

小学校教員志望者の英語力と動機づけの関係

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キーワード

L2 proficiency, L2 motivation, four skills, English education, elementary education

プロジェクトの内容（目的・方法・結果と意義）

Purpose

To investigate the relationships among the attendance rates, motivation toward English learning, and English proficiency and improvement in a voluntary, extracurricular English program.

Method

The English Learning Institute (ELI) recruited 284 students in early April 2016. In late April, students took a placement test to determine their class levels as well as which of the six levels of the progress test they should take. In early May, students took the pre-test for the progress test. During the first week of classes they filled out an English learning motivation survey. After the first semester of classes, students filled out the same questionnaire for a second time. After the second semester, students filled out the same questionnaire for a third time. Students took the post-test for the progress test at the end of January 2017.

Results

The initial levels of most of the students were found to be at the rough equivalent of CEFR A2 or high A1. Proficiency levels of the four skills of reading, writing, listening and speaking were practically the same at both the beginning and end of the course. A minority of students showed measurable progress between the pre- and post-test. Overall attendance rates for these extracurricular classes were low. No correlation was found between initial proficiency and overall attendance rates for the whole year. Nor was any correlation found between improvement in scores and attendance rates.

成果の応用可能性（私たちの活動の成果は、このような分野にこのように貢献することができます。）

Universities of education must address the need for elementary school teachers who are proficient enough in English to actually teach it. Naturally, different approaches will be taken. This study investigated the implications and efficacy of one approach to this need.

In light of the results of this investigation, any university of education that intends to increase the English proficiency of future elementary school teachers would do well to keep the following points in mind: (1) An integrated, four-skills approach to English instruction is advisable, partly because, contrary to popular belief, it is not true that Japanese students of English are much stronger at reading and writing than at listening and speaking. (2) Only the most motivated of students will consistently take part in an extracurricular English program; this may or may not be acceptable depending on the goals of the program. (3) Both lower level and higher level students show the capacity to be motivated to study English; lower level students should not be given up on, nor should higher level students be taken for granted. (4) Even motivated students with high attendance rates in a voluntary program may not show measureable improvement, particularly if time on task is insufficient; it takes much more than extra classes to effect improvement in English abilities.

このプロジェクトの形成に寄与した制度等

Research Fund at the Discretion of the President,
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プロジェクト構成員（所属・職名・氏名・役割分担）

Nobuyoshi Miyasako, Professor, English department:
provided motivation surveys

Satoko Yokoo, Specially Appointed Associate Professor,
English Learning Institute: assisted in distributing and
collecting surveys