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THE REALITY OF BILINGUAL OR MULTILINGUAL AND BICULTURAL INFLUENCES ON HIGH SCHOOL STUDENTS' SELF-ESTEEM

Elly Mochizuki

1. Introduction

1.1 Current Situation of Japanese High School Students' Self-esteem

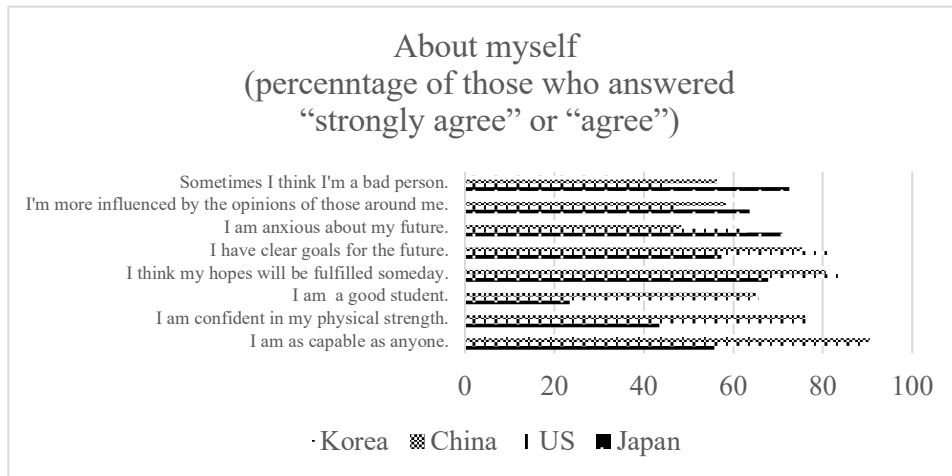
According to a report called "*Koukousei to seikatsu to ishiki ni kansuru chosa (Survey on the Lives and Attitudes of High School Students, translated by the author)*" by the National Institution for Youth Education (2014), the percentage of respondents who answered, "I am as capable as anyone," "I think my hopes will be fulfilled someday," and "I have clear goals for the future" was over 50% in each country, but lower among Japanese high school students than in the other three countries. Also, the percentage of Japanese high school students who answered "yes" to the question "Sometimes I think I'm a bad person" was over 70%, the highest among the three countries. As can be seen from this survey, it is clear that Japanese high school students have extremely low self-esteem compared to the other three countries.

In addition, Kawagoshi and Okada (2015) argue that children who have low self-esteem have problems not able to adapt well in school or in society. For example, they may act selfishly and not follow the homeroom teacher's instructions, have fits of sudden rage and violence, and in the worst case scenario, self-harm may occur. If children enter adolescence while their self-esteem is still low, it is also noted that personality tendencies such as poor introspection, weak impulse control, and immature interpersonal skills become apparent.

Therefore, low self-esteem among Japanese high school students has been a national issue that must be considered serious.

Figure 1

Survey on High School Students Themselves in 4 Countries



1.2 Author's Background

The author was raised by an international family, an American mother, and a Japanese father in Japan. The author was forced by her parents to speak English when she was at home. Thus, the author's mother tongue is Japanese and English. The author thinks that being raised in an international family and being bilingual have been a linguistic and cultural influence on her self-esteem. The author predicts that her self-esteem is high because of the influence from her American mother. That is why the author wants to research others who have bilingual or multilingual and bicultural influences on one's self-esteem like her. Therefore, the author focused on students who have bilingual or multilingual and bicultural experiences in this research.

2. Literature Review

2.1 Representative Studies on Adolescents' Self-esteem

Hiraishi (1990) researched about the development of self-consciousness in adolescence. He states that self-esteem is desirability of attitude toward oneself. In other words, a sense of self-affirmation is the evaluation of one's attitude as favorable or desirable. In this case, he

argues that there are two domains: the domain of perception and evaluation within the individual, and the domain of understanding and judging how the self is reflected by others and the group. In short, there are two areas in which a person develops a sense of self, one through recognizing and evaluating the self in isolation from others and within the individual, and the other through understanding and judging how the self is reflected by specific others and groups, such as school friends and parents, and that these two areas influence self-esteem. The purpose of this study was to investigate the development of self-consciousness in adolescence, especially the development of two dimensions of self-consciousness which are positive or negative and stable or unstable. The subjects were junior high school students, high school students, and college students. They completed a questionnaire that consisted of three scales, Self-Positiveness Scale, Self-Stability Scale, and Scale for Perceived Self by Significant Others. There were four major findings in this research. First, junior high school students and college students had more positive self-consciousness than high school students. Second, among junior high school students, males had more positive self-consciousness than females. However, females had more positive self-consciousness than males among college students. Third, junior high school students perceived the most stable self among three groups. Lastly, factor structures on self-consciousness were common among three groups.

