

Global Talents for the Green: A Narrative Analysis of Life Story Awareness of Ecological Issues and Orientation to Learn English

Masako Nasu
Okayama University
tmasako@okayama-u.ac.jp

Masayuki Teranishi
University of Hyogo
teranishi@shse.u-hyogo.ac.jp



handouts

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Outline

1. Background
 - 1-1. Motivation in Language Learning
 - 1-2. Context of Japanese University Learners
2. Qualitative Research through Interviews
3. Narrative Analysis of Green Global Talents
4. Text Analyses of the Interviews
5. Summary

1-1. Background :

Motivation in Language Learning

Previous research

- integrative orientation VS instrumental orientation (Gardner: 1985)
- intrinsic motivation VS extrinsic motivation (Dörnyei: 2001)
- Distinctions become less clear in languages with a strong ethno-linguistic vitality, such as English (Yashima : 2004)

1-1 . Background :

Motivation in Language Learning

The two categories of motivation are less clear.

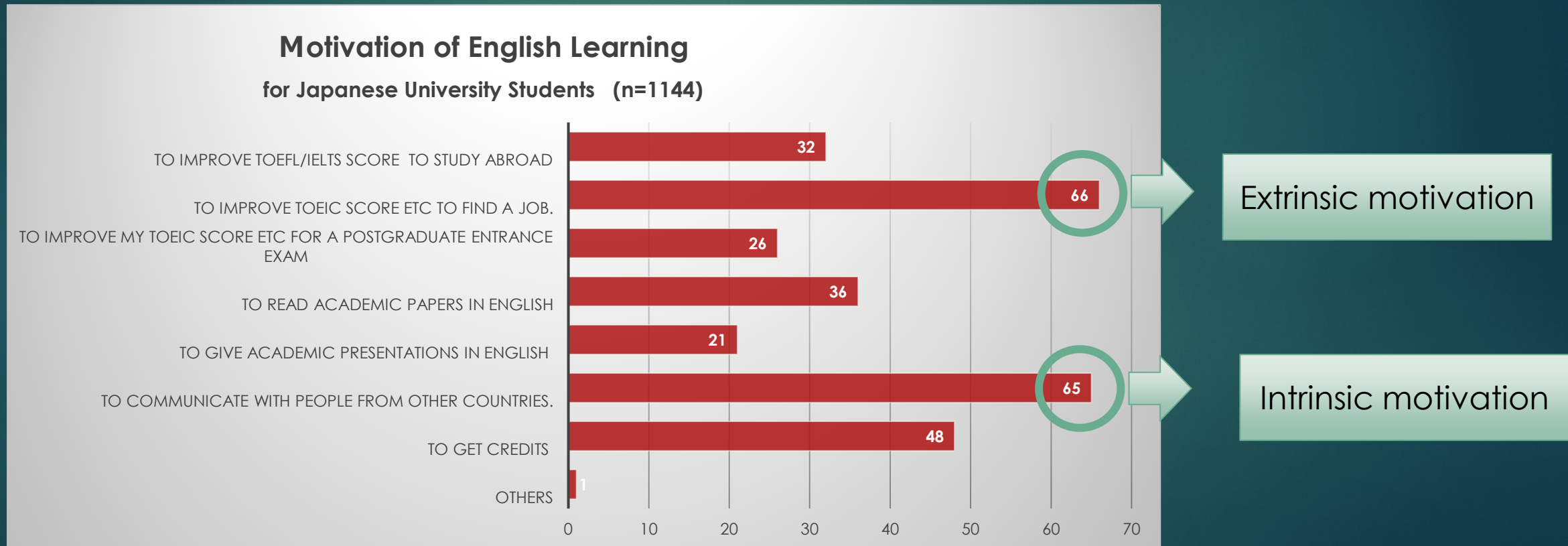
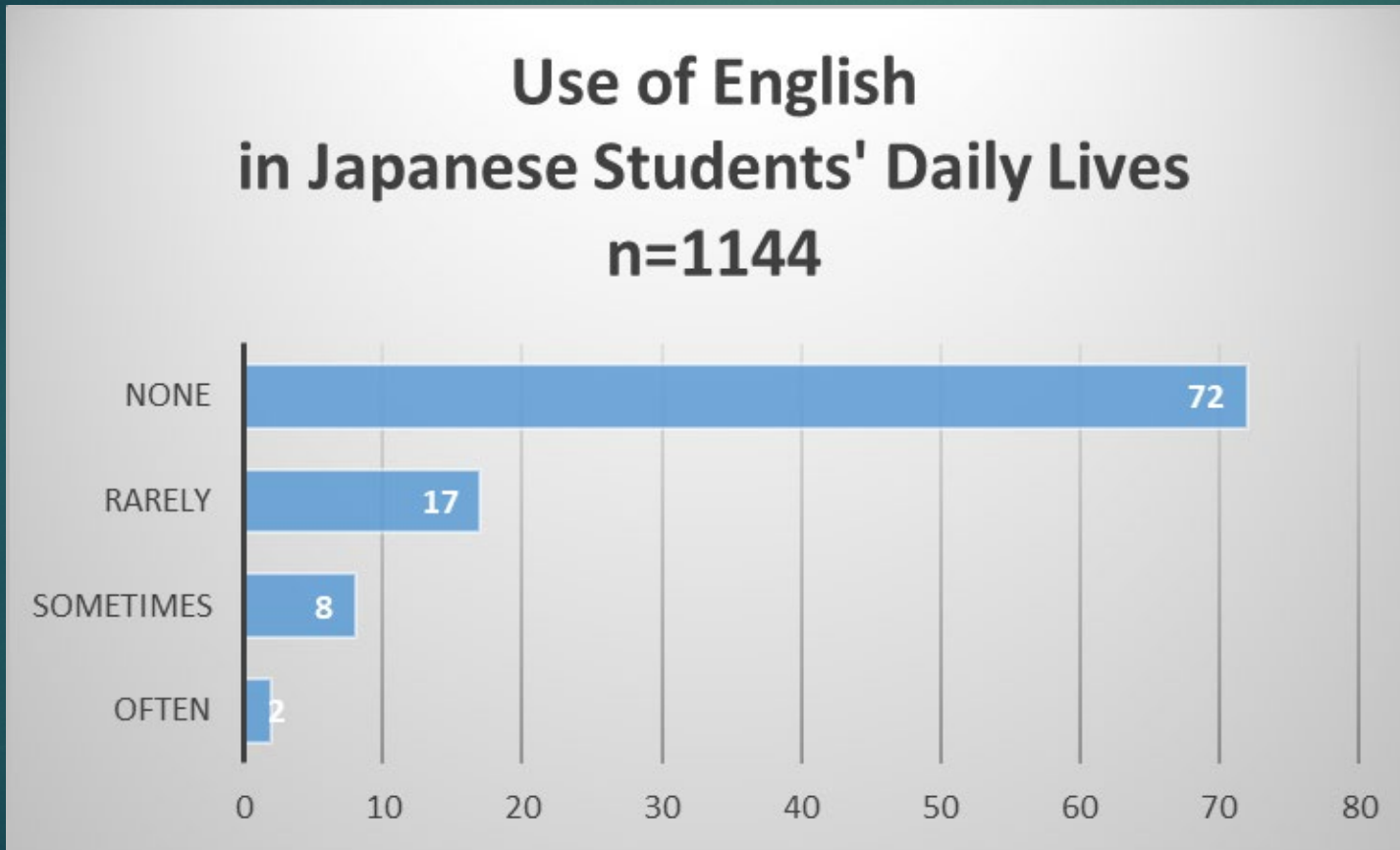


