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The Foreign Language Anxiety of Japanese EFL Learners: Focusing on Anxiety When Speaking English

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Abstract

Foreign language anxiety (FLA) is a key to affective factors related to language learning. Although previous studies have elucidated multiple facets of FLA of learners in both EFL and ESL settings for the past decades, not so much research has highlighted the importance of FLA in Japan. This study aims at investigating FLA in speaking English among 338 Japanese EFL learners at three different institutions, employing a six-point Likert scale questionnaire. The data were factor-analyzed and the mean scores of four factors extracted were compared (ANOVA). The results indicated that the participants were moderately to highly anxious about speaking English both in and out of class. The senior high-school students reported lower pressure than the university students. One implication would be that educators should provide continuous support to their students at various stages of learning to minimize the level of FLA when speaking English while maximizing that of confidence.

概要

外国語不安(FLA)は重要な情意要因であるが、日本における研究の集積はまだ多いとはいえない。本研究は、6件法のリッカート尺度質問紙を用い3つの異なる機関に所属する338名の日本人EFL学習者を対象に、英語を話すことへのFLAの特徴を調査することを目的とするものである。その結果、全ての参加者の英語を話すことに関するFLAは中程度から高程度であった。また、探索的因子分析により4因子を抽出し、その平均値を比較した結果(ANOVA)、高校生は大学生よりもFLAが低いことが判明した。研究の示唆として、教育関係者には学習進捗の諸段階で自信を高めながらFLAを最小限に留められるよう、学習者を継続的に支援する必要があることが示された。

Keywords: foreign language anxiety, FLCAS, AMTB

1. Introduction

For the past decades, English education in Japan has undergone dramatic shifts in terms of pedagogical approaches and the starting grade of learning. Concerning the former, the grammar-

translation method has been severely criticized and has been less utilized because it does not provide learners with sufficient opportunities to practically use the target language (Mart, 2013). Many English teachers have turned to communication-centered methods, particularly ones that involve speaking, and have actively adopted them as part of their instruction. However, learners may encounter many difficulties in speaking English since it is widely believed that speaking is more likely to cause anxiety than other activities in classroom contexts (Cheng et al., 1999; Effiong, 2015).

Regarding the latter, the starting grade of learning English, it was in 2011 that the Japanese government introduced Foreign Language Activity in elementary schools aiming at having all fifth and sixth graders familiar with English through oral communication. In 2020, the starting grade of compulsory English-language education was advanced to the third grade. This led to a turning point in early English education in Japan. Previous research has shown that Chinese university students who had started to learn English in earlier stage of their lives were less anxious in speaking in the target language (Jiang & Dewaele, 2020). Though anxiety has been considered as one of the important affective factors which has an effect on language learners' progress (Effiong, 2015), there are only few studies exploring traits of anxiety among English learners in Japan. The above-referenced anxiety has been conceptualized as foreign language anxiety (FLA) by Horwitz et al. (1986), which is "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning which arise from the uniqueness of the language learning process" (p. 128). Clarifying the characteristics of anxiety and factors related to anxiety among English learners can be an important guide for teachers in considering the effects of anxiety and how to cope with it (Fujii, 2018). The purposes of this study are principally to investigate anxiety among Japanese EFL (English as a Foreign Language) learners at the upper-secondary and tertiary levels in the context of speaking English and provide a pedagogical implication for English instructors. The current study differs from previous studies in three ways: the participants consisted of not only Japanese EFL learners at the senior-high-school level but also those at the university level, the vast majority of them began to learn English when they were fifth graders at the latest, and the data were collected by utilizing an author-designed questionnaire based on two representative questionnaires.

2. Literature Review

Definitions of anxiety can be classified into three main categories: trait anxiety, state anxiety, and situation-specific anxiety (MacIntyre & Gardner, 1994). Trait anxiety is an individual's stable predisposition. State anxiety is feeling anxious as a temporary affective condition provoked by a particular situation. Situation-specific anxiety is feeling anxious in certain sorts of situations typified by taking an examination or solving an equation. Foreign language anxiety has also been

regarded as one example. Nishitani and Matsuda (2003) remarked that the distinction between state anxiety and situation-specific anxiety is in timing. The former refers to anxiety when thinking about a test while the latter refers to anxiety during the test.

According to Horwitz et al. (1986), three elements comprise FLA: communication apprehension, which refers to “a type of shyness characterized as fear of, or anxiety about communicating with people” (p. 127); test anxiety, which refers to “the type of performance anxiety resulting from a fear of failure in an academic evaluation setting” (p. 127); and fear of negative evaluation, which refers to “apprehension about others’ evaluations [and] avoidance of evaluative situations” (p. 128).

Based on empirical studies on FLA, Kumada and Okamura (2017) created and validated the English Speaking Anxiety Scale for university students who were enrolled in an elementary school teacher training course. (Pre-service teachers are believed to have a greater need to develop speaking skills than other English language skills.) In addition to 15 speaking-anxiety-related items adapted from FLCAS (The Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986), the scale includes some emotional-reactivity-related items based on characteristics of Japanese people created by the authors. The participants rated statements on a five-point Likert scale. The scale measures not only participants’ present speaking anxiety but also future speaking anxiety in classroom contexts. It was found that 13 items for the present speaking anxiety and 15 items for future speaking anxiety met the requirements concerning reliability and validity. Furthermore, it was implied that the English Speaking Anxiety Scale should be used in English class where learners try to cope with emotional problems and build their confidence in oral production.

Kumada and Okamura (2017) is unique in that it included both present and future affective aspects. However, as pointed out by Dörnyei (2003), designing an odd-number-point Likert scale can lead some respondents to select the middle category without any deep thought. It may influence the validity and reliability of the findings. Even-numbered scales can provide more valid and reliable data than those with odd numbers of choice (Coelho & Esteves, 2007). Respondents from East Asian countries are more likely to choose the middle category response than other country counterpart (Harzing, 2006).

Halimi et al. (2019) studied English learning anxiety in the context of Kuwaiti ESL (English as a Second Language) classrooms in a private university. The purpose of this study was to learn about the manifestation of the anxiety in the ESL classroom and suggested some teaching strategies in order to effectively reduce language anxiety in the learners. A questionnaire adapted from Gardner’s Attitude/Motivation Test Battery (AMTB) (2004) version comprising 116 items was used to assess the attributes of interest. The results indicated that participants had moderate-to-high

level of anxiety in the English classroom, and possible teaching strategies were suggested by semi-structured interviews with six ESL instructors which might reduce students' anxiety. The interviewees answered that educators had a basic role in helping their students increase motivation. One representative response was that the teacher is a friend and should assist students on their journeys.

The study by Halimi et al. (2019) is unique in that it analyzed both quantitative data from learners and qualitative data from teachers. Though there is no consensus on an optimal length of a questionnaire, Meyerhoff et al. (2015) suggested that a questionnaire should be no more than four pages, 30 to 50 items, and take 30 minutes or less for completion. A 12-page questionnaire with over 100 items can be considered long. A long questionnaire may pose both physical and mental burden on participants and deteriorate the quality of data (Dukali, 2016). Reducing the number of items can minimize it (Olson & Brick, 2015).

Jiang and Dewaele (2020) investigated 1,031 Chinese tertiary EFL learners' level of FLA in English and addressed how FLA was influenced by multiple sociobiographical variables—gender, ethnic background, geographical setting, and length of stay overseas—and language variables: age when the participants started learning, language proficiency level, self-evaluated speaking skill, and frequency of language usage in five settings of speaking English with their friends, their classmates, unacquainted people, over the telephone, and in public. Twenty-five items from the Bilingualism and Emotion Questionnaire (BEQ, Dewaele & Pavlenko, 2001) were applied to the study. The questionnaire mainly asks learners about their internal feelings toward English learning on a 5-point Likert scale. According to the results, first, FLA level reached a peak when speaking the target language in public ($M = 3.15$) and significantly dropped when speaking with their friends ($M = 1.87$). Second, the learners from villages and towns seemed to feel more anxious than the learners from cities in the three contexts when communicating with their friends, their classmates, and unacquainted people. Third, the learners who travelled overseas showed lower FLA than the learners without that in all contexts. Fourth, the learners whose English learning began in infancy had the lowest FLA in the five contexts. It was speculated that their parents might have emphasized the importance of English education and have developed supportive environment for the children. English proficiency level and self-evaluated speaking skills were negatively related to learners' FLA. Furthermore, there was a positive correlation between self-evaluated speaking skills and language proficiency level. The researchers pointed out that the participants had FLA regardless of contexts.

The study by Jiang and Dewaele (2020) seems useful for my study in that the study was conducted with the university students as the participants in the same Asian context, though socio-economic status (SES) might differ greatly. Furthermore, as they suggested, the participants with

the experience of travelling overseas had lower FLA, which might be also applied to Japanese university students who studied abroad or travelled overseas.

Cotsworth and Medlock (2013) explored tertiary English learners' awareness of native English teachers using Japanese in their instruction. In total, 357 students agreed to participate in the study. There were no English majors among them. A questionnaire consisting of 16 multiple choice questions was developed by the authors and was administered to the participants in the final lesson of oral communication. Each item was presented in both Japanese and English. As the results, though 85 percent of the participants indicated that they selected the oral communication course since the teacher would give instruction in English, an overwhelming of them (70%) answered that they preferred communicating with their native English teacher in Japanese to communicating in English (question 2). According to the authors, Japanese students' preference for L1 explanation is based on their learning experience in the secondary schools where English lessons are mainly given in Japanese by native Japanese teachers of English. Citing Rubin (1975), Stephens (2006) claimed that L1 dependence does not encourage learners to use guessing strategies. When it comes to the participants' answers to Question 5, 90% of students agreed that communicating with native English teachers in students' L1 facilitates them to create mutual trust relationships with them. As Auerbach (1993) states, speaking learners' L1 contributes to assisting their learning by building a comfortable classroom environment. The participants' answers to Question 13 backed up her conclusion; 70 percent of them expressed satisfaction at interacting with their native English teachers in their L1, in spite of being eager to go over their limits. The authors concluded that using learners' L1 can play an indispensable role in maximizing learners' comprehension while minimizing their anxiety.

Cotsworth and Medlock's (2013) study is unique in focusing on how use of Japanese by native English speaking teachers influences Japanese EFL learners' levels of FLA in the classroom. It was also noteworthy in that they used a questionnaire with a user-friendly format such as showing the questions in both Japanese and English to reduce the burden of participants. In addition, different results might have been observed if the study had included the participants of English-majors.

As reviewed in this section, the majority of prior studies have explored affective dimensions of learning and using foreign languages among tertiary learners based on either a questionnaire or interviews or both. One still unsolved question is whether earlier onset of learning English affects Japanese EFL learners' anxiety about speaking English.

3. The Study

3.1 Research Questions

The following research questions will be addressed in this study.

RQ1. To what extent do Japanese learners of English feel anxious when learning and speaking English?

RQ2. What are the characteristics of anxiety and other affective factors among students in different learning environments?

3.2 Methodology

3.2.1 Participants

In total, 338 Japanese learners of English (120 males, 213 females, and 5 not identified) ranging in age from 15 to 24 (average age was 18.34) participated in the current study. Group 1 was made up of 153 students with an average age of 16.62 who were at a national college of technology (37 Mechanical-Engineering majors, 39 Electrical-Engineering-and-Information-Science majors, 43 Civil-and-Environmental-Engineering majors, and 34 Architecture-and-Structural-Engineering majors). Group 2 was composed of 131 students (121 freshmen, one sophomore, three juniors, three seniors and three unidentified) with an average age of 18.82 at a private women's college (130 English majors and one Japanese major). Group 3 was made up of 54 seniors with an average age of 22.09 at a private university (38 English majors, one Chinese major, one French major, four German majors, two Italian majors, four Japanese majors, one Spanish major, two Portuguese majors, and one unidentified). They were taking teacher-training courses.

3.2.2 Instrument

To collect data, the Scale Questionnaire of Anxiety for English Learning and Speaking was designed and used. The questionnaire consists of two parts. The first part has 33 items applied from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The second part is made up of 12 items from the last section of the Attitude/Motivation Test Battery (AMTB) created by Gardner (2004). All items in the questionnaire were translated into Japanese by the author and two professors specializing in English Pedagogy. The term "foreign language" was replaced with "English" for the purpose of disambiguation as some participants in the current study were learners of two or more languages. The participants rated each item on a 6-point Likert scale (i.e., from 1 [strongly disagree] to 6 [strongly agree]). All participants signed the consent form attached to the questionnaire. The questionnaire was administered to the participants over a two-

month period from September 27th to November 26th, 2019. Approximately 15 minutes were required for completion.

Although the questionnaire mainly measures English learners' level of anxiety in negative terms, it includes 19 reversed items. Thus, the weights of rating were reversed for the items describing positive emotions. The participants' responses were recoded from 1, 2, 3, 4, 5, 6 to 6, 5, 4, 3, 2, 1 respectively before the analyses. Therefore, higher scores represented negative emotions provoked in and out of the classroom, and lower scores indicated positive emotions such as interests and motivation toward English.

3.3 Results and Discussion

Cronbach's alpha analysis was used for the internal consistency reliability of the questionnaire (Cronbach's alpha = .926). In order to answer RQ1, exploratory factor analysis was conducted employing Maximum Likelihood method followed by Promax rotation. Following the Scree Plot (Figure 1), four factors were extracted (Table 1).

