

# Learners' Self-Esteem Improvement by Constructing Ideal L2 Self-images in Language Learning

Yuko Sakamaki Tomoto<sup>1\*</sup>

<sup>1</sup> Yokohama College of Commerce, Yokohama, Japan

\*Corresponding Author: [y.tomoto@shodai.ac.jp](mailto:y.tomoto@shodai.ac.jp)

Accepted: 15 May 2021 | Published: 1 June 2021

---

**Abstract:** *This research aims to investigate how learning English and using it as a tool of self-expression improve learners' self-confidence. Many scholars have stated that speakers are influenced both consciously and unconsciously by the language they speak, and also by the background culture associated with the language. The author has observed that quite a few Japanese people become more self-expressive and self-confident regardless of their language proficiency when they speak English. In order to see the influence of the language on speakers, the author conducted both quantitative and qualitative research. Though the investigation was preliminary, the results suggest that speakers including beginner-level learners are highly influenced by the language they are speaking and its background culture, with these phenomena affecting their self-expressiveness and self-confidence. In a monolingual country like Japan, where English is not necessary for daily life but it is strongly recommended to acquire it, it is not easy to sustain learners' motivation. However, if we can utilize English learning as a way to support learners not only to improve their language ability and international awareness but also their self-confidence, there may be more positive outcomes from language learning classes.*

**Keywords:** self-confidence, L2 self-image, language influence, background culture

---

## 1. Introduction

The aim of the present study is to investigate the influence of language and its background culture on Japanese learners of English and bilingual speakers of Japanese and English and explore how to optimize this to improve both learners' self-esteem and their English language abilities. It will do this by setting ideal L2 self-images of themselves in classroom teaching.

One of the characteristics of the students at the author's school is that many of them have low self-esteem. They have little confidence in their own abilities and are mostly reserved in their words and actions while forging relationships. However, some students dramatically change their tone to be more sociable and positive when they switch language to English, even though they are not as good at English and they experience inconveniences when communicating in it. These students appear to feel more open and free to express their thoughts and feelings in English than in their native language of Japanese. They feel they can change their character, become more actively themselves in English, which greatly improves their self-esteem and motivates them to take on new challenges besides language acquisition.

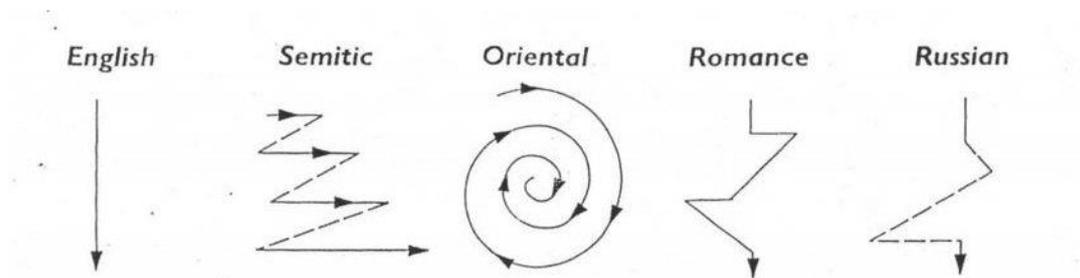
Having seen a considerable number of students enjoy these drastic changes, the author has been trying to utilize English classes to regain students' self-esteem, by helping them construct their ideal images of L2 self and realizing those images through class activities.

## 2. Literature Review

### Language and Culture

Significant research has been conducted on the relationship between language and culture and their influence on speakers. First, it needs to be recognized that all speakers belong to specific cultures, usually those associated with their native language. Adler (1998) states, "No human being can hold himself apart from some form of cultural influence. No one is culture free" (p.250). Downs (1971) explains culture as our cognition of how we think about things and states, "we can think of culture as a mental map which guides us in our relation to our surroundings and to other people" (p.35). Kluckhohn and Kelly (1945) refer to culture as, "all the historically created designs for living, explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behavior of men" (p.97).

As for the relation between language and culture, Kaplan (1966) claims "...language in its turn is the effect and the expression of a certain world view that is manifested in the culture" (p.12). Kaplan also explains that language and culture affect a speaker's way of thinking and structuring sentences, as represented in the below graphical thought patterns (p.21).



**Figure 1: Cultural thought patterns (Kaplan, 1966)**

Gao (2002) also claims that language is itself a cultural entity and explains the importance of understanding context, "As part of the aim of speaking a language well, a bilingual may try hard to situate his language use within the cultural context, either through awareness or through an understanding of the culture of his second language" (p.110).