Figure 1 : Motivation of English learning

1-2 . Background :

Context of Japanese University Learners

◆ No or little daily use of English except for English classes at university



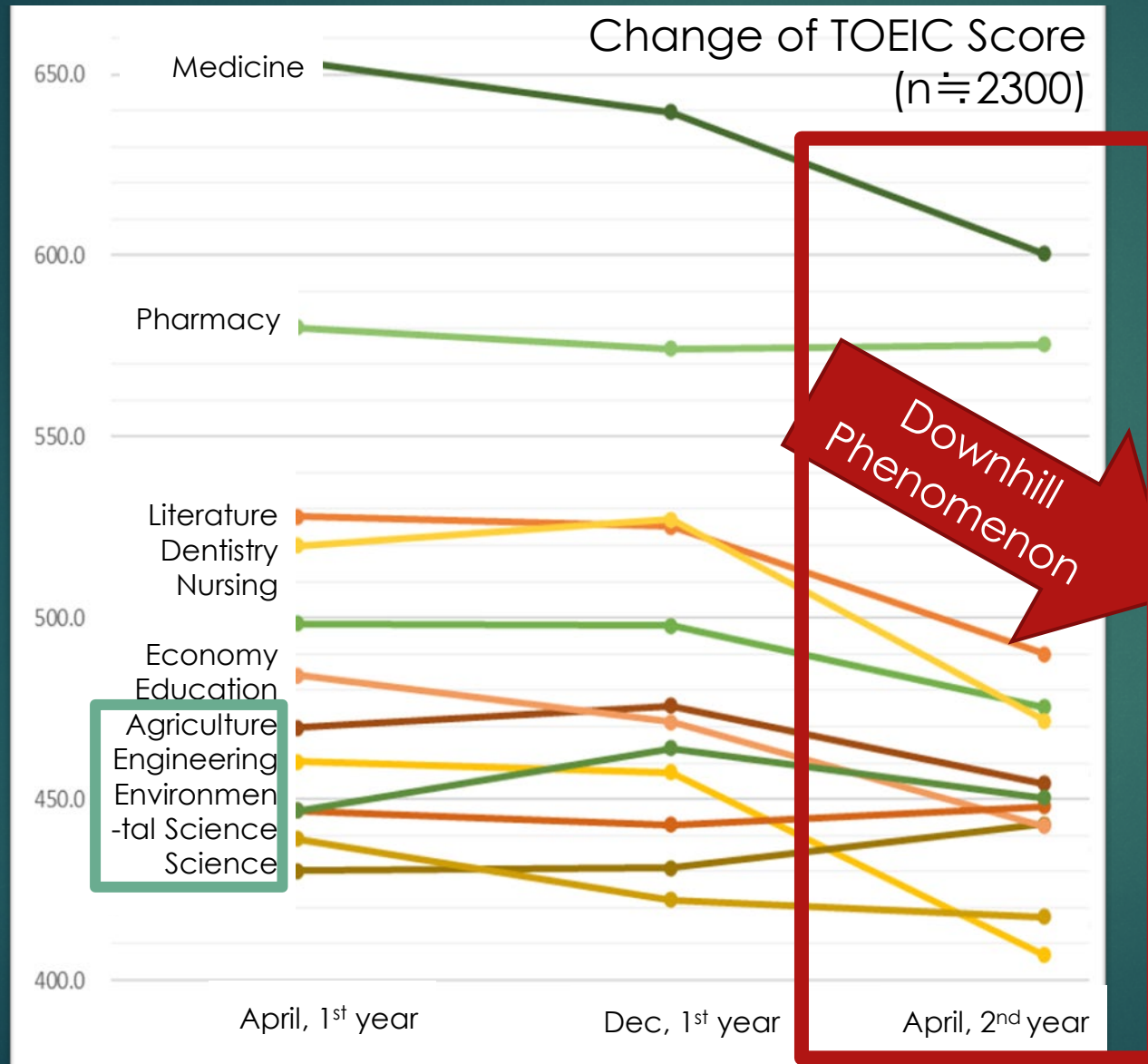
Limited exposure to
'an English-using self'



