INTRODUCTION

Travel and study abroad are popular means for people interested in studying a foreign language to not only learn more about a culture they are interested in, but also raise their proficiency in their target language (TL). This can take the form of informal, short-term backpacking trips to various destinations or more formal organized school/company sponsored study. Whatever the situation, people who travel abroad will find themselves in unfamiliar situations where they potentially have to interact with non-native speakers of their own native language or native speakers of a foreign language.

However, without enrollment in a language school or university based in a specific location, it is usually difficult to have formal language instruction while abroad focusing on a TL. People who are simply traveling often learn to communicate with translation software and survival phrases while lacking accuracy, where students enrolled in language schools can reach more target-like language proficiency due to a combination of use and instruction, but are generally constricted to the city the school is based in. That said, there are some places that support simultaneous travel and study at the same time, one of which is a classroom on a cruise ship.

This paper concerns itself with looking into how student motivation and confidence is affected by a “mobile classroom” on a boat, where the classroom itself moves to different discrete language environments in different cities around the world. In this rather unique context, students (not the entire of population of the ship though) enrolled in a structured, classroom environment on board the Peace Boat while having personalized English or Spanish lessons with the same instructors for the duration of traveling the world in a 3 month cruise and encountering 22 different unique linguistic environments in various ports of call. This context illuminates a different angle on study abroad research as it retraining the social network of a constant classroom and classmates, but removes students from creating an in-country social network which many researchers say is a critical element to successful study abroad sojourns (Beaven & Spencer-Oatey, 2016; Isabelli- García, 2006; Jin, 2014). In this scenario on the Peace Boat, the language classroom moves and students are able to actively compare different accents they encounter in port, interact with constantly new people, and have access to new, engaging sights and cultures as they move to different venues around the world. It is of interest of this study in particular to investigate how constantly new locations and cultures affect student language learning motivation and confidence in this context, as with a general study abroad environment, students tend to have a lull of interest in the middle of their study
abroad experience (Diao, Freed, & Smith, 2011).

In order to investigate how changing language environments with regular classroom instruction affect student motivation and confidence, a survey was conducted concerned with the research questions detailed at the end of this paragraph. First there will be a brief explanation about the Peace Boat with an overview of GET (Global English Training) Universal, the organization that managed language instruction on the ship. Next this paper will briefly provide a summary of research regarding confidence and motivation issues traditionally encountered during study abroad as well as general motivation research regarding students studying foreign languages. After a description of the survey, there will be an interpretation of the test data and an analysis will address the findings and limitations of the study. Please note that the researcher was an English instructor with GET Universal on the 95th Voyage of the Peace Boat where the survey was conducted.

RESEARCH QUESTIONS:
1. Why were students interested in participating in formal language instruction on the Peace Boat? To what degree were these initial goals achieved during the voyage?
2. Did learning English or Spanish with GET increase confidence with language use?

BACKGROUND

PEACE BOAT AND GET UNIVERSAL

The Peace Boat (PB) is a non-government and non-profit organization based out of Japan that sponsors a variety of activities from disaster relief to peace education to supporting sustainability. While the title of the organization implies it is primarily a sea-based organization on a boat, chartering a ship for educational cruises is just one aspect of what the organization does. The primary office of the PB is in Tokyo, though there are other offices around Japan and the world such as in New York.

More specifically about the on-sea activities of PB, the organization charters a boat that runs both short term (one month) and long term (3 month) voyages to different parts of the world. A primary belief held by the PB is that travel can open not only the traveler’s eyes to new ideas and ways of life, but can also touch people in the places where the PB visits thus increasing empathy and understanding among people and creating a safer world. The PB has been sponsoring education based travel since 1983, and recently received attention for its sponsorship of ican (International Campaign to Abolish Nuclear Weapons), a beneficiary of the Nobel Peace Prize for its work in passing legislation in the United Nations to abolish nuclear weapons (Peace Boat, 2010).

For PB global voyages, approximately 1200 passengers are on board the PB at one time, and the population who participate on a PB voyage range in both age and nationality, and generally join a voyage for multiple reasons. The demographics of any voyage will vary based on the time of year the boat is traveling and the destinations the boat is traveling to, but usually there is a moderate percentage of the under 30 years old, few passengers in their late 30s to early 60s, and a major portion of the passengers above the age of 65. In the past, Japanese has been the primary population of passenger on the PB,
however on the 95th Voyage of the Peace Boat (PB95) where the survey was conducted, there was a sizable international population from Korea, China, Taiwan, Malaysia, Singapore, and Germany. Still, on PB95 the population of Japanese passengers was approximately 70%, with 30% of the remaining passengers being international.

