２．研究の詳細

プロジェクト名	小学校教員志望者の英語力と動機づけの関係		
プロジェクト期間	平成 28 年 4 月～平成 29 年 3 月		
申請代表者 (所属講座等)	Kenneth Brown (英語習得院)	共同研究者 (所属講座等)	宮迫靖静（英語教育講座） 横尾聡子（英語習得院）

1. Purpose of the study (研究の目的)

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

2. Content of the research (研究の内容)

　　The English Learning Institute (ELI), or 英語習得院 in Japanese, was established to help students to develop their English proficiency so that they will be better able to teach it when they are elementary-school teachers. The defining characteristics of the program are as follows: (1) The classes are voluntary. Students receive no credits for the classes. (2) Students are put in classes of one of three levels that correspond with CEFR levels—A1, A2, and B1—based on their results on a placement test. (3) Students take three tests over the course of two years in order to track progress or lack thereof. (4) Hour-long classes are held twice a week for 10 weeks in first semester and another 10 weeks in second semester. Therefore, total class time in the year is 40 hours. (5) Classes focus on listening and speaking skills.

3. Method of research and procedure (研究の方法・進め方)

　　Students for the English Learning Institute's classes were recruited in early April 2016, with special focus on first-year students majoring in elementary-education (N = 284).

　　In mid April, the students took Pearson company's Versant English Placement Test (VEPT) to determine their class levels and which of the six levels of the Progress test that they should take (n = 262). The VEPT is administered on the computer over the internet. Scores range from 20 to 80 points. The test provides an overall score as well as sub-scores for the four skills of reading, writing, listening and speaking. Scores are aligned with CEFR equivalents.

　　In early May, students took the first of three of Pearson's Progress Test (n = 248). Like the VEPT, this is administered on the computer. The test employs Pearson's Global Scale of English (GSE), with scores ranging from 10 to 90 points. Test takers receive an overall score along with scores for the four skills as well as for vocabulary and grammar. As with the VEPT, scores are aligned with CEFR equivalents.

　　During the first week of classes students filled out an English-learning motivation survey. The survey employed a six-point Likert scale and consisted of 67 items. In the last week of the first semester, students filled out the same questionnaire. The students filled out the same questionnaire a third time at the end of the second semester. Finally, students took the second Progress Test. The data related to pre- and post-test scores on the Progress test, the motivation surveys, and class attendance were analyzed.

4. Implementation structure (実施体制)

　　This project was carried out on campus with Professor Nobuyoshi Miyasako, who provided the motivation questionnaires, as well as Specially Appointed Associate Professor Satoko Yokoo, who assisted in distributing and

collecting the questionnaires. Also assisting was Mizue Iwanaga, who managed and provided attendance records, as well as the part-time teachers, who assisted in distributing and collecting the questionnaires: Eric Miller, Kevin Weir, Kyoko Eto, Mako Tominaga, Ikuko Hidaka and Shoko Iwaguma (in order of number of students distributed to).