Challenging to
embrace 'the Ideal
L2 Self'

Figure 2 : Use of English in Japanese Student's daily lives

1-2 . Background : Context of Japanese University Learners



After completing compulsory university English courses, English proficiency tends to decline from the second year.

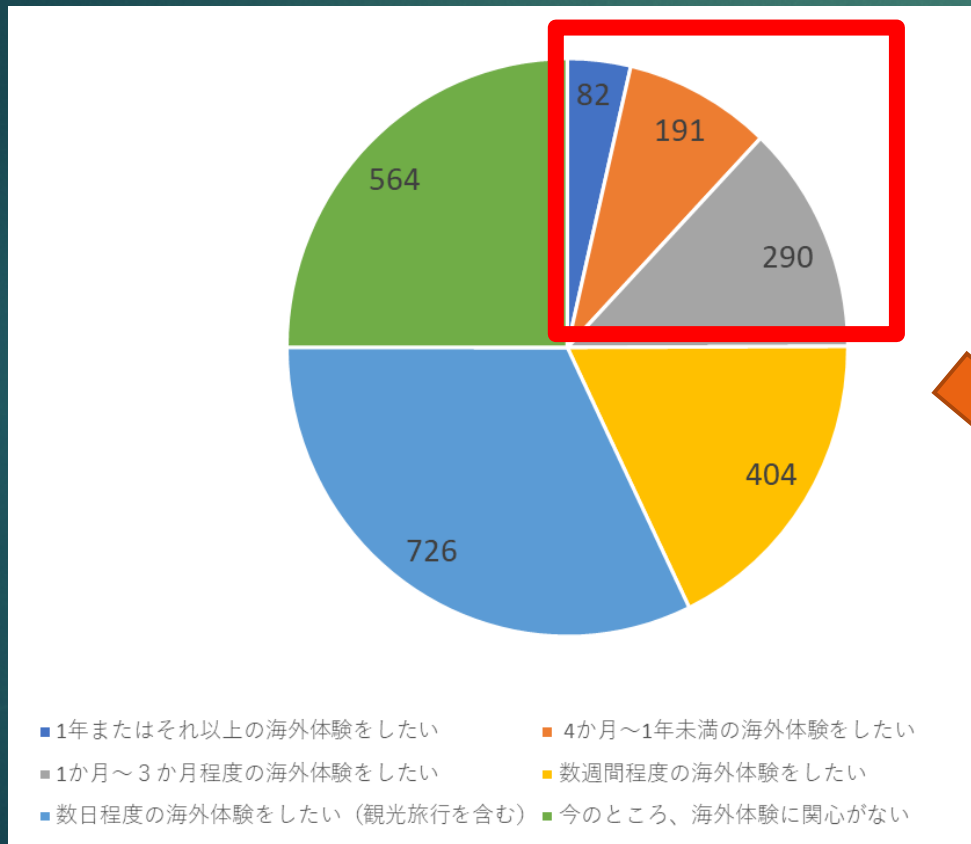
⇒ Downhill Phenomenon

Figure 3 : Change in English language proficiency scores (TOEIC)

1-2 . Background :

Context of Japanese University Learners

The international orientation towards studying abroad has been weakened due to the coronavirus pandemic.



