

[Title]

A qualitative study of integrativeness among Japanese ESL learners in the British context.

[Abstract]

Mainstream theory of L2 motivation suggests that the recipe for successful L2 learning is to have integrativeness, which is the openness to a tangible target language community. However, the concept of integrativeness has been questioned in contexts where a target language community is absent or vague for L2 learners.

Firstly in EFL contexts, L2 learners rarely find a target language community to integrate with. Secondly, the progress of globalisation has spread English to the wider world to the extent that we may as well say English is no longer solely possessed by native speakers, and thus the target language community is composed not only by native speakers but also non-native speakers. Therefore English speaking countries such as the UK may be the last stronghold where ESL learners are given favourable opportunity to experience actual integration into local Anglophone community, but this is precisely worthy of scrutiny.

I will highlight motivation of the native Japanese speakers living in the UK to determine whether their English language learning is driven by their desire to integrate with the local Anglophone community. I will also refer to the multicultural British context in a modern globalised era where English is not only used among native speakers but also among non-native speakers, which creates possibility for the native Japanese speakers to select from integration with native English speakers, their own ethnic group, and also other foreigners who speak English as a lingua franca.

Standing on the social constructivism paradigm, I will discuss how integrativeness was co-constructed through lived experience with the local target language community in the UK, deriving from semi-structured interviews and by observation.