

# Can SA program students' language motivation improve further by maximizing the homestay context? A case study

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## Reference Data

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This case study found that integrative motivation was a more significant contributor to satisfaction with the Study Abroad (SA) context, attributed to the homestay experience. However, the qualitative method of research revealed that while students were satisfied with the SA program, they did not necessarily advance their L2 proficiencies. The target community and the homestay family is purported to have a significant influence on the students' improvement and identification with the English language itself. This is namely due to constructs like willingness to communicate, inter-group, and *international posture*. Underlined further by the theories of communicative competence, the communicative-learning context hybrid, and Gardner's socio-educational model (2000) from which the "homestay effect" is coined. In order to reduce this, fostering better cooperative dialogue and relationships between the homestays, international language centres, students themselves, and universities in Japan is recommended.

本研究は、統合的動機づけがホームステイ経験に起因する海外研修プログラムへの参加者の満足感により重要な役割を果たしているかを考察するケーススタディ研究である。しかし、定性分析によって、学生の海外研修に対する満足度が必ずしも第2言語の能力を伸ばすとは限らないことを明らかにした。本研究の焦点である研修先の地域社会及びホストファミリーがむしろ、コミュニケーションの積極性(WTC)、個々の内的な行動、国際的な姿勢の構築による語学力の向上に多大な影響があると提唱される。これらはさらに、コミュニケーション能力、コミュニケーションと学習背景の混成、そしてガードナーの社会教育モデル(「ホームステイ効果」が創出されているところから)によって強調されている。 これらを軽減させるために、より協力的な意見交換を育成し、ホームステイと海外の語学センターと学生と日本の大学の連携を推奨する。

This study argues that SA programs can have a large influence on students' English language motivation, of which the homestay environment and experience plays a large role. The Japanese government, through the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) supports more interaction with the international community, particularly in terms of educational experiences abroad (MEXT, 2003). This paves the way for the introduction of communicative competence and communicative-learning context hybrid theories. Assumptions of the latter are queried with regard to language proficiency advancement in the SA context. Followed up by investigation into the interpersonal relationships involved and how willingness to communicate (WTC), inter-group, and *international posture* constructs can affect this opportune relationship-building time with the target community, predominantly the host family. Providing the basis to decide whether there is able to be a link established between the aforementioned and motivation, instrumental and integrative, and if underscored by extrinsic and intrinsic factors respectively. However, emphasis will mainly be given to integrative motivation, which was found in this case study to be more influential, thus Gardner's socio-educational model (2000) is considered timely to introduce for supporting the critique.

Qualitative research has been conducted in order to get better depth and understanding of the cohort of students' impressions of their SA program, focusing on the aspect of the homestay experience. Backed by Syed's (2001) point of view, who stated that for motivational studies to reflect the influence of culture and context, they ought to be

examined from the perspective of those involved. Moreover, Schmidt-Rhinehart et al., (2004) state the homestay experience is often the most under-studied in terms of SA programs. Therefore, initially, examination of the integrative and instrumental motivations for our sample have been established. Secondly, the students have been categorized according to their instrumental and integrative motivation levels. In this way, a unique type of analysis was facilitated, and as a result, a problem with the homestay environment was identified. This prompted the research to be refocused in the final stage on some inadequacies of the actual homestay environment and how this might be affecting student motivation—and even language learning and acquisition itself. Accompanied by the New Zealand Ministry of Education's (NZME) report findings, some proposals and an interpretation on an existing theoretical model have been offered for future improvements of this program.

### MEXT

The notion of internationalization for the Japanese society as a whole has been gaining momentum. This can be supported by MEXT's Action Plan to "cultivate Japanese with English abilities", which stems from the departmental belief that English is a global language and proficiency in it will contribute to Japan's ubiquity with the international community (MEXT, 2003, p.1). However, the breadth of the Action Plan is not intended to be discussed in this article—rather, one section: *Section II, Action to Improve English Education, Part 3, Improving motivation for learning English - Expansion of opportunities to study overseas*. One key aspect of this refers to MEXT's promotion of SA

experiences for university students (currently enrolled). In 2003, MEXT actively provided for 585 students to partake in funded, short-term, university exchanges. This seems a relatively low figure considering that the number of Japanese students studying abroad has been steadily increasing. As UNESCO's statistics from 1993 to 2003 show, the number of Japanese SA students has doubled, with over 55,000 recorded to have studied abroad in the major English-speaking nations by 2003 (UNESCO, 2003).

## Review of literature

### *Communicative competence*

The communicative competence model, which is seeded in CLT teaching methodology, has been built on over the decades. One of the most current versions is informed by 5 interrelated sub-competencies: strategic, discourse, grammatical, actional, and sociolinguistic (Sauvignon, 1991; Celce-Murcia et al., 1995) (For comprehensive definitions refer to Celce-Murcia et al., 1995). However, it is not the aim of this paper to detail each of the competencies. Instead it concentrates on the sociolinguistic dimension that is particularly relevant to the SA context. Sociolinguistic competence is defined as "the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use" (Celce-Murcia, et al., 1995, p. 23). It could be said that the interaction between these factors is complex. Moreover, individual identity becomes an important outlet within the culture of the community in which the language is used (Celce Murcia, et al., 1995). Language learners therefore, when first encountering the language in its

social and cultural contexts can face hardships as they come to realise that language is a personal and social process (Nunan, 1992, as cited in Celce-Murcia et al., 1995). Furthermore, often their only exposure to the language has been in a classroom, which is usually meaning free, out of context, and hence far removed from real-life communication. Generally, students are unaware that cultural blunders may account for communication breakdowns over linguistic inefficiencies or incorrect vocabulary (Celce-Murcia et al., 1995).