Wish to experience abroad (2023) (n=2300)

- For a year or more 82
- For 4 months to less than 1 year 191
- From 1 month to 3 months 290
- For a few weeks 404
- For a few days (including sightseeing trips) 726
- Not interested 564

Figure 4 : Wish to experience abroad

1-2 . Background :

Context of Japanese University Learners

To raise awareness about connection between English and themselves

⇒ develop motivation models

- ◆ Ought to self
- ◆ Possible self
- ◆ Ideal self
- ◆ International posture

(Dörnyei & Ushioda: 2009, Munezane: 2013, Yashima: 2004; 2019)

2. Research Method: Narrative Analysis

Previous research

- 48 interviews (Mar 2011 – May 2023)
- construct more than 40 models (TEM)

(Nasu: 2015b)

2. Research Method: Narrative Analysis

10

TEM: Trajectory Equifinality Modeling

- Time axis
- Trajectory
- Equifinality

(Valsiner 2000, Sato & Yasuda; 2012)

Learners can achieve the same outcome despite taking different pathways.

2. Research Method: Narrative Analysis

TEM concept:

Learners reach the same destination through different pathways

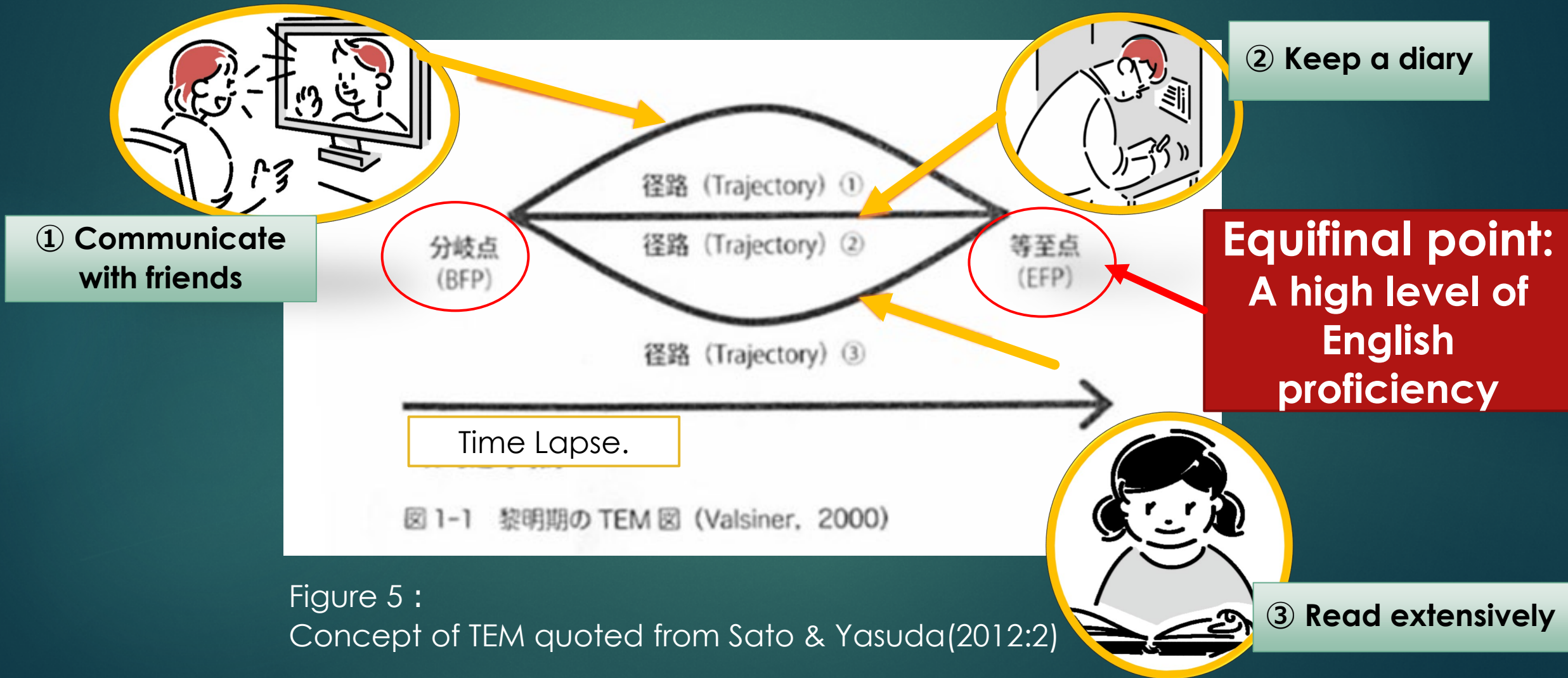


Figure 5 :
Concept of TEM quoted from Sato & Yasuda(2012:2)

2. Research Method: Narrative Analysis

TEM concept:

Learners also possess different motivations within their inner selves.

