $F(2, 118) = 2.04, p = .14$, Ought-to L2 Self below average, $F(2, 94) = .28, p = .76$, Attitudes to Learning English above average, $F(2, 118) = 2.07, p = .13$, Attitudes to Learning English below average, $F(2, 94) = .50, p = .61$, MS above average, $F(2, 118) = .30, p = .74$, MS below average, $F(2, 94) = 1.14, p = .32$. Once again, these results, even when analyzing the results of students who had a higher than average intention to study English in the future, support the arguments of Freed (1990) and Sasaki (2011) that an experience abroad of less than four months is not long enough to have a significant effect on participants' motivation.

4.3 Relationship with metacognitive skills

The second research question in this study asks whether a SA program has an effect in strengthening the relationship between motivation and MS, taking students a step toward being autonomous and taking charge of their own study habits. According to the findings of Leis (2013), this relationship strengthened

Table 1 Change in students' motivation and MS due to a study abroad experience

	Ideal L2 Self	Ought-to L2 Self	Attitudes to Learning English	Metacognitive skills
First time ($n=74$)	3.39 (.94)	2.76 (.94)	3.87 (1.08)	3.68 (.81)
Second time ($n=70$)	3.73 (.98)	3.10 (1.09)	3.82 (1.00)	3.82 (.87)
Third time ($n=74$)	3.41 (1.08)	2.83 (1.16)	3.71 (1.04)	3.71 (.87)

Note. Standard deviation is displayed in parenthesis; Maximum score is six.

Table 2 Changes in motivation and MS based on subjects' to study English.

	Ideal L2 Self		Ought-to L2 Self		Attitudes to Learning English		Metacognitive skills	
	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average
First time ($n=74$)	2.74 (.76)	3.83 (.79)	2.71 (.97)	2.80 (.92)	3.21 (1.05)	4.31 (.85)	3.08 (.70)	4.09 (.61)
Second time ($n=70$)	3.11 (.68)	4.25 (.90)	2.86 (.82)	3.30 (1.26)	3.25 (.78)	4.64 (.66)	3.35 (.67)	4.21 (.83)
Third time ($n=74$)	2.89 (.88)	3.88 (1.03)	2.70 (1.09)	2.95 (1.23)	3.04 (.87)	4.41 (.71)	3.23 (.74)	4.14 (.75)

Note. Standard deviation is displayed in parenthesis; Maximum score is six.

Table 3 Change in the correlation between students' motivation and metacognitive skills due to a study abroad experience

	Ideal L2 Self	Ought-to L2 Self	Attitudes to Learning English
First time	.680**	.348**	.616**
Second time	.672**	.393**	.607**
Third time	.582**	.270*	.699**

Note. * Indicates significant correlation at the .05 level (2-tailed); ** Indicates significant correlation at the .01 level (2-tailed).

Table 4 Negative Responses from Students

Student response	English translation	Average scores
もっと英語が上手になりたい気持ちは変わらない。	I have always wanted to speak English well, and still do.	6, 6, 2.75, 5, 3, 2
やはり英語は勉強しなければならないものと再確認したから。	Once again, I felt the strong necessity to study English.	2.25, 2, 4.75, 2, 2, 6
行く前も「聞く・話す・書く」は大切だと思っていたから。	Even before going, I had realized the importance of being able to understand, speak and write English.	4.75, 3.8, 3, 4.5, 4
以前からしっかり勉強していたから。	I had been studying hard before going to Australia anyway.	3.5, 3.8, 2, 2.5, 3, 2

Note. Average scores show the student's average score for Criterion measures, Ideal L2 Self, Ought-to L2 Self, Attitudes to English, and MS (maximum of six).

dramatically only after students had had an opportunity to combine the skills they had acquired abroad with what they were learning in the classroom, that is, between the *second time* and *third time*, eight weeks after returning to Japan. However, as can be seen in Table 3, such results were not observed in the current study.

No consistent pattern is observable in any of the relationships between the three factors of motivation being focused on in this research and MS. The Ideal L2 Self shows a decrease-decrease pattern in the *second time* and *third time* compared to the *first time*. There is an increase followed by decrease in the Ought-to Self data. Finally a decrease-increase change can be seen in the students' attitudes to English. Possible reasons for the lack of consistency in these relationships and differences to previous research will be discussed in the final two paragraphs of this section, after discussing the students' responses to the open question in the *third time*.

4.4 Open-ended items

In order to gain a deeper understanding to whether students felt their study habits had changed due to the SA program, two items were added in the *third time*:

1. Do you feel your study habits have changed after returning from Australia?
2. Why do you think this?

The majority of students felt they had changed (i.e., No = 14, Yes = 60). The qualitative data from students' responses to the open question indicates three patterns:

4.4.1 Negative responses

Students who felt they did not change seem to have already been highly motivated to study English before travelling abroad. This was highlighted in responses as seen in Table 4. Such responses suggest that a SA program allows students who are already motivated to study English use their experience abroad to reconfirm the importance of being proficient in the English language. Therefore, it could be concluded that even though the students have indicated they did not change due to the SA experience, this in fact was not a negative result.