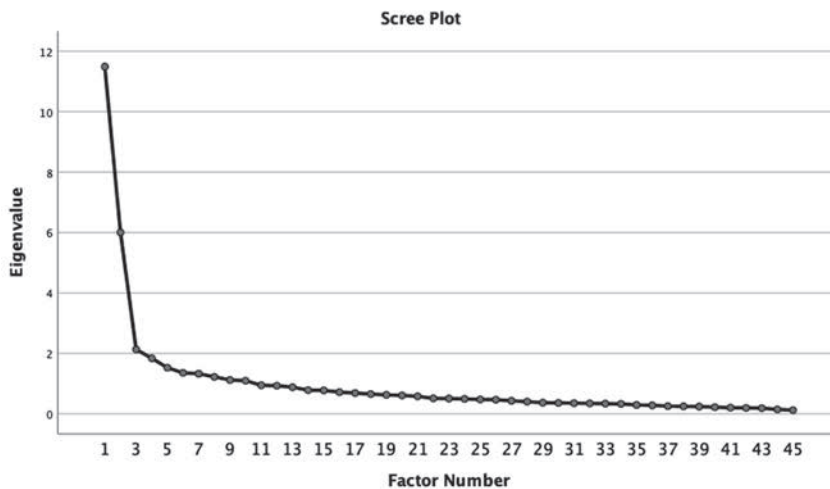


Figure 1. Results of the Scree Plot.

Those factors were labeled based on the variables incorporated in. Among the 45 items, 15 items (e.g., Q1_1. *I never feel quite sure of myself when I am speaking in my English class*, Q1_20. *I can feel my heart pounding when I'm going to be called on in English class*, and Q1_33. *I get nervous when the English teacher asks questions which I haven't prepared in advance*) were loaded in Factor 1 (Anxiety about English classes), 13 items (e.g., Q1_5. *It wouldn't bother me at*

all to take more English classes, Q2_1. My motivation to learn English in order to communicate with English speaking people is: [from very low to very high], and Q2_3. My interest in English is: [from very low to very high]) loaded in Factor 2 (Interest in and motivation to learn English), seven items (e.g., Q1_22. I don't feel pressure to prepare very well for English class) loaded in Factor 3 (Pressure in English classes), and four items (e.g., Q1_14. I would not be nervous speaking English with native speakers, Q1_32. I would probably feel comfortable around native speakers of English, and Q2_8. I worry about speaking English outside of class) in Factor 4 (Anxiety about speaking English). There were no cross loading items. Factor loadings greater than 0.35 were retained. Six items were eliminated (Q1_15, Q1_11, Q1_2, Q1_23, Q1_30, and Q1_7), and 42.7% of total variance was explained.

Table 1
The Results of Factor Analysis

	Factor 1	Factor 2	Factor 3	Factor 4
Q1_20	0.87			
Q1_33	0.82			
Q2_10	0.77			
Q1_3	0.76			
Q1_27	0.74			
Q1_9	0.74			
Q1_13	0.62			
Q1_24	0.61			
Q1_31	0.60			
Q1_19	0.53			
Q1_29	0.52			
Q1_12	0.48			
Q1_1	0.44			
Q1_4	0.37			
Q1_21	0.36			
Q1_15				
Q1_11*				
Q1_2*				
Q2_3*		0.91		
Q2_4*		0.89		
Q2_11*		0.87		
Q2_1*		0.79		
Q1_5*		0.69		
Q2_5*		0.67		
Q2_7*		0.67		
Q2_9*		0.54		
Q1_17		0.54		
Q2_6*		0.50		
Q2_2*		0.45		
Q1_6		0.41		
Q2_12*		0.36		
Q1_23				
Q1_25			0.68	
Q1_26			0.54	
Q1_22*			0.50	
Q1_16			0.48	
Q1_8*			0.44	
Q1_10			0.40	
Q1_28*			0.37	
Q1_30				
Q1_32*				0.81
Q1_14*				0.80
Q2_8				0.42
Q1_18*				0.36
Q1_7				

As presented in the Boxplot (Figure 2), it was striking that the median score of Factor 4 (Anxiety about speaking English) was the highest of all four factors ($Mdn = 3.8$)¹, which is in line with Woodrow (2006) reporting that English learners in Asian cultures are less confident in their proficiency than those in other cultures. On the other hand, Factor 2 (Interest in and motivation to learn English) was the lowest of the four factors ($Mdn = 2.9$), which implies that the participants had high interest in or motivation to learn English.

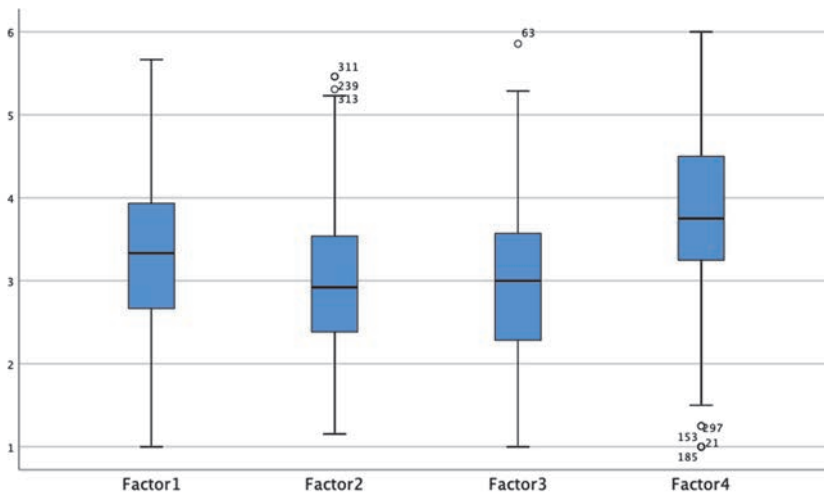


Figure 2. Results of the boxplot of four factors.

Concerning RQ2, the analysis of variance indicated that there were significant differences among the three types of participants for foreign language anxiety: Factor 2, Factor 3, and Factor 4 (Table 2).

¹ The mid-point is 3.5 since a six-point Likert scale was adopted.

Table 2

The Results of One-Way ANOVA

		ANOVA summary				
		SS	df	MS	F	Sig.
Factor 1	Between Groups	0.5	2	0.3	0.3	0.75
	Within Groups	291.1	335	0.9		
	Total	291.6	337			
Factor 2	Between Groups	43.0	2	21.5	33.2	0.00
	Within Groups	217.0	335	0.6		
	Total	260.0	337			
Factor 3	Between Groups	23.0	2	11.5	17.2	0.00
	Within Groups	223.9	335	0.7		
	Total	246.9	337			
Factor 4	Between Groups	8.3	2	4.2	4.0	0.02
	Within Groups	347.1	335	1.0		
	Total	355.4	337			

The analysis of variance revealed significant differences in Factor 2, $F(2, 335) = 33.2, p < .01$, Factor 3, $F(2, 335) = 17.2, p < .01$ and Factor 4, $F(2, 335) = 4.0, p < .05$. No significant difference was found in Factor 1, $F(2, 335) = 0.3, n.s.$

Post-hoc analyses were performed using the Tukey post-test to identify exactly where significant differences lay. The analyses revealed that senior high-school students differed significantly from the two groups of university students in Factor 2 ($p < .01$) and Factor 3 ($p < .01$). In Factor 4, there was a significant difference between senior high-school students and University B students (Group 3) ($p < .01$). Only in Factor 4, a significant difference was observed between two university student groups ($p < .01$).

Table 3

The Descriptive Statistics of the Three Factors

		High school students (Group 1)	University students A (Group 2)	University students B (Group 3)
Factor 2	<i>M</i>	3.43	2.74	2.67
	<i>SD</i>	0.84	0.75	0.83
Factor 3	<i>M</i>	2.67	3.21	3.14
	<i>SD</i>	0.82	0.82	0.79
Factor 4	<i>M</i>	3.93	3.88	3.48
	<i>SD</i>	1.10	0.93	0.97

As demonstrated in Table 3, it can be argued that the participants in Groups 2 and 3 had significantly higher interest in and motivation to learn English (Factor 2) than those in Group 1. It might be due to the fact that the overwhelming majority of the participants in those two groups were English majors. Such students would have more opportunities to be exposed to the target language and use it through taking both compulsory and elective courses in relation to English language, literature, and culture which draw their interests and motivation.

The participants in Group 1 reported feeling significantly lower pressure in English classes than those in Groups 2 and 3 (Factor 3). The level of pressure might depend on what subject fields they major in or what learning stages they are at. Concerning the former, bonds can play an important role in reducing the level of pressure. Senior high-school students may more effectively strengthen both teacher-student and student-student bonds compared to university students since they see the same teacher in the classroom a couple of times a week while students at universities do so only once a week. Similarly, those students have many chances to learn with their classmates not only in English classes but also in other classes such as Mathematics. The college where the participants in Group 1 are learning offers four majors, and each major accommodates around 40 students for each grade. Therefore, they have known each other and have collaboratively learned since their enrollment. As for Groups 2 and 3, tertiary English learners may set higher learning goals than students at the senior high-school level. Although the context was different, Rose (2017) reported the similar results about advanced learners of Kanji (Chinese characters). He argues that the extent to which learners strive for their achievement has a strong relation to a low level of emotional regulation. In this study, highly-proficient learners might have set more unachievable goals than those with lower proficiency. As the result of that, they might experience difficulty in emotional regulation induced by underachievement of their goals.

Anxiety about speaking English among the participants in Group 3 seemed to be the lowest (Factor 4). This result is consistent with research of Jiang and Dewaele (2020) which implies that the longer learners study English, the less anxious they are. As explained previously, Factor 4 includes items related to communicating with native English speakers, and the participants in Group 3 might have had a richer experience in interacting with both teachers and students from English-speaking countries.

3.3 Conclusion

The current study contributes to understanding the characteristics of FLA among Japanese EFL learners influenced by the four factors. They seemed to feel anxious about speaking English in the classroom regardless of their learning environment.

(1) In answer to RQ1, the results indicated that participants had moderate-to-high anxiety about speaking English both inside and outside the classroom.

(2) The answers to RQ2 are as follows. The participants at the university level reported having significantly high interest in and motivation to learn English (Factor 2). Their fields might have influenced those levels. Significantly lower pressure related to English classes was found among the participants at the senior high-school level in comparison to the university students. Their relationships of mutual trust with both teachers and classmates might have contributed to pressure reduction. The participants in Group 3 had significantly lower anxiety about speaking English (Factor 4). They might have more abundantly experienced interacting with native English speakers.

There were some limitations in the current study. Most participants were female, and the number of participants in each group was not equal. Thus, further study will be necessary to deal with those issues.

The current study would provide one pedagogical implication; that is, educators should support their students regardless of their English proficiency levels so that they will be capable of speaking English with minimized anxiety and maximized confidence although the level of a certain kind of anxiety may decrease as they advance in their English knowledge and skills. As suggested by this study, as students and teachers have strong rapport in the classroom, students' anxiety in English classes will be lowered. The first thing that teachers should do is to lower students' anxiety in English class by establishing a strong bond with students. By accumulating successful experiences in the classroom, student anxiety related to speaking English might decrease, though it might take time. Whatever their learning environment or English proficiency, Japanese learners of English have anxiety when speaking English, and they need the help and encouragement of their instructors. Instructors may encourage them to set realistic goals so that Japanese EFL learners could reduce their pressure and eventually achieve success.

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〈研究ノート〉

ライティング支援 SAPP におけるチューターと相談者の発話分析 —主体性・自律性を促す支援活動—

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An Analysis of Tutee-Tutor Interactions in the Writing Center SAPP: A Focus on Student Responses to Tutor's Feedback to Promote Autonomy

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Abstract

The writing center called SAPP (Support for Academic Projects and Papers) has extended support for students in the Project-based English Program at Ritsumeikan University. The effectiveness of tutorial sessions from the viewpoint of the tutor has been conducted (Yamashita, 2020); however, the effectiveness of the SAPP analyzed from a tutee's viewpoint has remained scarce in order to see changes in a tutee's independence. In this paper, tutor-student tutee interactions in two tutorial sessions were examined. The findings show that since the tutor provided scientific expertise and motivational scaffolding, the tutee became more actively involved in the second session than in the first session. The tutee attempted to solve the problems identified in her paper to make it the best it could possibly be for her final assignment. The results of this paper place an emphasis on the analysis of a dialogue between tutor and tutee in the SAPP writing center.