Rubio (2007) addresses the need to take self-esteem into consideration in the language classroom and adopts both theoretical research and practical perspectives, with the hope of being useful for both researchers and practitioners. It is organized into three main parts, the introduction to self-esteem, the existing literature about theory and research dealing with self-esteem and foreign language learning, and procedures for implementation and activities for classroom applications. He briefly summarized self-esteem as “a psychological and social phenomenon in which an individual evaluates his/her competence and

own self according to [a set of] values.” (p.5) He adds that self-esteem “is open to variation depending on personal circumstances.” (p.5)

2.2 Representative Studies on the Personality Development of Returnees

Sasaki (2010) examined the personality of individuals who experienced cultural differences and internalized foreign cultures by moving to another region or country. The first study used a questionnaire measuring personality consisting of 38 items, called “returnee tendency,” and a 20-item Sentence Completion Test (SCT). Returnees are defined as those who lived abroad for a year or more between the ages of 4 and 16, when memory and personality development are strongly influenced, and returned to Japan; the SCT was developed by Sasaki (2010) and administered to three groups: Japanese university students and working adults in their 20s. These groups were “returnees” ($n = 56$) who had lived abroad for more than a year during their childhood due to a parent's transfer abroad, “transfer students” ($n = 30$) who had transferred to a Japanese school due to a parent's transfer, and “traditional students” ($n = 102$). Factor analysis of 188 items in the data revealed six factors: anxiety, pluralism, isolation, dissatisfaction, sense of incompatibility with Japan, and self-esteem. Multiple comparisons revealed personality traits common to both returnees and transfer students such as moving in the middle of a semester or at an inopportune time was associated with difficulties and difficulty in having a sense of self-efficacy. In the second study, 13 returnees and 7 transfer students were interviewed. The results of the first and second studies suggest that an important factor influencing personality development is the personal meaning of cross-cultural experiences. For example, experiences in which living abroad became a guideline for the person's future way of life, experiences in which the person was denied the efforts he or she valued and lost internal continuity because of living abroad, and experiences in which the person was denied the ideas and way of life that he or she had found valuable.

Kato and Kato (1984) examined the identity characteristics of returnee high school students using the following two scales and one questionnaire: (A) an identity dimension scale which measured the degree of identity consolidation along a diffusion-integration dimension, (B) an identity status scale which defined six identity statuses, (C) a crisis-commitment questionnaire which measured the level of crisis and commitment in 11 areas. The study focused on the number of years returnees have been abroad and categorized them into three levels: none, one year, and two or more years. Principal results obtained by analyzing the data of 43 returnee and 94 non-returnee high school students were as follows: (1) returnees who had studied two or more years either at foreign schools or Japanese schools in foreign countries (JSFC) tended to have more consolidated identities than others; (2) two or more years' study either at foreign schools, JSFC, or both tended to decrease the Diffusion-Moratorium intermediate status and increase moratorium and identity achievement/Achievement-Foreclosure intermediate statuses; (3) returnees with three or more years' study in foreign countries had stronger commitments in the areas of "activity for the society" and "Political activity" than non-returnees and other returnees; and (4) the areas of "friends of the opposite sex" and "study" were important for the returnees' identity consolidation in contrast to the "masculine/feminine self and way of life" and "friends of the same sex" areas for non-returnees.

2.3 Limitation of Previous Studies

Based on the prior studies such as the research that are mentioned in 2.1, and 2.2, as far as the author realizes, there are few adequate studies that have explored the differences in their self-esteem between high school students who have various linguistic and cultural experience such as overseas trips or living abroad and those who have not, and few studies have pursued the experiences that contribute to these differences.

A survey was conducted by Mochizuki et al. (2016) to examine

the self-esteem of Japanese elementary, junior high, and high school students. The results show that as children get older, their self-esteem declines. In addition, according to Harter (1990), adolescent's sense of self can be divided into three stages. Between the ages of 11-13, there is the least amount of conflicting self-attributes and no conflict. Between the ages of 14-16, the number of conflicting self-attributes increases, which causes considerably stronger internal conflict and distress. At the ages of 17 and 18, there are conflicting selves, but adolescents are less confused by them.

Therefore, the author targets high school students who have various linguistic and cultural experience in this study because a high school student's sense of self is in the process of transitioning from unstable to stable status, and the author believes that by directly examining this process, it is possible to explore the factors that cause this change.