### *Communicative-learning context hybrid*

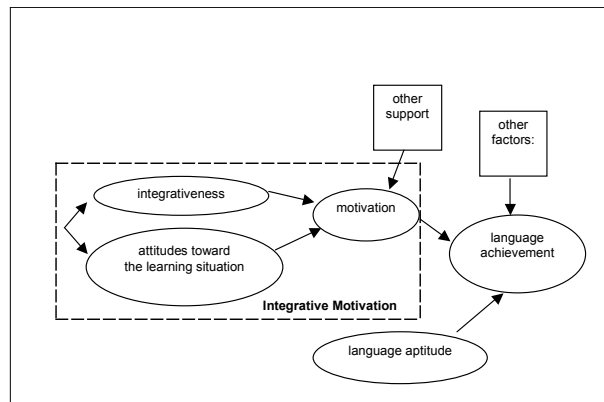
Needless to say, in the case of SA programs, the context in which SLA occurs broadens, as typically an EFL environment exposes them to only the formal language learning environment of the classroom. When students elect to study in an ESL environment for a period of time, they become exposed to two learning contexts. As cited in Collentine & Freed (2004), Batstone (2002) states that SA students are essentially confronted by learning and communicative contexts. In short, the former is aimed at fashioning lesson input and learners' subsequent output in a manner that improves their linguistic ability (Collentine & Freed, 2004). For an SA program, the formal language learning takes place in an international language centre. Pertaining to the later, the students focus less on their linguistic development and instead use their L2 as a tool to exchange information and participate in functions that are social and communicative. In an SA program, this principally refers to the interaction with the host family. The amalgam of the two contexts, occurring in SA programs, has been termed the communicative-learning context hybrid in Collentine & Freed's (2004) article.

### *Ellis & Tanaka's view*

Ideally, and as Tanaka & Ellis (2003) report, it is the communicative context of SA programs where students can draw on their explicit knowledge to converse in the homestay environment. That is, students' explicit knowledge is expected to be induced from the class-room instruction received when target forms are formally presented and then extrapolated to be practiced in an authentic situation (Richards, 2002). Providing the fundamental base for explicit learning, which is, "...a more conscious operation where the individual makes and tests hypothesis in a search for structure" (Gass & Selinker, 2001, p. 206). This being the case, the out-of-class L2 contact—the homestay environment—would be the perfect setting to convert their explicit knowledge and engage in explicit learning. Thus, it is generally assumed that noticeable advancements by SA students in informal language settings in terms of their language proficiency occur (Carroll, 1967, cited in Tanaka & Ellis, 2003). However, Ellis' (1994) research, as cited in Tanaka and Ellis (2003) drew attention to studies which found this to not necessarily be true. Especially with regard to 1) bringing about higher language proficiency (underscored by grammar) and, 2) the amount of contact time with host families, which bore less positive language acquisition results than the nature of the contact.

### *Gardner's socio-educational model: 2000 version*

The most recent of Gardner's (2000) models foregrounds integrative motivation (see Figure 1). According to this model, integrative motivation is made up of three classes of variables: integrativeness, attitudes towards the learning



**Figure 1. Socio-educational model of SLA: Focusing on the role of aptitude and motivation (Gardner, 2001)**

situation, and motivation. For example, the two correlated variables, integrativeness and attitudes to the learning situation influence one's motivation to learn a second language (L2). In turn, motivation and language aptitude influence the ability of an individual to achieve success in language learning. This socio-educational model of L2 education hence shows integrative motivation as a complex combination of attributes that are attitudinal, goal directed and motivational—which can support, inform and constrain the levels of motivation for language achievement (Gardner, 2001). To apply this to the homestay environment, a student who demonstrates integrative motivation would: a) desire to learn the L2 - for the most part to identify with the target language community, to “speak to foreigners,” “communicate [and] exchange views,” “experience [foreign]

education,” “learn about [foreign] culture and life”; and b) evaluate the learning situation in a positive manner (Gardner, 2001; Kitao, 1993, p.112).

### *Willingness to communicate (WTC)*

The attitudinal effect of the construct of international posture generally indicates that the learner: displays an interest in international affairs, is prepared to work and study overseas, and is not be perturbed by intercultural interactions (Yashima et al., 2004). In Yashima et al., (2004), it was hypothesized that international posture could lead to increased communicative behavior and WTC in the L2. For conceptual models, such as WTC, it is not the main goal of the learner to acquire L2 proficiency—rather a medium via which intercultural/interpersonal goals can be achieved (Yashima, et al., 2004). However, as Yashima’s (2002) research suggests, contextual variables can play a large role in WTC. That is, communicative competence requires real-time communication. Yet for Japanese students, Yashima (2002) believes this is often constrained by their lack of confidence and L2 language anxiety. Due to this, the role of the host family can be considered quite significant. Especially if the homestay is receptive and supportive, as a result, serving as a platform from which students can begin to build interpersonal relations (Yashima, 2002).