Keywords: SAPP, writing center, dynamic assessment, learner reciprocity, learner agency

1. はじめに

立命館大学生命科学部のライティング支援センターSupport for Academic Projects and Papers (以下SAPP) には、生命科学部で展開しているプロジェクト発信型英語プログラム¹の受講生を中心に年間約150名の来室がある。2019年度は生命科学研究所の院生チューター7名が学部生に対応した。彼らのセッション²における支援活動については山下(2020)に詳しいが、その効果についてはまだ分析を待たれてきた。また、支援活動の効果を知るには、チューターの発話だけでなく相談者の発話の内容を見ずして分かり得ないと言われている (Aleeva, 2018; Poehner, 2005,

2008)。しかし、チューターの発話を分析した研究はあるが、相談者の発話を分析したものは少なく、またライティングを対象とした研究は限られている (Fujioka, 2018)。本来、相談者である書き手の主体性や自律性を育てるのがライティングセンターの目的であり、相談者の発話を通して本人の主体性や自律性の変化を見る研究は意義がある。本稿では、2019年秋学期のチューターと相談者の2回のセッションにおける二人の発話内容を分析し、相談者の主体性や自律性の変化を追った。その結果から、ライティングセンターの効果的な支援活動の要因を探る。

2. プロジェクト発信型英語プログラムとライティング支援「SAPP」

立命館大学の生命科学部で展開しているプロジェクト発信型英語プログラム (Project-based English Program: 通称 PEP) では、学生は関心・興味に基づいたプロジェクトに取り組み、英語で発信している。生命科学部では、学部生の約 60%が大学院に進学し、院生や学部 4 回生が国内外の学会で、英語で研究成果を発表することが望まれている。そのため、本英語教育の目的の一つは、学生にプロジェクトを通して研究への基本的知識と姿勢を養うことである。1 回生 (P1, P2) から 2 回生 (P3, P4) はリサーチや議論の方法を学び、個人またはグループで遂行したプロジェクトを主にスライドで発表するが、3 回生 (JP1) になるとより専門的な内容を扱いグループでポスター発表を行う。初年次は高校時代のクラブ活動を紹介するといったものから始まり、3 回生にはカテキンの効能を実験するなど、より科学的な内容になる。ライティング支援 SAPP は、これらのプロジェクトの専門的な内容や英語の正確性に対応すべく 2017 年度に設立されて以来、院生チューターが学部生の相談に対応している。SAPP の最終目的は、学部生の英語の質を高め、院生が研究の要旨や論文を英語で執筆できるようにすることである。チューター指導の理念は、「書き手を育てる」(佐渡島・太田, 2013)、また「書くことを通して書き手の思考を鍛える」(Fujioka, 2011) であり、書いたものを添削するのではなく、相談者が自分で修正し、より良い書き手になるのを支援する。山下 (2020) の分析から SAPP へは英語に関する相談事項よりも、プロジェクトのトピック設定や目的、方向性に関する相談が多く、課題やプロジェクトへのアイデアや専門的な知識を提供してくれる“身近な先輩”の存在が支持されていることが分かった。

3. 本研究の背景

ライティングセンターのセッションにおけるチューターの発話分析は、発達最近接領域 (Zone of Proximal Development, 以下 ZPD) とスキヤフォールディング (Scaffolding: Wood, Bruner, & Ross, 1976) の2つの概念に基づき行われてきた。ZPD は、ロシアの心理学者 Vygotsky (1978/2003) によって提唱され、「大人の指導や援助のもとで可能な問題解決の水準と、自主的活動において可能な問題解決の水準と

のあいだのくいちがい」(p. 18)があり、学習は他人(大人)との関わりのなかで発達するとされる。そして、スキヤフォールディングは、独力で達成困難な課題を学習者が達成できるように親や教師が手助けすることであり、困難な課題を達成できるように、更には一人で学習を継続できるように学習者の潜在能力を引き出すことまでが含まれる。つまり、スキヤフォールディングは学習者の主体性・自律性に深く結びついているのだが、ライティングセンターでは「自律的な学習者つまり書き手を育てる」を最終目標として、チューターが相談者に対話を通して適切なスキヤフォールディングを施す。これまでに、チューターのスキヤフォールディングを支援行動と捉え、コード化し、チューターの介入を明らかにしようとした研究は多い。Cromley and Azevedo (2005)は成人を対象としたリーディングプログラムでチューターの経験による支援行動の違いを調査し、佐渡島・志村・太田(2008)は日本人学習者が書いた英文を日本語で行うセッションの効果を明らかにした。また、山下(2020)ではチューターの発話を3種類の指導戦略(scaffolding strategies)と捉え分析し、チューターの過去の教育経験によって異なる支援傾向を明らかにした。

近年、形成的評価の一つであるダイナミックアセスメント(Dynamic assessment, 以降, DA)の手法を用いた教育分野や支援活動での研究も多い。DAとは前述のVygotsky(1978)のZPDの概念に加え、Feuerstein, Rand, and Hoffman(1979)の認知構造変容理論(SCM: Theory of Structural Cognitive Modifiability)の考え方を基にしている。人格と認知と行動を含む人間の全ての性格が変容可能であるという考え方で、結果だけで判断しようとする静的(static)な測定方法ではなく、学習者の変容を動的(dynamic)に捉えようとし、学習者の学びの過程や、指導者の支援の質をも重視する。Lidz(1991)はDAの3つの特徴をあげている。1つめは、DAの評価者(指導者)と非評価者(学習者)の「相互作用性」な性質であり、評価をする指導者は、単なる学習者の観察者というだけでなく学習者に積極的に関わり変化させる存在と捉えている。2つめは、「メタ認知的な過程」に着目しており、どのようにして学習者が問題解決過程に携わっているかを、指導者と学習者との相互作用によって明らかにする。3つめは、指導者が学習者の問題解決の過程に介入(mediation)して学習者の変容可能性を最大限に引き出すために、個々の学習者に適した「媒介された学習経験(mediated learning experience)」を創り出すことを目的としている点である。この「媒介された学習経験」とは、指導者と学習者が言葉でもって相互作用的な学習経験を創出し、学習者に応じたZPDを拡張するとされる(寺本・松浦・角屋・森, 2008)。これらDAの考え方に基づき、教員などの指導者やチューターと、学習者の対話から前者の介入の有様を調査したり、介入を類型化する研究が第二言語習得の分野でもなされてきた(Aleeva, 2018; Poehner & Lantolf, 2005)。しかし、ライティングの指導における研究は少なく、また介入者の発話分析はあっても、学習者側の発話を分析した研究は未だ少ない(Van der Aalsvoort & Lidz,

2002)。また、ライティングセンターでのチューターと相談者双方の発話を分析した研究はShrestha and Coffin (2012)を除いてほとんど無い。フランス語学習者の学習過程の分析したLantolf and Poehner (2008)は、指導者側だけでなく双方を分析することでこそ学習者を成長させる適切な介入が明らかになるとして、下記のように述べ、学習者の発話を研究する意義を力説している。

Successful collaboration in the ZPD is dependent upon both the quality of mediation and learner reciprocity. In effect, these are inseparable features of DA: for mediation to be appropriate (i.e., promote learner development) learners' reciprocating acts must be correctly interpreted. [発達の最近接領域における協力関係の成功は、介入の質と、介入者と学習者との相互関係による。事実、これらはダイナミックアセスメントの分離不可能な特徴である。つまり、介入が適切であるためには（学習者の発達を促進させるためには）学習者の受け答えが正しく解釈されなければならないのである。（日本語訳は筆者による）] (Lantolf & Poehner, 2008, p. 40)

学習者の発話を分析することは、指導者の支援を受けて、彼らが抱えている学習上の課題に主体的に取り組む過程を分析することでもある。この「主体性」はagencyという語で表現され、環境のなかで人間の意思や行為する力であるとされている。この主体性は能動性と結びつき、教育において知識を構築する行為の主体として非常に重要な意味を持つ。前述の通り、ライティングセンターにおいてはチューターの介在、つまり適切なスキャフォールディングを施すことで、相談者を「自立した書き手」にさせるのが最終的な目標である。また、立命館大学生命科学部で展開しているプロジェクト発信型英語プログラムは、自らの興味・関心に基づいたプロジェクトを通して学生の主体的かつ自律的な学習姿勢を育てる。チューターの発話から相談者の主体性や自律性を育てる働きかけを、そして相談者の発話からその変化を見る研究の意義は大きい。本稿では、連続したセッションを通してチューターの支援行動を見るとともに、それにより相談者の主体性がどう変化したかを調査する。また、変化があった場合のその要因を考察する。本稿はパイロットスタディの位置付けとし、相談者の主体性や自律性の変化を見ることで発話分析コードの有用性を確認する。

本稿のResearch Question（以降、RQ）は以下の通りである。

1. チューターにはどのような支援行動があり、特に主体性や自律性を育てる支援行動が見られるか。
2. 相談者の主体性や自律性に変化が見られるか。また変化があった場合の要因は何か。

4. チューターと相談者の発話分析

4.1 分析対象

今回対象としたのは2019年度秋学期の同じチューターと相談者の連続した2つのセッションである。セッションは研究目的を伝え、チューターと相談者に承諾を得て録音した。チューターは生命科学研究科に所属する大学院2年生の男子学生でSAPPのチューターは2年目である。山下（2020）においても分析対象となった学生で、授業内のTeaching assistantや塾の講師を5年経験しており、相談者の良い点を褒めたり、共感を示したりする支援行動が見られた。相談者は生命科学部生物工学科に所属する2回生の女子学生で、1回生の時からSAPPは度々利用している。SAPPではチューターを選べないが、両者は相談者が1回生の時点でもセッションを共にしたことがあった。プロジェクト発信型英語プログラムの2回生秋学期（P4 必修科目）は、個人で関心のあるトピックから研究課題を見つけ、調査や実験を通して結果を導き、1500-2000ワードの英語で研究論文の形にまとめる。必ずしも科学的なトピックを選ぶ必要はなく、「他のアジア諸国と比較し日本の英語教育を考察する」など、あくまで個人の関心事を掘り下げるテーマであれば可能としている。授業ではアカデミック・ライティングの基本的な知識を教え、導入部から結論部そして要旨の書き方を学びながら自分の課題を書き進め、13-14週目には研究内容を口頭でも発表し、15週目に最終論文を提出する。教員は学生が書いてきたものに対しフィードバックをするが、多くはクラス全体に対して行い、個々の学生に対しては授業内の限られた時間内に留められる。今回対象となった2回のセッションは、このP4の課題に対する相談で、まず1回目が2019年12月9日で相談者が導入部を書き始めた時点での来室、2回目は2週間後の2019年12月16日で口頭発表を終え、本文を半分書いた時点での来室であった。共に相談者が書いた原稿を見ながらの45分のセッションであった。

4.2 データと分析方法

今回分析対象としたのは、1) セッションの書き起こしデータ、2) インタビューデータである。

4.2.1 セッションの書き起こしデータ

セッションは全て書き起こし、以下に詳説する分析コードのタグ付与は、筆者と本分析データに関与していないSAPPのチューター1名が行った。筆者が作成したコードを説明の上、理解してもらい、データの適切な箇所にコードを付与した。相違があった箇所は合意に至るまで話し合った。³

4.2.2 分析コード

RQに掲げたチューターの自律性を促す支援行動と相談者の主体性の変化を見るために、双方の発話データに分析コードを付与した。まず、チューターに対しては、どのようなスキヤフオールディングを行っているかに着目し、佐渡島・志村・太田（2008）に加え、モチベーションや社会認知的側面から分析コードを考案したCromley and Azevedo（2005）やMackiewicz and Thompson（2018）に基づき、次の3つの支援行動に着目した。

Instruction Strategies（指導的なスキヤフオールディング）：チューターが相談者の質問や抱えている問題に対して、直接答えを与えたり、修正を指示する、提案する、または説明や例示を与える支援行動を指す。これに関しては、相手の面子を潰さないように円滑な人間関係を指示する言語的配慮が必要であるというポライトネス（Brown & Levinson, 1987）の観点から、「～はだめなので～しなさい」ではなく、「～するよりは～したほうがいい」と言う方のほうが、配慮があると言われている。また、直接答えや解説を与えてしまうのではなく、次に述べる相談者に説明させるなどの認知的なスキヤフオールディングのように、一緒に考える状況を作らなければ学びや次の学習への意欲が得られない（Lepper, Aspinwall, Mumme, & Chabay, 1990）とも言われており、チューターの臨機応変な対応が望まれる。

Cognitive Scaffolding Strategies（認知的なスキヤフオールディング）：相談者に考えさせ、自分で自律的に課題が解決できるようにする支援行動を指す。チューターは直接答えを与えず、少しずつ質問などをしながら共に考え、最終的に相談者が自分で答えを出せるように導く（Lepper et al., 1990; Yelland & Masters, 2007）とされる。Cromley and Azevedo（2005）では、指導経験の豊富なチューターは経験の浅いチューターよりも、3種類の支援行動のうち最も多く認知的なスキヤフオールディングを用いることを示した。チューターの力量が問われる指導である。

Motivational Scaffolding Strategies（動機づけを高めるスキヤフオールディング）：チューターが相談者と連帯感を持ち、目的や課題の解決に向けて相談者がモチベーションを高めるような励ましや働きかけを行うことである。Margolis（2005）によると「モチベーションとは、ある課題を達成したいと望み、根気よく取り組む意欲」（p.223）であり、学習者の課題達成における自己効力感や課題を達成するための自己調整学習能力などを含む。この点で、主体性・自律性と強い関係があるとされる。特に、チューターが相談者に共感を示したり、褒めて肯定的な理解を示すことで、信頼関係を築く効果が指摘されている（Chi, Heisawn, Yamaguchi, & Hausmann, 2001）。経験のあるチューターほどこの支援行動を必要に応じて適宜選択して行うことが分かっている（Cromley & Azevedo, 2005）。本稿では、山下（2020）で使用した上記の3種類のコードを再検討し、相談者の主体性・自律性を促す働きかけがあるかを見るために、Cognitive Scaffolding Strategiesのコードに「相

談者に問題点を明らかにさせる」を入れ、チューターが問題点を指摘するのではなく、相談者自身に見つけさせようとする行動があったかを見る。また、山下（2020）の「相談者の思考を促す質問をする」を、より明確な支援行動と捉えるべく「相談者に可能な解決法について考えさせる・可能な解決法について選択肢を与える」と変更し、チューターが学習者に解決させようとする行動に着目した（詳細は Appendix 1 参照）。また、相談者の主体性と自律性に強く関わる Motivational Scaffolding Strategies の「相談者を気遣う、共感を示す」と「良い点をほめる」にも注目した。

