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研究課題名(和文) Examining teacher presence as a facilitator of autonomous English learning by Japanese university students outside of class

研究課題名(英文) Examining teacher presence as a facilitator of autonomous English learning by Japanese university students outside of class

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研究成果の概要(和文)：研究の目的は、日本人の英語学習者によるクラス外学習を強化するために教師のプレゼンスを使用する方法を特定することです。この研究は、オンライン社会的相互作用における特定の社会的および認知的戦略を具体的に特定するために、Tran(2016)が以前に採用した方法に基づいています。結果は、社会的および認知的性質の相互作用タイプを定義しました。オンラインインタラクションで教師に特定のインタラクション戦略を提供し、学習者の関与とクラス外での英語学習に対する態度の特定の戦略のリストを提案しました。

研究成果の学術的意義や社会的意義

Peer reviewed international conference (Single): Tran, P. (2019). "The role of teacher presence through social interaction to enhance mobile assisted language learning task engagement." The XXth International CALL Research Conference 2019: Social CALL, Hong Kong.

研究成果の概要(英文)：The research purpose is to identify the ways in which teacher presence can be used to enhance out-of-class learning by Japanese learners of English. Research to date has been able to identify the existence of different types of teacher presence (Lee, 2014), but there is a need to then link this to teaching practice in order to encourage learners to engage in learning activities outside the classroom. The research is based on the methods that were previously adopted by Tran (2016) in order to specifically identify specific social and cognitive strategies to be employed by the teacher in online social interaction. The results are discussed in terms of defining interaction types of a social and cognitive nature; providing specific interaction strategies for teachers in online interaction and suggesting a list of specific strategies that the research project has identified as enhancing learner engagement and attitudes towards learning English outside of class through social interaction.

研究分野：応用言語学

キーワード：Task engagement Social interaction Teacher presence

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1. 研究開始当初の背景:

Despite the potential benefits of consistently engaging in learning activities (e.g., Nakata, 2008), encouraging learners to carry out learning activities outside of formal class time is an ongoing challenge for language teachers. It has been argued that the social aspect of technologies can be used as a motivational support for learning (Ushioda, 2011), and access to technologies such as mobile phones has become commonplace. There is evidence that social interaction outside of class appears to provide many of the conditions necessary for supporting learning (Lomicka & Lord, 2016), such as establishing of a support network from the teacher and peers. Previous work from the researcher has also shown this potential (Tran, 2016), but there is a need to reconsider the ways in which social interaction tools can be used, ideally to promote social and cognitive aspects of teacher presence (see Lee, 2014), and whether this can link to enhanced task activity outside of the classroom. The research objectives of the current study are to examine how social networking is used by teachers and learners as a support for supplementary out-of-class vocabulary learning through vocabulary and listening activities. It is expected that the study can identify how the teacher can capitalize upon social media as a way of facilitating learning outside of class, and to devise appropriate teaching methodologies which can directly impact on language teaching practice.

2. 研究の目的: Purpose of research

The purpose of the research project is to identify the ways in which teacher presence can be used to enhance out-of-class learning by Japanese learners of English. Research to date has been able to identify the existence of different types of teacher presence (Lee, 2014), but there is a need to then link this to teaching practice in order to encourage learners to engage in learning activities outside the classroom. This is a significant advance beyond previous research which was only able to determine that social and cognitive aspects are present in interactions that occur through social interaction between the teacher and language learners, but this does not provide much insight into how this knowledge can be applied to classroom practice. In other words, although there have been studies that have concluded that the role of the teacher is important in facilitating out-of-class learning, there has been no published research thus far that explores how teacher presence through online social interaction can contribute to this. The project seeks to explore the potential techniques that teachers may be able to try through online social interaction with students, to determine (1) How do learners perceive social and cognitive presence of the teacher through the interaction, and (2) What impact does this presence have on out-of-class task engagement and ultimate learning goals.

3. 研究の方法: Method of study

In Phase 1 of the study, the teacher provided support for the learners of both a social and cognitive nature through LINE to assist the learners in engaging in English vocabulary and listening activities outside of class. Data are collected through discourse analysis of the LINE interaction logs to track what type of interactions are carried out by the teacher (i.e., social encouragement or cognitive strategy provision) which are accompanied by links to the class Moodle for certain activities. The Moodle logs enabled the teacher to track whether the interaction by the teacher was directly linked to engagement in activities, and to see if this trend continues across the 14-week research period. In addition, weekly quizzes are conducted across the research period to compare engagement with outcomes from the quizzes to explore any potential correlation. On conclusion of the project, learners are administered a post-treatment questionnaire to see if they noticed the different types of interaction and their attitudes towards them. Interviews are conducted with learners that were identified as lower, mid, and higher engagers in the online activities to further explore their survey responses.