Moreover, this target community has been said to be able to facilitate L2 learners’ motivation (Noels, 2001). This concept is consistent with the inter-group perspective which can be found in numerous L2 motivational models (Noels, 2001). Genesse, Rogers & Holobow (1983), cited in Noels (2001), even go so far as to say that a learner expects the

target language group to provide motivational support, and their language achievement and use is considered dependent upon it. Other interpretations of the “intergroup communication climate” maintain a similar stance. For example, Clement (1980, 1986) stated, “...the quality and frequency of contact with members of the L2 group will influence self-confidence, motivation, and ultimately language proficiency (Noels, 1991, p.57).”

### **Why choose qualitative research?**

As previously mentioned in this paper, Syed (2001) laments the plethora of research on motivation in: instrumental, integrative, extrinsic, and intrinsic areas. Schmidt–Rhinehart et al., (2004) also believe the amount of study into the homestay context of SA programs is lacking. Additionally, Syed (2001) has indicated that a number of scholars suggest that the need is imminent to give a more complete picture of this context. In other words, to move past the “static and linear classifications” (p.128). Clement & Kruidiner, 1983; Dornyei, 1994; Oxford & Shearin, 1994 as cited in Syed (2001), and call for the consideration of cultural, social, and contextual factors in order to understand SA students’ motivation better. Syed (2001) believes that in order to do this, we must move away from existing theoretical constructs and conduct qualitative research.

### **Qualitative research**

#### *Research questions*

There are three main research questions that this paper addresses. It is important to note that these questions are

not seen in isolation. Rather they build upon each other, sequentially from Research Question A (QA), to Research Question B (QB), to Research Question C (QC). They address the general—integrative and instrumental motivation—to the specific—honing in on the communicative context of the communicative-learning context hybrid and “other factors” which affect language acquisition in Gardner’s (2000) socio-educational model. This process must be carried out in order to provide the basis for QC, which is intended to add a dynamic element to the current research in the motivational field.

1. Research Question 1 (QA):  
Does a short SA program improve instrumental and/or integrative motivation?
2. Research Question 2 (QB):  
Which categorized group of SA students show more satisfaction towards their homestay family?
3. Research Question 3 (QC):  
What are the potential reasons for the homestay context not always improving proficiency or encouraging language learning?

### *Research Method*

In order to answer these research questions, questionnaires were given and speech data was collected and analysed. The questionnaires were given to students prior to departure from Japan and on arrival back in the country. Speech data was recorded on arrival and prior to departure from New Zealand. Only the questionnaires and speech data collected on the completion of this SA program have been analysed

for this case study. To be able to address this information systematically, the results were categorized into QA, QB, and QC. QA and QB used a close-format response method while QC used an open-format response. Although some quantitative methods have been used to analyze the data, due to the number of subjects involved in this study ( $n=16$ ) and the consequent lack of generalisability, it is classified as a qualitative study.

### *Informants*

16 students studying at a university in Tokyo participated in the study. This university has been providing a short-term SA program to Dunedin, New Zealand (NZ) once a year since 2003. Students took an intensive English course at a language centre attached to a university for six weeks. All participants were placed in a homestay and joined in excursions and activities organized by the university’s language centre. To participate in this program, a minimum TOEIC score of 500 is required. In addition, the participants can earn up to 4 credits towards their degrees. 16 students participated in the NZ program in Japan’s university summer vacation of 2006.

### *Procedure*

#### *QA*

Due to this essay’s focus on the communicative context of the communicative-learning context hybrid, of the two questionnaires (A & B) administered, B is relevant to answering QA (see Appendices 1 & 2). The questionnaires were written originally in Japanese to facilitate more



accurate responses (and have since been translated). After completing the program, returnee students were gathered in Japan by one of the program's Japanese coordinators and asked to fill out questionnaire B as honestly as possible. In this questionnaire, students were required to answer 10 questions, of which 5 referred to their instrumental and 5 to their integrative motivational level change (see Table 1). Questions were divided according to the definitions from Gass & Selinker (2001) for instrumental motivation, which "...comes from the rewards gained from knowing another language" and integrative motivation, which "...comes from the desire to acculturate and become part of a target language community" (p.455). However, to make them more relevant to the subjects under study, they were adjusted as follows: instrumental motivation, "English as necessary for a university student's grades and future career, and integrative motivation, "the spirit of internationalization or social affiliation with the target language community (homestay family)" (see Table 1). Regarding the response method, for all 10 questions, students were required to choose only one response (1, 2, 3, 4 or 5) from a 5-point Likert scale. The Likert scale was chosen as the best measurement since it is a summated rating scale that is used to ascertain favourable or unfavourable attitudes towards a particular concept of interest (Cooper & Schindler, 2003, p. 253). That is, their motivation towards studying English in a SA program context. Of the subjects (n=16), 15 had useable results.

**Table 1. Ten questions on students' change in instrumental and integrative motivation**

<b>Instrumental Motivation</b> <b>5 questions based on:</b> <i>"English as necessary for a university student's grades and future career"</i>	<b>Integrative Motivation</b> <b>5 questions based on:</b> <i>"The spirit of internationalization or social affiliation with the target language community (homestay family)"</i>
<ul style="list-style-type: none"> <li>• to get a good grade</li> <li>• to improve TOEIC score</li> <li>• to get a job in the future</li> <li>• to prepare for SA</li> <li>• to obtain credits</li> </ul>	<ul style="list-style-type: none"> <li>• to understand a different culture</li> <li>• to experience or explore a different culture</li> <li>• to make friends from all over the world</li> <li>• to communicate with people from an English-speaking country</li> <li>• to live in an English-speaking country in the future</li> </ul>