3. Research Design

3.1 The Definition of Self-esteem and Returnee

As a pilot study, the author interviewed high school students who are returnees at the author's teaching training school. The interview was about their confidence in speaking English. The results showed that their confidence in English was divided into two categories: self-assessment of their English proficiency and assessment of what others thought of them. As an example, one student rated her confidence in speaking English as a 3 out of 5, stating that she could have a daily conversation in English, but she could not pronounce difficult words. This can be seen as a self-perception of her English proficiency. Another student also rated his confidence in speaking English as a 3 out of 5, stating that he felt anxious around other returnee classmates. This could be interpreted as an evaluation of his English ability based on what others think of his English ability.

Therefore, in this study, self-esteem is defined as the self-

evaluation of one's attitude as favorable or desirable in the eyes of oneself or others.

In addition, the author wanted to focus on personal linguistic and cultural experience through staying abroad thus the author minimized the subject selection requirements to the official standard that is set at the lower limit of one year or more. Therefore, in this study, a returnee is defined as a person who lived abroad for one year or more over the age of 4, a period when his or her memory and personality development are strongly influenced, and who returned to Japan.

3.2 Purpose of the Study and Research Question

At the beginning of this study, the author was planning to compare differences in self-esteem between those who have had linguistic and cultural experiences (e.g., travel experiences in overseas) and those who have not, regardless of whether they are returnees or not, but the number of non-returnees who have traveled abroad was so small that the author decided to compare returnees and non-returnees in this study. Then, the author determines the research question in this study as follows:

RQ1. What differences in self-esteem exist between returnees and non-returnees?

RQ2. What kind of experiences did high school returnee students have that affected their self-esteem?

3.3 Participants

17 high school students who attend to a Tokyo public combined junior high and high school in Tokyo have participated in this research. There are five returnees and 12 non-returnees in this group. They are 11 first year high school students and six second year high school students.

3.4 Procedure

The author conducted a questionnaire and interview for this

research. The questionnaire was answered by 17 high school students who are mentioned in 3.3. The interview was conducted to four students in Japanese. The interviewees were selected based on the results of the questionnaire. The backgrounds of each interviewee are mentioned in section 4.2.1.

3.4.1 Items of Questionnaire

To investigate if there are any differences in self-esteem between high school students who have bilingual or multilingual and bicultural influences and those who have not, the author conducted a survey called a “Linguistic and Cultural Self-Esteem Questionnaire.” This followed the questionnaire called “Self-Affirmation Awareness Scale” created by Hiraishi (1993). This scale is mainly separated into two domains: the counter-self domain and the counter-others domain, each of which consists of three subcomponents. The subcomponents of the counter-self domain are “self-acceptance,” “self-actualizing attitude,” and “sense of fulfillment:” and the subcomponents of the counter-others domain are “self-closure and distrust of people,” “self-expression and interpersonal aggressiveness,” and “sense of being evaluated and interpersonal tension,” set in those 41 items. In that self-esteem is examined from the perspective of self or others, it is also applicable to the self-esteem captured in this study, and the author considered it an appropriate scale for examining the purpose of this study. In addition to Hiraishi (1993) survey, the author added some questions that relate to the research questions 1 and 2. First, the author added questions asking the high school students if they have any experience living abroad or traveling overseas in order to classify high school students who have had different linguistic and cultural experiences and those who have not. Second, the author added questions at the end of Hiraishi’s (1993) questionnaire such as “Has your exposure to different cultures and languages, such as traveling overseas or living abroad or growing up in an international family, had a positive impact on your self-esteem?” and “Please share

specific experiences that have positively impacted your self-esteem through exposure to different cultures and languages, such as traveling overseas, living abroad, or growing up in an international family.” These questions were asked for negative impacts as well. Please see Appendix 1 for the items of the questionnaire.

3.4.2 Procedure of the Questionnaire

The author conducted the questionnaire by using Google Form. The Google Form link was sent to the high school students by Teams from the author’s teaching school’s supervisor where she was a student teacher there. The time limit of replying was about a week. The high school students were told that the survey was not mandatory, and it would take about 10 minutes. They were promised that it was not a test and would not affect their grades in any way. It was also clearly stated above in the questionnaire that the responses would be used only when they agreed to the circumstances and used for research purposes only. Also, they would not be disclosed in a way that would allow individuals to be identified.

The 41 items of the Hiraishi’s (1993) “Self-Affirmation Awareness Scale” that are included in the author’s questionnaire will be analyzed as follows. Anticipating the small population of survey respondents, the method of analysis utilizes the Mann-Whitney U-test, which tests whether there is a difference in the medians of two groups with no correspondence.

