

科学研究費助成事業 研究成果報告書

令和 6 年 9 月 25 日現在

機関番号：32429
 研究種目：若手研究
 研究期間：2019～2023
 課題番号：19K13269
 研究課題名(和文) Investigating the effective factors to improve Japanese college students' English proficiency: A perspective from students' affective needs
 研究課題名(英文) Investigating the effective factors to improve Japanese college students' English proficiency: A perspective from students' affective needs
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 交付決定額(研究期間全体)：(直接経費) 2,200,000円

研究成果の概要(和文)：英語の授業で、使用言語選択の項目を外し、英語力を従属変数に、外国語授業不安・外国語授業楽しみ・やる気・自信を独立変数として分析した結果、やる気・自信・楽しみ(弱い関係)が英語力の予測変数として確定された。質的調査として小論文調査を実施した結果、量的調査の結果が裏書きされた。教師は、生徒に成功体験を持たせるような活動を増やすことで、楽しく、やる気を起こさせ、自信をつけさせる授業を提供することが重要であることが分かった。

研究成果の学術的意義や社会的意義

当は、コミュニカティブ英語クラスで、どのような要因(外国語教室不安、外国語教室楽しさ、やる気、自信、言語選択：英語のみ対日本語補助あり)が学生の英語力向上と関係があるのかを調査した。低不安と英語力向上に関係性があるのではと考え日本語補助があった方がいいと予測したが、言語選択に関わらず、やる気、自信、楽しさが成績と有意に関係していた。この結果から、英語力向上のためには、学生は授業を楽しみ、やる気を出し、自信をも持つことが重要であることが分かった。

研究成果の概要(英文)：In addition to foreign language class enjoyment (FLCE) and English proficiency, foreign language class anxiety (FLCA), motivation, confidence and language choice were investigated in English classes. The language choice items were then removed and analysed with English proficiency as the dependent variable and FLCE, FLCA, motivation and confidence as independent variables, and the results showed that motivation, confidence and FLCE (weak relationship) were established as predictors of English proficiency. A qualitative study, an essay survey, was also conducted and correlated with the results of the quantitative study, which proved that there was a significant relationship between English proficiency and FLCE, motivation and confidence. It is therefore important for teachers to provide fun, motivating and confidence-building lessons by increasing activities that allow students to experience success.

研究分野：Educational psychology

キーワード：anxiety enjoyment motivation self-confidence English proficiency language choice

様式 C - 19、F - 19 - 1 (共通)

1 . 研究開始当初の背景

Along with the globalization of society, Japanese English education has gradually shifted from the grammar-translation method to the inclusion of communicative methods. Task-based methods are the mainstream in communicative English classes at universities, and some Japanese universities adopt an English-only rule, which is one of the reasons for students' anxiety (Rivers, 2011). Students' performance will be improved if anxiety is low (MacIntyre & Gardner, 1994b), and the way to lower students' anxiety has been studied for a long time. In recent years, the movement of positive psychology has emerged, insisting that human beings have not only negative feelings but also positive emotions (MacIntyre & Mercer, 2014). It is assumed that learners' performance may be improved if they can enjoy learning. Therefore, research that simultaneously investigates both emotions of anxiety and enjoyment is becoming more mainstream.

2 . 研究の目的

The aim of this study was to synthesize what teachers can do to effectively improve students' communicative English skills, taking into account their emotional needs. The target population is students studying English as a foreign language (EFL) at Japanese universities. The focus of the study is to examine which factors have a positive impact and provide suggestions for teachers. In the field of second/foreign language acquisition (SLA/FLA), the debate about whether to use only students' target language (TL) or the mother tongue (L1) to improve TL skills has long been and remains a source of controversy. Further more, this study will focus on the affective domain, such as students' feelings (Foreign Language Classroom Anxiety (FLCA) & Foreign Language Classroom Enjoyment (FLCE)), in addition to teachers' use of language, and comprehensively examine what factors influence students' English language development. As such a comprehensive study has not yet been conducted in Japan, the significance of this research is considered to be extremely high.

3 . 研究の方法

Ethical Consideration

This study was conducted after approval was obtained from the ethics committee of a university in Japan. Written informed consent was received from all the participants. The participants were informed that their anonymity was guaranteed, and that they were able to ask questions about the questionnaire and to withdraw from the study at any time.