Motivation to join the PB will also depend on the individual, but reasons for participating on PB include desire to see the world, learning about specific global topics (environmentalism, peace) from speakers on the ship or programs in port, self-discovery, and enjoying retirement. On board there are a variety of activities that support these different interests that range from more entertainment based activities like singing or guitar circles, yoga, and social dance, to more intellectual, education focused events done by guest speakers that hold talks about politics, life-style, social responsibility and peace studies. One such activity offered by PB and organized by GET (Global English Training) Universal are elective, paid-for English and Spanish classes. For the purposes of this research, students who participated in the GET Program were surveyed.

GET Universal is an organization affiliated with the PB, and handles English training on board the ship, while also maintaining a language school in Tokyo. In addition to English, GET also provides Spanish training, thus a small percent of the teachers on board each voyage specifically focus on Spanish. On the ship, GET provides both large group classes that are free of charge and open to all passengers on the ship and closed, limited services where students must pay to take small groups classes (maximum six students) or private lessons. On PB95, there were 129 students who enrolled in the GET Program, taking group or private lessons provided over the 104-day global voyage. It is also necessary to mention that the vast majority of students who participate in the GET Program are Japanese (on PB95, 97% of students were Japanese, with the remaining 3% having high Japanese proficiency), and thus the GET Program is generally oriented towards native Japanese speakers with a Japanese world outlook.

Philosophically and in line with the PB’s mission of spreading peace through travel, GET strives to promote Global English that it defines as “a world-wide language (Global English) connecting different cultures that does not belong to a specific country or region. We are a unique language school that supports each person with confidence in communication using "my English" as a global English.” (GET Universal, 2018) With this philosophy in mind, it employs native speaker teachers from a wide-variety of native-English speaking countries (on PB95 nine teachers in total from Canada, Ireland, Singapore, The United Kingdom, The United States) and Spanish speaking countries (on PB95: one teacher from Spain), and strives not to emphasize one variety of pronunciation over another. In class, teacher provide lessons tailored to student needs which often focus on language to be used in-port such as shopping, transportation, or small-talk activities. Additionally, since the crew on the PB itself is widely non-Japanese with English as a common language (not to mention other non-Japanese passengers), classes may also incorporate useful on English for on board communication. These lessons are explicitly designed to focus on communicative competence, and while grammatical accuracy is monitored, grammar is not strictly enforced. Thus, there are no comprehensive language tests in the GET Program.

One service provided by GET that is more test oriented is the TOEIC prep-course. In this curriculum,
students take a practice test at the beginning of the voyage, 8 classes during the voyage focused on vocabulary acquisition and test preparation technique, and finally take a real TOEIC examination near the end of the voyage. Though this program exists in GET, this is a small part of the program with only 19% of the total GET student population participating in this program.

Outside of English lessons, GET is also responsible for hosting language-focused activities such as speech festivals and language Olympics for students, as well as adding to the diversity of the ship. GET also holds GET Challenge Programs in selected ports open only to GET students where students can interact with local students and do more language focused exchanges to supplement their language learning. In summary, GET strives to provide students with opportunities for students to use language in a communicative way, with Global English at the center of its teaching methodology where communicability is encouraged over grammatical accuracy.

**LANGUAGE STUDY MOTIVATION AND STUDY ABROAD**

It is important at this junction to survey literature associated with student motivation in general and as it relates to study abroad (or learning a language in a TL setting) as this is the closest body of research associated with this study. Students chose to pay for classes and enroll in GET for a variety of reasons (as will be seen in the survey results), but as the primary focus of GET is to facilitate language learning through potential practical use in ports and around the ship, a brief overview of student motivation in language learning is necessary to understand the results of the survey and why students would sign up for this service.