5. Research results achieved in FY2016 (平成28年度実施による研究成果)

Pearson's Versant English Placement Test (VEPT) was administered in mid April of 2016 (n = 261). The distribution of the scores can be seen in Figure 1. The mean scores for overall, reading, writing, listening and speaking were 35.75, 37.95, 35.09, 36.67 and 33.40 respectively. A comparison of the mean scores can be seen in Figure 2. All mean scores fall within a range that is roughly equivalent to CEFR A2 level. The mean scores for the receptive skills of reading and listening are slightly higher than the mean scores for the productive skills of writing and speaking. Because the Standard Error of Measurement (SEM) for the VEPT is 2.7, we might assume that these differences are small but significant since they are differences of more than 2.7 points.
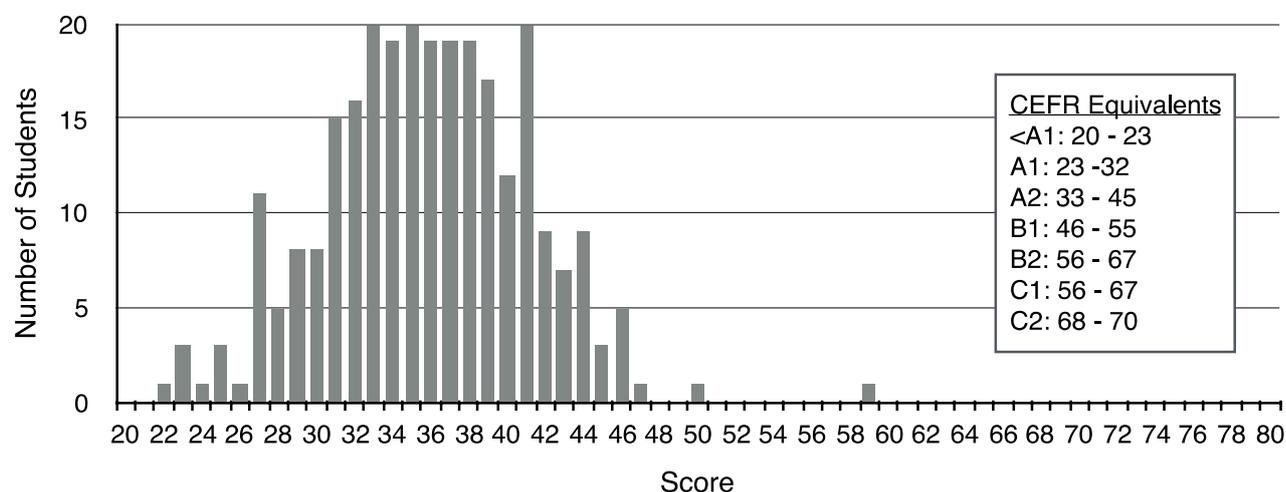
CEFR Equivalents
<A1: 20 - 23
A1: 23 -32
A2: 33 - 45
B1: 46 - 55
B2: 56 - 67
C1: 56 - 67
C2: 68 - 70

Figure 1. Results of the Versant English Placement Test (VEPT) distribution
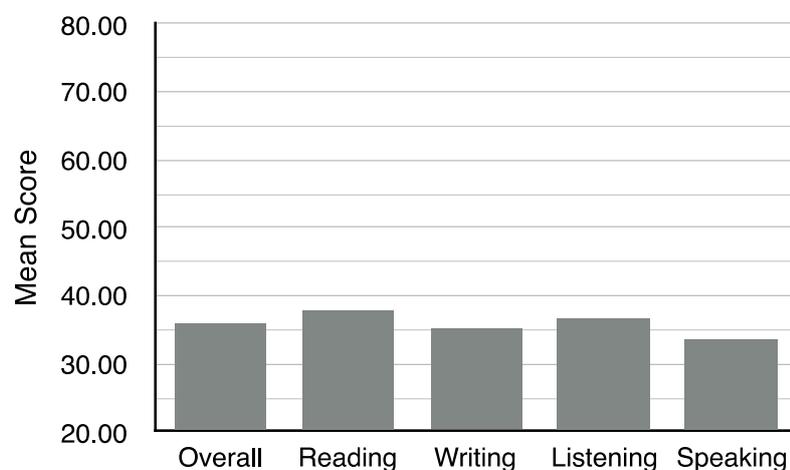
Figure 2. Mean scores of the Versant English Placement Test (VEPT)

The first of three Pearson's Progress tests was administered as a pre-test in late April (n = 248). The distribution of the