一方で、相談者の発話に対しては、指導者の介入に対し相談者がどのように反応したかを類型化した Van der Aalsvoort and Lidz（2002）、Poehner（2005, 2008）、そして Aleeva（2018）の分析コードを参考に作成した。Van der Aalsvoort and Lidz（2002）の *Response to mediation rating scale* は、DA での介入に対する学習者の反応を 8 つの観点で捉え、Poehner（2005, 2008）はこの 8 つの類型を基に、フランス語を習得しようとする学習者の介入への応答、つまり第二言語習得を目的とした類型になっている。今回特に参照したのは Aleeva（2018）が、第二言語習得の段階を進歩と後退から捉えた類型である。Aleeva（2018）では、Vygotsky（1997）が言及した“intellectual development certainly includes not just evolutionary but also revolutionary changes, regressions, gaps, zigzags, and conflicts”（p. 221）. [知的な発達には進化的だけではなく革命的な変化、退化、違い、行き来、そして葛藤も含む（筆者訳）] つまり、発達は直線的に伸びていくのではなく行きつ戻りつして前の段階に戻ることもあり、それをも発達の一段階と捉えられるという考え方を取り入れた分析コードを採用している。具体的には、チューターのフィードバックに対して、「応答なし」や「チューターの意見を取り入れない」である。つまり、チューターの意見を積極的に受け入れるのではなく、葛藤し、留まる状態をも知的な活動の側面と捉え、観察対象とした。また、山下（2020）で明らかになった SAPP に来る学生は「書いたもの」の修正というよりは、プロジェクトを遂行する過程での問題を解決するために入室する。そのため第二言語習得を目的とした分析コードがそのまま当てはまるわけではない。本稿では、プロジェクトの性質上、自らが問題を発見し、解決方法を考える過程で主体性や自律性が見られるかに焦点を置き、それらが見られる発話を「応答なし」と「チューターの意見を取り入れない」に加え、筆者がコードを再検討した次の 7 つを採択した。それらは、「問題点を自分で発見する」、「問題点を自分で説明する」、「（問題）を自己評価する」、「理解を言葉にする、整理する」、「自分で解決（法）を提示する」、「自分の意図を述べる・説明する」、「自分で内容を提供する」である（各コードの詳細は Appendix 2 参照）。これらの発話の頻度と内容の変化をもって主体性・自律性の変化とする。また、会話の話題を topic episode（Korolija & Linell, 1996）と呼びチューターか相談者のどちらが topic episode を始めたかにも主

体性が現れると考えられる (Mackiewicz & Thompson, 2018, p. 58) ため、その回数も分析の対象とした。

4.2.3 インタビューデータ

2回目のセッションの一週間後(2019年12月23日)に、チューターと相談者の両者に対して、筆者がセッションに関するインタビューを30分ほど行った。インタビューの内容は、セッションの支援内容を振り返り、書き起こしデータからは不明な箇所の確認をし、チューターには対応の意図や、相談者やセッションへの印象を聞いた。相談者には、今回のSAPP利用の理由やセッションの内容、チューターへの印象を聞いた。この内容は許可を得て録音し、書き起こした。本内容は、発話分析の根拠として扱う。

5. 分析結果

5.1 発話量

表1は、各セッションでチューターと相談者がどれだけ話していたかを示す、書き起こしデータの発話毎の文字数の総語数、10分あたりの平均語数、チューターと相談者の平均語数の比率(割合)、発話数と、発話あたりの平均語数である。

表1
チューターと相談者の発話量

	総語数	10分毎の 平均語数	平均語数 の割合(%)	発話の 回数	1発話 あたりの 平均語数
セッション1					
チューター	7,293	1,621	76.75	157	46.45
相談者	2,212	491	23.25	108	20.48
セッション2					
チューター	4,347	966	68.22	116	37.47
相談者	2,028	450	31.77	80	25.35
平均(チューター)	5,820	1,294	73.31	136.5	42.64
平均(相談者)	2120	471	26.69	94	22.55

表1から、セッション1とセッション2のどちらにおいてもチューターが相談者より1、総語数、10分毎の平均語数、発話数のいずれも多く、チューターがセッションにおいて主導権を握っているのが分かる。両セッションを比較すると、チューターに

においてはセッション1の方がセッション2よりも総語数では2,946語、平均語数で655語も多かった。相談者もセッション1の方が発話の語数は多い。しかし、二人の10分毎の平均語数の割合を見ると、セッション1では3.3対1の比でチューターが多く、セッション2では2.1対1の比率で相談者の発話の割合が増えている。注目すべきは、1発話あたりの平均語数が、チューターはセッション1よりも減っているのに対し、相談者は20.48語から25.35語に増え、1発話が長くなっている点である。総じてセッション2の方が相談者はまとまった内容の話をしていることが少なからず伺える。

5.2 発話内容

5.2.1 チューターの発話内容

まず、チューターがどのような支援行動を行っていたかを分析コードから見る。表2は各セッションの3種類のコードの内訳である。

表 2

チューターの支援行動の内訳

支援行動	頻度	セッション 1			セッション 2			
		発話に占める頻度	割合 (%)	頻度 (10分間)	頻度	発話に占める頻度	割合 (%)	頻度 (10分間)
Instruction strategies								
判断・解釈	36	0.27	27.07	8.00	16	0.15	15.24	3.56
問題点を指摘する	22	0.20	19.55	4.89	6	0.06	5.71	1.33
問題点を説明する	7	0.05	5.26	1.56	2	0.02	1.90	0.44
修正や解決の提案	27	0.20	20.30	6.00	14	0.13	13.33	3.11
修正や解決の指示	0	0.00	0.00	0.00	13	0.12	12.38	2.89
例を用いた説明	4	0.03	3.01	0.89	3	0.03	2.86	0.67
合計	96	0.72	72.18	21.33	54	0.51	51.43	12.00
Cognitive scaffolding strategies								
問題点を明らかにさせる	4	0.03	3.01	0.9	0	0	0	0
可能な解決法や選択肢を与える	9	0.07	6.77	2.00	5	0.05	4.76	1.11
意図を聞く	3	0.02	2.26	0.67	14	0.13	13.33	3.11
以前の指摘を繰り返す	2	0.02	1.50	0.44	6	0.06	5.71	1.33
合計	18	0.14	13.53	4.01	25	0.24	23.81	5.55

Motivational strategies								
相談者を気遣う共感する	11	0.08	8.27	2.44	22	0.21	20.95	4.89
良い点をほめる	0	0.00	0.00	0.00	0	0.00	0.00	0.00
合計	11	0.08	8.27	2.44	22	0.21	20.95	4.89
Others								
セッションの進行	4	0.03	3.01	0.89	1	0.01	0.95	0.22
課題に関する発話	4	0.03	3.01	0.89	3	0.03	2.86	0.67
合計	8	0.06	6.02	1.78	4	0.04	3.81	0.89
3つの支援行動の合計	133	1.00	100.00	29.56	105	1.00	100.00	23.33
全発話数	157				116			

どちらのセッションでも、Instruction strategiesが他の2つの支援よりも多かったが、セッション1とセッション2では大きな違いが見られた。セッション1では、Instruction strategiesが72.18%であったが、セッション2では51.43%と全体の割合が低くなっており、一方でCognitive scaffolding strategiesとMotivation scaffolding strategiesがそれぞれ13.53%から23.81%、8.27%から20.95%へと大幅に増えていた。具体的には、Instruction strategiesでは、セッション1で「チューターの判断や解釈」36回（27.07%）「問題点を指摘する」22回（19.55%）「修正や解決の提案をする」27回（20.30%）が多く、セッション2ではこれらの頻度が全て少なかった。セッション2で増えていたのは「修正や解決の指示をする」であり、セッション1では0回であったがセッション2では13回（12.38%）あった。Cognitive scaffolding strategiesでの相談者に主体性・自律性を促す支援行動については、頻度は少ないが「相談者に問題点を明らかにさせる」が4回から0回に、「相談者に可能な解決法について考えさせる・可能な解決法について選択肢を与える」は9回から5回に減っていた。顕著なのは「相談者の意図を聞く」で、セッション1で3回しかなかったのに対し、セッション2で14回（13.33%）あり、総じてセッション1ではチューターの提案や判断を示すことが多かったのに比べて、セッション2では相談者の意図や意見を聞いて、相談者主体に移行している傾向が伺えた。それを示唆するのがMotivation scaffolding strategiesの「相談者を気遣う、共感する」であり、11回（8.27%）から22回（20.95%）に増え、相談者を肯定する支援行動が示唆された。

5.2.2 相談者の発話内容

表3は、相談者の発話内容の詳細である。2回のセッションで違いがあった。セッション1で多いのは、「自分で内容を提供する」16回（20.0%）、「チューターに同意する・チューターのfeedbackを受け入れる」12回（15.0%）「チューターにアド

バイスを求める」12回（15.0%）「自分の意図を述べる・説明する」10回（12.50%）である。考察で詳述するが、セッション1では、相談者が課題を持ち込みチューターに課題の内容を説明して、問題点を指摘された後に、チューターのfeedbackを受け入れたり、アイデアを求める様子が示唆された。一方、セッション2では、最終提出に向けて英語論文の内容をより精査し、方向性を自分で見出していく過程が伺えた。具体的には、「チューターに同意する・チューターのfeedbackを受け入れる」は13回（17.11%）と依然多いが、「チューターにアドバイスを求める」が12回から8回（10.53%）に減っている。

表 3

相談者の発話内容の内訳

	セッション1				セッション2			
	頻度	発話に占める頻度	割合 (%)	頻度 (10分間)	頻度	発話に占める頻度	割合 (%)	頻度 (10分間)
1 チューターに同意する	12	0.15	15.00	2.6	13	0.17	17.11	2.9
2 チューターに同意を求める	3	0.04	3.75	0.7	4	0.05	5.26	0.9
3 チューターにアドバイスを求める	12	0.15	15.00	2.4	8	0.11	10.53	1.8
4 返答なし	4	0.05	5.00	0.9	4	0.05	5.26	0.9
5 問題点を自分で発見する	7	0.09	8.75	2.0	1	0.01	1.32	0.2
6 問題点を自分で説明する	1	0.01	1.25	0.2	2	0.03	2.63	0.4
7 自己評価する	3	0.04	3.75	0.7	5	0.07	6.58	1.1
8 理解を整理する	2	0.03	2.50	0.4	0	0.00	0.00	0.0
9 feedbackを受け入れられない	4	0.05	5.00	0.9	5	0.07	6.58	1.1
10 自分で解決法を提示する	6	0.08	7.50	1.3	11	0.14	14.47	2.4
11 自分の意図を述べる	10	0.13	12.50	2.2	12	0.16	15.79	2.7
12 自分で内容を提供する	16	0.20	20.00	3.6	11	0.14	14.47	2.4
合計（全発話数）	80 (108)	1.00	100.0	17.8	76 (80)	1.00	100.0	16.9
4~12 合計	53	0.66	66.25	11.8	51	0.67	67.11	11.3

相談者の主体性・自律性の指標とした9つの発話の合計の全発話数に占める割合

(表3の4-12の合計) に関しては、セッション1 (66.25%) と比べセッション2 (67.11%) で若干ながら多くなっている。具体的には、「自分で解決(法)を提示する」が6回(7.50%)から11回(14.47%)に、「自分の意図を述べる・説明する」も10回(12.50%)から12回(15.79%)に増えていた。また「チューターのfeedbackを受け入れない・チューターの意見に否定的に応答する」が全体比で5.0%から6.58%に若干ながら増え、チューターの意見を受け入れるだけではなく、自分の考えや意見を述べて、解決法を提示する主体的な姿勢に変化している様子が伺える。自らが抱える問題の程度を自分で測る「(問題)の自己評価」がやはり若干増えている(3.75%から6.58%)点も考察したい。

5.2.3 Topic episode

会話の話題をチューターか相談者のどちらが始めていたかについて、セッション1では、チューターが7回に対して相談者が2回と圧倒的にチューターが開始していた。一方、セッション2では逆に、チューター5回に対し相談者が12回あり、相談者から多くの話題を提供していた。

6. 考察

本稿では、SAPPの連続したセッションにおいてチューターと相談者の発話内容から、チューターの支援と、相談者の主体性・自律性の変化が見られたかに焦点を置いて解説する。ここでは、前述の分析結果に基づき、セッション内でのチューターと相談者の発話内容を見て、インタビューデータや課題を根拠としながらRQに答える形で考察する。RQの1) チューターにはどのような支援行動があり、特に主体性・自律性を育てる支援行動が見られるか、と2) 相談者の主体性・自律性に変化が見られるか、についてはセッション1からセッション2への変化を分析する。

まず、セッションの概要について説明すると、相談者のP4のプロジェクトのトピックは、キャッシュレス(バーコード決済)で、利便性は高いが大学生にはあまり使われていないため利点を詳述して勧めたい、その実証のために2種類の決済方法を1ヶ月間使用したのでその結果も入れたいとのことであった。

セッション1では、課題の導入部を経て本論を書き始めたところで方向性が見えなくなったので相談にきた。どちらがTopic episode(話題)を提供したかについては、相談者の方は、キャッシュレス決済のなかでも一番良い種類を提示したい、また大学生に焦点を絞りたいと2回だけであった。一方、チューターからの発話が7回あり、表1の総語数からも明らかのように、チューターがセッションの主導権を握っていた。その支援行動は、表2に見られるようにInstruction strategiesが中心で、まず相談者の本論の内容に対して「チューターの判断や解釈」(36回)や「問題点を指摘する」(22回)発話があり、更に「修正や解決の提案をする」(27回)が圧倒的

に多かった。これらは, Shrestha and Coffin (2012) や筆者 (2020) でも見られた最も頻繁なチューターの支援行動である。

一方, チューターの相談者の主体性・自律性を促す働きかけに関しては, 「相談者に問題点を明らかにさせる」 (4回) と「相談者に可能な解決法について考えさせる・選択肢を与える」 (9回) があり, 相談者に決定権を委ねる行動が見られた。例1で具体的なやり取りを見ていきたい。

例1 (T=チューター, S=相談者)

T1: [チューターの判断や解釈] (導入部では) 日本のキャッシュレスの使用率が低いと。それを何とかしないといけないなど。それに注目して, いろいろあると。じゃあどれがいいのと。[問題点を指摘する] 言いたいことは分かるけど, つながっていないな。[問題点を明らかにさせる] っていうのも, まず最初に問題があるはずやな, 自分がペーパーで何かを伝えたいわけ。伝えるわけやんか, そのためにいろいろ調べて。そのためにはまず解決したい問題がある, リサーチクエスチョンでやつやな。それが何だと思う?