3.4.3 Procedure of Interviews

The author conducted a personal interview in person with one interviewer and one interviewee which lasted between 15 and 40 minutes depending on the interviewee’s convenience. In addition, the author conducted the interview by applying semi-structured interviewing method. This method is a form of interview that combines structured and loosely structured questions. The questions were related to the former

questionnaire. For example, “you answered ‘yes’ to the question ‘I value my own individuality.’ Do you have any specific experiences that led you to believe that your individuality is important?” Before starting the interview, the author told the interviewees that they did not have to answer any questions they did not want to answer and that they could stop the interview at any time. At the end of the interview, the author also asked the participants to check their interpretation of the data later using Google Form in order to obtain their consent. To record the interview, with the consent of the interviewee, the interview was audio recorded using two devices.

Data from these interviews were subjected to a general qualitative data analysis. The analysis was conducted through a process of coding, category construction, and theory generation. First, the interview is typed into raw data, and then the data is divided into units. Once the data was divided into units, they were coded. In other words, the words would be a straightforward expression of what the part was about and what it represented. Those codes were then grouped into conceptual categories to generate a final theory.

4. Results

4.1 Results of Questionnaire

The results of the Linguistic and Cultural Self-Esteem Questionnaire are shown in Table 1 and Table 2. A1 is “self-acceptance,” A2 is “self-actualizing attitude,” A3 is “sense of fulfillment,” B1 is “self-closure and distrust of people,” B2 is “self-expression and interpersonal aggressiveness,” and B3 is “sense of being evaluated and interpersonal tension.”

Non-returnee’s results are followed by Table 1. A1’s average and median are the highest which means that non-returnees tend to be self-accepting. On the other hand, B1’s average and median are the lowest which means that non-returnees tend to not be self-closure and distrust

of people.

Returnee's results are followed by Table 2. A1, A2 and B2's average and median are high which means that returnees tend to be self-accepting, have self-actualizing attitude, can self-express and have high interpersonal aggressiveness. On the other hand, B1's average and median are the lowest which means that non-returnees tend to not be self-closure and distrust of people.

Table 1

Non-Returnee's Questionnaire Results

Element	<i>M</i>	<i>SD</i>	<i>n</i>
A1: self-acceptance	4.40	.71	12
A2: self-actualizing attitude	3.67	.94	12
A3: sense of fulfillment	3.75	.77	12
B1: self-closure and distrust of people	2.59	1.1	12
		4	
B2: self-expression and interpersonal aggressiveness	3.19	1.0	12
		8	
B3: sense of being evaluated and interpersonal tension	3.38	1.1	12
		5	

Table 2

Returnee's Questionnaire Results

Element	<i>M</i>	<i>SD</i>	<i>n</i>
A1: self-acceptance	4.45	.54	5
A2: self-actualizing attitude	4.17	.44	5
A3: sense of fulfillment	3.90	.66	5
B1: self-closure and distrust of people	2.33	1.0	5
		2	
B2: self-expression and interpersonal aggressiveness	4.26	.33	5
B3: sense of being evaluated and interpersonal tension	3.14	.78	5

Table 3

Mann-Whitney U-test Results

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of A1 is the same across categories of 条件.	Independent-Samples Mann-Whitney U Test	.959 ^c	Retain the null hypothesis.
2	The distribution of A2 is the same across categories of 条件.	Independent-Samples Mann-Whitney U Test	.234 ^c	Retain the null hypothesis.
3	The distribution of A3 is the same across categories of 条件.	Independent-Samples Mann-Whitney U Test	.799 ^c	Retain the null hypothesis.
4	The distribution of B1 is the same across categories of 条件.	Independent-Samples Mann-Whitney U Test	.799 ^c	Retain the null hypothesis.
5	The distribution of B2 is the same across categories of 条件.	Independent-Samples Mann-Whitney U Test	.048 ^c	Reject the null hypothesis.
6	The distribution of B3 is the same across categories of 条件.	Independent-Samples Mann-Whitney U Test	.574 ^c	Retain the null hypothesis.

a. The significance level is .050.
 b. Asymptotic significance is displayed.
 c. Exact significance is displayed for this test.

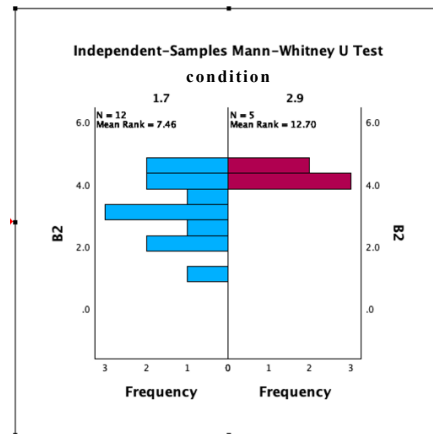
Table 4

Independent-Samples Mann-Whitney U-Test Results of B2

Independent-Samples Mann-Whitney U Test Summary	
Total N	17
Mann-Whitney U	48.500
Wilcoxon W	63.500
Test Statistic	48.500
Standard Error	9.452
Standardized Test Statistic	1.957
Asymptotic Sig.(2-sided test)	.050
Exact Sig.(2-sided test)	.048