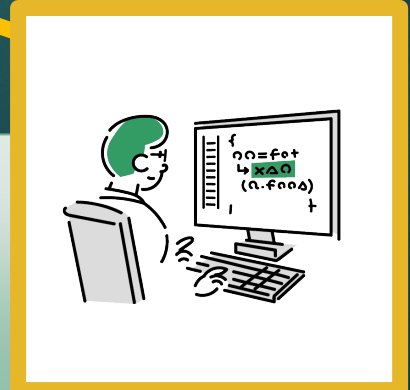


① To make friends with people from other countries



② a longing for the unknown world

Equifinal point: Working as a global talents



③ To work on environmental issues

図 1-1 黎明期の TEM 図 (Valsiner, 2000)

Figure 5 : Concept of TEM quoted from Sato & Yasuda(2012:2)

2. Research Method: Narrative Analysis

13

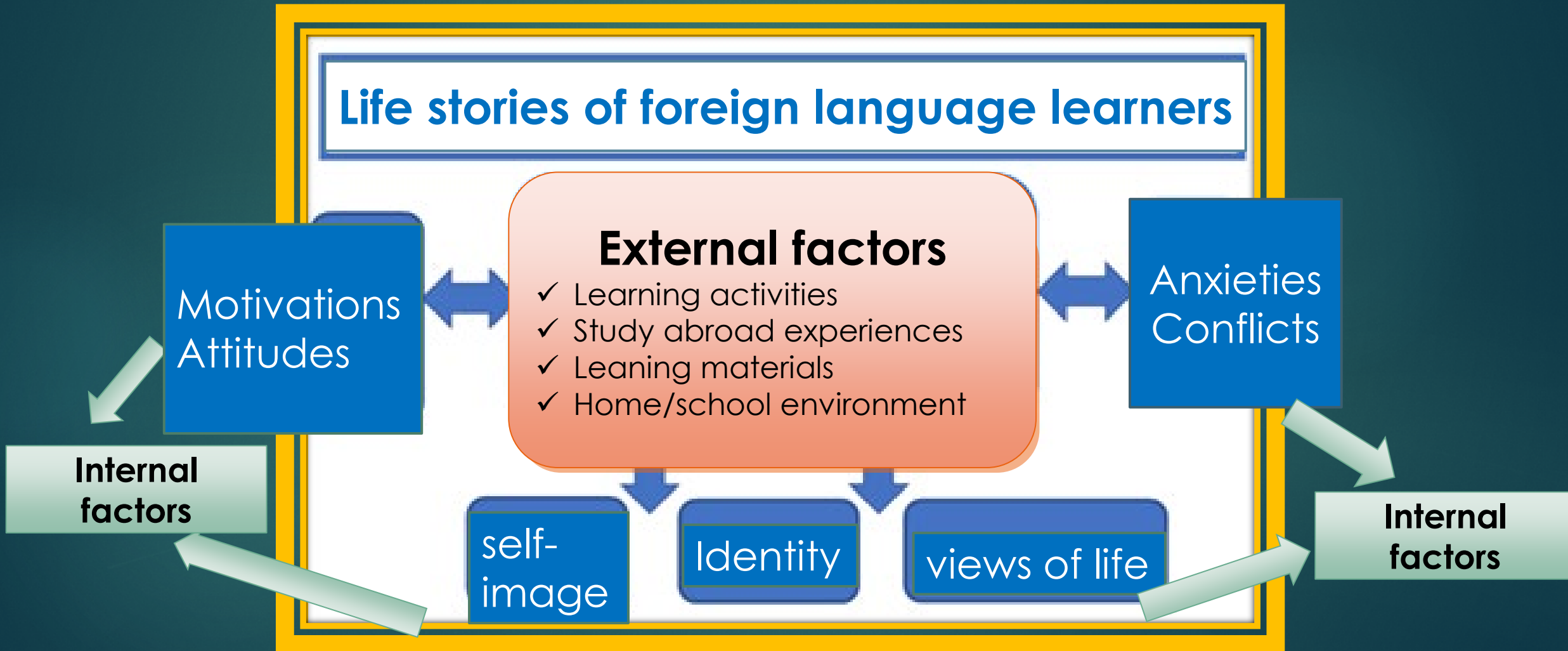
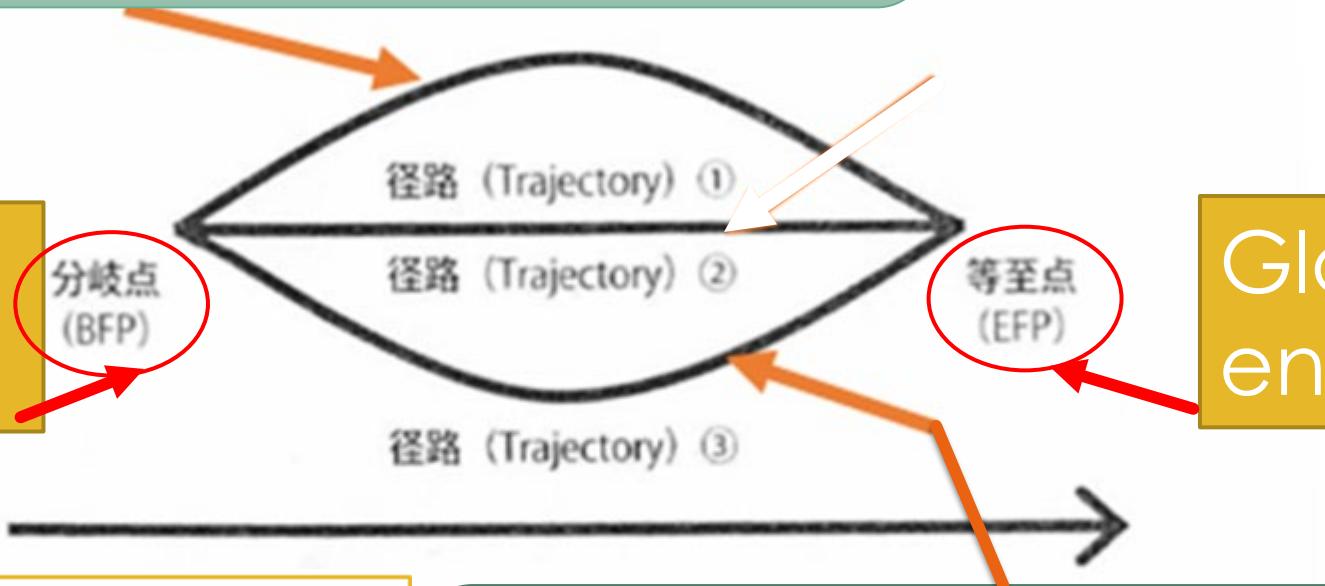