S2: [自分で内容を提供する] えーと, どれが一番バーコード... どういう風に決済するのが良いかを示す。

T2: [問題点を指摘する] そうやな。もしもそこに注目, たとえば〇〇とか〇〇ペイとかいろいろある中でそれに注目するならバックグラウンドがちょっと変わってくるよね?

S2: [自分の意図を述べる] それを示して, で, まあそのいわゆるキャッシュレスを普及させたい, キャッシュレスいいよって言いたいのが目だったんですけど...

T3: [チューターの判断や解釈] そこはなあ, 一貫していた方がいいかもしれん。そうやな。[問題点を説明する] 種類について, どれがベストかを決める趣旨で書きたいんなら, 前提としては, バックグラウンドで最初に書くことは, イントロは, 日本にはいろいろなペイの種類があつて, 複雑だから消費者側にとってすごい分かりづらいと。日本の普及率とかそういうのは関係ない。普及率に注目するんやったら, 何で日本にはキャッシュレス決済が普及していないのかと論じなきゃいなくなっちゃうな。[気遣う・共感を示す] 何となく分かる?

S3: [自分で問題点を発見する] ああ, そっか。だからいろいろ手を伸ばし過ぎてる。

T4: そういうことです。[解決法を考えさせる] それをうまい具合にまとめなあかんで, ちょっと決めよっか。どこに注目するか。[気遣う・共感を示す] めっちゃテーマはいいと思う。書きやすいし。

ここでは, 相談者の論文の導入部に, 雑多な内容 (日本のキャッシュレス決済の普及率が低い, オリンピックで海外の旅行者が増えるためカード以外の決済方法を

提供する必要がある、など) の記述があったため、チューターは、最も良いキャッシュレス決済方法を決め大学生に勧めるという相談者本人の意図、つまりリサーチクエスチョンを明らかにさせることで導入部に必要な背景情報を整理しようとしている。まず、T1で導入部の記述内容に対する「判断・解釈」をした後に、「問題点を指摘する」がある。そして相談者の主体性・自律性を促す働きかけとして、チューターが問題点を言うてしまうのではなく、相談者に「問題点を明らかにさせる」質問をして相談者本人に問題点、ここではリサーチクエスチョンが明白でないために雑多な背景情報がある、という点に気付かせる発言が見られる。その結果、相談者のS3で、チューターから誘導される形での「自分で問題点を発見する」発話がある。そして、T4で論文のどこに注目するか、つまり焦点を決めるという「解決法を考えさせる」質問をして相談者本人から引き出すような流れを作っている。

次は、「相談者に解決法について選択肢を与える」発話が顕著な例である。

例2

S5: **[自分の意図を述べる]** ○○と○○ペイどっちがいいかを決めようと思って、で、1か月使ってみたんですよ。(中略) だから、バーコード決済の一番いい使い方とか、そこを言いたいな、自分は。

T5: **[問題点を指摘する]** それってなあ、ムズインわ。多分○○と○○ペイを使いたいんやと思うんだけど、**[問題点を明らかにさせる]** 何でその2個にした？

S6: **[自分の意図を述べる]** その、私が使ってるスマホと相性が良くて、使用者が2大多いのが○○と○○ペイだったんで。じゃあ、一番決めようかなーって。

T6: **[例を用いた説明をする]** ただねー、その実験のデータを使おうとすると、「○○ユーザーにおいて」みたいにしないと○○と○○ペイを比較できひんから、例えば100比較して、100全部で比較したんなら、100個のうちどれがナンバーワンって言えるけど、**[問題点を指摘する]** 2個使ってたんなあ...ちょっとむずいかもなあ。

[問題点を説明する] 信ぴょう性がね、その二つを選んだ理由とかも要るし、書くとしたら。**[修正や解決の提案をする:内容の提供]** だから、ナンバーワンを決めたいんやったら全部使おうっていう。で、全部のメリットデメリットを羅列した上で言うといいかもしれん。

S7: **[返答なし]** うーん。

T7: **[修正や解決の提案をする:作文知識の提供]** あくまで今回のP4っていうのは科学的な英語のペーパーを書いてみようっていうのがテーマやから、科学的でなくてダメで、科学的ってつまり数字を出して具体的に説得力あるデータを出して、説明して読み手を説得させろってことやな。(中略) **[修正や解決の提案をする:作文知識の提供]** だから、ナンバーワンを決めたいんやったらそういう「同じ条件下で全部を比較」しなかったら、ナンバーワンは語れなくなっちゃう。**[気遣う・共感]**

を示す] 言いたいこと分かる？

(中略)

T8: [問題点を指摘する] そう。実際そう。広いよね。実際ペイも人によって違うやん。[チューターの判断や解釈] やから、そういうのはな、感覚では分かりやすいけど、こういう風に科学的に文字とか言葉とかを使って人に説明する時にはちょっと難しいかもしれん、テーマとして。[可能な解決法について選択肢を与える] もちろんやってもいいし、自分でしっかり定義をするんやったらOK。やってもいい。どうする？

S8: [返答なし] ううーん。

例2では相談者が実際に使用した2種類のキャッシュレス決済手段を入れたいと主張しているのに対し、T5でなぜその2個にしたかと「問題点を明らかにさせる」質問をして、相談者の意図を確認したうえで、T6でチューターから問題点を指摘している。そしてT7で相談者に納得させる「修正や解決の提案」をしてから、T8で最終的な判断をチューターが決めるのではなく本人に委ねる「やってもいい、どうする？」といった「相談者に可能な解決法について考えさせる・選択肢を与える」発話がある。

上記の2つの例のように、頻度は限られていたが、チューターには「問題点を明らかにさせる」質問や、「解決法を考えさせる」質問をして最終判断を相談者自身に選ばせ、相談者の主体性を尊重しようとする支援行動があった。相談者に決定権を委ねるこれらのスキヤフォールディングは、相談者の自己肯定感を高め、自信を持たせる効果がある (Mackiewicz & Thompson, 2018)。チューター本人は、インタビューで「本人の興味を優先したかった。」「本人の主張がどれだけ読み手に伝わるかだけにこだわり、自分 (チューター) の考えの押し付けだけにはしたくなかった。」と述べており、意識的な働きかけであったことが伺えた。

また、このチューターの一つの特徴として、Motivational scaffolding strategiesの「相談者を気遣う、共感する」支援行動が11回あったことが挙げられる。例1や2では、「何となく分かる?」「テーマは良いと思う、書きやすい」と相談者を気遣う発話があり、問題点を指摘する一方で、相談者のモチベーションを維持させる配慮があった。Chi et al. (2001) はMotivational scaffolding strategiesを相手に肯定的な理解や評価を示し、自己効力感を高め主体性を促すのに有効な手段としており、またチューターの力量が最も問われるとも述べている。本チューターはSAPPのチューター歴が2年あり、また塾講師や大学の学習サポーターの経験もあったことから、これらの経験が生かされていたのかもしれないと言っており、相手から引き出す発話に長けていたことが推察される。

顕著であったのは、問題点を理解させる根拠の提示に、院生ならではの視点があ

り、説得力が見られた点である。例2のT7で、根拠に科学的な研究の視点として「同じ条件下にある全てを比較する必要性」や「数値（データ）を出して読み手を説得させる必要性」を説いている。次に述べるセッション2でも同じ傾向があり、「論文では重要な発見のみ書き、脚色しない」といった研究論文の決まりや「一文一義」などのアカデミック・ライティングの知識も提供していた。本授業では、プロジェクトのテーマに生命科学の専門的な内容は強制されないが、科学的なアプローチが求められる。研究室に配属され本格的な研究生活を経験するのは院生になってからであり、その時点で初めて科学的な研究とは何かを知る。相談者は学部2回生で、「チューターは院生が良い、アカデミックな知識があるし、院生さんにアドバイスを受けると納得できる」と述べているのはチューターの経験ゆえの説得力であろう。Mackiewicz (2004) は工学系の文章を、アカデミック・ライティングの知識はあってもその分野の知識のないチューターが対応した場合と、文章知識のないテクニカルライターが対応した場合とでは、前者のほうが間違った指導をしがちであったと指摘しており、チューターが過去にこの英語授業を受講している利点も大きかったと思われる。

以上、セッション1のチューターの発話を中心に見てきたが、相談者の方は、本人のやりたい意図や内容を提供する「自分で内容を提供する」（16回）や「自分の意思を述べる・説明する」（10回）が多く、その後、問題点を指摘され、プロジェクトについて「チューターにアドバイスを求める」（12回）流れが顕著であった。特に、自分が使ったキャッシュレス決済方法を大学生に勧めたいという思いは強かったが、チューターにその説得力の弱さを指摘され、問題を解決するには至らなかった。そのため、相談者の主体性が強く出ていたとは言えない。

一方、セッション2では、相談者は大学生に焦点化した内容を固め、導入部と本論を見せながらチューターに確認を得る形で進んだ。そのため、一転して相談者がセッションの中心となった様子が伺えた。表1から、1発話あたりの語数が増え、チューターに対して比率が高くなっていること、また話題提供のTopic episodeがチューター5回に対して、相談者が12回と圧倒的に多い点からもそれが伺える。相談者の主体性・自律性の指標となる9つの発話の合計がセッション1（66.25%）よりもセッション2（67.11%）で若干ながら増え、中でも「自分の意図を述べる・説明をする」（12回）や、「自分で解決法を提示する」（11回）、「自分で内容を提供する」（11回）からも伺える。特に「自分で解決法を提示する」はセッション1の6回から11回に増加し、自分で問題点に対する解決策を示した発言が顕著であった。また解決策を説明し、チューターを説得して同意を得ようとする様子が見られた。1発話あたりの平均語数が増えているのも、この辺りの傾向ゆえにであろう。例3と例4は「自分で解決法を提示する」発話の例であるが、どちらも相談者が話題を提供している。例3は、導入部で世界に比べて日本のキャッシュレス決済の普及率が低く、逆

に韓国が最も高いことを示したグラフを言及しての対話である。

例3

S9: (論文を見せながら) それか、**[自分で解決法を提示する]** もうこの韓国とか、この説明とかは省けるかなあと思っているんです。

T9: **[気遣う・共感を示す]** ああ、そうだねえ。**[チューターの判断や解釈]** けど、大事だからなあ。でもSouth Koreaの話はしないでいいかもしれない。この内容的に日本に焦点を当てているから、他国のことは言わなくてよくて、他と比べて日本がめっちゃ低いだけ言えばいいかなあ？

例1のセッション1の段階では、日本の普及率を述べるために他国との比較は必要だと相談者がこだわっていたがチューターから不要ではないかと言われていた。しかし、セッション2では、焦点を大学生に絞り、例3に見られるように、相談者の方から他国の詳しい説明は不要と切り出している。また、次の例4では大学生に焦点化する論理的根拠も書く必要があると自ら述べ、チューターから最終的に消費の中心になる大学生のキャッシュレス率の低さを示すデータと論理展開を引き出している。

例4

S10: **[自分で解決法を提示する]** だから、何で大学生かってところも書いて...辻褃合わせないとあかんし。

T10: そうだね。**[解決法を考えさせる]** 言わなあかんのは日本が、まずキャッシュレスが遅れてるってことと、次に...