### QA Results

The responses for both instrumental and integrative motivation were counted, and then tabulated for tendencies and comparison. Table 2 shows the number of responses and how students rated their change in each motivational type after participation in the SA program. The boxes which recorded the highest number of responses are shaded. From these results, students believed their integrative motivation to improve. In particular, "to communicate with people from English speaking country" had 12 responses. Except for "to live in the English speaking country" (only 4 responses) more than 50% of the students selected response 5 for the integrative motivation questions. As shown in Table 2, the instrumental motivation section for all 5 responses again displayed over 50% of the subjects selecting 3 or

“no change.” In conclusion, while students’ instrumental motivation remained relatively constant before and after the program; their integrative motivation noticeably increased post program completion.

for instrumental was for 3, 41 responses, and for integrative 5, 46 responses. In short, when students joined the program it appears they were more instrumentally motivated but on its completion their motivation changed to integrative.

**Table 2. Number of responses for each motivation type – integrative and instrumental**

		Levels of motivation				
		1	2	3	4	5
		less ↔ no change ↔ increased				
<b>INSTRUMENTAL INTEGRATIVE</b>	to understand a different culture	0	0	4	3	8
	to explore a different culture	0	0	1	4	10
	to make friends from all over the world	0	0	3	2	10
	to communicate with people from an English speaking country	0	0	1	2	12
	to live in an English speaking country	0	0	9	2	4
	<b>Integrative total</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>13</b>	<b>46</b>
	to improve TOEIC score	0	2	6	3	4
	to earn credits	1	3	9	2	0
	to study abroad	1	0	8	5	1
	to use English in their job	0	0	7	2	6
	to get good a grade	0	2	11	3	0
	<b>Integrative total</b>	<b>2</b>	<b>7</b>	<b>41</b>	<b>15</b>	<b>11</b>

**Table 3. The difference between integrative and instrumental motivation change after completion of the SA program**

Motivation level		Number of responses	
		Instrumental	Integrative
Less motivation ↓	1	2	0
	2	7	0
No change ↓	3	41	18
	4	15	13
Increased motivation	5	11	46

To demonstrate the difference between the overall motivational tendency of students on completion of the program, they were categorized into four groups according to similar levels of instrumental and integrative motivational types. These are shown in Table 4:

Table 3 shows Table 2 totals of the 5 responses for both integrative and instrumental motivation. The highest number



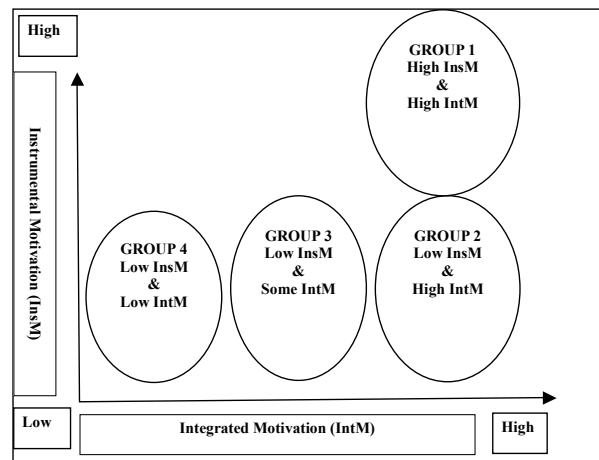
**Table 4. Grouped students according to overall motivational tendency and group codes**

Group (GRP) Number	Number of students	Integrative motivation	Instrumental motivation	Code:
1	2	High	High	High IntM & High InsM
2	8	High	Low	High IntM & Low InsM
3	2	Moderate	Low	Moderate IntM & Low InsM
4	3	Low	Low	Low IntM & Low InsM

For Figure 2, integrative motivation on the x-axis indicates that both Group 1 and 2 have high levels and Group 3 moderate levels. Group 1 and 2 combined account for 10 students, that is, more than half, and if Group 3 is included, almost all of the students, bar 3. Whereas for instrumental motivation, on the y-axis, all groups except for Group 1 show low levels—13 students in total. This group classification has been done to provide for further analysis in QB.

### QB

The results of this research question are divided into two sections. First, students' overall satisfaction towards their homestay, in terms of their homestay's support, was asked via a questionnaire - in the same manner as in QA. Then, these results were combined with the results from QB, to ascertain the motivational idiosyncrasies of the four groups (established in QA) and their overall homestay satisfaction level.



**Figure 2. Grouping of students depending on motivational levels according to type**

*Section 1:* Again, a 5-point Likert scale was used and students were asked to select one answer from the five levels of satisfaction including: “very fun” = 5, “fun” = 4, “so-so” = 3, “not fun” = 2, or, “not fun at all” = 1. The overall satisfaction levels are shown in Tables 5 and 6. Table 5 displays that for overall satisfaction every student, except one chose “so-so”. Or, 14 students selected “very fun” or “fun”. This may well imply that almost all students were completely or relatively satisfied with their homestay. Yet in Table 6, when students were asked about homestay support, the number of students who picked the mid-level response, “so-so”, increased to four or approximately one third. These results mirror research by Ronson, who found (1998) that although there is satisfaction

in terms of a cultural experience, students tend to expect to be well taken care of by their host families (for example spend “endless amounts of time” to help them), but in reality families are busy with their daily lives.