To begin, the term “motivation” for learning a second language (L2) should be defined. Depending on the school of thought, different themes are integral to what defines motivation. Some schools of thought such as Behavioralists define motivation as desire toward a “reward” where other theories such as Drive Theory define it as an innate mental, emotional, and physical predispositions (Brown, 2007). However, in this context with L2 learning motivation, Nakata’s definition that acknowledges both internal and external influences and a relationship with the teacher in the classroom seems relevant to this study as will be seen later in the data analysis:

> Motivation in language learning is a multidimensional construct that is dynamically changing by nature, under different environments, and over time. Learner motivation changes both affectively and cognitively through social interaction, influenced by internal and external variables, which may be in a reciprocal relationship. The teacher’s role is thus to learners with an appropriate environment in which to learn language effectively, wherein there is a trusting relationship between the teacher and learners, so that the learners perceive and use language as a means of self-expression and communication.¹

The relationship between the acknowledgement of both internal and external factors that could overlap with each other and also a teacher in a classroom is of interest to this study as students chose to pay to study English or Spanish on the Peace Boat, not just simply muddle through their time on the boat and ports making due with the language they already had.

Additionally, what kind of internal and external factors influence students to learn is also of interest in the context of this study. Some researchers argue that extrinsic motivation like academic achievement can be sufficient motivation to learn a language (Atkinson, 1964), which is actually a very traditional motivator among Japanese learners of English who tend to focus on using English as tool to pass high school and college entrance exams as opposed to studying for pleasure. In education though, researchers are reconsidering concepts of motivation and identity beyond achievement (Dömyei & Ushioda, 2009). Intrinsic motivation, or behaviors aimed at bringing internally rewarding potential such as feelings of confidence and self-determination (Deci, 1975), is also a definitive factor that can motivate students. In fact, there is a great deal of research that supports intrinsic motivation as a more reliable means of encouraging long-term language retention among learners (Brown, 2007).

Beyond why a student is motivated to study language, a brief overview of pertinent research to the study abroad field is also relevant here as the environments that GET students used their language in closely resembles that of a study abroad environment. Outside the classroom GET students did need to interact with the crew of the ship in English, and would of course use English (or Spanish in specific ports) while on land, however like a study abroad they could also isolate themselves with other Japanese speaking passengers if they chose and not use the language significantly outside the classroom. Thus, as motivation and confidence are the focus of this study, a brief overview of relevant study abroad literature will be examined.

Traditionally, study abroad (SA), or rather learning the TL in an environment where the TL is readily used, has been a widely studied field, and still is among many researchers today. John Carroll in 1967 first provided evidence to the efficacy of SA, which drove (and still does drive) people’s positive view of SA and learning in the TL environment to perfect language study. In fact, early research stated that really any time in a TL setting will have a positive impact on the student and their language. However, other researchers such as Barbara Freed (1995) contended the overall, uniform efficacy of SA for all language learners calling attention to SA having affects on discreet language features among learners at different proficiency levels. Today, researchers are still divided as SA as always a predictor of enhanced proficiency, but research does support SA as an environment that seems naturally geared to support growth of some linguistic features rather than others, especially in oral proficiency gains (Díaz-Campos 2004; Freed, 1995; Huebner, 1995, Segalowitz & Freed, 2004).

One particular parallel that runs through different research veins is that more successful students that report higher confidence and proficiency levels gained from SA tend to adapt to their SA environment by establishing inroads into their community and creating social networks. Isabelli- García (2006) found that motivation to learn the TL, attitude maintained toward the host culture, and strength of social network were all connected, and that higher motivation to learn was connected with strong social networks. Beyond this, Beaven & Spencer-Oatey (2016) delve deeper to find that different language learning domains and found that different spheres of student life during the SA such as personal or academic can also affect the students motivation and confidence, and that adaptation in these contexts can move at different speeds. More research that deals with students and their adaptation to study abroad done by Diao, Freed, & Smith.
(2011) showed that adaptation is gradual, and can have ups and downs throughout the sojourn.

While the PB is divergent from SA in that students do not have a chance to develop social networks in TL environments, there is still abundant opportunity to use the TL (English and to a lesser degree Spanish) in natural environments both on the ship with crew or international passengers, or in port where English is the lingua franca. How GET students responded in these situations will be discussed in the following sections.

METHODOLOGY

INSTITUTION AND PARTICIPANTS

Starting August 13, 2017, the 95th Global Voyage of the Peace Boat (PB95) left Yokohama, Japan on its 104-day trip around the world ending November 24, 2017 in Yokohama, Japan. On PB95, there were approximately 800 Japanese passengers, 300 non-Japanese (Chinese, Taiwanese, Korean, Malaysian, Singaporean) passengers, with approximately 70 Peace Boat staff members (Japanese) and 30 international volunteers (mixed nationalities). The ship additionally had around 300 international crew members (Ukraine, Philippines, Malaysia, to name a few) responsible for vessel services and maintenance, so while the ship had a large Japanese population, there was also a sizable international population with English as the lingua franca. The ship stopped in 22 ports of call throughout the voyage (see Table 1).

