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発表内容の概要	<p>(日本語)</p> <p>2014-2017年の4年間にわたって調べた20名の英語の教育実習生の研究授業での発話データの分析の結果を発表した。COLT Part Bの分析枠を用いて、教師の発話の長さやターンの回数と、生徒のターンの回数や、発話の長さ、英語の使用についての相関を調査した結果、教育実習生の英語の使用率は平均43.5%で、これらが生徒の英語の発話との相関係数は0.36と英語使用率の高さが必ずしも生徒の英語使用を誘発しないという気とが判明した。しかし、生徒の短い英語の発話(ultra-minimal & minimal)ターンでは相関係数0.95を記録し、教育実習生の発話量が多くても少なくても一定の率で英語の発話が促されるということが判明した。</p> <p>(英語) The present study aims to examine junior high school students' L2 amount during classes where preservice teachers taught English as a foreign language in Japan. Twenty preservice teachers' contributed their teaching demonstration classroom recording to the accumulation of the data over four years. We collected 3,689 teacher L2 (English) turns 1,618 student L2 turns. The descriptive summary showed that the mean teacher mean turns was 184.45 (SD = 124.51) and that of the students was 80.9 (SD = 56.31). The correlation coefficient turned out to be 0.36, indicating there existed a weak correlation between the preservice teacher L2 use and their students' L2 turns. The amount of the preservice teacher L2 did not generally seem to trigger their student L2 turns. However, when examining the students L2 amount based on the sustained turn measurement; ultra-minimal (one or two words) using the Chi-square test, minimal, or sustained that Spada and Fröhlich (1995) developed in their communicative orientation of language teaching observation scheme (COLT) Part B, the student minimal L2 turn quantity significantly exceeded that of the ultra-minimal turns ($p=0.0000$). Also, the more L2 turns the students exhibited, the more minimal L2 turns were observed (the correlation coefficient =0.95). The results suggested that the preservice teachers' L2 use does not necessarily affect the amount of their students' L2 production, rather the quality of the preservice teachers' speech.</p>

発表に使用したポスター (A0サイズ) の写し

Preservice Non-native English Language Teacher L2 and the Student L2 Response Quantity in Japanese Middle Schools

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Purpose: To investigate relationship between preservice non-native English language teacher L2 and their students' L2 responses

1. Background

Communicative language teaching gaining momentum in 1960s (Spada & Fröhlich 1995)

Introduction of "Oral Communication" subjects by the Japanese Course of Study in 1989.

Japanese English Education Reform Plan in 2013.

Teaching English through English in middle schools will be the norm in 2020. (MEXT, 2017)

Teacher empowerment necessary (MEXT, 2014)

Issues in focus:
Yes to be attained proficiency goals of the non-native English teachers (MEXT, 2016)

English training programs for elementary school homeroom teachers

2. The Study

Research Questions (RQ)

- ◆ RQ 1: Do preservice teachers' L2 utterances correlate with the students' L2 production?
- ◆ RQ 2: How productive are the students' L2 turns interacted by preservice teachers?

Participants

Table 1: Participant Profile

Data collection year	N (male, female)	Participants assigned to three grades in the middle schools (N=200)		
		Y7	Y8	Y9
2004	4 (1, 3)	2	1	1
2005	6 (2, 4)	3	3	0
2006	3 (1, 4)	2	3	0
2007	5 (3, 2)	1	4	0
Total	20 (7, 13)	8	11	1

3. Procedure

1. Video-recorded the participants' teaching demonstration in the teaching practicum.
2. Transcribe the preservice teachers' verbal interactions with the students turn by turn.
3. Code the interactions with COLT Part B.
4. Quantify the target language use ratios.