To see how language and its background culture affect its speakers, Ervin-Tripp (1964) conducted qualitative research on bilingual speakers of French and English, highlighting that there were differences in ways of thinking depending on the language the speakers used. Ervin-Tripp (1967) also obtained similar results from research examined on Japanese women who immigrated to the US and used English and Japanese as fluent bilingual speakers. Fantini (1991) states "Acquisition of another language and entry into another culture offer the possibility of going beyond the limitations of one's own world view" (p.118).

Burton (2006) carried out qualitative research on Japanese women living long-term in England and concluded by stating "I came to realize that the variables within a cross-cultural interview: the cultural context, the choice of language, the use of English or Japanese communicative styles, were largely dependent on how the women viewed themselves and how they chose to

express their own cultural identities in conversation with a non-Japanese interviewer. It determined what they chose to say and how they preferred to express it” (p.174).

Burton (2011) also notes the strong influence of language and culture while observing changes in the pitches of Japanese women’s voices when talking in English, stating “One may therefore give a ‘cultural response’ in one language which may differ from one’s response in another. And both responses would be true but only in the language in which they were spoken” (p.35).

Nakamura (1988) explains characteristics of the Japanese language by saying “The Japanese system of polite language determines precisely how a speaker should talk, according to her sex, age, social status, situation, interpersonal relationships between the participants, and so on.” She also states, “a Japanese is expected to read between the lines, to infer the meaning intended by the writer not only from what is written but also from what is not written” (p.116).

## **L2 Self-image**

McKinley & Sakamoto (2007) define identity as “an understanding of self in a given context” (p.8), while conducting identity research on bilingual Japanese university students who are called returnees and have experiences of living abroad. They observed psychological and material changes such as pitch of voice, speed, and changes of impression on all subjects depending on the language they used. They conclude that language affects speakers both consciously and unconsciously, with some bilingual speakers with high cultural adequacy employing suitable L2 self-image and behaviors depending on the given situation. One of the female interviewees stated, “I think my personality changes from when I speak in English and Japanese, and I think it happens for many people... I can express my opinions more freely in English ... I think it’s the culture of the countries that these languages are spoken in, ‘cos Japanese are not supposed to like ... so you’re not supposed to express your feelings, really, directly... but in English, that’s a good thing, so I can be comfortable expressing my opinions in an English class more than in like a Japanese elective class” (p.8-9).

Norton (1995, 1997) observed female immigrants who had moved to Canada and constructed a new self-image by acquiring new ways of thinking and acting while learning English, incorporating the concept of L2 self-image into second language acquisition study. Norton (1997) states, “every time language learners speak, they are not only exchanging information with their interlocutors; they are also constantly organizing and recognizing a sense of who they are and how they relate to the social world. They are, in other words, engaged in identity construction and negotiation” (p.410).

Kelsky (2001) highlights that many Japanese women recognize English as a tool to become truer to themselves, and mentions the possibility of using this approach to motivate learners. Kelsky also refers to younger Japanese women who tend to admire American culture, especially from the viewpoint of its relative gender equity, and cites reports by Matui (1995, p.363-365), “American ‘individualist’ culture has made them more ‘self-confident’, ‘self-expressive,’ and ‘self-assertive’” (p.107).

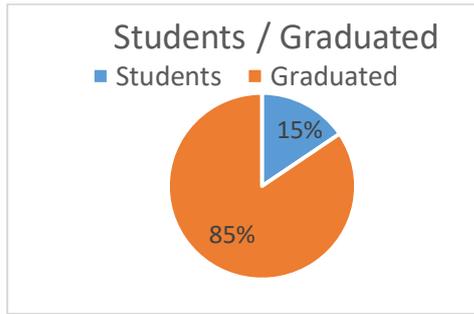
## **3. Research Methodology**

### **Questionnaire**

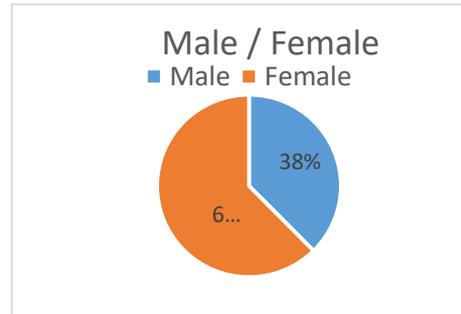
Data was collected through questionnaires on 386 Japanese learners of English and bilingual speakers of English and Japanese. Among the 386 subjects, 60 subjects were students currently studying English at college and 326 subjects had already graduated from colleges. 145 subjects