4.4.2 Positive responses - Importance of vocabulary

Of those students who felt they had changed, many (i.e., 34) specified that their attitudes to studying English had changed. Half of these students (i.e., 17)

Table 5 Positive Responses from Students Realizing the Importance of Vocabulary

Student response	English translation	Average scores
文法よりも先にリスニングをきたえるべきだと思った。単語力をもっと必要だと思った。	I now feel I need to improve my Listening skills more than concentrating on grammar. Vocabulary is also more important.	3.5, 3.2, 3.75, 2, 3.2
単語の力がなくて、しっかり勉強しようと思った。	I realized my lack of vocabulary and now want to study harder.	4.25, 2.8, 1.75, 3.75, 3.8
いくら文法を学習しても通じない事が分かったから。	I now understand that regardless of how much I study grammar, I still may not get my message across.	3.75, 5.2, 4, 4, 5.1
文法の勉強より単語の勉強をした方が役に立つと思うようになったから。	I come to think that rather than grammar, studying vocabulary is more useful.	4, 3.4, 3.5, 5, 3.7

Note. Average scores show the student's average score for Criterion measures, Ideal L2 Self, Ought-to L2 Self, Attitudes to English, and MS (maximum of six).

Table 6 Positive Responses from Students Understanding English as a Tool from Communication

Student response	English translation	Average scores
研修を通して他の国の人たちとコミュニケーションをとるのが楽しいと感じたから。	Through this experience, I have learned the enjoyment of communicating with people from other countries.	4.5, 4.2, 3.25, 4.5, 4.4
英語に限らず、母国語以外の多言語を学ぶのはその言語の空気の中に自分から入って、その空気を自ら感じて考える事がいちばんいいと分かったからです。	Not just for English, but I have come to feel that when learning foreign languages, it is best to actually visit travel and be immersed in the atmosphere and language of that country.	4.5, 3.6, 2, 4.5, 3.4
もっと英単語を覚えて外国の人と話してみたい！そう思うようになったから。	I now want to learn more vocabulary and talk to foreigners.	6, 4, 4.75, 5, 4.9
前は英語なんて使わないし、勉強しなくても良いと思っていたが、オーストラリアに行って「伝えたいことも伝えられない」という状況がすごく多かったし、英語を楽しく感じたので、もっと勉強しようと思った。	Beforehand, I thought I would never use English, and didn't see the need to study it. However, in Australia there were many times that I couldn't make myself understood. I come to enjoy English and now want to study it more.	4, 3.8, 4, 4.5, 4.1

Note. Average scores show the student's average score for Criterion measures, Ideal L2 Self, Ought-to L2 Self, Attitudes to English, and MS (maximum of six).

indicated that they distinctly felt the importance of vocabulary rather than accurate grammar in order to be able to communicate in English. The students' reactions can be seen in Table 5.

These responses suggest that, through the experience of misunderstanding in an authentic English-speaking environment, students gained a clear understanding of not only the weak points of their language skills, but an image of how they need to improve their study habits for better communication in the future, displaying use of MS.

4.4.3 Positive responses – English as a tool for communication

Finally, 19 students suggested that their attitudes toward foreign language, culture and people had changed significantly through their experience. Students' reactions (Table 6) illustrate that after

returning from their short experience abroad, they have developed a more positive attitude toward their study, and that English is in fact a tool for communication, not simply for exams. These responses related to the communicative benefits of English suggest that students have begun to establish a clear vision of themselves using the language with native speakers, the basis on which an ideal L2 self image can be built.

Although comments from students seem to indicate that the SA program was successful in that the students now seem to be more motivated to learn and are thinking more about a communication in English, the statistical data does not support this. All data in Tables 1, 2, and 3 indicate that although the motivation and MS of students increased immediately after returning to Japan, but then returned back to the level it was before the students went abroad,

unlike Leis's (2013) findings where the relationship between these two strengthened dramatically in the *third time*. This seemingly decrease in motivation and use of MS, as well as the weakening correlation between the two could be contributed to the lack of class time and changes in teaching staff between the *second time* and *third time*.