S11: **[自分で内容を提供する]** だけど、QRの決済が今急激に伸びてるよ、って。**[チューターに同意を求める]** そこおかしいですか？

T11: **[問題点を指摘する]** うーん、「遅れてます。だけど、QRの決済は伸びる」そこから多分大学生につながるのがおかしい。

S12: **[チューターに同意する]** まあ、そうですよねえ。**[問題点を自分で説明する]** 全体的に見ても、まだQR少ない。全部の世代。**[自分の意図を述べる]** だけど、大学生のこと言いたいから大学生のことしか書いてないんです。

T12: **[修正や解決の提案をする:内容の提供]** 大学生くらいが(キャッシュレスの使用率が)一番低いみたいなデータがあんねん。そういう論文があるの聞いた。(中略) 今後キャッシュレスが進んできて、一番消費が激しくなる30代が今の大学生。今後必要になるのに使いこなせていないって論の展開?それでいくか。

S13: **[チューターに同意する]** それめっちゃいいですね。

表2で、チューターの「問題点を指摘する」がセッション1と比較して22回から6回

に、「修正や解決の提案をする」が27回から14回に減っているのも相談者自身から解決策を示しているからだと解釈できる。

特に、セッション2の半ばからは、相談者が書きたい内容をまず示し、チューターがその意図（理由）や内容を確認し、書くべき内容を整理したうえで同意を示す流れが多く見られた。チューターの「相談者の意図を聞く」がセッション1の3回から14回に、“こうしましょう”と内容を確定する「修正や解決を指示する」が0回から13回に増えているのは、この流れが理由であろう。例5にその流れを具体的にしてみる。

例5

S14: **[自分で内容を提供する]** それで、最初にボディ1は どうしてQRがいいのかを言おうかなと。

T13: **[気遣う・共感を示す]** そうね。

S15: **[自分の意図を述べる]** 他のQRコード決済。他のクレジットとか電子マネーとかと比較してみようと思ったんですけど、結構難しかったんで、QRだけに。

T14: **[相談者の意図を問う]** 何を言うセクション？

S16: **[自分で内容を提供する]** どうしてQRコード決済がいいのか。QRコード決済の良さ。

T15: **[チューターの判断や解釈]** うん、まあそうやな。QRコード決済についてな。QRコード決済っていうのはどういうものなのかって話やな。 **[気遣う・共感を示す]** いいと思うよ。

S17: **[チューターにアドバイスを求める]** イン트로で定義しておいた方がいいですか？QRコード決済とはこういうものだ。

T16: **[チューターの判断や解釈]** いや、要らんとちゃうかな。それはボディあたりで。

S18: **[チューターにアドバイスを求める]** で、こういうものだよって言って、こういう利点があるよって感じですかね？

T17: うん、そう。 **[修正や解決を指示する]** QRコード決済っていうのは、こういうキャッシュレス決済の形で、どういう利点が他のキャッシュレス決済や現金決済に比べてあるかっていうのを説明するセクション。

S19: **[自分で内容を提供する]** 利点は、スピーディーなことと、ポイント還元が高いこと。

T18: **[気遣う・共感を示す]** そうやな。

ここでは本論で書く内容を話し合っている。キャッシュレス決済のなかでも、相談者が大学生に勧めたいのはQRコードを使用した方法であり、相談者がS14とS15で

その内容と意図を述べたあとに、チューターがT14で「何を言うセクション？」と改めて聞き、T15で書くべき内容を整理している。そして、T17とT18で、チューターがセクションに書く内容を確認し、それならいいよ、と共感を示すことで、お互いの間に合意が形成されている。

セッションの後半では、チューターとのやり取りから内容が固まり、課題の論文が書けそうだと感触を得て、相談者がこう書きたいという強い意思が述べられていた。例6はその適例である。

例6

T19: じゃあ、ボディちょっと考えるか。**[解決法を考えさせる]** 一個一個考える前に。流れだけ考えよう、全体の。**[修正や解決の提案をする:内容の提供]** 1はQRコードについて。QRコード決済の紹介。**[相談者の意図を問う]** 2は？

S20: **[自分の意図を述べる]** いろいろな種類があるんですけど、その種類5つくらい紹介して、どう使うべきか、みたいな。2では、どう使うべきか言おうかなって。

T20: **[相談者の意図を問う]** うん。3は？

S21: **[自分の意図を述べる]** 3は、1か月一応使ったんで、これだけお得になりましたよってことを伝えたいんです。使ったこと入れたいんで。

T21: **[気遣う・共感を示す]** OKOK, いいと思う。**[修正や解決を指示する]** 1でまずはバックグラウンド的な情報、QRコードは何かって話を、詳しい話をしてから2で実際にQRコード決済に切り替えるとどれだけ安くなるのかって理論の話をして、3で実際にやってみたらこんだけ安くなったぞっていう結論、こう使え。**[気遣う・共感を示す]** ああ、いいんじゃない？それで行こう。それで行きましょう。

S22: **[自分で内容を提供する]** 種類を紹介して、こう使おう。

T22: **[気遣う・共感を示す]** そうやな。

S23: **[自分の意図を述べる]** メインとサブを持ちましょうって言おうと思ってます。

T23: **[気遣う・共感を示す]** なるほどね、そこは、自分の主張やから、俺が口出すことはないと思う。

例6では、セッション1では根拠に欠けると指摘されていた自分が使用した決済方法に関する記述について、相談者はS21で使ったことを入れたい、S23で2種類の決済方法を記載すると意思を述べている。それに呼応するかのように、チューターもT21で「いいと思う」、そしてT23で「自分の主張なので口出す必要はない」などとチューターが共感する発話があった。このような「相談者を気遣う、共感を示す」発言は、セッション2では総計22回も見られた。

他に相談者の主体性・自律性が見られた箇所としては、セッション2の後半に肯定的な自己評価である「行けると思う」「できそうです」「よし、見通しが立ちま

した」といった発言が頻発していた。これらはチューターの共感発話の頻度とともに増え、相談者はチューターから理解や評価をもらうことで課題達成の自己効力感を高め (Boyer, Phillips, Wallis, Vouk, & Lester, 2008 他), より意欲的に課題に取り組む様子が現れていたといえよう。

以上, RQに答えるためにチューターと相談者の発話を分析し, チューターの支援行動と, 相談者の主体性と自律性の変化を見てきた。今回, 相談者の主体性・自律性に変化があった要因を Henning (2001) が挙げるセッションの成功の3つの条件を言及し説明する。まず条件1) 相談者の期待に応えるためにチューターと相談者の間で十分に交渉がなされること; つまり, チューターが, 相談者が納得するまで, そして相談者の意向を尊重して対話を重ねたことが一要因と思われる。しかも, 問題点を言うてしまうのではなく, **Cognitive scaffolding strategies**に最もよく使用される手段である“質問”でもって, 相手に気づかせるようにしていた (Koshik, 2010) ことも大きい。チューターが決めるのではなく, 相談者に十分理解させ, 納得させ, 自分で決めさせる, そうした相談者主体のセッションを常に意識していたことが効を奏したのであろう。その証拠に, チューターはインタビューで, セッションで心がけたことは「相手の意見, 主張, 興味を最大限尊重する。こちらのアドバイスを主張・強制しすぎない。」と答えていた。また, 上手くいったセッションは?との問いに「相手の興味のある事柄を本人自身から引き出し, 上手く研究テーマに結び付けられ本人も“面白そう”と感じてくれたこと。」と語っている。こうした **Cognitive scaffolding strategies**を戦略的に使用するには経験を重ねた力量が求められるとされている (Cromley & Azevedo, 2005) が, 本チューターは, 塾講師や大学の学習サポーターも経験しておりそれらの経験が生かされているかもしれないと述べていた。

2つ目の要因としては, 条件2) 相談者がチューターから必要な知識を得て, それを課題に応用できたこと; つまり, あくまで科学的に論理的であることにこだわった院生ならではの知識で説得力のある交渉 (negotiation) があった。それに対して, 相談者もこうしたいという思いや, 課題の英語論文を良くしたいという強い意思があり, お互いの中で合意形成がなされていたことが挙げられる。相談者は, 「K君 (チューター) は簡単にOKを出してくれないし, 私は納得するまで書きたい方なのでSAPPがなければ書けなかった。」と述べており, 双方のスタンスが合致していた。相談者の課題を良いものにしたいという思いにチューターが粘り強く付き合ったことで, 彼女の主体性が引き出されたと言えるのではないだろうか。

更には, 条件3) 双方の間に信頼関係が築かれたこと; チューターが相談者のアイデアを褒めたり, 共感を示したことで信頼関係が築かれ, 後者の主体性が促進したと考えられる。Boyer et al. (2008) は, 相談者はほめられたり, 共感を得ることで自己効力感を高められる, 特に長期的な励ましが効果的であると述べている。また,

Mackiewicz and Thompson (2018) は Motivational scaffolding strategies のうち約半数が「共感を示す」であり、経験のあるチューターほど適宜手段を選択して使用すると示している。今回のチューターが、課題達成のためのモチベーションを維持させるために効果的であるという Motivational scaffolding strategies をうまく行いながら、信頼関係を築けたことが大きく影響しているのではないかと推察できる。

7. まとめ

本稿では、立命館大学生命科学部のライティング支援センター SAPP のチューターと相談者の2回に渡るセッションの発話内容を分析し、チューターの支援行動と、相談者の主体性・自律性に変化が見られたかを考察した。Dynamic Assessment の観点から発話分析コードを整理し、チューターと相談者双方の発話を分析した結果、プロジェクトの内容を明確化したセッション2のほうに相談者の主体性が見られた。問題点に対し自分で解決策を提供したり、課題の内容への強い意思や肯定的な自己評価が発話から得られた。チューターからは、相談者自身が問題を解決できるように促す発話や、共感を示す支援行動が見られ、相談者を主体とする働きかけが伺えた。今回の分析は、1組の2回のみデータであったため、必ずしも一般化はできない。また、分析コードも更に精査の必要がある。しかし、本研究は、ライティングセンターにおけるチューターの支援行動の効果を、相談者の発話への反映を分析することで本人の主体性・自律性の伸びを判断する Dynamic Assessment の実験的な研究として行った。これまでのチューターの支援行動のみの分析では分かり得なかった相談者の発話を分析する必要性を、本稿をもって強調したい。今後は、学習者の主体性・自律性の伸びがどのようにその後の課題や学習に反映するか更に詳細な分析を行っていきたい。

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注

1. プロジェクト発信型英語プログラムの詳細はプログラムのサイト (pep-rg.jp) を参照されたい。現在は、薬学部・スポーツ健康科学部・総合心理学部も導入している。
2. ライティングセンターでのチューターと相談者のやりとりをセッションと呼ぶ。
3. 合意に至るまで話し合ったのは、コードと発話の妥当性や、コードそのものの精査を行うのが本分析の目的でもあったためである。また、チューターを分析過程に関わらせることで、自らのセッションを振り返る学習機会と捉えた。

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Appendix 1

チューターの支援行動コード

指導戦略	説明と例
Instruction Strategies	
1. チューターの判断や解釈 (判断や解釈が正しいか問うも含む)	チューターの判断や解釈を述べる 「書き方は悪くなさそうだね」
2. 問題点を指摘する	課題や文章などの問題点を指摘する 「この段落は具体例を入れないと、分かりにくいね」
3. 問題点を説明する	課題や文章などの問題点を詳しく説明する 「この文章の分かりにくい理由は、専門用語を定義していないから読み手は理解できないよね。」
4. 修正や解決の提案をする (a. 内容の提供 b. 作文知識の提供)	修正のヒントや選択肢を提案する (表現例: ~してみたら? ~した方が良いかな? など) 「ここはもう少し丁寧に書いたほうが良いかな」 a. 文章や発表の際の内容の提案や提供を行う 「アレルギー持ちの子供たちの視点を入れて書いてみたらいいと思う」 b. 文章を作成する際または発表の際のルールや知識を提供する 「文章には導入部, 本論, 結論部があるよね」
5. 修正や解決を指示する	修正を指示する, どう修正するか決める「実験を入れるなら, 目的をはっきり明記しないとイケない」
6. 例を用いた説明をする	説明の際に, 具体的な例を用いる 「引用の仕方は色々あるよ。例えば, Natureの論文は, 引用文献であることを示す数字がついていたりするよね」
Cognitive Scaffolding Strategies	
7. 相談者に問題点を明らかにさせる	相談者に問題点に気付かせる, 述べさせる。「なんで全てのデータを拾わずにその2個だけにしたの?」

8. 相談者に可能な解決法について考えさせる・可能な解決法について選択肢を与える	相談者に問題の解決を考えさせたり、選択肢を与えチューターが決めずに相談者に判断させる 「早速だけど、Introduction（導入部）のアイデアはある？」「話を聞いていたら目的が2つあるようだけど、目的は一つのほうがいいから、どっちにする？」
9. (質問する) 相談者の意図を問う	書かれた内容などに関して書き手の意図を問う質問をする「このBody（本論）では何を書こうとしていたの？」
10. 以前の指摘をくりかえす、強調する	同じ間違いや指摘に気づかせる、大事な指摘を強調する 「前にも言ったかもしれないけど、何を目的にするか、何を伝えたいのかを設定することが一番大事」
Motivational Scaffolding Strategies	
11. 相談者を気遣う、共感を示す	課題や相談者が困難に感じている事に対し、共感を示す 「ぼくもPの授業で苦勞したけど、2000ワード書くのは大変だよ」
12. 良い点をほめる	書いたものや達成できたことを指摘し、ほめる 「よく書けてるね、素晴らしいと思う」
その他	
13. セッションの進行に関する発話	セッションの進行に関する発話や取り上げる事柄など 「じゃあ時間がきたので終わりにしましょうか」
14. 課題に関する発話	講義内容の情報、教員の指示、課題の締め切りなど 「中間発表は終わったの？」

Appendix 2

相談者の発話コード

発話内容	説明と例
1. チューターに同意する・チューターのfeedbackを受け入れる	チューターのfeedbackに賛成したり、意見を受け入れる 「そうですね」「はい、それ入れておきます」
2. チューターに同意を求める	チューターに考えが正しいのかどうかを聞く 「ここで自分の実験した内容を入れようと思っているんですが、どう思いますか？」
3. チューターにアドバイスを求める (a. 内容の提供 b. 作文知識の提供)	チューターにプロジェクトや作文の内容や、アカデミック・ライティングに関わる知識の提供を求める 「ここの言い回し、別の表現ないでしょうか？」
4. 返答なし（考え中、メモを取る行動も含む）	チューターのfeedbackに対して応答しない、応答しても意味のある発話でない 「・・・」「うーん」
5. 問題点を自分で発見する	自分の課題に問題があることに自分で気がつく 「だから、書きたいことがごっちゃになってる・・・」
6. 問題点を自分で説明する	自分の課題の問題点などを自分で詳しく説明する 「いけないのは表現が曖昧だから。だから読んだ人は何を言いたいのか分からないと思う」
7. (問題を) 自己評価する	自分が直面している問題の程度を評価する発言をする 「自分ではできなさそうです」「できそうです」
8. 理解を言葉にする、整理する	理解した内容を自分で説明し直す、整理する
9. チューターのfeedbackを受け入れない・チューターの意見に否定的に反応する	チューターのfeedbackに反対の意思表示をする 「それって、実験したことを入れない方がいいってことですか？」
10. 自分で解決（法）を提示する	相談者が自分で課題の問題点に対し、解決策を出す 「根拠が必要なので論文から引用します」

11. 自分の意図を述べる・説明する	相談者が自分の意思や意見を述べたり、説明する 「ここ、大学生に絞ろうと思ったんですけど」
12. 自分で内容を提供する	自分でプロジェクトや文章の内容を考え、提供する 「Body（本論）には実験の手順と結果を書いて 考察で環境問題と絡めて書きます」

〈研究ノート〉

Creating an Interactive Zoom English Class for University Students During COVID-19 and Students' Reactions

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Abstract

The coronavirus disease (COVID-19) pandemic, which began in 2019, has caused considerable confusion and struggles in education and learning worldwide. Many educators were forced to adapt their face-to-face class content to online platforms in a limited amount of time. Students have also faced many difficulties in adjusting to a new learning environment, as well as a sense of loneliness due to isolation. This paper describes the author's attempt to conduct interactive Zoom classes for university students with due consideration given to students' emotional well-being. Although students showed anxiety initially, the class seemed to be able to maintain their motivation to learn English, to satisfy their three psychological needs, and to provide them with a positive class atmosphere and learning environment. The results of the study could prove beneficial for those planning classes under adverse circumstances.