Figure 2

Independent-Samples Mann-Whitney U-Test Results of B2



The Mann-Whitney U-test analysis showed a significant difference in B2 “self-expression and interpersonal aggressiveness” between non-returnees and returnees. Returnees showed a higher number compared to non-returnees. There is also a trend toward a significant difference in A2 “self-actualizing attitude” between non-returnees and returnees, although no significant difference was found as shown by Table 3: Returnees showed a higher number compared to non-returnees. B2’s significant probability is .048 which is lower than .05. Thus, it can be said that there is a significant difference in B2 as shown in Table 4 and Figure 2. Also, A2’s significant probability is .234 and this isn’t lower than .05 but there is a trend toward a significant difference.

On the contrary, there was no significant difference between non-

returnee and returnee in A1, A3, B1 and B3. In deciding who to interview, the author chose two returnee students and two non-returnees. In particular, the author selected those who, in absolute terms, showed high values and those who showed low values in absolute terms.

4.2 Results of Interviews

4.2.1 Backgrounds of Selected Interviews

Four high school students who answered the Linguistic and Cultural Self-Esteem Questionnaire have participated in this research. They are two returnees and two non-returnees. Their results from the Linguistic and Cultural Self-Esteem Questionnaire are shown in Table 5 below.

Table 5

Interviewee's Results of the Linguistic and Cultural Self-Esteem Questionnaire

	Counter-self domain			Counter-others domain		
	A1	A2	A3	B1	B2	B3
participants	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
S (returnee)	5.0	4.9	5.0	1.1	4.6	2.3
H (returnee)	5.0	4.3	3.6	3.4	4.6	3.7
F (non- returnee)	5.0	3.4	4.4	1.0	4.7	1.4
N (non- returnee)	4.0	3.1	3.0	3.5	2.6	4.0

First, participant S is a returnee. He used to live in Connecticut, U.S. from the age of 8 to 10 for three years. Also, he's been to Iceland when he was nine years old. From S's questionnaire results, values in the six regions were generally high. In addition, he stated one episode

in the questionnaire in which his self-esteem was boosted when the clerk at the store where he was traveling abroad complimented him on his English pronunciation and that his English was easy to understand.

Second, participant H is also a returnee. She used to live in Singapore from the age of two to five, and she lived in the U.S. from the age of 8 to 12. She also went study abroad for a year between the age of 15 and 16. She has many experiences traveling around the world, and the countries she has been to are Hungary, Italy, France, Portugal, Sweden, Czech Republic, Austria, England, Switzerland, Finland, Australia, Greece, Romania, Slovakia, Thailand, Malaysia, New Zealand, Indonesia, and Malaysia. In addition, she stated in the questionnaire that when she had a discussion at an elementary school in the U.S. and her American friends expressed opinions that she could never have imagined if she had lived in Japan all her life, she was interested that opinions could be so different among countries just because of their different nationalities and backgrounds.

Third, participant S is a non-returnee. She has never lived abroad but she does have an experience traveling to Cambodia for five days when she was 16. However, she states that she has no experience that has positively or negatively impacted on her self-esteem through exposure to different cultures and languages.

Lastly, participant N is also a non-returnee. He has never lived abroad nor traveled overseas. Thus, he has no experience that has positively or negatively impacted on his self-esteem through exposure to different cultures and languages.

4.2.2 List of Codes Extracted Out of the Interviews

Appendix 2 shows the categories and the codes that the author divided from the results of the interview. Also, the author divided the codes into “positive” or “negative” and furthermore divided them into “internal factors” or “external factors” as a large category. “Internal factors” are something that has come from one’s own personality or

belief. On the other hand, “external factors” are something that has come from others’ words or action.

4.2.3 Analysis of Interviews

From these categories, the author found that A2 and B2 have several positive bilingual or multilingual and bicultural influences compared to the other domains.

Analysis of B2: self-expression and interpersonal aggressiveness. There are different experiences that have influenced self-expression and interpersonal aggressiveness. The author compared the experience between returnees and non-returnees.

Participant S, who is a returnee, has a high motivation towards the future because of his experience being in the U.S. when Malala had her speech, and actually seeing people work at the United Nation. He states that he can say his opinions because of the experience living in the U.S. because no one could understand his English as first. He was also forced to learn communication skills, especially the ability to keep the conversation going. He spoke about his related experience as follows (the author translated the interview from Japanese to English) :

S: Well, when I was in the U.S., I basically said it openly, and in the end I was ignored.

The author (hereafter I): You were ignored?

S: That's right. Well, my English was a little poor, and I thought that if they didn't understand what I meant, I should just keep saying it, and I probably did.