Table 1: PB95 Global Voyage Course

<table>
<thead>
<tr>
<th>Total Length of voyage: 104 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ports of call: 22</td>
</tr>
<tr>
<td>Total days at sea: 73</td>
</tr>
<tr>
<td>Different Countries Visited: 19</td>
</tr>
<tr>
<td>Days in Port: 31</td>
</tr>
<tr>
<td>***Some ports were multiple days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Native Language Ports: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example: Singapore, The United Kingdom)</td>
</tr>
</tbody>
</table>

| Spanish Native Language Ports: 4 |

<table>
<thead>
<tr>
<th>English as Main Language of Communication: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example: speaking English in Italy)</td>
</tr>
</tbody>
</table>

The GET Program began within a week of leaving Japan with teacher-student interviews to place students in different classes based on proficiency, and also orientations for the students. Out of the total of approximately 1100 passengers on the ship, a total a 129 passengers enrolled in GET (see Table 2), the maximum amount of students GET wanted to accept during PB95. Some students took multiple classes (for example both English group lessons and private lessons) so there is a slight discrepancy between total student numbers and students enrolled in the different classes.
Table 2: GET Student Demographics

<table>
<thead>
<tr>
<th>Total Students: 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese students: 125</td>
</tr>
<tr>
<td>Non-Japanese students: 4</td>
</tr>
<tr>
<td>Chinese: 1</td>
</tr>
<tr>
<td>Half Chinese-Japanese: 1</td>
</tr>
<tr>
<td>Taiwanese: 1</td>
</tr>
<tr>
<td>Korean: 1</td>
</tr>
<tr>
<td>Male: 57</td>
</tr>
<tr>
<td>Female: 72</td>
</tr>
</tbody>
</table>

Students enrolled in English: 117
- English Group Class Participants: 105
- Private Lesson Participants: 24 (9 students took private lessons only)
- TOEIC Class Participants: 24 (5 students took TOEIC lessons only)

Students enrolled in Spanish: 12
- Spanish Group Class Participants: 12 (10 students took Spanish lessons only)

Out of the total 129 GET students, twenty-four participated in this survey. There was a range of ages, which was representative of the general total GET student population, as well as the overall passenger population on the ship as well. Of those twenty-four participants, nineteen enrolled in English classes while on board and five in Spanish. This number is slightly skewed with proportionally more students who studied Spanish as respondents to the survey as the majority of GET students enrolled in English (117 students) with only a minority (twelve) taking Spanish classes. The majority (58%) reported being at the beginner level English proficiency, with fewer intermediate (17%) and advanced students (25%). (see Table 3)

Table 3: Survey Participants

<table>
<thead>
<tr>
<th>Participants: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
</tr>
<tr>
<td>English: 19 (79.2%)</td>
</tr>
<tr>
<td>Spanish: 5 (20.8%)</td>
</tr>
<tr>
<td>English Proficiency</td>
</tr>
<tr>
<td>Beginner: 14 (58.3%)</td>
</tr>
<tr>
<td>Intermediate: 6 (25%)</td>
</tr>
<tr>
<td>Advanced: 4 (16.7%)</td>
</tr>
</tbody>
</table>

DATA COLLECTION AND ANALYSIS

For the data, an original survey was created with the research questions in mind. Elements were taken from the Language Profile (Freed, Dewey, Segalowits, & Halter, 2004), however original questions were also created with the research questions in mind.

The survey was written on google survey, and delivered via email on January 18, 2018 after the completion of PB95. A letter from the researcher explaining the survey and a link to the survey was sent
by the researcher to the other GET instructors as the researcher did not have access to all the GET students’ email addresses. Next, the instructors forwarded the information personally to their students. With the link to the google survey, GET students could participate using a mobile device or computer with access to the internet from any location. The results were collected by google and only accessible by the researcher. Participation in the survey was completely voluntary, and was not officially affiliated with GET Universal, though the organization was made aware the survey was being distributed.

The survey itself was written in English and translated into Japanese by the researcher and checked by a Japanese native speaker. This was done to avoid ambiguity of the questions on the survey. The participants wrote some responses in Japanese, but these were within the ability of the research to understand and translate on his own.

After collecting the surveys, the data were collated and grouped by association with the research questions. Not all the questions were unitized in this study, and thus some were left out of the final analysis.