**Table 5. Overall satisfaction with the homestay family on completion of the SA program**

Likert scale	Impression	Number of responses
5	very fun	8
4	fun	6
3	so-so	1
2	not fun	0
1	not fun at all	0

**Table 6. Students' overall impressions of their host family's support**

Likert scale	Impression	Number of responses
5	Very supportive	10
4	Supportive	0
3	So-so	4
2	Not supportive	0
1	n/a	1

Section 2: Tables 7 and 8 show the differences of students' satisfaction towards their hostfamily's support according to the four motivational types. Since satisfaction regarding their homestay experience was relatively high, the difference between the motivational types is not necessarily significant. However, that is not to say that the motivational types are without influence from this. Interestingly, GRP1 had a more

positive impression towards the hostfamily's support. On the other hand, the one third of students who commented “so-so” about the host family's support are GRP3 and GRP4—students who have both lower integrative and instrumental motivation. Therefore, it could be said that students who received more support display increased levels of integrative and instrumental motivation.

**Table 7. Homestay satisfaction level percentages: Differences between motivational types**

Likert scale	Levels	Types of motivation			
		GRP1	GRP2	GRP3	GRP4
5	Very fun	50%	66%	0%	66%
4	Fun	50%	33%	100%	0%
3	So-so	0%	0%	0%	33%
2	Not fun	0%	0%	0%	0%
1	Not fun at all	0%	0%	0%	0%

Code: GRP1=High IntM. & High InsM  
 GRP2=High IntM. & Low InsM  
 GRP3=Some IntM. & Low InsM  
 GRP4=Low IntM. & Low InsM

**Table 8. Hostfamily's support level percentages:  
Differences between motivational types**

Likert scale	Impression	Types of motivation			
		GRP1	GRP2	GRP3	GRP4
5	Very supportive	100%	77%	50%	66%
3	Supportive	0%	0%	0%	0%
4	So-so	0%	11%	50%	33%
2	Not supportive	0%	0%	0%	0%
1	No response	0%	11%	0%	0%

Code: GRP1=High IntM. & High InsM  
 GRP2=High IntM. & Low InsM  
 GRP3=Some IntM. & Low InsM  
 GRP4=Low IntM. & Low InsM

### *The effect of Likert scale errors on the primary data*

It is vital to mention that in using a rating scale such as a Likert, errors may arise. These are: (1) leniency, (2) central tendency, and (3) halo effect (Cooper & Schindler, 2003, pp. 256-257). Unfortunately, these results could have been affected by all three. However, the most salient is in terms of leniency, for which a practical solution is put forward for future research efforts. As for leniency, there is *negative leniency* (hard rater) and *positive leniency* (easy rater). The later is in particular applicable to this paper's results. This can be shown by students' reluctance to say anything negative. For example, in Table 5, no one chose the negative responses of "not fun" or "not very fun." Likewise, for Table 6 shown by no responses to "not supportive," with some students electing to not even respond. In other words, to increase the reliability of these questionnaire results, an asymmetrical distribution should be aimed for (Cooper &

Schindler, 2003). Cooper & Schindler (2003) recommend offering only favourable responses which for future replications of this study might include: excellent, great, good, okay, and the like. Hence symmetrical distribution is anticipated which is questionable for some of this paper's results.

### *QC Research method*

For QC the interviews conducted with students at the end of the 6 week program in New Zealand by the native speaker teachers at the international language centre were analysed. This open-response strategy was chosen as this method is able to discover opinions, probes for more information, and reveals feelings and expressions (Cooper & Schindler, 2003). Hence, the essence of students' first-hand SA experiences can be ascertained more accurately than in QA or QB. In particular, the questions in QC were concerned with the communicative aspect of the communicative-learning context hybrid, and whether students' respective homestay environment was supportive and interactive in a manner which contributed positively to their English language proficiency. This line of enquiry was prompted by Tanaka and Ellis (2003), who questioned the assumption that the communicative context (homestay) improves language proficiency per se.

To analyse students' comments, each answer given in response to an interviewer's question was broken down into small chunks of meaningful phrases. A method of color coding was employed to: a) categorize them, and b) make them countable (measurable). First, their comments were assigned into either a positive or negative group (see Table 9).

**Table 9. Group Assignments**

2 Groups:	Code:
Group 1 - Positive comments	Pos.
Group 2 - Negative comments	Neg.

Then both the positive and negative comments were further divided into three categories: physical environment, non-language communication with the host family, and language related communication with host family (see Table 10).

**Table 10. Categories**

Term:	Code (abbreviation):
Physical environment	PE
Non-language communication with host family	Non-lang. Com
Language related communication with host family	Lang. Com

The procedure used to analyze the speech data and questionnaire was to: 1) break their comments down into phrase chunks, 2) colour code each phrase chunk according to the above classification, and 3) count the comments for each categorised and coloured phrase chunk. For example, as one student commented, "My room was very clean. My host mother is very cheerful, and she took me to many places." First, this comment was divided into three phrase chunks: 1 - *room [was] very clean*, 2 - *mother [is] very cheerful*, and 3 - *took me to many places*. Next, 1 was categorised into Pos. PE, and 2 and 3 were categorised as Pos. Non-lang. Com. Finally, one point was given to each phrase chunk. Therefore, for this student comment, Pos. PE had one point,

and Pos. Non-lang. Com had two points. The points of each category were then totaled and put into a bar graph (see Table 11). (All classified and categorized comments are listed in Appendix 3).