Figure 6 : Factors surrounding foreign language learners

3. Narrative Analysis of Green Global Talents

Kawai (1980's) :
dreams and hopes of pursuing the
unknown world

Domestic
environments



Time Lapse.

図 1-1 黎明期の TEM

Sakamoto (2023) :
Wanted to work for an international
organization (Meteorological Service)

Sakamoto's General Information

English level: TOEIC 985, IELTS, overall 8.0, Eiken grade 1

Study abroad experience: 9 months in the USA

Learning activity: Subscription to TIME magazine

Motivation to learn English:

to work for an international organisation, such as the WMO,
especially at an aviation meteorological station

Ideal L2 Self

3. Narrative Analysis of Green Global Talents

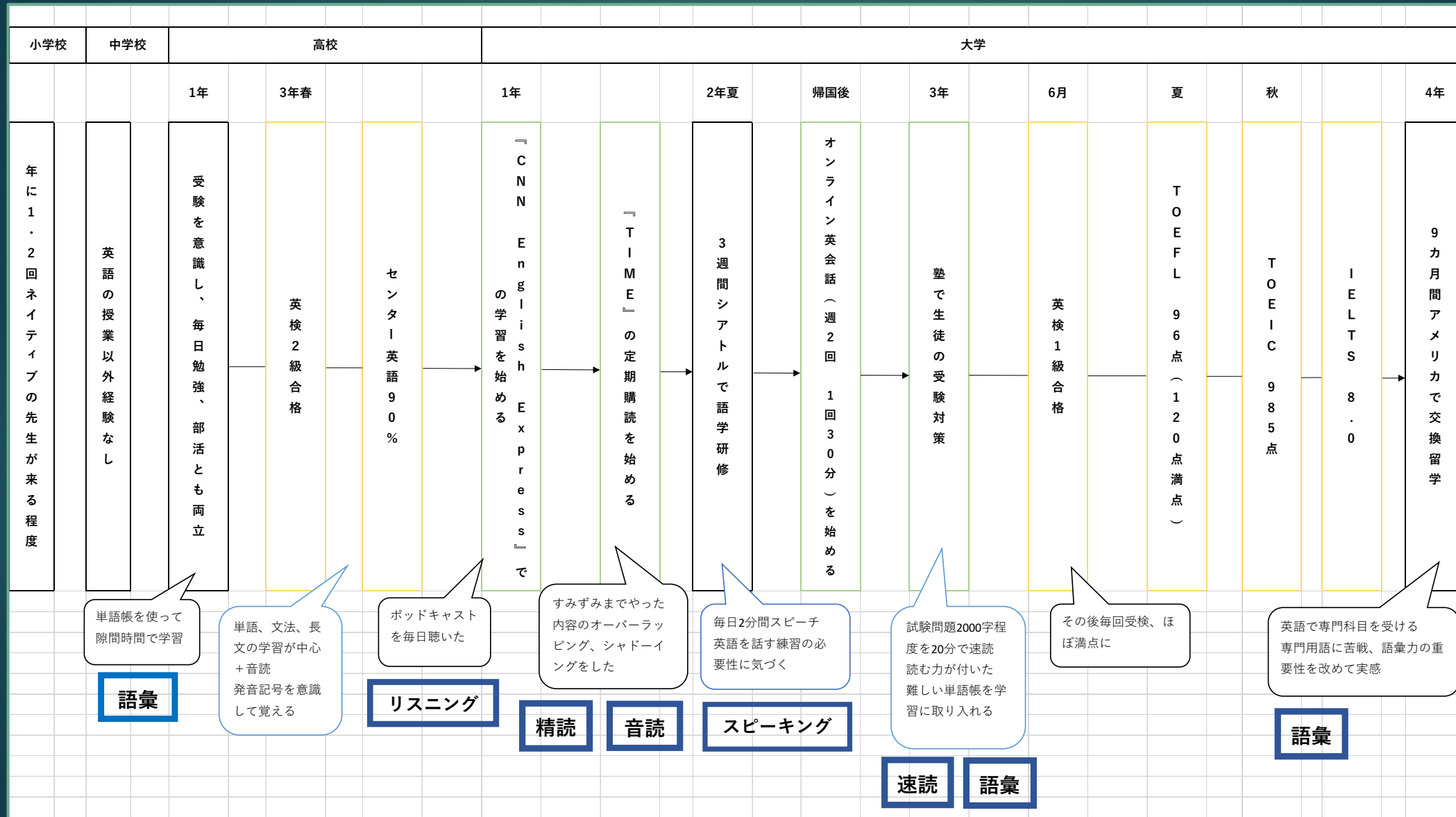


Figure 7 : TEM of Sakamoto in Japanese

3. Narrative Analysis of Green Global Talents

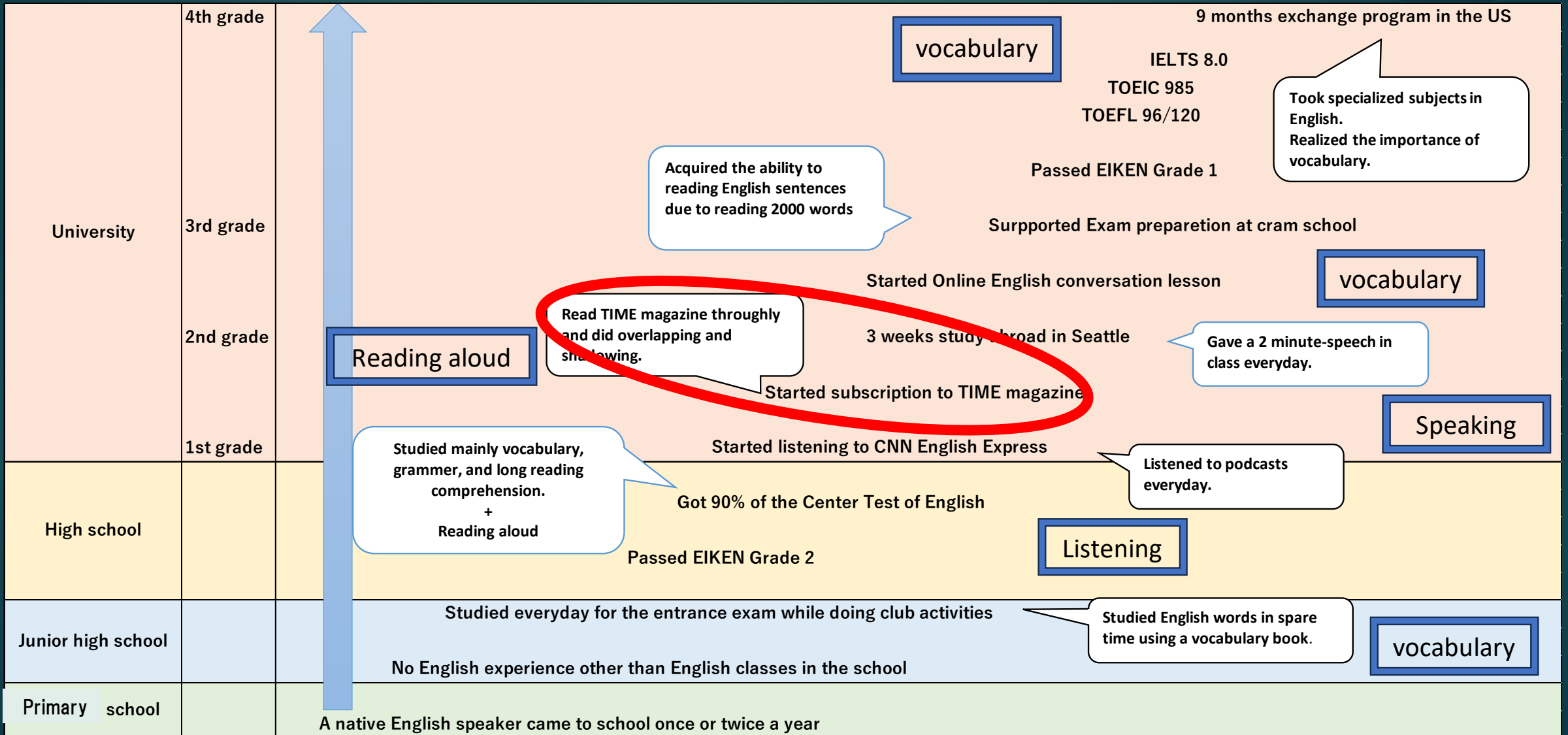


Figure 8 : TEM of Sakamoto translated into English

3. Narrative Analysis of Green Global Talents

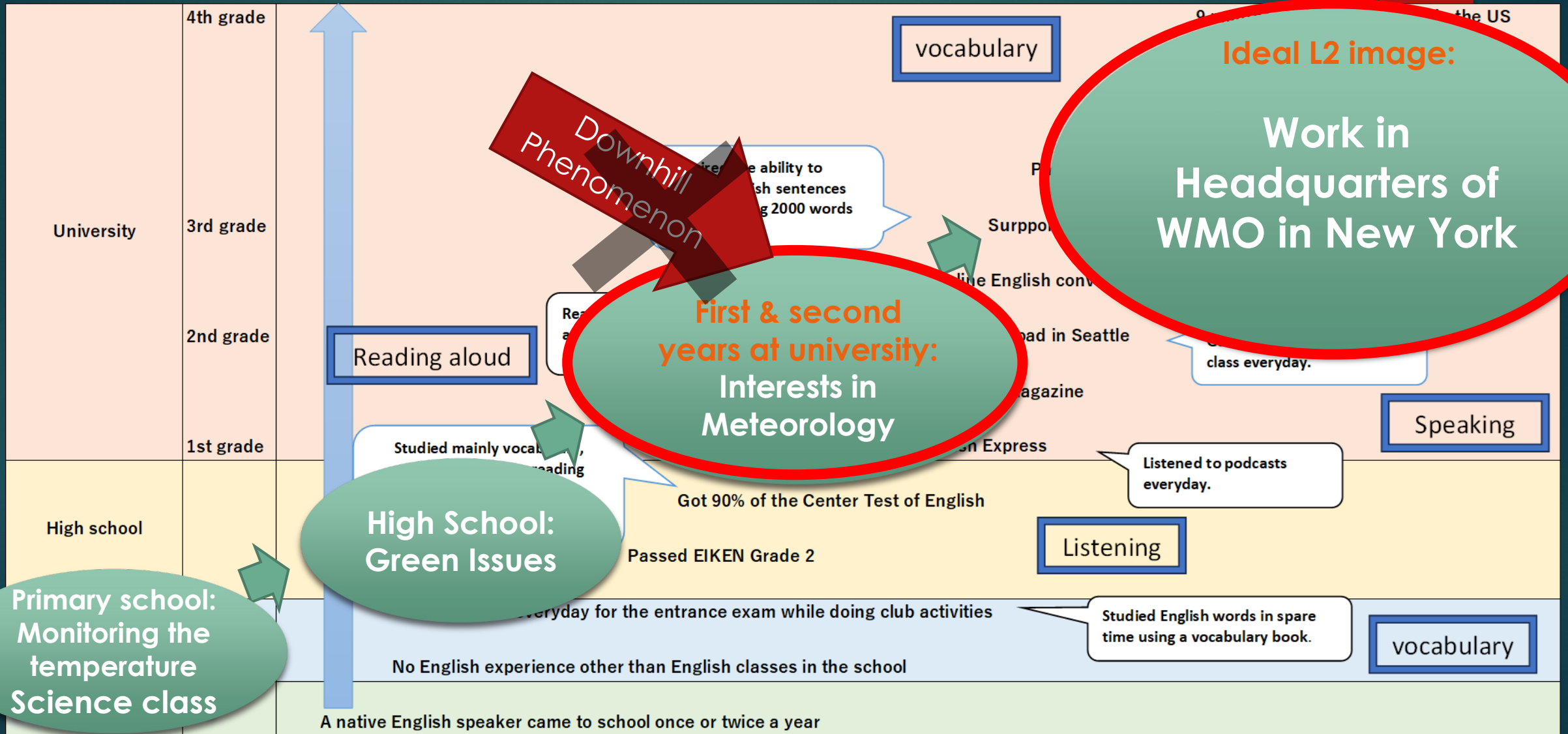


Figure 8 : TEM of Sakamoto translated into English

4-1 Text Analyses : Interests in climate

19

