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研究課題名(和文) The Development of Foreign Language Motivation in Secondary School: A Longitudinal Investigation

研究課題名(英文) The Development of Foreign Language Motivation in Secondary School: A Longitudinal Investigation

研究代表者

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研究成果の概要(和文)：結果として、中学生の英語に対する動機が内発的から外発的に移動した。どの科目に対しても、生徒が自分の将来の為に勉強しているという意見が強かったが、3年目の終わりにその数値が弱めてきた。この傾向はどの全ての参加した学校でも見られた。他の研究でも同じような結果が以前発揮されたので、予測通りである。長期的なモデルで3つの教科(英語、国語、算数)では長期的に見て、教員からの支援が自己効力感や内発的動機へ影響を及ぼした。国語や数学では、自己効力感と内発的動機が学業成績へ強い影響を及ぼしたが、英語ではどの心理的な要因が成績へ影響及ぼしていなかった。また、英語と国語への動機の比較で、その動機の相関が高かった。

研究成果の学術的意義や社会的意義

These results offer an important indication for teachers in junior high school. When students receive appropriate teacher support, they feel more competent, motivated, and thus learn more. Further, these results indicate that the motivation to learn English and Japanese do not strongly differ.

研究成果の概要(英文)：The results of this study indicate that Japanese junior high school students developed higher external and lower intrinsic motivation. In all three subjects investigated (mathematics, Japanese, and English) students displayed a greater sense of external control at the end of the three years of study. Prior research has indicated this same trend, indicating that these results are generally consistent with previous theory. According to longitudinal variable-centered models, teachers' support improved students' self-efficacy and intrinsic motivation in all three subjects. In mathematics and Japanese, these psychological variables then had a positive impact on students' grades, while no relationship between these variables and achievement were found in English. Further person centered studies indicated that motivation to learn English and Japanese in schools overlapped strongly, indicating that the motivation to learn languages in school may be highly related.

研究分野：教育学

キーワード：motivation secondary school foreign language

様式 C - 19、F - 19 - 1、Z - 19、CK - 19 (共通)

1. 研究開始当初の背景

1) Previous research in Japanese elementary schools has established that the classroom environment may contribute to the development of student motivation (Carreira et al., 2013). Under the current Course of Study, elementary school students' self-determined motives for learning English generally increases slightly over the course of two years (Oga-Baldwin et al., 2017; Oga-Baldwin & Fryer, 2018). Over the course of two years, students showed an increase in positive affect towards learning a foreign language, largely related to the classroom environment. At the same time, students in junior high school often show a trend toward decreasing motivation in junior high school (Nishimura & Sakurai, 2017). This leads to the question of how and why motivation changes over the course of secondary school.

2. 研究の目的

1) This study used the elements discussed above to investigate the development of internally regulated motivation for foreign language through upper and lower secondary schools. This research plan sought to answer the following questions: (1) What are the longitudinal motivational outcomes of foreign language learning in secondary schools? (2) What is the relationship between ability beliefs, motivation, classroom climate, and achievement? (3) What key differences and relationships exist between foreign languages and other subjects? To answer these questions based on empirical evidence in schools, this research conducted surveys of a single cohort secondary school students, looking at English, Japanese, and mathematics.

3. 研究の方法

1) The longitudinal study examined junior and high school students' motivation and achievement in English as a foreign language, contextualized against motivation and achievement for Japanese (National Language) and mathematics. A cohort design was implemented to create a contiguous data set across three years of education.

- Motivation: Scales measuring intrinsic and extrinsic motivational orientations
- Self-efficacy: Students' perceptions of their ability to succeed in schools
- Classroom Climate: Students' perceptions of their classroom environment
- Achievement: Students' term grades will be used as measures of achievement

Using longitudinal structural equation modeling, this study examined the longitudinal effect of student motivation on future motivation for studying English and course achievement.

4. 研究成果

1) One of the first significant findings of this study looked at the influence longitudinal cross-lagged self-efficacy for three school subjects (mathematics, Japanese, and English) on the other subjects. Using longitudinal structural equation modeling, we tested a hypothetical predictive relationship for each subject on the other subjects.

2) Mathematics self-efficacy had no effect on other subjects, nor did other subjects influence it. Likewise, Japanese did not have any effect on English self-efficacy, but self-efficacy for English had a consistent predictive effect on self-efficacy for Japanese. These results are summarized in Figure 1. These results indicate that self-efficacy for learning English, essentially the feeling that students can succeed in English classes at the beginning of the school year, has a positive effect on students' belief in their ability to succeed in Japanese. Results were published in *Frontline Learning Research*.

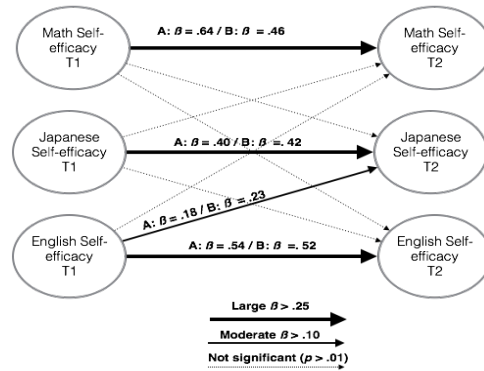


Figure 1. Test of self-efficacy transfer

3) Following up on these findings, we investigated the influence of motivation, supportive teaching, and self-efficacy on students' achievement. We looked at each subject individually to compare the effects of these variables across subjects. In mathematics, teachers had a positive effect on intrinsic motivation and self-efficacy with more supportive teaching, but could influence self-efficacy and indirectly improve grades through external control. In Japanese, support for achievement from teachers came again through good teaching to supporting self-efficacy. No variables had a direct effect on English grades, but teacher support and control had weak effects on self-efficacy. Results indicate that the schools have a stronger effect on achievement in Japanese and mathematics, but do not clearly predict English achievement. Models are displayed in Figures 2 through 4, and were published in *Contemporary Educational Psychology*.