### QC

Table 11 shows Pos. Non Lang. Com. to exceed all others (52 responses). These results were to be expected, as the satisfaction level of homestay was high for QA and QB. However, what may be of concern is only 16 Pos. Lang. Com responses. Nonetheless, it is in agreement with the literature already discussed, namely Tanaka & Ellis's (2003) view on the communicative-learning context hybrid. Despite this, SA students who although displayed high integrative motivation and homestay satisfaction, did not make any significant comments regarding Pos. Lang. Com. Therefore, from this point on, some theories will be readdressed and context specific reports reviewed to seek potential reasons why.

**Table 11. Open-response format comments on overall homestay experience**

Comment types		Number of responses
Pos.	PE	22
	Non. Lang. Com.	52
	Lang. Com.	16
Neg.	PE	17
	Non. Lang. Com.	10
	Lang. Com.	2

### Re-addressing Gardner's model

In the literature review, Gardner's socio-educational model (2000) was discussed. However, based on the findings of this paper, a different interpretation of this model is presented (see Figure 3). As Gardner (2001) comments on his own model, that since the role of this model is to focus attention on integrative motivation, it does not cover exhaustively all the possible links, or variables involved. In general, the research backing it indicates that language achievement is influenced by other factors such as language learning strategies, language anxiety, or self confidence (Oxford, 1990; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989; Clement, 1980 as cited in Gardner, 2001). This bolsters theoretical constructs that were addressed in the literature review, namely WTC and the inter-group perspective. Both infer that support from the target L2 community—in this case, the homestay context—is vital for reducing anxiety and advancing confidence. This may appear to put the host family under quite significant pressure, yet as Yashima et al. (2004) state, to reduce this reliance on the homestay, an individual learner must possess the ability to change the “dynamism of interaction” (Yashima, et al., 2004, p. 122). However, it is premised that this is an unlikely outcome in a short-term SA program due to the time interpersonal relations take to build.

These arguments provide further support, giving rise to this paper's review and more in depth interpretation of the “other factors” (see Figure 3); which as Gardner (2001) states, may have a direct effect on language achievement and could also indirectly effect motivation and language aptitude. In addition to finding integrative motivation to be more

prevalent among this case study's students, it is postulated that they might be affected by the “homestay effect”. This effect is indicated by the thicker arrows in Figure 3. While this article supports the original directions of Gardner's (2001) thin arrows, depicted by both thin and thick arrows (See numbers 1 and 2 in Figure 3); it is proposed that the “homestay effect” directly affects integrative motivation. This is shown by the thicker arrow, labeled “3”, which is not a feature of Gardner's 2000 model. It is believed the “homestay effect” might be significant enough to propose that in the cases where Gardner's (2001) socio-educational model was applied to SA programs; the communicative context of the communicative-language context hybrid (as in this case study) is inextricable from this model.

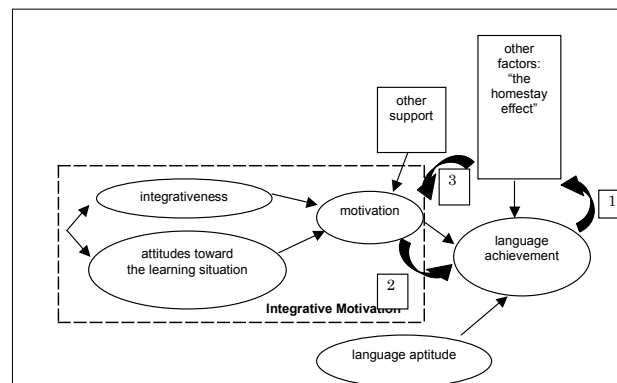


Figure 3. Socio-educational model of SLA, adapted from Gardner (2000), inclusive of the “homestay effect” interpretation (Gardner, 2001)

Unfortunately, the “homestay effect” is not necessarily positive. Thus, motivation and language achievement might be negatively affected by this phenomenon.

### Current homestay family requirements

In addition to the running of any language centre that caters to an international market by providing a SA program package, invariably, an accommodation section is inclusive with the service to provide students with a host family for a true in-country, host culture experience. Homestay coordinators, to the best of their ability, place students in the most appropriate host families. Great importance is given to selecting the homestay family carefully in order to avoid any undesirable mismatch. Further, great efforts are gone to in order to ensure students have physical and psychological comfort throughout their homestay time (The Homestay Manual, 1999). The Homestay Manual (1999) suggests orientation sessions for host families which popularly emphasize factors related to SA students' physical environment and culture related activities. In other words, language-specific training is not included, nor required of the homestay as The Homestay Manual (1999) clearly states, “no structured language lessons are expected from the host family (1999, p.30).” Is it relevant to question this?

### Secondary homestay data: New Zealand Ministry of Education (NZME)

The NZME conducted research and compiled a report for a national survey regarding the experiences of international students. This “export education” industry in 2003 was

reported to contribute \$1.7 billion dollars to the New Zealand economy, up considerably from 1995 when the figure was a mere \$530 million worth in foreign exchange (NZME, 2006). Of the survey respondents, a sample close to 3000, 16% were from private language schools and 60% resided in homestay. Although this is secondary data, for this case study this sample is likened to the subjects of interest. Nonetheless, despite the phenomenal growth of the market, the report admits, “planning and policy development for its future success have been hampered by a lack of broad-based, systematic research.” Therefore, it could be said that the homestay section of the NZME revealed similar findings to what our small case study research has revealed. In saying this, the results did however differ in terms of dissatisfaction. For this case study, the physical environment (Neg. PE, see Table 11) was the main source, whereas in the larger New Zealand study, interaction time with the homestay was. Since in this case study questions did not specifically enquire about interaction, for future questionnaires it is recommended that they do so.