(1) I was probably first interested in it (climate) in science class or something like that in primary school, and I cut out weather maps for free research or something like that.

(2) When I went to see the screen shelter and actually measured the temperature, I found that the temperature varied quite a bit depending on where I measured it. It's a familiar phenomenon, isn't it? Of all the fields of science, I think weather is the most familiar. I think that's probably why I became interested in it.

(3) There aren't many weather phenomena that can be explained only in Japan, and in fact, we need to cooperate more with other countries to understand these phenomena on a global scale.

4-2 Text Analyses :

Awareness of study abroad

(4) Many of the students in my class were from different countries, and I often couldn't use Japanese when communicating with them, but even so, in terms of specialisation, the emphasis was on everyday conversation, so **when I thought about living and studying with other university students in the area, I felt that I needed to study a little more to keep up.**

4-3 Text Analyses : Challenges in learning through English

(5) The content itself was often things that I had already studied in Japanese, or things that I would have liked to see covered in more depth, but I remember that when I was in Japan, I never learned such mathematical or scientific expressions in English, so at first I had a lot of difficulty reading the textbooks. I remember that it was quite difficult for me to read textbooks at first because I had never learned such mathematical and scientific expressions in English when I was in Japan.

5. Summary

1. For learners who are not in an English-speaking environment, the first & second years of university are an important point for maintaining motivation to learn English.
⇒ Necessary to make a model linked to each faculty.
2. Green Issue can be a motivator for English learning for students who are highly aware of environmental issues.
3. In order to create an English language learning model that is suitable for students' specialization, it is important to accumulate qualitative research that can also reveal internal factors.

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Thank you for your attention.



Screen shelter
in a primary school playground

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