were male and 241 were female. This unbalanced number indicates the general gender ratio of men and women in English-related studies and occupations. Indeed, Pavlenko (2006) claims, “The dominance of female respondents is perhaps best explained by the preponderance of women in education- and language-related professions” (p.7). The age range varied from 10 to 70. 38 subjects were in their 10s, with 42 in their 20s, 46 in their 30s, 114 in their 40s, 87 in their 50s, 41 in their 60s, and 18 in their 70s.

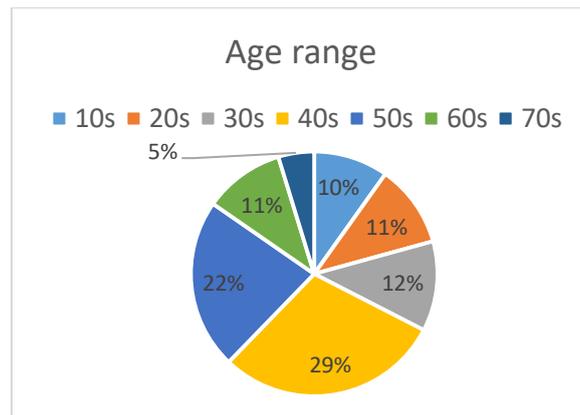
**Figure 2:**  
 Ratio of students and graduated subjects



**Figure 3:**  
 Ratio of male and female subjects



**Figure 4: Ratio of age range of subjects**



The subjects were asked to choose their English level and their frequency of English use. English level measurement was based on the CEFR criteria. The definition and number of the subjects for each category are as shown in Table 1. Table 2 shows how frequently subjects use English in their daily lives.

**Table 1: CEFR Levels and number of subjects**

CEFR Levels	Skills (Listening/Speaking)	Number of subjects	Percentage
A1	<ul style="list-style-type: none"> <li>• Can understand simple sentences.</li> <li>• Can communicate in short phrases.</li> </ul>	1	0.3%
A2	<ul style="list-style-type: none"> <li>• Can understand the overall meaning of short, simple, clear messages.</li> <li>• Can communicate in sentences in everyday situations.</li> </ul>	84	21.7%
B1	<ul style="list-style-type: none"> <li>• Can understand important information regarding work, free time, etc.</li> <li>• Can participate in conversations about family, hobbies and work.</li> </ul>	132	34.2%

B2	• Can follow lengthy statements and most TV programs • Can communicate fluently and spontaneously	125	32.4%
C1	• Can understand lengthy statements and TV programs without great effort • Can express thoughts fluently, spontaneously and precisely	44	11.4%
Total		386	100%

**Table 2: Frequency of English use**

Levels	Frequency	Number of subjects	Percentage
1	• Don't use English at all.	34	8.8%
2	• Learn English in classes but don't use it in daily life at all.	54	14.0%
3	• Hardly use English in daily life, but use it once or twice a year when traveling.	40	10.4%
4	• Use English a few times a month.	67	17.4%
5	• Use English a few times a week.	87	22.5%
6	• Use English almost every day.	104	26.9%
Total		386	100%

The questions asked in the questionnaire are listed below. Subjects were asked to not only choose Yes/No choices but also to share their wider thoughts.

- Q1. Do you think the language you speak affects the way you think or talk? Do you feel any differences when you speak Japanese compared to when you speak English?
- Q2. Do you prefer yourself speaking Japanese or speaking English?
- Q3. Have you been told that your impression, behavior, or voice pitch changes depending on the language you speak?
- Q4. Have you met anyone whose impression, behavior, or voice pitch changes depending on the language she/he uses?
- Q5. How do you think language is affected by its background culture?
- Q6. Do you think it is possible to construct a new image of yourself or improve your self-confidence through L2 learning?

#### 4. Results and Findings

Responses to the questions are shown below.

- Q1. Do you think the language you speak affects the way you think or talk? Do you feel any differences when you speak Japanese compared to when you speak English?

Answer	Number of subjects	Percentage
Yes	306	79.3%
No	78	20.2%
N/A	2	0.5%
Total	386	100%

Q2. Do you prefer yourself speaking Japanese or speaking English?