I: So you were saying it one more time because they were ignoring you?

S: Yes, I did.

(---)

I: Do you think your experience of being ignored and so on is

involved in what you are doing now?

S: Mentally, yes.

I: Did it train you mentally?

S: I was trained.

(---)

S: Communication, that knack, is a lot.

I: What tips?

S: Well, the number one tip is not to stop talking.

I: I see. Is that part of your mental training?

S: No, you can't stop talking.

I: I wonder. Do you think that the mentality of expressing your opinion and the communication tips to always keep talking are connected to what you can say now? Do you think that this is connected to the fact that you can express your opinion now?

S: Probably yes.

Participant H, who is a returnee, states that the reason she can speak out is because she lived in the U.S. She also believes that saying out loud your opinion will help show that you have your own special opinion.

H: Since I went to the U.S., you have been very assertive. You are also quick to express your opinions. I think it's better for me to express my opinion because it gives me a different perspective from other people and allows me to show that I have my own identity.

I: The more you understand yourself, the more you can express your opinion.

H: Yes, yes.

(---)

H: I think it's strange if I'm the only one who doesn't speak up, and I also have a different point of view.

In addition, H has the ability to tell her opinion, but she worries if her friends might react badly or judge her by her words and say bad things about her later. Therefore, she refrains from expressing her opinions.

H: Basically, when I get into fights with my friends, I think that if I tell them all my opinions, I'm sure I'll end up crying. I also feel like I will never be able to make friends, so I tend to change my words a little or not say many things. When I was in the U.S., I would say something and then my friends would say their opinion. At the end we both apologize peacefully.

I: I wonder how it would be if you said what you were thinking over here (in Japan)?

H: Even after I apologize, people would still hold grudge against me.

I: Like they're not being 100% honest? So, you don't bother to be honest too? Even if you told them, they would just say something (mean) to you?

H: Yes, yes. I'm just being equal.

On the other hand, participant F, who is a non-returnee, has a psychological safety that allows her to express herself. Also, she has companions that speak to her sincerely that she feels safe to speak out.

F: I thought that if it was a few, and by few, I mean classmates, club members, and people I trust, or people who I think will understand me if I tell them, and they will tell me, that's why I decided to tell them. I think that's why I'm going to say it. I think I'll just say it anyway.

I: So you can say what you are thinking because you are close to the person?

F: Sometimes I think I'm different after I say something, but I don't know until I say it, so I think I'll say it.

(Omitted)

F: Well, I simply think that everyone is really nice. I don't know if everyone else thinks so, but I do. They are good people.

I: Because of the good environment?

F: Everyone at (name of school) is easy to talk to.

Participant N, who is a non-returnee, has an experience being ignored by other people when he speaks since before junior high school. This memorable experience has caused N not to express himself in public.

N: Well, I simply can't get my voice through.

(---)

N: It physically doesn't go through. It's not that I'm too small, or that somehow, even when I speak louder, I can't be heard.

(---)

N: So, well, there are many places where I feel that it is useless to talk to them, starting from junior high school.

(---)

I: Have you ever had the experience that your friends didn't respond when you tried to talk to them?

N: Many times.

(---)

I: If they can't hear you even if you speak up from there, then it's a pain to talk to them?

N: Yes, that's right.

From these facts, the author analyzed that particular linguistic and cultural experiences may have given a great impact on the area of B2. Especially it looks like there is a great influence on students who have

the experience living in the U.S. U.S. is a country that values assertiveness and speaking out for yourselves. This culture might have influenced those students who lived in the U.S. making them able to express themselves unconsciously. On the other hand, such as H mentioned that coming back to Japan may have made the H uncomfortable to express herself. Japan has a culture that being humble is good and the normal is keeping your ideas to yourself. This cultural gap between Japan and the U.S. might have influenced H. However, even people who never left Japan like F, is able to express her thoughts freely. This can be thought that being in a psychologically secure community may play an important role for their self-expression.

Analysis of A2: self-actualizing attitude. There are different experiences that have influenced self-actualizing attitude. The author compared the experience between returnees and non-returnees.

Participant S, who is a returnee, has a high motivation towards the future because of his experience being in the U.S. when Malala had her speech, and actually seeing people work at the United Nation. He especially spoke about it as follows:

S: My dream is to become an employee of the United Nations, and for that I want to improve my English skills by studying for the English proficiency test and TOEIC at cram schools and in study halls.

I: Wow, when did you start thinking about becoming a UN official?

S: When I was in America! That's right. I was just there, and you know that Malala?

S: Well, there was a girl who was shot with a gun and she was unharmed, and I was just watching her speech at the UN (on TV).

I: So you saw that and thought it was cool?