In Leis's (2013) study, the SA program was completed at the beginning of November, mid-way through the second semester of the Japanese school year. Therefore, once students came back to Japan, they immediately returned to the classroom to combine what they had learned abroad with their studies. However, the SA program being studied in the current project was held in March, at the end of the Japanese school year. After returning to Japan, students had three weeks vacation without any English lessons. Furthermore, although the participants in this program were in their third year of junior high school at the time of the *first time* and *second time*, they had moved into high school by the time of the *third time*. Although these students attend an *ikkankyouiku* school (i.e., a school that combines the three years of junior high school and three years of senior high school for a six-year program), the teachers change once the students become high school students. High school and junior high school teachers have little contact or communication with each other, resulting in a situation where the high school teachers are likely to be unaware of the specific experiences students have had while abroad. Consequently, teachers would probably not refer to the SA program during English class, which may have resulted in levels of motivation and MS in students decreasing once again. This strengthens the conclusion in Leis (2013) that the period subsequent to returning to Japan to be vital in building the students motivation and MS. Therefore, it would be recommendable for schools when planning a SA program for their students to consider the time of the year when the program is conducted. If the program is held at the end of the school year, as seen in this study,

communication between teachers seems to be vital to gain the full positive effects of the SA experience for the participants.

5. Limitations

The results of this research suggest that a SA abroad program used as a school trip, despite it being considered too short by some researchers, does in fact have some positive influences on students' study habits. However, this research does have its limitations.

When considering the age of the students participating in this study, a questionnaire of 77 items may be considered too long. As a result, fatigue may have played a role, especially in the final ten items, which were all related to MS. In future studies, it may be more beneficial to reduce the number of items, focusing on those that are directly related to the Ideal L2 Self, Ought-to L2 Self, Attitudes to Studying English, Criterion measures and MS, in addition to no more than three open-ended items. A shorter questionnaire may gain students' full concentration at a higher level for the entire questionnaire.

Second, because the questionnaires were completed anonymously, there was a possibility that the students who were categorized into the below average group based on the results of Criteria Measures in the pretest appeared in the above average group in the posttest, and vice-versa. Because of this, it could be argued that the results of this research are based on three separate situations, rather than tracking students through their student numbers or other method, which would give more linear results. Such an approach would give a more complete understanding of students who were not highly motivated before traveling abroad, and whether they were indeed motivated by their experience, as well as whether those students who were highly motivated to study English did in fact use MS more after the SA trip.

Third, the timing of the *first time* may have been

too close to the students leaving Japan to go on the SA trip. Because it was conducted one day before departure, it may have been possible that the students were excited about their trip and had already started to create images of themselves speaking in English on their Australian trip. Therefore, in future similar researches, it may be more beneficial to do the first time one month before the SA experience. This may provide more accurate data of the students' true feelings and images of speaking English with native speakers.

Despite these limitations, I believe the results of this research have given some insight to the benefits a short-term SA program may bring to the participating students, provides valuable information for those teachers considering introducing a SA program to their school, as well as opening the door for further much needed research in the future.

6. Conclusion

There is a Japanese proverb: *i-no-naka-no-kaeru-wa-seken-wo-shirazu* – A frog stuck in a well doesn't know the world. Likewise, students studying English should be encouraged to travel in order to put their language skills to good use in the most authentic of all environments. The written reactions from students in this study suggest that they came to realize that learning English was not simply memorizing sentence patterns, but a vital tool that can be used for communication and broadening their ideas and understanding of the world around them. The statistical data, in combination with previous research, suggests that teachers must realize that a SA program does not finish when the students have landed back in Japan, but should continue in the classroom for months afterwards. When this can be done, it may result in a most effective SA program where participants go beyond being motivated to study English, and become autonomous, taking charge of their own learning.

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Appendices

Appendix A: Metacognitive Skills Items

Item	Statement
68	I often think about whether my study methods are effective or not.
69	I often write notes to myself to improve my study methods.
70	I have a clear goal for studying English.
71	I have fully prepared a plan to achieve my goal in the future.
72	I always discuss the content of an English passage with friends to check whether I have understood it well.
73	I always make sure I have a plan before starting a task such as reading a passage.
74	I often think about the reasons when I am unable to complete a task.
75	I know the best environment for me to concentrate on studying English.
76	I know effective ways to improve my memory of English vocabulary.
77	I have ways to make myself concentrate more in English classes.

Appendix B: Ideal L2 Self Items

Item	Statement
8	I can imagine myself living abroad and having a discussion in English.
20	I can imagine a situation where I am speaking English with foreigners.
33	I can imagine myself as someone who is able to speak English.
58	Whenever I think of my future career, I imagine myself using English.
66	The things I want to do in the future require me to use English.

Appendix C: Ought-to L2 Self Items

Item	Statement
13	I study English because close friends of mine think it is important.
25	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
38	Learning English is necessary because people surrounding me expect me to do so.
62	My parents believe that I must study English to be an educated person.

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Appendix D: Attitudes to Learning English Items

Item	Statement
12	I like the atmosphere of my English classes.
24	I find learning English really interesting.
37	I always look forward to English classes.
61	I really enjoy learning English.

Appendix E: Criterion Measures Items

Item	Statement
5	If an English class was offered at university or somewhere else in the future, I would like to take it.
17	I am working hard at learning English.
28	I am prepared to expend a lot of effort in learning English.
41	I think that I am doing my best to learn English.

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