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研究課題名(和文) Social Authentication and teacher-student motivational synergy in Japanese English as a Foreign Language Teaching

研究課題名(英文) Social Authentication and teacher-student motivational synergy in Japanese English as a Foreign Language Teaching

研究代表者

PINNER Richard (Pinner, Richard)

上智大学・文学部・准教授

研究者番号：50742920

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研究成果の概要(和文)：この基金のおかげで、教師と生徒の動機づけのシナジーに関する研究を促進するために旅行することができました。2019年以来、22本の論文を発表しました。一部は世界各国の国際学者と共著でした。全ての論文は直接プロジェクトに関係しているわけではありませんが、私の教室での実践的な研究に影響を受けました。この資金により大いに恩恵を受けました。日本、英国、タイでの会議で発表し、認証性と動機づけの研究成果を共有しました。主な発見は、生徒と教師の動機づけには強い関連があるという考えを支持しています。

研究成果の学術的意義や社会的意義

The findings illuminate how learning works best when students are able to personalise their lessons and find meaningful ways of using the target language for interaction. When students are motivated by the teacher's efforts, the teacher is more likely to put more effort back into teaching.

研究成果の概要(英文)：Despite many setbacks with COVID, this fund has enabled me to travel to promote my research into teacher-student motivational synergy. I have published 22 papers since 2019. Some of these were co-authored with international scholars in countries around the world. Whilst not all the papers directly related to the project, all of them were influenced by my ongoing classroom-based practitioner research, greatly enhanced by the funding I am so grateful to have received. I also presented at conferences in Japan, the UK and Thailand. In addition, I participated in numerous online conference where I could share my research findings into authenticity and motivation. The main findings support the notion that there is a strong connection between students' and teacher's motivation - what I call motivational synergy. Synergy is strengthened through forging authentic links with content and classroom context, by allowing students to personalise their own learning from a supportive framework.

研究分野：Language Teaching

キーワード：Authenticity Motivation Language Teaching Language Learning Psychology classroom research

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1 . 研究開始当初の背景

In the realm of education, a profound shift is being observed—from a traditional emphasis solely on cognitive achievements to a more holistic consideration that includes the emotional and authentic engagement of students. This evolution is particularly pertinent in the field of language education, where the dynamics of teacher-student interaction play a crucial role in fostering motivation. My research embarks from a standpoint that recognizes the potential of authenticity in educational settings to significantly influence students' motivational landscapes. Historical approaches to motivation in language learning (L+) have largely concentrated on cognitive and behavioral aspects, often sidelining the critical role of authenticity and emotional connection between teachers and students. However, prior investigations into L+ motivation have hinted at the complex interplay between students' emotional experiences and their sustained interest in learning.

The traditional metrics of motivation have been extensively explored, yet there remains an underexplored domain concerning how genuine interactions and the cultivation of a real-world context within the classroom can amplify motivational synergy. This lacuna in research is where my study plants its roots, inspired by the premise that learning, especially language learning, transcends the mere acquisition of linguistic competencies. It involves the development of a learner's identity, partly shaped by the authenticity of interactions with educators and the learning environment itself.

Previous research has often relegated the concept of authenticity to a secondary role, not fully appreciating its potential to enrich the educational experience and, by extension, student motivation. There is a growing acknowledgment of the limitations inherent in traditional, quantitative research methodologies that may not adequately capture the nuanced interplay between authenticity and motivation. Thus, echoing the call for a more nuanced exploration of language learner psychology, my study draws inspiration from humanistic educational theories and the notion of a 'person-in-context relational view' as proposed by Ushioda (2009). This perspective underscores the importance of understanding learners within the rich tapestry of their social contexts and personal interests, ranging from sports to arts, and how these intersect with their language learning journeys.

In sum, there is an emerging consensus on the need for a more profound understanding of how authenticity in teacher-student interactions and the creation of meaningful, real-world learning contexts can serve as a catalyst for motivational synergy. This research aimed to fill the gap, offering insights into how authenticity can be strategically integrated into educational practices to enhance motivation and, ultimately, learning outcomes.