S: Yes, I saw that, and I thought it would be difficult to be Malala, so I wanted to be a supporter for people like her, you know, on the staff.

I: So the moment you saw the TV, it was pretty big?

S: Yes, and then later, when I went there and saw them working, I thought it was cool.

I: What do you think is cool about him?

S: They speak English very fluently, and it's amazing that people from any country can speak English, and they also work for the United Nations and UNICEF. And, you know, I work for UNICEF, which is a United Nations organization, and there are many homeless people in American cities, and when the staff members help the homeless people when they leave, I thought it was really cool.

I: Wow, so you are thinking of studying hard to become a UN employee?

S: Yes.

Participant H, who is a returnee, has a high motivation towards the future because of having the college entrance exam. And the big cause of this motivation is because her other returnee friends are aiming a high level university so she feels comparative.

I: Do you have any specific things that you are working hard on?

H: Right now, I'm preparing for the university entrance exam. Many of the people around me, including my seniors, are Japanese students in the U.S., and they are all going to Waseda, Keio, Sophia, or Tokyo University. So there is a lot of pressure on me to go to a place of that high level,

On the other hand, participant F, who is a non-returnee, doesn't have a high point for "self-actualizing attitude" because she hasn't figured out what her future dreams are going to be.

I: Do you feel like you don't have a dream for the future?

F: Well, yes...

I: Right, first year of high school, was it humanities now? Or is it science?

F: I haven't decided yet, but my interests are in the humanities. I'm interested in social sciences and (?), but that doesn't mean I'm good at the humanities. I haven't decided yet, but...but I am interested in the humanities. That's what I'm struggling with.

I: You mean that the subjects you are good at and what you want to do don't match?

F: I don't know how to put it, my interests and my favorite subjects are at odds with each other,

I: You like solving math problems, but...? Are you interested in both arts and sciences?

F: Yes, I'm struggling.

Participant N, who is a non-returnee, has been doing what he's been told from other people so he doesn't know what he sincerely wants to do. He feels that it's easier to do what people want him to do than doing something that he prefers.

I: I think you said you're a little unsure right now what you really want to do. Why is that so?

N: Because of what people have told you? I think it is easier for me to see the people around me praising me and smiling when I do something rather than myself. It's easier for me.

From these facts, the author analyzed that particular linguistic and cultural experiences may also gave a great impact on the area of A2. Especially it looks like there is a great influence on students who have a lot of various experience in their lives such as living abroad. Living in a foreign country provides them a lot of experiences that they wouldn't be able to have only in Japan. For example, S went to see the actual UN workplace, and H was able to make friends from all around the world. The author believes that these kinds of valuable experience affect their self-actualizing attitude.

5. Discussions

From the results of the questionnaire and the interviews, the author has mainly 2 points to discuss.

The first discussion point is that one experience that may have influenced “self-expression and interpersonal aggressiveness” was being in a receptive community where various opinions were heard. Self-expression is a very important skill in the U.S., a country where many different cultures gather, and an environment is provided where people listen carefully to the opinions of others and advocate one's opinions to secure one's equal rights. Therefore, it is likely that S and H, who have lived in the U.S., are able to express themselves because of the influence of the U.S. cultural background. In addition, H may have acquired the ability to respond to situations based on her childhood experience living in the multi-ethnic country, Singapore, and the U.S., a very diverse country, as an adolescent. From this, it is possible that H, who is naturally capable of self-expressing, may be adjusting the degree to which she expresses herself to fit the Japanese culture. On the other hand, F's self-expression is facilitated by the fact that she belongs to a community where her opinions are listened to, even though she has been living in Japan for a long time. However, N is unable to belong to a

receptive community like F and feels it difficult to self-express. In other words, one factor that influenced “self-expression and interpersonal aggressiveness” is being in a receptive community where one's opinions are listened to which is likely to encourage one’s self-expressions.

The second discussion point is that stimulation to broaden one's horizons and to actually see various possibilities while living abroad or to have met similar returnees who seek for higher achievement may improve one's self-actualizing attitude. It is thought that, as with S, the experience of living abroad has provided an opportunity to find a dream, and that, as with H, the experience of living abroad and the other returnees has inspired her to seek achieving her future goals, which ultimately play a role in expanding her own possibilities and improving her self-actualizing attitudes. However, F and N who have been only in Japan are now in high school without having received any new stimulation outside of Japan, which makes it difficult for them to find their own dreams and what they want to do in the future. In other words, the author believes that receiving stimuli that can broaden their horizons may improve their self-actualizing attitudes.

The last discussion point is that one of the common features of the students with high self-esteem in this study is that they belonged to a six-year secondary school. In particular, their A1: self-acceptance’s average were high, and only positive data were collected in both the questionnaire and the interviews. It is possible to think that consistent education might have an influence to promote self-esteem since it might provide an acceptance atmosphere.