Answer	Number of subjects	Percentage
Japanese	255	66.1%
Both, Hard to choose one	39	10.1%
English	84	21.8%
N/A	8	2.0%
Total	386	100%

255 interviewees chose Japanese, while 84 interviewees chose English. 39 interviewees answered that they could not choose one, or that they liked themselves equally in both languages.

Q3. Have you been told that your impression, behavior, or voice pitch changes depending on the language you speak?

Answer	Number of subjects	Percentage
Yes	116	30.1%
No	266	68.9%
N/A	4	1%
Total	386	100%

Below are some comments written in the free space provided alongside the questions:

- I was told that my voice pitch became lower when I spoke English and higher when I spoke Japanese. (Female, 20s)
- I was told that I tend to talk more softly and with a more cooperative feminine tone when speaking Japanese, and that I tend to speak English more affirmatively and assertively. Also, I tend to speak with emphatic gestures when using English. (Female, 60s)
- I have never been told that my impressions change depending on the language, but my consciousness changes when I speak Japanese and English respectively. It just doesn't appear that obviously. (Male, 60s)
- I feel very different when I speak English compared to when I speak Japanese, so I think my impressions must change, but no one has pointed it out yet. (Female, 40s)
- I rarely argue against interlocutors when I speak Japanese or when I talk with Japanese people, even if I have different ideas. I try to avoid conflicts with people. However, I tend to object to other people's opinions in English when I have different ideas, so my colleagues call me "Mr. However". (Male, 70s)
- I was told that my voice pitch becomes lower when I speak English. It happens unconsciously, but I feel more comfortable talking in a lower voice tone when speaking English. If I speak Chinese, I may sound high-pitched. Each language may have a suitable linguistic voice range. (Female, 40s)
- Japanese women tend to talk with a higher voice pitch. It is a Japanese cultural tendency. On the contrary, when speaking English, people tend to talk with a bigger and clearer voice, sometimes with gestures. (Female, 50s)
- My foreign friend told me that I sounded less affirmative and my self-esteem seemed lower when I spoke Japanese compared to when I spoke English. She said I sound and look like a totally different person depending on the language or on the interlocutor's nationality. It is largely due to Japanese unwritten cultural restrictions on women. Women are categorized as "quiet, modest, and obedient" in Japanese society and I have acquired and adjusted to it as I grew up in a traditional Japanese family. (Female, 40s)

- I feel more active, friendly, and open when I speak English, and my friends have the same impressions of me. English speaking culture is more tolerant of the views of other people and open to differences - the so-called “Who cares?” culture, and I don’t have to worry too much about what people think of me. (Male, 40s)
- It was pointed out by my foreign colleagues that I tend to ask very direct questions toward foreigners which I never do when I speak Japanese. (Male, 50s)
- I was told that I sounded less mature in English due to my lack of vocabulary. I can only use simple phrases and expressions and always feel the limit of what I can convey in English. (Male, 30s)

Q4. Have you met anyone whose impression, behavior, or voice pitch changes depending on the language she/he uses?

Answer	Number of subjects	Percentage
Yes	232	60.1%
No	146	37.8%
N/A	8	2.1%
Total	386	100%

Some comments written in the free spaces are as below.

- My friend is usually a quiet person, but she became very active and aggressive when she speaks English. She seems to become more energetic in English. (Male, 30s)
- Many Japanese people seem to become more relaxed and talk more casually in English. It could be because of the language itself or because of the background culture. (Male, 50s)
- If the person is arrogant in his native language, Japanese, he probably sounds the same in English. Personality should appear in both languages. (Male, 40s)
- Generally speaking, many Japanese people including my friends and myself sound more self-confident when speaking English, regardless of our English abilities. Our postures toward interlocutors seem more dignified in English. (Male, 70s)
- American friends who speak fluent Japanese become more reserved and sound more modest when they talk in Japanese. (Female, 30s)
- Some people feel they should clearly make statements in English as a manner of preferable communication style and they try hard. As a result, they sound more aggressive when they speak English compared to when they speak Japanese. (Female, 50s)
- It depends on the case, but in English-speaking situations, many Japanese people talk more directly because they think their opinions don’t offend their interlocutors as much as they might do in Japanese-speaking situations. (Male, 50s)
- My friends seem more relaxed and freer about what to talk about and how to talk in English-speaking environments. (Female, 30s)
- I think it highly depends on the person’s language capability. My coworkers with low English abilities sound like robots when they talk in English. They are just conveying messages, and their personal charms or attractive talking skills disappear. (Male, 50s)
- I think all bilingual speakers have more or less dual personalities. English speakers value clearness and focus on how to talk logically; on the other hand, Japanese speakers often prioritize harmony over clarity. Therefore, the same person sometimes sounds different depending on the language he/she speaks because what she/he cares about is different. (Male, 40s)
- When I saw Empress Michiko on TV, I always found big differences between when she interacted with Japanese people and when she interacted with foreigners using English. Her