RESULTS

STUDENT MOTIVATION TO LEARN ON PB

The results revealed that participants were primarily motivated in practical, intrinsic, reasons to participate in GET as opposed to the more traditional, extrinsic motivation popular among Japanese students, however their stated goals for why they wanted to study did not necessarily match where participants reported using the language most.

On the first question in the motivation section of the survey regarding why participate signed up for GET, the majority (seventeen) reported they wanted to use their TL in ports while traveling. It must be noted that participants could select multiple answers for this question so there are more tallied results than participants, and in fact, nineteen of the twenty-four participants selected multiple choices. Thus, while seventeen is 71% of the participants, other answers were also selected and thus it can only be confirmed that using English or Spanish in ports was a popular answer, and one shared among a majority of participants. Other popular answers include studying to be able to talk to family members or friends in English (fourteen), be able to communicate with the English/Spanish speaking crew on the ship itself (thirteen), participants had free time on the ship (eleven) and be able to make non-Japanese friends on board (nine). Interestingly, only 3 participants expressed interest in the more extrinsic focused motivation of “want to use it (the TL) for work after you return to Japan”, and no participants expressed interest in wanting to study English with GET to pass a test. (Table 4)
It must be noted here that there was a TOEIC preparation class through the GET program, with 24 of the 129 GET students enrolled. It is possible that none of the TOEIC students participated in this survey, or those that did participate did not feel the test was a primary motivation for joining GET, rather a secondary reason not worth reporting. Also, there were a few participants (three) who did report wanting to improve their English for a potential career upon returning from the voyage. However, that aside, it can still easily be said that intrinsic motivation such as using English for travel while on the boat or in personal life with family or friends after PB was reported as a primary motivation for joining GET.

The second question on the survey more specifically gauged participant motivation intensity and intention was a question that asked “did you have a particular goal when you started studying on PB95?” To this question, 67% (sixteen) of participants answered that they did have a goal, and 33% (eight) of participants reported not having a goal.

While this is a similar question to the previous question asking why participants signed up for GET, it is revealing in two ways. The first is that it shows that though many participants had something they wanted to achieve through GET and their time in PB95, it also shows that quite a few (33%) did not. One of the possible responses in question one to why participants joined GET was that “You (participants) have free time on the ship” which had eleven responses. That said, when analyzing the individual survey results, only one participant reported free time as the only response, and the other ten participants selected multiple responses. Even then, with people listing numerous reasons for joining GET in question one, there seems to be a gap in what students reported reasons for joining GET yet at the same time 33% did not have a specific goal.

The second is that in light of the first question where students selected very specific answers, and in many cases reported multiple objectives, statements about their goals were often vague (Table 5).
Table 5: Student Goals

<table>
<thead>
<tr>
<th>More Specific</th>
<th>Less Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use English for travel</td>
<td>Communicate in English</td>
</tr>
<tr>
<td>Using Spanish in a Spanish place</td>
<td>Improve English</td>
</tr>
<tr>
<td>Give directions in English</td>
<td></td>
</tr>
<tr>
<td>Write emails to foreign friend</td>
<td></td>
</tr>
</tbody>
</table>

Two participants reported very specific goals (to be able to write emails to foreign friend and give directions in English), with five reporting less specific, but still reasonably pointed goals. However six of the participants who reported having goals were very vague in their intention. This could mean that they had so many specific goals that it was difficult to articulate them, or more likely, they wanted to “improve their English” but did not really have a specific intention in mind in spite of stating multiple reasons for enrolling in GET.

This leads to one more question on the survey that strikes a contrast to participant reasons for participating in GET and their goals: outside the classroom, where did you use English/Spanish the most? According to the responses, there seems to be a discrepancy between intention of the participants and outcome (where they reported using their TL). (see Table 6)

Table 6: Where participants reported using the target language most

<table>
<thead>
<tr>
<th>In ports</th>
<th>8 (33%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During GET projects or events (on the ship)</td>
<td>6 (25%)</td>
</tr>
<tr>
<td>On the ship, with other passengers</td>
<td>5 (21%)</td>
</tr>
<tr>
<td>On the ship, with crew</td>
<td>4 (17%)</td>
</tr>
<tr>
<td>After PB Voyage, when I traveled in Cuba by myself (self reported)</td>
<td>1 (4%)</td>
</tr>
</tbody>
</table>

While there is a connection between question one and this question in that it can be seen in Table 4 and Table 6 that using English in ports was still reported as both the most common reason for joining GET and where participants reported using the language the most, the percentage of responses is very different. In question one (Table 4), 71% of participants stated that they wanted to use their TL in ports, only 33% reported this as the place where they used it most. Also, in this question (Table 6) “during GET projects or events” was stated by 25% of participants as the place where they used the TL the most, but this was not stated in question one (Table 4) as a potential reason, or as a goal (Table 5) for using the TL.