概要

新型コロナウイルス感染症の流行により、世界中の教育機関や学習者が混乱の中にいる。教員は短時間の間に対面授業の内容をオンラインに切り替えるなど対応に追われ、学生も新しい授業形態に慣れるため苦労すると同時に、外出自粛要請による孤独感など精神的葛藤も抱えている。本論文では、大学生の精神的安定に配慮しながら計画した双方向性の Zoom 英語授業実践とその影響に関する調査結果を紹介する。調査結果から、授業開始時の学生には不安を感じる者もいたが、本実践では学生の英語学習動機づけを維持し、学生の心理的 3 欲求を満たし、有益な授業と学習環境を提供したことが伺えた。本研究は困難な状況において授業を計画する上で有用と言えるだろう。

Keywords: COVID-19, online learning, Zoom class, English learning motivation

1. Introduction

The coronavirus disease (COVID-19) pandemic, which began in 2019, has had a considerable impact on education and learning worldwide and has resulted in the sudden shift of most classes to an online environment (Crawford et al., 2020). According to UNESCO

(2020b), approximately 1.5 billion learners, or 84% of total enrolled students in the world, were impacted by school closures in 2020. In universities, faculty members and teaching staff were forced to adapt their face-to-face class content to an online teaching situation, although most of them had no relevant pedagogical knowledge or little technological experience (Bao, 2020; Rapanta et al., 2020; Teräs et al., 2020; UNESCO, 2020c). The strong push to online learning left teaching staff unprepared and struggling to balance between students' "non-stop learning opportunities" and "quality of learning" (UNESCO, 2020c). Students have also faced several challenges: the cost and difficulty of setting up better Internet connections at home, the frustration of learning on the new online learning platforms, the financial loss due to the reduced part-time work, and their detached feelings due to social distancing. New students, in particular, experienced loneliness since they had no time to make friends with their classmates prior to classes moving to online platforms and did not have people to whom they could ask questions or for advice (Nishikawa, 2020). As stated in UNESCO (2020a), there was a tendency to rush toward the use of Information and Communication Technology (ICT) without thorough planning or preparation and little consideration about the quality of learning and students' engagement or motivation to learn. Chen et al. (2020) studied the satisfaction of learners taking online courses and reported that providing a comprehensible platform and interactive communication affected students' satisfaction. Other researchers also pointed out the importance of interactive communication for students' participation and learning (Bao, 2020; Moore et al., 2011); however, few studies have mentioned or considered students' motivation for learning or their emotional well-being. Since the present author has been practicing Content and Language Integrated Learning (CLIL) or active learning (Maekawa, 2019; Maekawa et al., 2017), it was a challenge for me to adapt my teaching style to an online learning setting. I also considered students' emotional well-being and how this urgent situation may have affected them, as I wanted to provide students some sense of security when participating in the class. This paper briefly reviews studies about active learning, online learning, and English learning motivation and then reveals how I conducted interactive Zoom English classes for university students with due consideration given to students' emotional well-being. I then discuss the students' reaction to the classes based on survey results.

2. Literature Review

2.1 Active Learning and Online Learning

Active learning has been recommended by the Japanese government to promote students' active participation in classes, as well as more in-depth learning and self-regulated learning (MEXT, 2012). Blaz (2018) defined it as "a range of teaching methods that engage students,

individually or in groups, in the process of learning through activities and / or discussion in class, involving higher-order thinking and followed by a period of reflecting” (p. 1). Since the MEXT statement above, active learning has become an “official education method” in Japan, where students’ engagement is emphasized over one-sided lectures (Matsushita, 2018). The phrases Content and Language Integrated Learning (CLIL) and Content Based Instruction (CBI) are used more often than active learning in the English education field in Japan, but CLIL and CBI include elements of active learning (e.g., Hanzawa, 2017; Morton & Llinares, 2017). Moreover, the studies of English for specific purposes (ESP) have tried to create more authentic education and promoted elements of active learning (e.g., Anthony, 2009; Miyama, 2000; Noguchi, 2009). Even in the urgent situation of the COVID-19 pandemic, it is desirable to retain some active learning elements in the classroom.

Online learning or distance learning have been tools used for learners who are geographically unavailable to attend courses (Bao, 2020; Moore et al., 2011). E-learning can be used as a platform for students’ self-regulated learning (Abe et al., 2019; Moore et al., 2011; Teräs et al., 2020). In online settings, teachers do not have strong control over students’ participation (Bao, 2020); however, it has not been a grave issue because learners using them have generally chosen the circumstances and engaged in the learning actively. As stated in Rapanta et al. (2020) online learning can be material oriented (movies, reading, exercise, or others), while face-to-face classes can be more interactive. To extend the use of online learning to general students during the COVID-19 pandemic, the first step in including active learning can be to find a way to promote interaction and communication.

Simultaneously, the instructors should consider students’ emotional well-being, which might be influenced by the sudden change of class style (Nishikawa, 2020). In fact, a study by Stiller and Koster (2016) found that learners’ characteristic of online anxiety contributed to their dropping out of online courses. Likewise, Bolliger and Halupa (2012) revealed a strong negative correlation between online anxiety and class satisfaction in an online doctoral program. Although social anxiety in online settings was suggested to be lower than in real life communication among college students (Yen et al., 2012), it is important to consider whether or how students feel anxious when participating in a Zoom class.

2.2 Motivation

Motivation can be a driving force within the act of learning and has been researched from many perspectives, as shown by Lamb et al. (2019). This paper focuses on self-determination theory (SDT) as its theoretical framework.

SDT was developed by Deci and Ryan (2000, 2002b) and has been utilized in second language learning motivation research for many years (e.g., Hayashi, 2005; Hiromori, 2006; Kojima & Yashima, 2017; Maekawa & Yashima, 2012; Nakahira et al., 2010; Noels et al., 2003; Tanaka, 2013). The basis of SDT is that humans have an innate tendency to regulate their behavior through communication or interaction with the environment (Deci & Ryan, 2002a; Noels et al., 2019). Therefore, it is postulated that the satisfaction of three psychological needs, autonomy, competence, and relatedness, would lead to more internalized motivation to participate in activities (Deci & Ryan, 2002a). Autonomy refers to self-regulation, and learners must perceive agency over their own actions. Competence relates to confidence and achievement; thus, learners should face challenges that can be mastered. Relatedness can be attached to a sense of connection, and learners need to feel connected to others in their community (Noels et al., 2019). SDT differentiates motivational orientation into three types: intrinsic motivation, extrinsic motivation, and amotivation. Extrinsic motivation includes four different types, external, introjected, identified, and integrated regulation, which were identified according to how much learners self-determined or internalized the activity. (Noels et al., 2019). Intrinsic motivation is the state when learners engage in an activity for their pleasure and satisfaction. External regulation is the least self-determined state of regulation and occurs when learners study because of outside pressure or specific rewards. Introjected regulation is related to learners' self-esteem when they engage in an activity to avoid negative evaluation from others. Identified regulation and integrated regulation are highly self-determined. Learners consider the necessity and importance of language learning for their self-expression. Amotivation indicates no motivation, and learners cannot find the effectiveness of learning (Hiromori, 2006; Noels et al., 2019). The author has used this theoretical framework for many years because it is useful to understand science and engineering students' motivational state. Those students may need English in their future but may not be interested in learning English, which suggests that leading them to a higher self-determined state can be required in university English education. Therefore, I have used this framework as well in this study.

3. Class Design and Practice

Because of the COVID-19 pandemic, the author's university decided to use the university's portal site and Zoom as online-learning platforms. All teaching staff were asked to conduct classes either through Zoom or through Video on Demand (VOD) on the portal site during the spring semester in 2020. The author used the portal site for weekly assignments and Zoom for the classes. The required English classes in this university also used an online

English learning course from Reallyenglish Japan Co., Ltd. so that students would have sufficient quality of learning, especially in listening comprehension.

In this university, there are many shy or antisocial students; thus, I had heard that teachers faced difficulties even in face-to-face classrooms. Before starting my own Zoom class, I had an opportunity to help another professor's English class using Zoom and noticed the unpredictable difficulty of making students turn on their camera and speak out. In the survey conducted before starting class, I asked students to make comments about what they want to learn in the class and what they were anxious about in online classes. Students commented that they were anxious about attending online classes (Table 1). Some were afraid of the occurrence of technical difficulties such as sudden disconnection or audio trouble, some worried about what would happen if they could not submit assignments on time, and others were anxious that they would not get enough support when they do not understand class materials.

Table 1

Coding of Students' Anxiety for Zoom Class Open-Ended Questions

Category	Code	# of coding
Anxiety in general	Having no idea of what classes would be/ vaguely aware of not understanding	3
Learning	No peer help / exam / asking questions / group work	13
Technical problem	Network setting / unfamiliar with Zoom / submitting assignments / missing information	21

Considering students' anxiety and probable technical troubles, I tried to design class activities that would not put too much pressure on students but could still be interactive. With such care, I expected students to feel secure about participating in the class and their needs of relatedness to be satisfied. After trying different activities for a couple of weeks, I asked the students what activities they would like to continue so that their need for autonomy could be satisfied, and the basic class schedule was decided as shown in Table 2.

Table 2

Activity and Schedule of Class

	Activity	Zoom tool and setting
1	Quick review, vocabulary, and grammar check (Students type the answer on chat)	Chat for everybody
2	Shadowing (Students read aloud following the instructor)	Unmute students
3	Comprehension check 1: True or False	Using response button
4	Comprehension check 2: Reading comprehension (Students type answers in English on chat)	Chat only for the host

In my class, weekly reading materials based on the Reallyenglish online course were used. At the beginning of the class, students input their student number in the chat box on Zoom to take attendance. After a brief introduction, the class starts with easy and quick activities: assignment review, vocabulary check, or grammar check. Students are asked to type their answer in the chat box and send it to everyone on a first-come-first-served basis. This may introduce some gaming aspects and enable students to prepare for the coming reading content. The shadowing or reading aloud activity is basically the only time for students to unmute themselves. To reduce their anxiety to speak in English, I decided to make them read aloud together and let them know that the teacher is listening to them. For the reading comprehension part, I verbally asked multiple choice or true-or-false questions to which students answered using the response tool “yes” and “no” in the participants window. After students answered, I showed the question and answer on a slide or chat window. For the questions that required English composition and deep understanding, I let them type and answer only to the teacher so that the students would not worry about making mistakes. At the end of the class, I always asked students to turn on their camera and wave their hands before leaving, which might satisfy the needs of relatedness. In all classes, most students followed the request.

In this university, Integrated English I and II are required for first-year students and Integrated English III and IV for second-year students. Integrated English I and III are conducted in the spring semester while II and IV are held in the fall semester. Students are assigned to different levels—S (the highest), A, B, and C (the lowest)—according to the scores from the Visualizing English Language Competency Test (VELC test), which they took at the beginning and at the end of the first-year English course. In 2020, the author is teaching six classes: one S-level second year, one A-level second year, one B-level second year, two B-

level first year, and one C-level first year. For the S-level and A-level students, I conducted more in-depth activities but followed the same schedule. Table 3 shows the students' major, grade, and level, and the number of enrolled students. Although the students in Class 3 for Applied Mathematics and Biomedical Engineering were placed at the lowest level, their English knowledge was as good as that of the other first-year B-level students probably because students in those departments scored relatively better than those in the other departments. That allowed me to give the same instruction among three first-year classes. In total, I conducted three different classes: three first-year classes, two second-year higher-level classes, and one second-year lower-level class.