voice remained gentle and soft in English but her words and postures became much more open and approachable, and she sometimes gave hugs to foreign people. This could be because of the language's nature or the interlocutor's culture. (Female, 60s)

- Flights attendants of Japanese airlines and foreign airlines leave very different impressions. When they ask passengers which drinks they prefer, Japanese attendants ask very gently, usually with full sentences. However, foreign attendants casually ask passengers simple questions such as "Coffee or tea?" I don't know whether this is a language issue or a cultural issue, but the language and the background culture are closely connected and definitely influence each other. (Male, 60s)

#### Q5. How do you think language is affected by its background culture?

- Some vocabulary or expressions are closely connected with a language's background culture, including local geographical or climate conditions and some unique words or phrases exist that are peculiar to certain languages. Using these expressions already has an influence on speakers, and we are always unconsciously under cultural influences to a certain extent. (Male, 40s)
- The same message can be understood differently depending on the culture since the way people see or interpret things varies in each society and culture. Not only the language itself but also how it is conveyed differs. For example, some cultures prefer direct styles over indirect ones, or they are different preferences for physical and mental distances between interlocutors. (Female, 20s)
- Low-context culture in the US and high-context culture in Japan affect how people convey messages. People are expected to guess meanings from ambiguous expressions or hidden messages between the lines in Japan. On the other hand, language is everything in the US. What people say or write is everything. (Female, 60s)
- Culture influences how people think and talk, and in that sense, I think culture greatly affects language. If a culture values diversity, it should be probably strongly encouraged in society to respect and accept various values and differences, and to express one's opinions explicitly to avoid misunderstanding. Messages cannot be conveyed correctly unless they are delivered clearly especially in the US where people with different backgrounds set a goal of peaceful coexistence. (Female, 40s)
- In Hindi, there is a great religious and cultural influence on the language. Acquiring Hindi proficiency provides a new sense of values and a culture of sentiments to speakers, such as how they see their lives or how they prioritize things within them. Not only culture but also social class or family status affects the language and speakers. (Female, 50s)
- I work in the US and find Americans tend to talk logically compared with the Japanese. The English language is structurally more suitable to convey logical and explicit messages than Japanese. In America, where people with different backgrounds coexist together, people tend to express their own thoughts willingly and listen to other people actively for mutual understanding. Both language and people are eloquent under the influence of background culture in English-speaking countries. (Male, 50s)
- Japanese culture values harmony and this largely affects how the Japanese language is structured and used, and concurrently with how Japanese people think and see things through conversation. (Male, 40s)
- I feel culture's heavy influence on language when making jokes. (Male, 40s)
- I was living in Thailand for work and learned that the Thai language does not prefer the direct negative form, and instead prefers to put a negative adverb before positive words

when conveying a negative context. This shows Thai culture's preference to avoid conflicts and how Thai people interact with other people gently. (Female, 50s)

- Language is highly affected by its background culture. Here, language does not mean only linguistic matters, but it also applies to the sense of values or criteria which people use when they make a judgment. (Male, 50s)
- I was living in Mexico for my work for seven years and acquired Spanish there. I found out that the Spanish language in Mexico and that used in Spain differ mainly due to the influence of the background culture in each country. The Spanish language in Mexico holds the influence of being colonized, with the words and phrases used having unique meanings which cannot be seen in the Spanish language used in Spain. For example, when people are called, they usually say "Mande". This is used as "Yes" or "What?" in English, but the original "Mande" literally means "Order me" and it shows that the history of the colonized country still remains in its word usage. I have never heard this in Spain; the same language can vary due to its historical or geographic background. (Male, 50s)

Q6. Do you think it is possible to construct a new image of yourself or improve self-confidence through L2 learning?