2 . 研究の目的

This study embarked on an exploration of authenticity and motivational synergy within the EFL classroom, aiming to bridge the conceptual gap between theoretical insights and practical applications in Japanese educational contexts. The research targets the intertwining relationships between teacher-student motivational synergy and the enactment of authentic learning experiences, proposing an innovative approach to language learning that foregrounds the shared goals and values between educators and learners. By examining the dynamic interplay of authentic interactions and motivational alignment, the project sought to uncover:

1. How the process of social authentication influences the motivational dynamics between teachers and students.
2. The impact of authenticity on the motivation of students and teachers, exploring how authentic learning experiences contribute to sustained educational engagement.
3. Strategies and practices that foster an authentic learning environment, enhancing motivational synergy in the classroom.

3 . 研究の方法

Employing a qualitative, practitioner-led research methodology, this study delved into the experiential and discursive dimensions of authenticity and motivation in language education. Sadly, due to the COVID pandemic, the original scope of this study had to be reduced and a focus on autoethnographic reflective-practice became the main methodology. Through a combination of self-classroom observations, analysis of pedagogically generated student reflections and reflective journals, the research attempted to construct a rich narrative of the authentic language learning journey. The project unfolded over several academic years, enabling a longitudinal perspective on the evolution of authentic learning practices and their motivational repercussions. Specific attention will be given to:

- AY2019: Initial literature review and development of observational and reflective methodologies. Pilot studies to refine the research instruments.
- AY2020: Adaptation to online learning environments due to unforeseen challenges, utilizing virtual classroom observations and reflective journals to continue data collection.
- AY2021: Intensive analysis of pilot data to identify pivotal instances of authenticity and motivational synergy, leading to the publication of preliminary findings.
- AY2022: Expansion of the study to include additional data points on emotional literacy and the challenges of maintaining authenticity in constrained communication environments, culminating in several articles and chapters.

4 . 研究成果

The findings from this research promise to make significant contributions to our understanding of the role of authenticity in language education and its potential to foster motivational synergy between teachers and students. Key outcomes include:

1. A nuanced understanding of the relationship between authenticity and motivation in the language classroom, evidenced by real-world examples of successful teacher-student interactions.
2. Development of a framework for integrating authentic learning experiences into the curriculum, aimed at enhancing motivational alignment and educational outcomes.
3. Insights into the challenges and opportunities of fostering authenticity in tertiary educational settings, offering practical guidelines for educators seeking to enrich their teaching practices.
4. Contributions to the theoretical discourse on authenticity and motivation in language learning, bridging the gap between academic research and classroom practice.

Through these outcomes, the research aims to provide actionable insights for educators, curriculum designers, and policymakers, paving the way for more authentic, engaging, and effective language learning experiences.

Despite many setbacks with COVID, this fund has finally enabled me to travel to promote my research into teacher-student motivational synergy. I have published 22 papers in total since 2019. Some of these were co-authored with international scholars in countries around the world. Whilst not all the papers directly related to the project, all of them were influenced by my ongoing classroom-based practitioner research which was greatly enhanced by the funding I

am so grateful to have received. I also presented at conferences in Japan, the UK and Thailand. Some of the findings of the research itself are still ongoing, though I have been able to further establish the strong connection between teacher and student motivation through my empirical observations. I have also been able to expand further on the concept of authenticity in language learning and teaching.

5. 主な発表論文等

〔雑誌論文〕 計5件（うち査読付論文 5件/うち国際共著 3件/うちオープンアクセス 2件）

1. 著者名 Sampson Richard J., Ushioda Ema, Pinner Richard S., Consoli Sal	4. 巻 online first
2. 論文標題 The ethics and practice of L+ classroom research	5. 発行年 2022年
3. 雑誌名 Language Teaching	6. 最初と最後の頁 1~4
掲載論文のDOI（デジタルオブジェクト識別子） 10.1017/S0261444822000106	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 該当する
1. 著者名 Pinner, R. S.	4. 巻 58(1)
2. 論文標題 Energy Return on Investment and Emergency Remote Teaching.	5. 発行年 2022年
3. 雑誌名 English Literature and Language	6. 最初と最後の頁 1-11
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 -
1. 著者名 Pinner Richard S., Sampson Richard J.	4. 巻 55
2. 論文標題 Humanizing TESOL Research Through the Lens of Complexity Thinking	5. 発行年 2021年
3. 雑誌名 TESOL Quarterly	6. 最初と最後の頁 633~642
掲載論文のDOI（デジタルオブジェクト識別子） 10.1002/tesq.604	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する
1. 著者名 Banegas Dario Luis, Pinner Richard S., Larrondo Ignacio Daniel	4. 巻 -
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1. 著者名 Pinner Richard S., Sampson Richard J.	4. 巻 -
2. 論文標題 Humanizing TESOL Research Through the Lens of Complexity Thinking	5. 発行年 2020年
3. 雑誌名 TESOL Quarterly	6. 最初と最後の頁 -
掲載論文のDOI (デジタルオブジェクト識別子) 10.1002/tesq.604	査読の有無 有
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〔学会発表〕 計14件 (うち招待講演 8件 / うち国際学会 8件)