scores can be seen in Figure 3. The mean scores for overall, reading, writing, listening, speaking, vocabulary and grammar were 30.42, 26.57, 27.99, 30.31, 30.33, 27.39 and 29.76 respectively. A comparison of the mean scores can be seen in Figure 4. Mean scores fall within a range that is roughly equivalent to high A1 or low A2 CEFR levels.
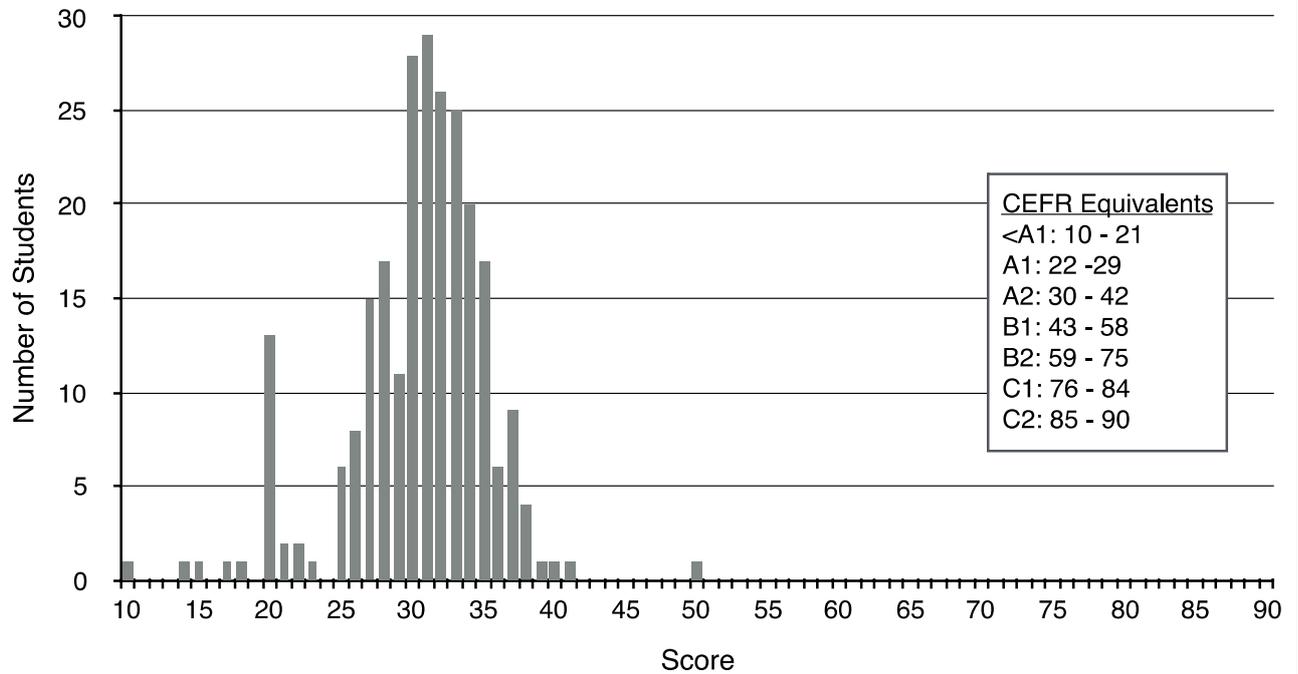

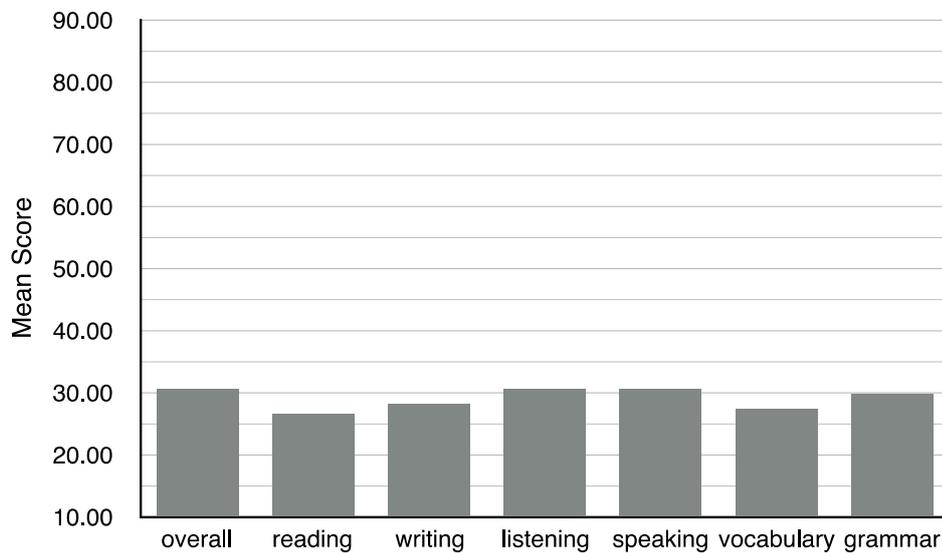**Figure 3.** Results of the first Progress test.