In Phase 2 of the study, the teacher provided targeted social and cognitive interactions to learners through LINE. These are conducted differently through the three groups (it will be different groups of students from Phase 1 but in the same courses), with the first group receiving only social interaction, the second only cognitive interaction, and the third a combination of both social and cognitive interaction. Data collection methods are mostly conducted in the same way as Phase 1, but the questionnaire and interviews conducted at the end of this phase will explore whether the type of interactions had an impact on not only their engagement in the activities, but also in their attitudes towards the materials, towards learning English, and towards the teacher. The results are analysed to determine whether there are differences in interaction type on how learners use and view the learning environment and attitudes towards learning English outside of class through social interaction.

The procedure of how each data category is analyzed as following.

Surveys: The numerical data of the questionnaires are inputted into Excel into designed scales. The open questions of the questionnaires are checked for consistent themes that may help to identify the trends.

LINE logs: All the messages in LINE groups and LINE individuals are examined for the quantity and nature of the discussions of both the teacher and the participants in the individual and group chats.

Interviews: Students' views in the interviews on some technical problems of Quizlet and the listening website are analyzed. Moreover, learners' views about teacher presence in support of task engagement outside of class are investigated and other relevant comments or trends will be also examined.

Observations: In-class observations are investigated to see if students asked about LINE,

Quizlet, the listening activities or any class or non-class related matters.

Quiz data: all the Quiz scores are input into excel file and calculate Mean and Standard Deviation.

4. 研究成果:

(1) In terms of the role of teacher presence, based on the theory of Community of Inquiry (Garrison, Anderson and Archer, 2000), teacher presence in this current study had all three elements including social presence, cognitive presence and teaching presence. From the findings, the first element is teacher's social presence having the same categories as the theory suggested consisting of open communication, group cohesion and affective expression. The teacher plays a role of starting the conversation, making balance for the interaction and giving encouragement to the whole class. Similarly, the second element is teacher's cognitive presence with the same characteristics as in CoI mentioned including triggering event, exploration, integration and resolution. The teacher encouraged students in raising the questions, exploring their weakness and strength and trying to figure out the solution for students' learning. The last element is teacher's teaching presence including design and organization, facilitating discourse and direct instruction., however, we added one more characteristic to the original theory, that is reminder. The teacher showed her experiences and skills in guiding students how to do the tasks in general; giving feedbacks and corrections as well as advice. The teacher also showed her humble side as a reminder, simply in promoting task engagements among learners.

(2) With regard to the role of online social interaction, as mentioned in Tran (2018), there are three main roles of social interaction. The first role is as "a social community discussion tool" where learners can have friendly conversation and discussion with the instructor and group members. It is called a "social tool" because of its features which allow unconstrained dialogues among interlocutors. Considering the low proficiency level of English of participants in this study, this free and easy interaction may be served as a motivating medium for them to use English in a non-threatening environment. Also, they can feel a sense of belonging to a group that they can share their learning with. The second role is as "teacher-to-student reporting tool." The teacher can use this social interaction as a tool to share her expertise, for example, sending extra-materials, giving instructions and guidance, sending reminders and announcements, providing feedbacks and advice and so on. As mentioned in the previous part, this may raise some arguments as creating this online social interaction tool outside of class means the teacher has to dedicate her time for her students beside the formal class time as well. This could be a burden because of time consuming, however, the good side of this setting is that this would serve as some fundamental steps for students to "build their habits of learning outside of classroom which may ultimately lead to autonomous learning behaviour." The third role is as a "student-to-teacher reporting tool." The students use this online platform to communicate with the teacher, report what they have done outside of class or seek for advice in a friendly way.

(3) As regards impacts on task engagement, Hong (2008) claimed there is a closely relationship between teachers' language use and students' engagement levels in the classrooms. In this current study, the teacher's language use is present even outside of classroom through the online social interaction tool, leading to nearly three times of students' engagement in the designed tasks as well. Moreover, Van den Branden (2016) emphasized the teacher plays a major role in motivating students through well-designed tasks that are both challenging and closely matched to their needs. In this sense, the teacher in this study organized the listening tasks and vocabulary tasks for students in Listening classes. The teacher also acknowledged the need to involve students through tasks that are strongly suitable and achievable with her support outside of the formal class setting.

5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 1件/うち国際共著 1件/うちオープンアクセス 1件）

1. 著者名 TRAN, Phuong	4. 巻 1
2. 論文標題 Enhancing Online Language Learning Task Engagement through Social Interaction	5. 発行年 2018年
3. 雑誌名 Australian Journal of Applied Linguistics	6. 最初と最後の頁 88-101
掲載論文のDOI（デジタルオブジェクト識別子） https://doi.org/10.29140/ajal.v1n2.78	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

〔学会発表〕 計1件（うち招待講演 0件/うち国際学会 1件）

1. 発表者名 Tran Phuong
2. 発表標題 The role of teacher presence through social interaction to enhance mobile assisted language learning task engagement
3. 学会等名 The XXth International CALL Research Conference 2019: Social CALL, Hong Kong（国際学会）
4. 発表年 2019年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

Book (Single): Tran, P. (2020, in press). "Research Questions in Language Education: A Reference Guide for Teachers". In H. Mohebbi & C. Coombe (Eds.), Research questions in language education and applied linguistics. Switzerland: Springer. (SCOPUS)

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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