Looking at the results regarding student motivation on PB95, it seems that TL use on PB95 and in general during a study abroad (SA) sojourn have similarities. To begin, according to Table 6, most of the students seemed to actually use English or Spanish the most on the ship as opposed to in port despite that being a popular reason to participate in GET reported in question 1 (Table 4). These findings were unexpected to the researcher as so much of the language taught in GET was oriented toward use in ports.
and practical, travel English/Spanish, that said though, the results were not surprising. As with many reported findings in SA research, students must acclimate to their surroundings, and often must make local friends in order to truly venture out into the community and start to use the language with locals (Isabelli-García 2006, Jin, 2014). Though on PB, participants were exposed to many diverse, likely motivation and interest enhancing locations, unfamiliarity with and limited time likely impacted the amount of language participants actually used in port. Further, Jin (2014) reported that it often takes several weeks into a SA sojourn to meet local native speakers and leave the safety of groups of other fellow L1 speakers, and since one-day stays in ports did not allow for that with PB, it is not surprising that most speaking happened on the ship where relationships were deeper.

**CONFIDENCE THROUGH GET ON PB**

The second research question of this paper regarded whether the participants felt they gained confidence through the GET Program on PB. According to the data as will be discussed below, the answer seems to be generally “yes” that participants did gain confidence, but the numbers are worth unpacking.

In response to the question “Did you gain more confidence in speaking English/Spanish with GET?” most participants responded positively. Five participants (20.8%) reported they strongly agreed, and ten participants (41.7%) reported that they agreed. Three participants (12.5%) responded feeling neutral and six participants (25%) reported they disagreed, with no participants reported strongly disagreeing. Here we can see that while 60% did feel that they gained confidence in the TL ability with GET, it is not overwhelmingly so. This statistic is directly connected to the next question.

In response to “With taking GET, did you feel MORE adequately prepared to speak English/Spanish in situations where you couldn’t communicate in Japanese (if you hadn’t taken GET)?” 37.5% (nine) of participants reported that they agreed, and 12.5% (three) of participants reported they strongly agreed. The rest reported either feeling neutral (25%; 6 participants), they disagreed (21%; 5 participants) or that they strongly disagreed (4%; 1 participant).

Comparing these two questions, with 60% of participants agreeing or strongly agreeing that their overall TL confidence increased and 50% either agreeing or strongly agreeing that they felt more confident to speak to people who couldn’t speak Japanese, it is surprising to the researcher that more students did not report higher confidence. The GET program made strong attempts to be student centered and practical use oriented. Perhaps this relates to the above mentioned student motivation section of the paper that students did not have sufficient time to interact alone outside the classroom in port or with non-Japanese speaking passengers or crew to settle and allow confidence in their language skills to grow.

Adding some weight to the afore mentioned hypothesis was the reported numbers for what part of GET contributed most to participant confidence (Table 7).
Here, the researcher regrets not asking “What part of PB95 contributed most strongly to your confidence?” as opposed to “GET” as this could have shed more light on student confidence building location, however, it is still revealing that the teacher was by far the part of GET that contributed most to confidence.

As life was on board the ship, traditional student/teacher boundaries were a bit blurred. Unless the teacher was in class or in their room, the teacher could be approached almost any time of the day because the public spaces on board the ship were limited, and all people tended to congregate in the same areas. This said, this in many cases (as the researcher observed on PB) contributed to many strong teacher-student bonds, which likely explains this statistic.

Reexamining the confidence gains, or lack there of by the participants in this study, and considering that GET teachers had such a strong impact on confidence building, perhaps students reporting neutrality or disagreement in response to GET affecting confidence gains in the TL due to teacher-student relationship. As in many traditional English as a foreign language (EFL) classrooms that Japanese students of English are used to studying in, without language use outside the classroom, the teacher will be the primary means of communicating in the foreign language. If students did not take advantage of the GET Program outside of class, and with many students report using English with the passengers and crew in Table 6 (though six students did report using English the most at GET events), then it makes sense that students who did not feel a close bond to the teacher, or saw other students with closer bonds, did not feel they had high confidence gains.

