

修士学位請求論文要旨

論文題名：

Understanding Task Characteristics and Flow States in Japanese EFL Classrooms:
A Scoping Review and Empirical Study

所属：

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Abstract

Deeply concentrated and intrinsically motivated state, known as “flow,” is currently recognized as important for student engagement in the field of second language acquisition (SLA). However, research on flow in English as a foreign language (EFL) classrooms remains limited in Japan. Many studies have explored the connection between flow and student engagement, identifying certain characteristics of flow-inducing activities in L2 learning contexts (e.g., Aubrey, 2017a; Bodea & Trofimovich, 2023; Zuniga, 2023). Some research has also examined how specific tasks, such as jigsaw and information-gap activities, relate to the flow experience (e.g., Aubrey, 2017b; Egbert, 2003). While these studies have provided valuable insights, there is a need for further investigation into the specific attributes of flow-inducing activities to better understand what types of activities can effectively promote flow among learners. Notably, little is known about the detailed features of flow activities in Japanese EFL classrooms. In addition, no comprehensive review of L2 flow research currently exists. The present study has attempted to establish a second language (L2) flow model, and explore its relationship with antecedents (e.g., task/activity characteristics, L2 motivation), the experience of flow, and its outcomes (e.g., proficiency). This thesis presents three studies—Study 1 synthesizes L2 flow studies to

construct a base of an L2 flow model, Study 2 explores the conditions of flow-inducing activities from the viewpoint of task mode (four skills) in Japanese EFL classrooms, and Study 3 examines the L2 flow model in Japanese EFL classrooms. Study 1 establishes the basis for an L2 flow model through a scoping review. The 22 flow studies in the field of SLA were analyzed. As a result, the main antecedents of flow are task/activity characteristics and individual differences such as motivation and self-efficacy. The main dimensions of flow identified include control, interest, challenge-skill balance and attention. To add these dimensions, some other dimensions (e.g., enjoyment, time distortion) were found. The main outcomes of flow include positive development (e.g., self-confidence, enjoyment), high function (e.g., better performance, achievement) and further engagement for the same task. However, there appears to be no consensus among L2 flow researchers regarding the components of flow—namely antecedents, dimensions, and outcomes. Misunderstandings stemming from jingle-jangle fallacies (e.g., overlapping constructs like enjoyment and motivation) may hinder accurate conceptualization. Thus, the L2 flow researchers should conduct more systematic and purpose-focused reviews (i.e., meta-analysis) on flow and establish more refined flow models. Study 2 explores the characteristics of L2 flow activity and its condition from the perspective of task mode. Data were collected from 41 undergraduate and graduate

students about their flow experiences and the conditions under which these occurred. As a result, the findings indicate that the Japanese EFL students experienced flow during active tasks such as reading tests, writing and speaking. The interest was deeply connected with flow, as seen in a reading activity which contained an interesting topic and a listening activity which involved an interesting speaker. These findings provide reinforcement of the L2 flow model in terms of interest as a dimension of flow states. Therefore, by paying attention to students' interest in the topic or partner, the teachers might reach students to flow state in EFL classrooms. Study 3 comprehensively examines the L2 flow model using quantitative data from 189 Japanese high school students. The findings highlight that L2 motivation and task modes significantly and strongly predict flow. Especially, an individual reading task which requires interpreting and changing provided information positively affected flow states. Hence, from these results, the teachers can design tasks which contain these task characteristics to induce students into flow states. Further studies should reveal the construction of other flow-related components and need experimental studies to evaluate the effects of task characteristics on flow states.

Keywords: Flow theory, EFL Classrooms, Task Characteristics, L2 motivation