5.1 Pedagogical Implications

The author believes that this research can be used to inspire classroom practices that can elevate the self-esteem of high school students in English classes. In particular, this study has pedagogical implications as a hint for classroom practice by taking the experiences that have a positive impact on self-esteem as the key and applying them

to English education in Japan. For example, teachers can secure opportunities to interact with people abroad using online devices or carefully create a receptive atmosphere in the classroom.

5.2 Limitations and Suggestions for Further Studies

In this study, survey respondents as well as interviewees are limited, which may pose a challenge to generate a theory of self-esteem construction influenced by one's linguistic and cultural experiences. The inability to conduct in-depth interviews and obtain comprehensive, rich data prevented the formation of a theory. In addition, the small number of returnees compared to non-returnees is another factor that hinders analysis. Maintaining a good balance between the two cohorts may lead to more accurate analysis.

In the future, building on the result of this study the author wishes to clarify the factors that increase self-esteem, and develop English classes that foster students' self-esteem by incorporating these factors.

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Appendix 1

Items of Questionnaire

Element	Item	Element	Item	
A1	1. I value my own individuality.	B1	4. I put up walls between myself and others.	
	7. I think I deserve to have a life of my own.		10. I find relationships annoying.	
	13. I can admit my good and bad points as they are.		16. I feel as if I have closed my heart to others.	
	19. I am honest about my personality.		22. I feel alone.	
A2	2. I am motivated to make my dreams come true.		27. I don't trust people.	
	8. I am passionate about something.		32. I am somewhat lonely and sad with my friends.	
	14. I approach things with a positive attitude.		37. I am in despair because I can't communicate at all when I talk to my friends.	
	20. I try very hard to develop my good side.		41. I cannot be friendly to others.	
	25. I am intense and motivated.		B2	5. I can say what I want to say while still being attentive to the other person.
	30. I don't know what I really want to do. (*)			11. I try to discuss with others until I am satisfied.
35. I don't have a goal for myself. (*)	17. If I have a question, I can say it openly.			
A3	3. I feel that life is very enjoyable.			23. I have serious discussions with my friends.
	9. I have no regrets and feel refreshed.	28. I can freely say what I feel in public without hesitation.		
	15. I feel fulfilled.	33. I can be myself in public.		
	21. I feel mentally at ease.	38. I voluntarily talk to my friends.		
	26. I feel like I am doing what I love to do.	B3	6. I worry about what people will say or that they will look at me funny.	
	31. I feel I am living spontaneously.		12. I am afraid that I will not present myself well to others.	
36. I don't feel satisfied. (*)	18. I freeze when I am aware of how I appear in the eyes of others.			
40. There is not a day that goes by that I am not truly happy. (*)	24. I am trying to impress others with only a good image of myself.			
	29. I am cramped trying to force myself to fit in with others.			
	34. I care whether I am inferior or superior to others.			
	39. I care too much about other's opinions, and I get tired.			

Notes: Asterisks (*) indicate inverted items.

Appendix 2

Categories and the Codes of the Interviews

Bold text: Codes specific to returnee students

domain	positive/ negative	large Category	code
A1 self-acceptance	positive	Internal factors	individual beliefs that promote self-acceptance
		external factors	belong to a psychologically secure community
			awareness raised by others

domain	positive/ negative	large Category	code
A2 self-actualizing attitude	positive	Internal factors	perfectionism
			prioritizing effort
		external factors	presence of role models
			pressure as a returnee
	negative	Internal factors	no clear vision of dreams
			actions to satisfy others

domain	positive/ negative	large Category	code
A3 sense of fulfillment	positive	Internal factors	high self-management skills
		external factors	be fulfilled by talking with friends
	negative	Internal factors	dissatisfaction based on profit and loss
			non-ideal life
		external factors	increased inconvenience due to repatriation

domain	positive/ negative	large Category	code
B1 self-closure and distrust of people	positive	Internal factors	ability to read others thoughts
		external factors	belong to a psychologically secure community
	negative	Internal factors	lack of communication skills
			belief that what others say is not worthy of trust

domain	positive/ negative	large Category	code
B2 self-expression and interpersonal aggressiveness	positive	external factors	advice from others not to speak ambiguously
			belong to a psychologically secure community
			influence of a culture where assertiveness is important
	negative		worry about others think
			experience of being ignored

domain	positive/ negative	large Category	code
B3 sense of being evaluated and interpersonal tension	positive	Internal factors	self-preferential thinking
		external factors	belong to a psychologically secure community
	negative		lack of confidence
			shyness
		Internal factors	fear of being teased
			past experience of failure

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