Here, two more comparisons are worth mentioning between the data collected in this study and findings in SA research. One is that classmates had less of an impact on learning on PB as is generally common in SA, and second, there could have been potential student readiness impacts on how participants uses the language. Regarding classmates, while fellow language learners who share a common L1 during SA can help students vent if they have encounter a negative cultural situation or have negative interactions with native speakers of the TL (Jin, 2014), with only limited interaction with speakers of the TL, usually confidence will not be gained and lower linguistic gains will result (Isabelli-Garcia, 2006). If participants did not spend much time out of the classroom using their TL and spoke mostly Japanese (as the researcher observed often happened on PB), this could explain why the teacher was a primary booster of confidence and also the numbers regarding confidence gains being what they were. Also, with 58% of participants reporting beginner level language proficiency of English, a question of readiness to use the TL outside the classroom could also affected student anxiety and contributed to fewer gains of overall confidence (Allen and Heron, 2003, Freed, 1995).

<table>
<thead>
<tr>
<th>GET Teacher</th>
<th>18 (75%)</th>
<th>GET Events</th>
<th>1 (4.2%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People met in the GET Program</td>
<td>4 (16.7%)</td>
<td>GET Classes</td>
<td>1 (4.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GET Classmates</td>
<td>0</td>
</tr>
</tbody>
</table>
CONCLUSION

On PB95 students had a “mobile” learning environment where cultures and accents could change on a day-to-day basis as they traveled, and thus exposure to new places and multiple ways of speaking the TL. Yet different from many travelers, GET students had access to a regular classroom and community which is a rather unique situation during travel.

This study introduces points to consider for people looking for intrinsically motivated TL study means while traveling for short lengths of time in foreign settings. As technology advances and students have access to online teaching instruction, a new hybrid variation to traditional SA where students use mobile devices to skype with teachers or advanced online learning tools as opposed to a brick and mortar traditional language classroom is not unforeseeable. Findings in this study show that while there are similarities to SA learning motivation and confidence gains, there is also a variable regarding a lack of time to make functional local connections that affects the depth of study in the TL, and thus impacted participants.

Regarding motivation on PB95, though it seemed participants were motivated to learn their target language and had reasons for joining GET and studying English on PB, there also were gaps between goals and reality. Despite multiple stated reasons for joining GET, 33% of participants reported having no particular goal for learning their TL, and even participants that did report having a goal had a vague one. It is unclear from the survey data (though could be worth investigating in the future) if there is a connection between clear goals or lack there of and actual target language use in an abroad setting, however as reported with the language use question, students did tend to use the target language on the ship more than in port. This is consistent with SA research with students in the early part of their sojourn (Jin, 2014) and likely impacts language study on PB due to the short time in ports and lack of deep bond with locals.

Regarding participant confidence, it seemed that GET did contribute to an overall gain of confidence (although not overwhelmingly) among the survey participants, with teachers being the primary impact within the GET Program for confidence gain. As it is unclear from the survey results (and is another direction for future study) as to whether the classroom or outside the classroom contributed more to confidence, the 75% response of teachers being the primary impact on confidence in the GET program was interesting, and has implications about real TL use during PB and the linguistic readiness of the participants.

This paper uncovers a possible supplementary field of study to SA research in travelers and students doing short-term sojourns in foreign settings, and the impact on confidence, motivation and learning outcomes from short terms stay with language support from an online classroom of local teacher.

BIBLIOGRAPHY


APPENDIX A: THE SURVEY

Peace Boat 95 Language Learning Survey
Hello, my name is Andras Molnar, and I was one of the GET teachers on PB95. I am interested in researching student interest and motivation in learning English/Spanish (and writing an academic paper), and respectfully request your participation in a survey about your experience learning English on board PB95.

This survey is NOT an official survey by GET Universal, but rather a survey to be potentially used in academic research into language learning research. The goal of this survey is to learn more about what motivated you to learn English/Spanish on the Peace Boat, and see how that language learning impacted your travel and personal experience on the Peace Boat. By filling out this form, you agree to be a participant in research that will potentially be published in an academic journal. Your name and identity will remain entirely confidential and will not be mentioned in academic writing.