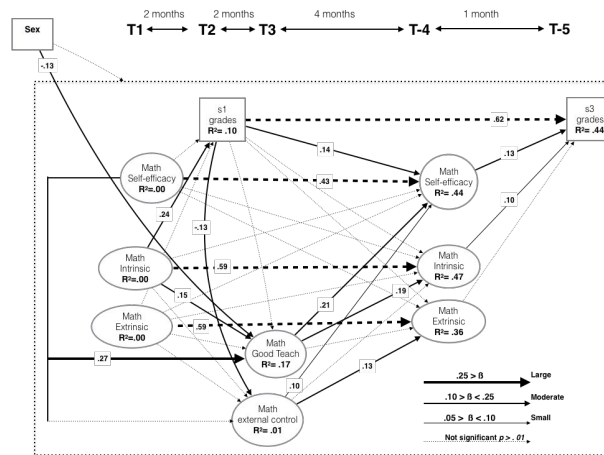


Figure 2. Mathematics cross-lagged model

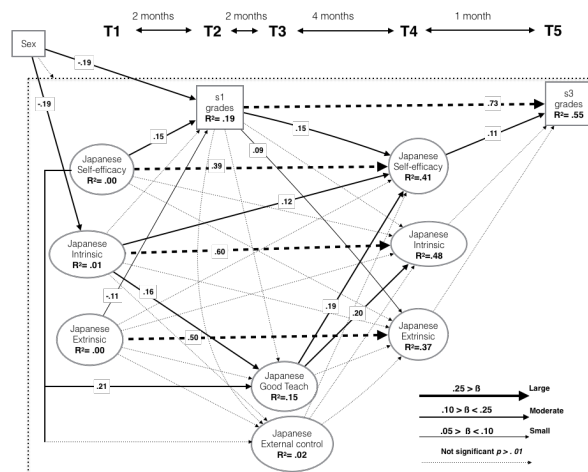


Figure 3. Native language cross-lagged model

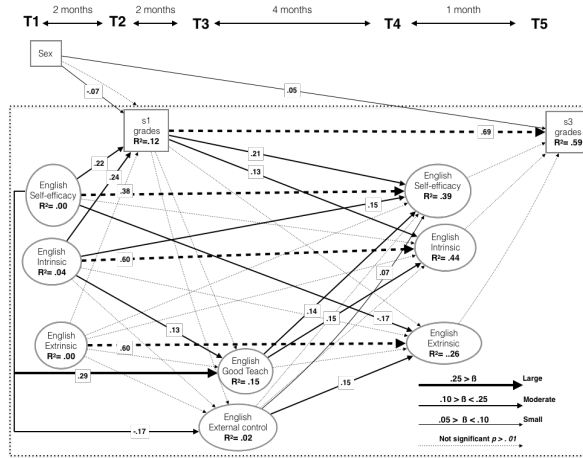


Figure 4. Foreign language (English) cross-lagged model

4) Based on these results, we investigated the latent profiles of the participating students as well, looking at the overlaps between students' motivational profiles for Japanese and English. Given differences in effects on students' grades, we assessed differences in motivational profiles as a potential way to better explain differences in achievement. This investigation found 5 consistent and overlapping profiles in both subjects. These profiles were covaried with self-efficacy and achievement, with the more adaptive profiles consistently related to higher self-efficacy and achievement in both subjects. Students with more intrinsic motivation achieved higher grades and felt more confident in their abilities.

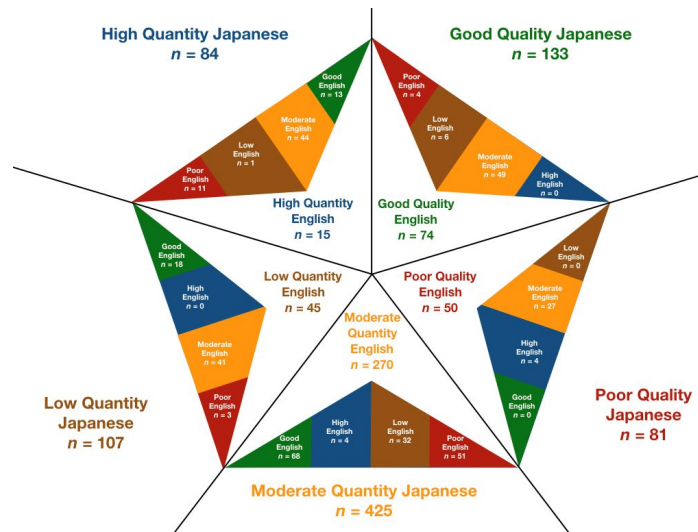


Figure 7. Visualization of subgroup overlap.

5) Roughly 55% of students shared the same motivational profile for both Japanese and English. A visualization of the data overlap is presented in Figure 7. The strongest overlap between the profiles for the two subjects showed 64% of moderate English and 65% of moderate Japanese profile in the same subgroup. Of the students who showed a different profile from one subject to the other, most who changed to a profile with the same high or low intrinsic motivation, or changed to moderate motivation. These results indicate that for most students, the motivation to learn a foreign language in school is similar to the motivation to learn one's own language. These results are currently under review at a top level applied linguistics journal.

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〔産業財産権〕

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ホームページ等

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