To briefly summarise the results of the NZME report is considered to provide a necessary contribution to this paper's argument. In short, satisfaction of the student host family relationship was found to be quite high. However, students did note a modest amount of interaction. In fact, per week 70% claimed less than 10 hours and 12% no more than one hour. Those students who did interact on a more regular basis with their host families were frequently more satisfied. Furthermore, the relationship with their homestay family was considered the biggest contributor to their satisfaction with their overall homestay experience. When problems were



reported about the homestay, Aston's (1996) study revealed, as cited by NZME (2006), homestay parents were major reasons for the request to change families.

According to NZME (2006),

Homestay parents and other family members can function as an important source of social support for international students and provide a resource for learning about life in New Zealand. To do this, they must be prepared to interact with the international students in their home. In fact, amount of interaction is a good indicator of the quality of relationship, and students who interact more frequently with members of their homestay family are more satisfied with their homestay arrangements. Homestay coordinators may wish to consider this when recommending families to host international students.

### SA program and homestay conclusions

The NZME report has served to support this paper's argument that there is not enough emphasis on the communicative context of the communicative-learning hybrid. Hence, due to insufficiencies in current research, this article has coined the "home-stay effect" which is a unique interpretation of an "other factor" taken from Gardner's (2000) socio-educational model. It is proposed that by doing this, more attention will be drawn to the direct affects of it on both motivation and language achievement; the former link of which is not made by Gardner's socio-educational model. This assumption has been based on the case study results, the NZME report,

sociolinguistic competence of communicative competence theory, the communicative-learning context hybrid, WTC (inclusive of international posture), and inter-group constructs. In short, the above quote from the conclusions of the NZME 2006 report states succinctly that homestay participants need to interact and have the support of their target language community. Considering these days that: the nature of homestay is rarely a volunteer activity as it was in the past, and export education is a real facet of the NZ economy as shown by the aforementioned ever swelling figures.

### Future Directions

In light of the aforementioned SA programs and homestay conclusions, two concrete proposals are made for the future improvement of the homestay experience. Proposal 1): In order to compile a SA program it involves: a) the students and staff from a university in Japan, b) the teachers and staff of an international language centre, including the home stay coordinators, and c) the homestay families. The Japanese university and the international language centre should converse regarding: a) the homestay environment, and b) meeting requirements for university credits. The international language centre should: a) select a homestay family which has a good environment, b) orient the homestay family to some aspects of SLA via training sessions and, c) ensure that the host family is being supportive and interactive with the homestay student through helping complete assignments required to obtain their credit points. The homestay family needs to maximize support and interaction through: a) helping them with curriculum at home and taking them on outside excursions, and b) establishing

some kind of communication with the students via email or letters prior to departure from Japan. Proposal 2): The interaction between the host family members and home stay students should be maximized for language development. To do this: a) interpersonal relationships need to be built well in advance of students departure (not only during their stay), b) homestay hosts ought to be made aware of some aspects of SLA, and c) joint projects must be completed together to facilitate conversational topics and proactively increase interactional opportunities with the host family (see Appendix 4 for a more detailed and itemised list). Future studies could follow such amendments up. Moreover, Proposals 1 & 2 are highly practical and foreseeable arrangements which could easily be incorporated into the pipeline for future programs, leading to the possibility of the negativity of the “homestay effect” being reduced in the relative short term.

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## Appendix 1

## Questionnaire A (the related parts have been extracted from the original)

研修先でのサポート体制について [About the support at the Language Centre]

- ・ ホストファミリーのサポートはどうか。(協力的 まあまあ 非協力的)

[How about the hostfamily's support? (cooperative so-so not cooperative)]

良かった点 [good points] ( )

悪かった点 [bad points] ( )

7. ホームステイについてお答えください。[Please answer about your homestay]

- ・ 全体の感想 [Overall impression]

(非常に楽しかった 楽しかった まあまあ 楽しくなかった 全く楽しくなかった)

[very enjoyable enjoyable so-so not enjoyable not enjoyable at all]

- ・ 生活環境について [About living environment]

良かった点 [good points] ( )

悪かった点 [bad points] ( )

不便だったことや苦勞したこと [Things you felt inconvenient or troublesome]

( )

ホームステイ先での生活について [About living in a homestay]

- ・ ホームステイ先の場所はどうか。[How was the location?]

(良い 普通 悪い)[good normal bad]

便利だった点 [Things you felt were convenient] ( )

不便だった点や苦勞したこと [Things you felt were inconvenient or troublesome]

( )

## Appendix 2

## Questionnaire B (all the related parts have been extracted from the original)

12. あなたの英語学習に対する動機付けになる理由として、研修前と研修後の気持ちの変化について答えてください。[Regarding your reasons of motivation towards learning English. Please tell us the change in your motivation before and after the program.]

以下の点において、研修前より重要度が増したのものには5に○を、重要度が減少したのものには1に○を付けて下さい。その他にも自分の中で変化があったものがあれば、書いてください。[For the following categories, please circle the number which applies to you. 5 for the ones with the greatest increase of importance and 1 for the ones with the greatest decrease of importance. For other please write them down and circle the number.]