Participants

Freshmen at a Japanese university participated in this study. The participants were racially homogeneous. The course that was investigated was a required English class that focused on the development of the students' communicative skills, writing, and reading. A Japanese teacher taught four classes (each class consisted of 25 to 30 students) in English, and used the data from these classes for the present study. The textbook, the lesson plans, the homework, and the tests were the same in all the classes. The teacher introduced the concept of a student-centered language-learning system, including pair/group work, to the students during the lessons in the first classes. Moreover, a point-addition system was introduced: When the teacher asked the students a question about the content of a textbook, the students were encouraged to raise their hands to reply, and the teacher selected a student to answer. If the answer was correct, the student was awarded a point. Thus, the aim was to encourage the students to participate actively in the lessons by earning points as if they were playing a game. The university's English program adopted an English-only policy that both the teachers and the students were required to follow. Therefore, the students agreed that Japanese should be avoided; however, many of the students could not adhere strictly to this rule.

Setting

Teachers used designated textbooks to teach vocabulary, reading comprehension and essay writing. Prior to class, students were required to read an English article from the textbook, complete vocabulary exercises and reading comprehension questions. During the class, students checked their answers for speaking practice and discussed in groups

why they chose the answers they did. They were also taught how to write essays and practiced their writing. On the last day of the course, students were required to write an in-class essay report and take the TOEIC IP (Test of English for International Communication) one week after the end of the course. The purpose of the essay report was to give students practice in writing an academic essay based on what they had learned; the purpose of the TOEIC IP was to measure each student's English language proficiency.

Questionnaire

The quantitative study focused on students' emotions (FLE/FLCA) and psychological factors (motivation and confidence) to investigate the relationships between factors affecting students' attainment of English language skills. The questionnaire consisted of five items on background information, eight items on FLE, eight items on FLCA, six items on motivation and four items on confidence. The five items of background information were student identification number, gender, age, nationality and language understood (L1-L3).

Data Collection and the Analysis of the Questionnaire

A questionnaire was administered once during the semester. Students were asked about their feelings and experiences from the beginning of the class up to that point (approximately two months) and had approximately 10 minutes to complete the questionnaire. The reason for using a face-to-face survey was to maximize the response rate. Multiple regression analysis was used to predict the factors that could influence the students' TOEIC IP scores (dependent variable) based on the following independent variables: enjoyment, anxiety, motivation and confidence levels. Statistical analysis was conducted using the SPSS statistical package (advanced version 23), with $p < 0.05$ considered significant.

Essay Lessons and the Essay Report

In the same semester, a qualitative study was conducted with the same students in the form of an essay report. In the second half of each lesson, the teacher introduced the topic for writing and provided step-by-step instructions on how to write the essay. Students completed the task at home and then worked in pairs in subsequent lessons, consulting with each other, correcting mistakes and practicing their writing. On the final day, a 30-minute writing task was assigned in class. Students were asked to write their impressions of the student-centered class, including the point-addition system they had experienced, and the teacher stressed the importance of writing logical and persuasive essays.

4 . 研究成果

First of all, in English-speaking classes, the study investigated in terms of FLCA, motivation, self-confidence and choice of language used, in addition to FLCE and English language proficiency. Analysis with English language proficiency as the dependent variable and FLCE, FLCA and in-class language choice (English-only group vs. Japanese-assisted group) as the independent variables showed a significant association between English language proficiency and FLCE, but not FLCA levels, regardless of language choice.

The choice of language use item was removed after this because the boundaries of how much Japanese assistance to include were unclear. Then, the study analyzed with English language proficiency as the dependent variable and FLCE, FLCA, motivation and self-confidence as independent variables. As a result, motivation, self-confidence and FLCE (weak relationships) were identified as predictors of English language proficiency.

An essay survey was conducted as a qualitative study, which was related to the results of the quantitative survey. It was proven that there is a relationship between English proficiency and FLCE, motivation and self-confidence. It is therefore clear that it is important for teachers to provide lessons that are enjoyable, motivate students and build their self-confidence by increasing the number of activities in which they can experience success.

5. 主な発表論文等

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掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 -

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掲載論文のDOI（デジタルオブジェクト識別子） 10.5539/elt.v16n4p62	査読の有無 有
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オープンアクセス オープンアクセスとしている (また、その予定である)	国際共著 -

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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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