- Yes. Acquiring a new language strongly influences a learner's thoughts and acts. People unconsciously adjust to cultural norms when they speak a language, whether to express their opinions clearly or not or whether to show their emotions or not, and how many values of the background culture they should adopt or not... I naturally bow when I speak Japanese, but when I speak English, it just doesn't happen. I talk more softly when I speak Japanese and my postures tend to become more gentle. My impressions when speaking Japanese and English are different, and I think constructing a new self-image through L2 learning is possible. (Female, 20s)
- Yes. Willingness and effort to convey messages better in L2 may also improve one's conversational skills in the mother tongue too, eventually leading to the construction of a new ideal image of oneself, with the improvement of self-effectiveness. (Male, 50s)
- Finding a new sense of self through learning a new language can help us to grow in many new ways and enrich our lives. (Female, 30s)
- Studying a new language gives us the chance to know ourselves better, by learning and experiencing new styles of expressing ourselves or facing new ways of thinking, new values, and a new style of interacting with people. Our original self-image and our L2 self-image will probably be integrated in the future, and the ideal self may be completed. (Female, 20s)
- Learning a new language has a great meaning in the sense of widening a learner's world and views. (Male, 50s)
- If we can acquire new values as well as language skills by studying a background culture in language classes, I think it is possible to construct new selves which may help some learners change themselves to become more preferable versions of themselves that are more outgoing and sociable. (Female, 40s)
- I hope to change myself, so I would like to reach the level of constructing a new L2 self. However, my English level is still low and this will take more time. (Male, 20s)
- Since L2 is not something we naturally have and we consciously convey messages in L2, we make efforts to make messages as easily understandable and as effective or eloquent as possible. This improves our communication skills not only in L2 but also in our mother languages, too. (Male, 50s)

- Merely learning and using L2 in the classroom does not have a significant effect, but if the person uses L2 in daily life, for example, as a foreign student, it will affect the learner greatly. The learner will probably face different values or viewpoints in their daily life. Communicating continuously in L2 unconsciously affects a learner's ways of thinking or speaking, and eventually will bring a new self-image and possibly a sense of achievement which might be connected to the improvement of self-esteem. (Male, 50s)

## 5. Discussion

79.3% of the subjects think the language they speak affect the way they think or talk and perceive the changes of themselves in communication or delivery styles depending on the language they use. Those changes have wide applications including both verbal and non-verbal alterations such as voice pitches, postures, eye-contact styles and gestures.

30.1% of the subjects have experiences of being pointed out that their impression, behavior, or voice pitches change depending on the language they speak. Most of them are aware of their changes and many of them write in the free spaces that they tend to become more active, affirmative, assertive, open, direct when they speak English, sometime even with emphatic gestures. On the other hand, they tend to become more indirect, cooperative, modest and talk more softly and harmoniously when they speak Japanese. Some female subjects feel unwritten cultural gender restrictions on women and they tend to become less affirmative with lower self-esteem when they use Japanese though it is their native language.

Among 69.9% of the subjects who answer that they don't have experiences of being told that their impression, behavior, or voice pitches change depending on the language, there are actually some subjects who feel different or they consciousness change when they speak Japanese and English respectively.

Q4 shows that the number of the subjects who have met someone whose impression, behavior, or voice pitches change depending on the language they use is doubled to 60.1%. Some subjects refer to the level of the language abilities. Japanese people with low English ability sometimes sound less attractive in English due to the disappearance of personal charms and talking skills of their native language. On the contrary, some subjects write that many Japanese people, especially female speakers sound more self-confident when speaking English, regardless of their English abilities. Many Japanese women seem more relaxed and freer about what to talk an how to talk in English speaking environments.

Gender based analysis can be made when comparing the percentage of female subjects who answer "Yes" to Q3 with the original percentage of the women among all subjects. The original percentage of the female subjects of this research is 62%. Among 116 subjects who choose "Yes" to Q.3, answering that they have been told that their impression, behavior, or voice pitch changes depending on the language they speak, 67.2% are female subjects. This increase of the number from 62% to 67.2% suggest that female speakers tend to change their communication styles into more suitable ways with the language they use and its background culture as many researchers have pointed out. Also, as number of subjects write in the free space, Japanese female speakers tend to feel freer from socio-cultural pressure on women when they speak English, and it explains that the language and culture are closely inter-related and deeply influence speakers.

## 6. Implication and Conclusion

In this study, the author has investigated how language learners are influenced both by target and native languages and also by the background cultures associated with them. Research was also conducted on whether L2 self-images can be used to motivate learners to further their language studies. It was shown that acquiring a new language greatly influences learners' thoughts and acts and at the same time gives them the opportunity to know themselves better by learning and experiencing new styles of expressing themselves or facing new styles of interacting with people.