4. Results

Table 3: Summary of the Turn Count and L2 Turn Ratio of Preservice Teachers and Students

Preservice teachers		Students										
Year	Sex	L2	L2 Ratio (%)	Target	L1	L2	U-turn	Wb	Yes	No	L2 Ratio (%)	
2004	2	F	186	42.2	4	30	12	2	9	2	0	30.2
2005	2	F	280	61.6	4	109	65	1	23	0	0	72.0
2006	3	F	129	28.4	4	36	47	36	12	0	0	40.0
2007	5	F	120	26.7	1	26	127	70	22	0	0	15.0
2004	4	M	148	32.2	1	27	38	29	19	0	0	45.0
2005	4	M	373	82.8	1	142	42	300	0	0	0	70.0
2006	4	F	421	93.3	4	70	12	22	0	0	0	42.0
2007	5	F	180	39.5	0	11	40	39	22	0	0	47.0
2004	8	F	401	87.7	0	13	41	14	27	0	0	46.5
2005	6	F	78	17.1	1	20	105	47	107	0	0	16.0
2006	11	F	208	45.6	0	22	231	42	189	0	0	44.2
2007	14	F	450	98.2	1	136	153	47	149	0	0	66.2
2004	14	F	359	78.1	1	19	118	43	11	0	0	104.0
2005	14	F	246	53.7	0	22	178	24	11	0	0	77.0
2006	14	M	463	101.2	0	24	195	149	0	0	0	206.0
2007	14	F	377	82.8	0	17	134	58	0	0	0	48.0
2004	17	F	113	24.6	1	27	88	18	11	0	0	78.0
2005	14	M	271	59.0	0	177	22	0	0	0	0	12.0
2006	14	M	348	76.4	0	29	46	30	10	1	1	104.0
2007	14	F	30	6.5	0	129	26	31	17	1	1	22.0
Total	140	F	418	91.3	11	403	181	463	108	23	118	64.3
Total	140	M	344	75.4	1	234	69	184	0	14	22	62.5
Total	280	Total	762	83.4	12	637	250	647	112	37	140	73.4

5. Analyses

Figure 1: COLT Part B Coding Features

Figure 2: Scatter plot of the preservice teachers' and the students' L2 turn ratio

Figure 3: Students' L2 turn count and their ultra-minimal L2 turn count

Figure 4: Students' L2 turn count and their minimal L2 turn count

6. Conclusion

- ◆ Answer to RQ1: The amount of the preservice teacher L2 turns did not generally seem to trigger their student L2 turns.
- ◆ Answer to RQ2: The proportions of the students' L2 turns were consistent regardless of the preservice English teachers, i.e., not affected by the preservice teachers' L2 turn quantity.

Pedagogical Implications

- ◆ 1. Preservice teachers should increase the L2 interactions with the students the preservice teacher L2 use ratios, 10.4% to 94.4%.
- ◆ 2. Preservice teachers should be more aware of eliciting the student L2 responses that could form relatively more extended turns.

◆ Limitations and Further Study Proposals: to utilize more coding features; to quantify spoken words in addition to turns.

成果の今後の活用等

研究授業における英語使用率は現職の英語教員よりも低いことが確認された。しかし、英語のターン数の多少にかかわらず、生徒の反応は様であることから、それぞれの技能に応じて、生徒の目標言語(英語)の使用率を高める教師の働きかけを研究する必要がある。教育実習は必ずしも実習生が授業をコントロールできない側面もあるが、今後(2020年より)、中学でも原則英語による授業が必須となるので使用率を高めることにより、生徒の英語によるコミュニケーション的な授業の促進のために本研究成果を活かしていきたい。

その他参考となる事項

- Abstractは以下からdownload可能(39頁):
https://drive.google.com/drive/folders/1g1p11F2RpB_q9MErjoMQ3zUJW0KfK2aN?ogsrc=32
- Proceedingsは以下からdownload可能 (84-95頁):
<https://drive.google.com/file/d/1wHXohLXiku8yp61egWEY5LSIgFRtIOO/view> ISBN: 978-983-9411-06-5
- 発表証明書は別途pdfにて添付