

論文要旨

# The Impact of Japanese College Students' Majors and Personality on Communicating in English: Focusing on the Use of Communication Strategies

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I investigated the impact of Japanese college students' majors and personality on their use of Communication Strategies (CSs). The study was conducted on 196 senior students in the Department of English and the Department of International Studies at a private women's university in Kyoto, Japan. Participants responded to a questionnaire that asked about their use of CS during English conversation, their personality, and their English learning history.

The three following research questions were investigated: (1) Does a Japanese English learners' major in college affect their use of CSs? (2) What impact does Japanese English learners' personality have on the use of their CSs? (3) What impact do Japanese English learners' college majors and personalities have on the use of their CSs?

The results of research question 1 revealed that there was a statistically significant trend in the impact of students' college majors on their CS use. International Studies majors most frequently used negotiation for meaning, asking "Does it make sense?" to confirm whether a listener understands what they want to say. They also used fluency-oriented strategy, that is, paying attention to their pronunciation when speaking English. On the

other hand, English majors tend to use less active listening strategies such as translating English into Japanese step by step in order to understand what the speaker was saying. Students in the Department of International Studies had a higher rate of utilizing "Does it make sense?" when speaking English with close friends who are native English speakers, close friends who are non-native English speakers, and host families. Furthermore, significant differences were found in their use of this CS primarily outside the classroom.

Next, I found the following results for research question 2. A significant difference was found in relation to the influence of students' personality on their CS use. Extroverts frequently used message reduction and alteration strategies such as employing synonyms when they could not think of an appropriate word. On the other hand, introverts mostly used the CS of thinking in Japanese first when speaking English. In addition, introverts also tended to translate English into Japanese step by step when listening. This result indicates that both extroverts and introverts use CSs that suit their personality.

Finally, in regards to research question 3, this research showed that International Studies majors were more extroverted than English majors. A statistically significant trend was observed in the impact of students' college majors and personality on their use of CSs. Extrovert International Studies majors commonly utilized CSs such as message reduction and alteration strategy when speaking English, and nonverbal strategies while listening to English, that is paying attention to the speaker's facial expressions. As for extrovert English majors, a statistically significant trend was found in their use of scanning strategy, which is paying attention to interrogatives in the case of WH questions when listening to

English, and word-oriented strategy, which is paying attention to the words that the speaker emphasized when listening to English. Introvert English majors paid most attention to teacher's facial expressions when listening to them.

The different use of CSs by English and International Studies majors was mostly shaped by their surrounding environments. For example, it is assumed that the differences in their respective departments' curriculum played a major role in which CSs were used, as well as the necessary trade-off resulting from the fact that they could use only a few CSs at any one time in a conversation. The Department of International Studies requires a year of study abroad in students' sophomore year. On the other hand, studying abroad is not mandatory for students in the Department of English. Both sets of students learned English; however, their English learning environment differed.

In conclusion, these results clearly indicated the importance of finding a CS that fits each English learner's personality and environment.

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