重要度が 減少した	変わらない	重要度が 増した
[decreased importance]	[no change]	[increased importance]

(例) TOEICスコアの向上 1-2-3-4-5 ○  
[(eg.) Improve TOEIC score]

- ・ TOEICスコアの向上 1-2-3-4-5  
[Improve TOEIC score]
- ・ 単位認定 1-2-3-4-5  
[To obtain credits]
- ・ 学位取得のための留学準備 1-2-3-4-5  
[Preparation for study abroad to get degree]
- ・ 英語を使った仕事に就く 1-2-3-4-5  
[To get a job using English]
- ・ 授業で良い成績をとる 1-2-3-4-5  
[To get a good grade in classes]
- ・ 異文化理解 1-2-3-4-5  
[To understand other cultures]

- ・ 異文化体験 1-2-3-4-5  
[To experience other cultures]
- ・ 世界中からの友人を作る 1-2-3-4-5  
[To make friends from all over the world]
- ・ 英語圏の人と交流する 1-2-3-4-5  
[To communicate with English speakers]
- ・ 将来英語圏に住む 1-2-3-4-5  
[To live in an English speaking nation in the future]
- ・ その他( ) 1-2-3-4-5  
[Others]
- ・ その他( ) 1-2-3-4-5  
[Others]

13. この語学研修であなたにとって魅力的だったものはどちらですか。どちらか一方を選び、○をつけ、理由と具体的な例を挙げてください。

[Which one is more attractive to you? Please circle the one applies to you and write reason and concrete examples.]

- (1) 語学センターでの授業 ( ) - ( ) ホームステイ  
[classes at the language centre] [homestay]
- ・理由 [reason]  
[ ]
  - ・具体例 [examples]  
[ ]
- (2) 現地の人との交流 ( ) - ( ) 各国からの留学生との交流  
[exchange with local people] [exchange with students from other countries]
- ・理由 [reason]  
[ ]
  - ・具体例 [example]  
[ ]

## Appendix 3

*List of individual student comments about the SA homestay program*

(NB. Student comments have not been altered from their original comments. That is, no grammatical corrections have been made.)

	Positive comments	Negative comments
<b>Physical environment</b>	21 comments [18(Questionnaire) + 3(Speech data)] <ul style="list-style-type: none"> <li>• food is good</li> <li>• beautiful scenery</li> <li>• bus stop is very close to the house</li> <li>• I could take a bath anytime</li> <li>• good environment</li> <li>• very close to campus</li> </ul>	17 comments [17(Questionnaire)] <ul style="list-style-type: none"> <li>• I was alone except for dinner time</li> <li>• [hostfamily was] busy with taking care of child</li> <li>• I was left alone</li> <li>• very far from campus</li> <li>• no heater at the beginning</li> <li>• dark room</li> </ul>
<b>Communicative</b>	16 comments [13(Questionnaire) + 3 (Speech data)] <ul style="list-style-type: none"> <li>• they talked to me actively</li> <li>• learned everyday conversation</li> <li>• taught me the points where I made mistakes on tests</li> <li>• how to use them in a sentence</li> <li>• sometimes teach me idioms for my English improvement</li> </ul>	2 comments [2(Speech data)] <ul style="list-style-type: none"> <li>• talking is not so because host family would guess what I want to say.... So [I] feel [I] needed more practice with your host family</li> <li>• because of the dialect, it is difficult to understand</li> </ul>
<b>Non-communicative</b>	52 comments [24(Questionnaire) + 28(Speech data)] <ul style="list-style-type: none"> <li>• spend long time with family</li> <li>• good personality</li> <li>• introduce relatives to me</li> <li>• took me to many places</li> <li>• I watch TV with them</li> <li>• everyday I eat dinner with them</li> </ul>	10 comments [10(Questionnaire)] <ul style="list-style-type: none"> <li>• It was tough to play with child</li> <li>• It was difficult to deal with host mother's hyper characteristics</li> <li>• I didn't know how to deal with my hostmate</li> </ul>



## Appendix 4. Proposal two

	Proposed changes	Specific and practical examples
1	To build up inter-personal relationships before the program.	For example, give students and host families ample time to exchange e-mails, letters or telephone calls. At least one exchange should be mandatory.
2	Homestay families to give students meaningful feedback on their communicative language attempts.	Thus, the family must receive some kind of formal language training by the language centre on some common aspects of SLA such as: implicit feedback - recasts, clarification requests and, explicit feedback: grammar explanations, adjusting speech in the correct way, foreigner talk, and etcetera (Gass and Selinker, 2000) in addition to current orientation sessions.
3	To make more opportunities for students to convert their explicit knowledge.	The host family should be required to take their students on a certain number of outings which could be accommodated for in their homestay fee. For instance, go to a restaurant or coffee shop and allow the Japanese student to order.
4	To make the homestay family a more integral part of the program in terms of communicative language focused project or a portfolio that they are expected to complete with the student.	For example a daily diary, compiling a mini recipe book of NZ food recipes, writing up a weekly schedule of house-hold chores, putting together a family tree and accompanying profiles of immediate & extended host family members that they meet or talk about in the course of their stay.
5	Optimal 4 credit points should be relative to a cumulative collation of the activities that bridge the homestay, with the language centre and university in Japan.	For example the portfolio and activities mentioned above.
6	Compliance of homestay families.	If homestay families are unable to comply with the above they may be considered unsuitable for receiving the weekly homestay fee that is pre-determined in the final organising stages prior to students' departure from Japan. Therefore they would not be accepted as a host family.