こんにちは！ビース・ポート95回のGET講師のアンドラス・モルナーです。英語やスペイン語を勉強している方（大人）の言語についての興味やモチベーションを研究し、論文にしたいと考えています。お忙しいと思いますが、このアンケートにお答えいただければとても助かります。このアンケートはGET Universalのものではなく、私個人の研究として、言語の学び方についての論文を書くために、使用させていただきたいと思っています。このアンケートの目的は、なぜビース・ポートで英語やスペイン語を勉強しようと思ったか、その船内の勉強はどれぐらい自分の観光経験やビース・ポートの経験に影響があったことに対して理解することです。この研究にご協力いただける方は、アンケートにお答えください。今のところ未定ですが、研究誌に掲載される可能性もあります。皆様のご協力をどうぞお願いします。

Answers can be in English or Japanese. 日本語でも英語でも答えてもいいです。 * Required

Section 1: Background Information（第一部分：履歴情報）

1. How old are you? （何歳ですか。） * Mark only one oval.
   15 - 24  25 - 34  35 - 44  45 - 54  55 - 64  65 +

2. Did you study English or Spanish on PB95? （ビース・ポートで英語を勉強しましたか。スペイン語を勉強しましたか。） * Mark only one oval.
   English  Español

3. How long have you studied English? （何年間英語を勉強しましたか。） * Mark only one oval.
   less than 3 years（3年間以下）  3 to 5 years（3から5年間）
   6 - 10 years（6から10年間）  more than 11 years（11年以上）
4. Do you study any other languages?  （他の言語も勉強していますか。） * Mark only one oval.
   Yes   No

   4.1 If you study other languages, what language(s) do you study?  （もし勉強しているなら、
   なんの言語ですか。）

5. What do you consider your English level to be?  （自分の英語力はどれくらいですか。）* Mark
   only one oval.
   Beginner（初級） Intermediate（中級） Advanced（上級）

Section 2: Motivation 第二部分：モチベーション

6. Why did you decide to sign-up for GET on the Peace Boat?  (please choose all that apply)  なぜ
   GETを受講しましたか。（全て関係あるものを選んでください） * Check all that apply:
   a. Use English/Spanish in different ports（寄港地で使いたいから）
   b. Be able to talk to family members or friends in English/Spanish（英語が話せる家族や友達と
   話したいから）
   c. You want to use it for work after you return to Japan（日本に帰った後，仕事で使いたいから）
   d. You want to pass a test（テストに合格したいから）
   e. Be able to speak to English/Spanish speaking staff on the ship（船内のスタッフやクルーと使
   したいから）
   f. To make foreign friends on the ship（船内に友達を作りたいから）You have free time on the
   ship（船内時間があるから）
   g. Other:

7. Did you have a particular goal when you started studying on PB95?  （GETを受講前に、目標が
   ありましたか。）* Mark only one oval.
   Yes   No

8. If you had one, what was the goal?  （もし目標があったら、どういう目標でしたか。）

9. OUTSIDE the classroom, where did you use the English/Spanish the most?  (choose 1)
   授業以外，どこで一番多く英語やスペイン語を使いましたか。 * Mark only one oval.
   a. On the ship, with crew（船内，クルーと）
   b. On the ship, with other passengers（船内，乗客と）
   c. During GET projects or events（GETのプロジェクトやイベント）
   d. In ports（寄港地）Other:
The Effect of a Mobile Classroom on Student Motivation and Confidence in Second Language Learning on Peace Boat (John Andras Molnar)

10. **With taking GET, did you feel MORE adequately prepared to speak English/Spanish in situations where you couldn't communicate in Japanese (if you hadn't taken GET)?** (GETを受講中、日本語が使えない場面で（相手が英語やスペイン語しか話さない場合など）、英語やスペイン語が通じたり、コミュニケーションができるようになったと思いますか。もし、GETを受講しなくても、同じようにコミュニケーション取れたと思いますか。)

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

11. **Did you gain more confidence in speaking English/Spanish with GET?** (GETを受講して、英語やスペイン語を話せると感じる自信がついてきましたか。)* Mark only one oval.

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

12. **What part of GET most strongly contributed to you confidence?** GETのなかで、一番自分の英語に影響があったものは何でしたか。Mark only one oval.

   a. GET Event (GETのイベント)
   b. GET teacher (GETの先生)
   c. GET classmates (GETの同じクラスの人)
   d. People met in the GET program (GETのプログラムで出会ったひと)
   e. Other:

   (To save space, the rest of the survey was not printed here as the results were not used in this study.)