

英語学習者の語彙学習行動改善に資する方略指導プログラムの開発

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Developing Strategy Training Programs to Promote
English Learners' Successful Motivated Vocabulary Learning

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1 Research goal

Motivation is one of the most significant predictors for success of second language (L2) learning (Masgoret & Gardner, 2003). Thus, enhancing learners' motivation is a crucial mission for L2 teachers.

The present study attempted to develop motivational strategies (Guilloteaux & Dörnyei, 2008) that can foster English learners' vocabulary learning motivation (VLM) and promote their successful motivated vocabulary learning. It is assumed that motivation is very important in vocabulary learning. The first reason for it is that vocabulary knowledge is essential. Vocabulary is strongly related to various aspects of L2 abilities (Schmitt, 2010). Therefore, whatever L2 learning goals the learner has, vocabulary learning is needed. Second, vocabulary learning requires a great deal of effort. According to Nation (2006), an 8000 to 9000 word-family is needed to understand English written texts. Acquiring a vocabulary of that size cannot be achieved without intense motivation. Third, learners are usually expected to learn vocabulary outside of class. Vocabulary memorization is learning that can be done alone, so few teachers would give learners sufficient time to do it in class. Finally, vocabulary learning is usually not fun. Zimmerman and Schunk (2007) claimed that L2 vocabulary memorization is a typical example of learning that many learners would describe as boring.

When encouraging learners to do something that is important, requires great individual effort, but is boring like vocabulary learning, using motivational strategies becomes especially important. Nevertheless, strategies specifically targeting VLM have not been fully developed. Therefore, designing classes that can help English learners study vocabulary diligently and enjoyably as well as efficiently is meaningful.

2 Summary of the chapters

Chapter 1: Introduction

Chapter 1 presents the purposes and significances of the present study. In addition, each of the following chapters is briefly introduced.

Chapter 2: Background

Chapter 2 discusses relevant previous studies for this paper. Firstly, studies on L2 learners' motivation are reviewed. For example, L2 motivation research history (e.g., Gardner & Lambert, 1959), the significance of researching motivation (e.g., Zimmerman & Schunk, 2007), self-determination theory (e.g., Ryan & Deci, 2017), the L2 motivational self system (e.g., Dörnyei, 2005), motivational strategies (e.g., Hiromori & Tanaka, 2006), and VLM (e.g., Tseng & Schmitt, 2008) are discussed.

Secondly, studies on language learning strategies are reviewed. They include learning strategy definitions (e.g., Oxford, 2017) and classifications (e.g., O'Malley & Chamot, 1990), relationship between learning strategies and self-regulation (e.g., Griffiths, 2008), strategy training (e.g., Plonsky, 2019), and vocabulary learning strategies (e.g., Moir & Nation, 2002). The meaning of "successful motivated vocabulary learning" in this study is also explained.

Through the literature review, it is emphasized that self-regulating capacity in vocabulary learning and strategic vocabulary learning involvement (See Tseng & Schmitt, 2008) are necessary to be a good vocabulary learner. Also, it is clarified that 1) the number of previous studies on VLM is scarce and 2) few studies have attempted to develop VLM enhancement strategies. Finally, the three research questions are introduced: 1) Is enhancing English learners' VLM significant? 2) What are factors that affect English learners' motivated vocabulary learning behavior? 3) What teaching methodologies promote English learners' successful motivated vocabulary learning?

Chapter 3: Study 1

Chapter 3 presents Study 1.

Study 1 investigates the significance of researching how to enhance learners' VLM. In order to show the significance, it is necessary to confirm that 1) VLM and general English learning motivation are independent of each other (i.e., not strongly correlated), 2) learners' VLM is not very high (i.e., There is room for improvement), and 3) VLM predicts learners' motivated vocabulary learning behavior (MLB-V) more strongly than general English

learning motivation. In this study, motivation is divided into two types: intrinsic motivation (IM) and self-determined types of extrinsic motivation (SDEM) based on self-determination theory. A survey study is conducted for 88 university students, and the data are statistically analyzed.

The results reveal that 1) VLM and English learning motivation in general could be seen as independent, 2) learners' IM for vocabulary learning (IM-V) left room for further improvement while most participants already had high SDEM for vocabulary learning (SDEM-V), and 3) IM-V predicted MLB-V more strongly than IM for general English learning. These results indicate that researching how to enhance learners' IM-V could be meaningful. On the other hand, SDEM-V enhancement may be difficult and ineffective.

Chapter 4: Study 2

Chapter 4 presents Study 2.

Study 2 investigates the possible effectiveness of vision enhancement. Dörnyei and Kubanyiova (2014) claim that helping learners gain clear vision of their ideal L2 self can be an effective motivational strategy. Study 2 focus on vision of the future self who has gained superior vocabulary knowledge and is utilizing it effectively (Vision-V). It is hypothesized that Vision-V enhancement is more effective in improving learners' MLB-V than SDEM-V enhancement. In order to confirm this hypothesis, a survey study is conducted. The participants are 97 university students.

The results reveal that Vision-V predicted MLB-V more strongly than SDEM-V did. Moreover, whereas the mean value for SDEM-V questions was very high, the value for Vision-V questions was not so high. Therefore, it can be claimed that developing Vision-V enhancement strategies is valuable.

Chapter 5: Study 3

Chapter 5 presents Study 3.

In Study 3, a strategy training program aiming to promote English learners' successful motivated vocabulary learning is designed and conducted. The activities done in the class include a lecture about vocabulary learning principles, awareness raising about participants' own learning styles, and strategy development through discussion among them. It is hypothesized that the training would let the participants gain effective and enjoyable vocabulary learning strategies and self-motivating strategies.

The participants are 52 university students. The effectiveness of the training is measured by analyzing the scores of the pre- and post-vocabulary tests, survey results, and recording data of the group discussions. The results show that many participants 1) found the training interesting and meaningful, 2) proactively and creatively developed effective self-motivating strategies as well as vocabulary learning strategies through group discussion, 3) gained higher scores in the post-vocabulary test than the pre-vocabulary test, and 4) increased their confidence about vocabulary learning. On the other hand, the delayed-post survey reveal that the majority of the participants were not using the newly learned vocabulary learning strategies.

Chapter 6: Study 4

Chapter 6 presents Study 4.

In Study 4, another strategy training is given to 41 university students. This is an improved version of Study 3's. For example, a vision enhancement activity and introduction part of vocabulary learning apps are added. In Study 4, vocabulary test scores, types of learning strategies the participants developed through the discussions, and their' perceptions about the training are analyzed. In addition, motivating and demotivating factors during group discussion are investigated.

The results show that many participants thought the vision enhancement activity and group discussion were effective. The average score of the vocabulary test was extremely high. In addition, the majority of the participants answered that they were able to study vocabulary more diligently and enjoyably than usual. However, some participants who were already confident about their vocabulary learning strategies did not find the training effective.

Moreover, it is suggested that the most common motivating moment during discussions was "when a good idea is found." On the other hand, when discussion became inactive, participants were demotivated.

Chapter 7: Conclusion

Chapter 7, which is the concluding chapter of the paper, summarizes the four studies above, reviews answers to the research questions, presents the significance of the present study, and discusses limitations.