Figure 4. Mean scores of the Progress pre-test

The mean scores for listening and speaking on the Progress pre-test are slightly higher than for reading and writing. Because the Standard Error of Measurement (SEM) for the VEPT is 2.32, we might assume that these differences are small but significant. However, they seem to contradict the results of the VEPT. This may just reflect the fact that they are different tests, or it may also be a result of students having become more used to the nature of a computer-

administered speaking and listening test, something that is no doubt new to the vast majority of them. Regardless, the mean scores for each of the four skills were practically the same on both the VEPT and Progress pre-test.

The Progress post-test was administered to 48 students in late January of 2017. Mean scores of both pre- and post-tests can be seen in Table 1. As the SEM is 2.32, the differences between pre- and post-test scores cannot be considered to show measurable improvement. Interestingly, even though the classes were primarily focused on listening and speaking skills, the differences between pre- and post-test scores for those skills were not significantly higher than for other skills.

Table 1. Mean scores of the Progress pre-test and post-test and mean differences in scores.

	Overall	Reading	Writing	Listening	Speaking	Vocabulary	Grammar
pre-test	31.13	26.57	28.48	31.95	32.55	28.23	29.98
post-test	32.27	28.02	29.58	33.46	33.71	27.80	29.89
difference	1.15	1.06	1.08	2.06	1.15	-1.54	-0.81

n = 48

Because the classes in this extracurricular program are voluntary, attendance is another outcome variable. Overall attendance for all students was 33.18%, not counting students who officially dropped out of the program (n = 247). Overall attendance for those taking the Progress post-test was 71.52% (n = 48). One would assume that students who are already motivated enough to attend classes would also be motivated enough to take the Progress post-test.

Although one might expect students with higher proficiency to also have higher attendance rates, this turned out not to be the case; there was no correlation between the overall score of the Progress pre-test and final attendance rates ($r = 0.150$, n = 247). It should be reiterated that the distribution for attendance was positively skewed.

One might also expect a relationship between attendance rates and change in scores between the Progress pre- and post-tests. However, that also turned out not to be the case; there was no correlation between attendance rates and change in scores between pre- and post-tests ($r = -0.026$, n = 48). That having been said, the sample was naturally self selective; these were students who already had, on average, high attendance rates.

Of the 48 students who took both the Progress pre-test and post-test, 16 showed improvement of 3 or more points (that is, enough points to clear the SEM of 2.32), 8 showed a decrease of 3 or more points, and the other 24 were within ±2.32 points.

6. Future anticipated results (academic effect, social effect and improvement points · improvement effect) (今後の予想される成果(学問的効果、社会的効果及び改善点・改善効果)

First of all, contrary to popular belief, the results show that it was not at all the case that students are strong at reading and writing but weak at listening and speaking; in fact, all skills were roughly of the same level. This gives credence to the trend in Japan of moving toward a four-skills approach to teaching English, including in elementary schools.

Second, the fact that only 33% of the students who took both the Progress pre- and post-tests showed measurable improvement strongly suggests that not enough is being done to help the students increase their proficiency. The most significant factor is most likely time on task. It takes many hours to show measurable improvement in a foreign language. Perhaps another factor was the lack of focus on the enabling skills of grammar and vocabulary.

Third, the lack of correlation between proficiency and attendance rates suggests that lower-level students can be just as motivated to study as high-level students; of course, they can be just as unmotivated as well. The low attendance rates in general certainly indicate that learning English is of low priority for most students, though at least some of this can probably be attributable to students prioritizing required studies that result in grades and credits. This would seem to indicate that the most effective way to get students to study something in university is the tried and true method of making it a required course that results in both a grade and credit.

Fourth, the lack of correlation between improvement in scores and attendance rates suggests that the ELI program, by itself, is not particularly salient to improved English skills. To show improvement in English, students need more than these ELI classes.

7. Future prospects of research (研究の今後の展望)

The surveys that were collected from the students could not be properly processed in time for this report because of the inadequate nature of the available OMR software. I, therefore, intend to input the data by hand and then analyze it.

Naturally, we will also continue to analyze the results of the tests as well as attendance rates in the coming years.

8. Main conference presentations and papers (主な学会発表及び論文等)

The relationship between the results of the motivation surveys and attendance rates will be analyzed once the data from the surveys has been inputted. This will be turned into a paper at a later date.