It is foreseeable that there will be great possibilities if learners make use of L2 self-images to construct new and favorable identities, improving their self-esteem. L2 is not something they naturally have, and they consciously make efforts to better communicate by making messages as effective or eloquent as possible. This improves their conversational skills not only in L2 but also in their mother languages, too, and eventually lead to the construction of new ideal images of themselves.

Ideally, English classes will not only help Japanese students acquire language skills but also a sense of international culture and eventually a higher sense of self-esteem through the experience of expressing themselves more assertively and affirmatively in English. Future research needs to be conducted from both sociocultural and psycholinguistic viewpoints. The author would like to continue this to come up with the best outcomes for classes to facilitate greater improvement of learners' language skills and self-esteem.

## References

- Adler, P. (1998). Beyond cultural identity: Reflections on cultural and multicultural man. In Gary Weaver (Ed). *Culture, communication and conflict*, pp.250-265, Needham Heights, MA: Grinn Press
- Burton, S.K. (2006). Issues in Cross-Cultural Interviewing: Japanese Women in England. In R. Perks & A. Thomson (Eds.), *The Oral History Reader, Second edition*. London: Routledge, 166-176
- Burton, S. K. (2011). "English makes me act in a different way": To what extent can a change of language affect speech and behaviour? *The Language Teacher: 35.3 May/June 2011*. Tokyo: JALT Publications, 31-36
- Downs, J. (1971). *Culture in Crisis*. Beverly Hills, Calif.: Glencoe Press
- Ervin-Tripp, S. (1964). An analysis of the interaction of language, topic and listener. *American Anthropologist*, 6 (2), 500-507
- Ervin-Tripp, S. (1967). An Issei learns English. *Journal of social issues*, 23, 78-90
- Fantini, A.E. (1991). Bilingualism: Exploring Language and Culture. In L.M. Malave and G. Duquette (Eds.), *Language, Culture and Cognition*. Avon: Multilingual Matters, 110-119
- Gao, H. (2002). Language Contact – Misunderstanding, Confusion and Conflicts. *Intercultural Communication Studies Volume XI: 3*. 107-114
- Kaplan, R.B. (1966). Cultural Thought Patterns in Inter-Cultural Education. In *Language Learning*. 16(1-2), Language Learning Research Club, University of Michigan, 1-20
- Kelsky, K. (2001). *Women on the verge: Japanese Women, Western Dreams*, Durham, NC: Duke University Press
- Kluckhohn, C. and Kelly, W.H. (1945). The Concept of Culture. *The Science of Man in the World Crisis*, Ralph Linton, Ed. New York: Columbia University Press, 78-106

- Matsui, M. (1995). Gender Role Perceptions of Japanese and Chinese Female Students in American Universities. *Comparative Education Review* 39, No. 3, 356-378
- McKinley, J. & Sakamoto, M. (2007). Exploring Language + Identity: Nature of Code-switching among Japanese Students. *Bulletin of the Faculty of Foreign Studies, Sophia University, No.42*. Tokyo: Sophia University, 1-28
- Nakamura, M. (1988). Japanese View of Language and Its Fluence on the Japanese Women. *Keizaikei*, No.156, The Society of Economics of Kanto Gakuin University, 113-120
- Norton, P. B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29 (1), 9-31
- Norton, P. B. (1997). Language, identity and ownership of English. *TESOL Quarterly*, 31 (3), 409-429
- Pavlenko, A. (2006). *Bilingual Minds: Emotional Experience, Expression and Representation*. Clevedon: Multilingual Matters Ltd, 7-8
- Tomoto, Y. (2016). Effect of Background Culture in Foreign Language Acquisition. *Studies in Comparative Culture*, No.123, The Japan Association of Comparative Culture, 125-136
- Tomoto, Y. (2020). A Study of How Voice Pitches are Influenced by Cultural Gender Factors. *Asian Journal of Research in Education and Social Sciences*, Vol.2, No.2, 84-91
- Tomoto, Y. and Shitasu, Y. (2020). A Multi-perspective Approach to a Short-term English Training Program in the U.S. *International Journal of Advanced Research in Education and Society*, Vol.2, No.2, 11-22

### **Acknowledgement**

This research is supported by JSPS KAKENHI Grant Number JP18K00757.