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2. 発表標題 Teaching as Research: A Case in Practice
3. 学会等名 The Ethics and Practice of L+ Classroom Research. Rikkyo University Centre for Foreign Language Education and Research Symposium (招待講演)
4. 発表年 2022年

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2. 発表標題 Waves of authenticity: Energy Return on Investment in Language Teaching
3. 学会等名 Psychology of Language Learning Conference (PLL4), University of British Columbia (国際学会)
4. 発表年 2022年

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2. 発表標題 Authenticity and Teacher-student motivational synergy
3. 学会等名 IATEFL (International Association of Teachers of English as a Foreign Language) (国際学会)
4. 発表年 2021年

1. 発表者名 Sampson, R. J and Pinner, R.S.
2. 発表標題 Complexity Perspectives in Psychology for Language Learning
3. 学会等名 IAPLL Roundtable (招待講演) (国際学会)
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1. 発表者名 Pinner, R.S, Sampson, R.J and Ushioda, E.
2. 発表標題 The Complexity Lens
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4. 発表年 2021年

1. 発表者名 Pinner, R, S
2. 発表標題 Authenticity, motivational synergy and pursuing an academic career
3. 学会等名 University of Warwick (online) CAL Seminar (招待講演) (国際学会)
4. 発表年 2020年

1. 発表者名 Pinner, R.S.
2. 発表標題 Authenticity and Metacognition in L2 Learning
3. 学会等名 Virtual laboratory: Cognitive Approaches to L2 Instruction (video lecture) (招待講演) (国際学会)
4. 発表年 2020年

1. 発表者名 Richard. J Sampson and Pinner, R.S
2. 発表標題 Complexity for Psychology
3. 学会等名 IAPLL Roundtable Event (招待講演) (国際学会)
4. 発表年 2020年

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2. 発表標題 Humanising Language Research through the Complexity Lens
3. 学会等名 Uniliterate Online Webinar Series
4. 発表年 2020年

1. 発表者名 Consoli, S., Pinner, R.S., Aliaga-Salas, L., Villacas de Castro, L.
2. 発表標題 What Can Applied Linguistics Learn from Practitioner Research?
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2. 発表標題 Authenticity and Teacher-student motivational synergy
3. 学会等名 ALT 45th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition (招待講演)
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1. 著者名 Will, L., & Pinner, R. S.	4. 発行年 2023年
2. 出版社 Multilingual Matters	5. 総ページ数 16
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1. 著者名 Sampson, R. J., & Pinner R.S.	4. 発行年 2021年
2. 出版社 Multilingual Matters.	5. 総ページ数 299
3. 書名 Complexity Perspectives on Researching Language Learner and Teacher Psychology	

1. 著者名 Pinner, R. S., & Sampson, R. J.	4. 発行年 2021年
2. 出版社 Multilingual Matters.	5. 総ページ数 14
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1. 著者名 Pinner, R. S	4. 発行年 2021年
2. 出版社 Multilingual Matters.	5. 総ページ数 33
3. 書名 The Complexity Lens: Autoethnography and practitioner research to examine classroom dynamics	

1. 著者名 Sampson, R. J., & Pinner, R. S	4. 発行年 2020年
2. 出版社 Multilingual Matters.	5. 総ページ数 -
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1. 著者名 Fogal, G., & Pinner, R. S.	4. 発行年 2019年
2. 出版社 Cambridge University Press	5. 総ページ数 29
3. 書名 Exploring literary texts as a tool for developing L2 oral proficiency	

1. 著者名 Pinner, R. S., & Ushioda, E.	4. 発行年 2019年
2. 出版社 Personalisation and Professionalism: managing the relationship between teachers and learners as people.	5. 総ページ数 35
3. 書名 Multilingual Matters	

1. 著者名 Pinner, R. S.	4. 発行年 2019年
2. 出版社 Teaching Practitioner Research to pre-service teachers in Japan	5. 総ページ数 -
3. 書名 Palgrave Macmillan	

〔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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