Table 3

Number of Students Enrolled in Each Class

Class	Students' major	Grade	Level	Number of Students
1	Information and Computer Engineering Architecture	1	B	40
2	Applied Mathematics Biomedical Engineering	1	C	31
3	Applied Science Electrical and Electronic Engineering	1	B	41
4	Management	2	B	37
5	Life Science Applied Physics	2	S	25
6	Applied Chemistry and Biotechnology Mechanical Systems Engineering	2	A	36

4. Methods

4.1 Purpose

The purpose of the survey was to examine whether the Zoom class could maintain students' motivation to learn English and satisfy their three psychological needs of learning English. I also hoped to discover whether the class could relieve students' anxiety. Therefore, the research questions were as follows. 1) How can the Zoom class improve or maintain students' motivation to learn English? 2) How can the Zoom class satisfy the three basic psychological needs of students? 3) Can the Zoom class help reduce students' anxiety, and how?

4.2 Participants

Unlike the paper-based questionnaire survey distributed in former face-to-face classrooms, only a few students participated in the online survey. Table 4 shows the number of participants. In April, two of the classes saw no students respond, and the number of participants decreased in August.

Table 4
Number of Participants

Class	Students' major	April	August	Both
1	Information and Computer Engineering Architecture	14	13	6
2	Applied Mathematics Biomedical Engineering	0	4	0
3	Applied Science Electrical and Electronic Engineering	22	11	6
4	Management	0	3	0
5	Life Science Applied Physics	16	7	4
6	Applied Chemistry and Biotechnology Mechanical Systems Engineering	9	5	2
Total		61	43	18

4.3 Survey

To examine the motivational effect of the class and students' reaction to the class, questionnaire surveys were conducted at the beginning (April) and end (August) of the spring semester. The survey was conducted through Google Forms for ease of completion. The author gave the URL for the questionnaire and asked the students to participate. I explained that the survey was totally voluntary, would not affect students' grades, and they were free not to participate. The purpose of the survey was provided both orally and on the survey form. Even though the number of participants was small, the author used data from the eighteen students who answered both in April and August for quantitative analysis. All answers for open-end questions were included in the analysis.

4.4 Materials

The April questionnaire consisted of two parts: motivational regulations and two open-ended questions. After starting the class, the author became increasingly aware of the importance of satisfying students' psychological needs. Including the questions asking about those aspects, the August questionnaire consisted of three parts: motivational regulations, three psychological needs, and three open-ended questions.

To analyze the quantitative data, IBM SPSS statistics 25 was used, while MAXQDA2020 was used to analyze qualitative data.

4.4.1 Motivational regulations (20 items, 5-point scale; Hiromori, 2006)

Based on the questionnaire survey conducted by Noels (2001), Hiromori (2006) adapted motivational regulations for Japanese English learners. To reduce students' emotional burden, the author omitted a similar-meaning item from each regulation and used 20 of the 25 items originally presented. The items included intrinsic motivation (four items), identified regulation (four items), introjected regulation (four items), external regulation (four items), and amotivation (four items).

4.4.2 Perceived fulfillment of three psychological needs (9 items, 5-point scale; Hiromori, 2006)

Like the motivational regulations above, Hiromori (2006) adapted the three psychological needs students perceive to be fulfilled in the English class. To lighten students' emotional burden, the author chose three items from the original six items in each category, while I chose one reverse item for each category and tried to make variations. The categories are autonomy (three items), competence (three items), and relatedness (three items).

4.4.3 Open-ended questions

In April, the author asked two open-ended questions: 1) What do you want to learn in the English class? 2) What are you anxious about regarding the class? The questions in August were as follows: 1) What was good about the Zoom class? 2) What do you want improved in the Zoom class? 3) What do you think about the online course? In this paper, the responses for only questions 1) and 2) asked in August will be introduced. The responses for question 2) asked in April were discussed in Section 3.

5. Results

5.1 Motivational Regulations

When checking the Cronbach's alpha of each motivational regulation, external regulation in both April and August was found to have a low score ($\alpha = .52$ in April and $\alpha = .41$ in August). Since both results suggested the same item, "I want to get a certificate like STEP and TOEIC," be eliminated, it was omitted. Table 5 shows the mean scores, standard deviation, Cronbach's alpha of each motivational regulation, and t-test result.

As presented in the table, identified regulation scored highest in both April and August. There were little changes in any motivational regulations between April and August. Compared to the author's former study in the same university with a similar number of participants (Maekawa, 2019), all regulations scored higher, except amotivation, in August.

Table 5

Mean Scores, Standard Deviation, Cronbach's Alpha of Each Motivational Regulation and t-test Result (N = 18)

	April		August		Difference (Aug – Apr)
	MEAN (SD)	α	MEAN (SD)	α	
Intrinsic	3.09 (1.03)	.93	3.24 (1.07)	.89	0.15
Identified	4.00 (0.75)	.88	3.89 (1.02)	.93	-0.11
Introjected	3.60 (0.65)	.61	3.69 (0.73)	.70	0.09
External	3.79 (0.74)	.64	3.72 (1.00)	.79	-0.07
Amotivation	2.15 (0.88)	.87	2.13 (0.70)	.69	-0.02

5.2 Three Psychological Needs

Initially, the Cronbach's alpha of competence scored low ($\alpha = .48$); hence, one reverse item, "I sometimes feel that I am not good at English," was eliminated. Table 6 shows the mean scores, standard deviation, and Cronbach's alpha of the three psychological needs.

As shown in the table, competence scored the highest. Autonomy and Competence scored higher than those in the author's former study in the same university, while relatedness scored almost the same as the former study (Maekawa, 2019).

Table 6

Mean Scores, Standard Deviation, and Cronbach's Alpha of Three Psychological Needs in August (N = 18)

	MEAN (SD)	α
Autonomy	3.20 (0.91)	.75
Competence	3.36 (0.96)	.53
Relatedness	3.14 (0.99)	.85

5.3 Students' Response to the Zoom Class

The students' responses for questions 1) and 2) were coded and categorized using MAXQDA2020. The codes were then assigned numerical values. Table 7 shows the category, codes, answer examples, and numerical values as well as the difference between students' reaction to the class.

As shown in Table 7, there were many students who did not write anything, or who wrote "nothing particular" in answer to both questions. Students had comments about instruction style such as "I could answer not by speaking out loud but through chat." Some felt comfortable with the class atmosphere, saying "It was easy to ask questions." Some students appreciated the class style, saying "I could understand the class content without worrying that I might be the only one who does not understand." Others appreciated the convenience of online classes, remarking "I could attend the class from my home."

In terms of aspects to be improved, some students commented on the technical difficulties that prevented them from fully concentrating during the class, "Sometimes the network connection becomes really slow." Since all instructions were sent through email or the university portal site, they could be missed, and students commented, "I sometimes missed important information such as assignments." During class, some students felt that the time they were given to consider answers was too short, saying, "I am not accustomed to typing answers, so it took long for me. Therefore, I could not answer by the time the activity was over."

Table 7

Students' Reactions to the Zoom Class in Open-Ended Questions and the Number of Coding That Appeared in Each Class

Category	Codes	Total (n = 43)	1 st year (n = 28)	2 nd year	2 nd year
				higher (n = 12)	lower (n = 3)
Benefits					
Nothing particular	No answer / nothing particular	13	9	1	3
Instruction	Answering through chat / quick feedback / effective follow-up/ clear visual aids	11	9	2	0
Class atmosphere	Easy to participate / easy to ask questions	9	5	4	0
One-on-one situation	No peer pressure / easy to concentrate	8	4	4	0
Unnecessary to go to school		5	2	3	0
Points to be improved					
Nothing particular	No answer / nothing particular	29	20	7	2
Technical problems	Difficulty in listening / online setting	6	4	1	1
Information	Missing important information / sudden schedule change	5	3	1	1
Limited time	Activity time / typing to chat	4	1	3	0

Seeing the difference between classes, more than half of the first-year class students felt that the class had benefits, but they did not offer comments on what could be improved. The second-year higher class students also made comments regarding the benefits. Their comments were mainly about class atmosphere and the way the class felt like a one-on-one situation. Some felt the time limits of class activities could be improved. Meanwhile, the second-year lower class students did not offer any comments on the benefits, but they did comment on technical problems and missing information.

Some comments included several different codes such as “Because the teacher showed the answer immediately, I could check my answer and understand well.” This response was coded as both quick feedback in the instruction category and easy to understand. “I could send my answer privately to the instructor through chat, so I didn’t feel shy or worry what my classmates might think about my English” was coded as both answering through chat in the instruction category and no peer pressure in the one-on-one situation category.

6. Discussion

6.1 How Can Zoom Classes Improve or Maintain Students' Motivation to Learn English?

Section 5.1 shows the results of motivational regulations; identified regulation was the highest in April, while intrinsic motivation was not very high. This tendency was also seen in the author’s former studies focusing on science and engineering students including those from another university (Maekawa, 2019; Maekawa & Yashima, 2012); thus, this may identify a general tendency of science and engineering students in Japan. The changes between April and August for any motivational regulations were little. However, it may be acceptable to say that the Zoom class could at least maintain students’ motivation to learn English. In the qualitative data from the open-ended questions, students commented that the instruction and class atmosphere were good. Therefore, the Zoom class might be able to maintain the quality of students’ learning. The fact that there were some students who did not feel peer pressure and could participate in the class without worry means that this class format might be beneficial for some students regardless of the pandemic. Students may also have increased their participation in the class either due to their perception of pressure to participate or because they could not see what the other students were doing. This could have some positive effect on students’ learning or participation.

6.2 How Can Zoom Classes Satisfy the Three Basic Psychological Needs of Students?

The data were collected in August 2020; thus, it is insufficient to determine whether the class could satisfy the three psychological needs. However, the fact that competence received the highest score may suggest that students felt some sense of achievement through the class. It was also interesting that relatedness scored as high as the other two. Although the author tried to include some aspects to satisfy the needs of relatedness, the only interactive communication between students was text through chat. Therefore, it was a surprising result. In the comments for the open-ended questionnaire, students commented that the class atmosphere was good. Students were also in a situation where they had a lot of online classes

and Zoom classes with limited class time, which gave them little human contact. Many first-year students might have suffered from the alienation of starting a new life alone, with no way to connect with their classmates or teachers, which rendered them unable to ask questions or get support. Thus, the fact that students could easily participate and ask questions in class might have satisfied their needs of relatedness. Although there were no comments directly related to satisfaction of autonomy or competence, the author tried to give students opportunities to decide how to conduct the class, which might have satisfied their needs of autonomy.

6.3 Can Zoom Classes Help Reduce Students' Anxiety and How?

As shown in Table 1, students showed anxiety related to technical problems and learning in April. Although there were comments about overcoming technical problems in August, many of them seemed more comfortable and had become more familiar with Zoom classes. Most of the participants in August had no comment in relation to something that needed to be improved, which could indicate that most participants were satisfied with the class. The comments regarding the benefits, such as easy to participate, easy to ask questions, and no peer pressure, also suggest that students had little anxiety and enjoyed the class. Of course, as an English class, it may be important to have more oral communication and more face-to-face contact. However, the students in this university tend to be very shy even under ordinary circumstances. Many students, especially first-year students, were also not acquainted with their classmates. In this situation, the online class using only chat might have given students a feeling of security when participating in activities.

7. Conclusion

This paper reveals how the author conducted an interactive Zoom class designed to consider students' emotional well-being. COVID-19 has brought a lot of frustration to both students and teaching staff. Adapting classes to online settings within a short period of time placed an extra burden on teachers, and I heard concerns from many part-time teachers. I believe that the results of this study give some points to consider when conducting classes in urgent, frustrating situations. I prioritized creating a cheerful atmosphere and reducing students' anxiety when planning this class. The beginning of the spring semester was chaotic for both students and teachers. A class that allowed students to communicate in their preferred way might have given some feeling of security to the students. There are, of course, many students who might be interested in oral communication with their classmates. In the fall semester, I retained Zoom classes and tried to shift toward a more communicative style, although I was

still aware of students' anxiety and comfortable atmosphere. Moreover, I have realized the benefits of online classes for very shy students. After COVID-19, some students might still need the option to choose between face-to-face active learning classes and online one-on-one classes.

The biggest limitation of this survey is the limited number of participants especially for quantitative data. Therefore, the results may not be generalized to other teachers or classes. I would like to continue the study including more students and different approaches.

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〈研究ノート〉

Is an Impressive Background so Important to a CEO? Investigating the Discourse Structure of Personal Profiles in the Specific Business Field

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Abstract

This study investigated the move structure of personal profiles in the business field by examining the discourse of 28 chief executive officer profiles from airline company annual reports as a case study. Combining move structure analysis and corpus linguistics methods revealed the relationship between language properties and discourse. In addition to the move structure, typical language patterns and verb tenses used for each step in a move were identified from the viewpoint of hint language expressions, showing how the use of language is conventionalized in specific written texts.

概要

プロフィールというジャンルは、TOEIC のリーディングセクションでも頻出し、ビジネス英語の中でも特に読み・書きにおいて重要なジャンルであるが、先行研究は少なく、その構造や言語特徴も未だ詳細に解明されていない。また、最近では大学在学中あるいは卒業後に起業するものも多く、筆者も教え子の英語の CEO プロフィールや企業プロフィール、商品紹介に関する質問を受けることが増えた。そこで、本論文では、このジャンルを解明するためのパイロットスタディとして、ビジネスパーソンプロフィールに特化し分析を試みる。詳しくは、航空会社 28 社の CEO プロフィールを収録した Small-sized DIY コーパスを用いて、このジャンルの言語的特徴や情報伝達機能、ムーブ構造を特定する。特に、CEO プロフィールには、*prior position*, *start of career*, *academic qualification*, *award* など 15 種類の機能（ステップ）と 4 種のムーブが存在し、伝達する情報カテゴリーによって好まれる時制や言語パターンが異なること示す。また、当該ディスコースが現在→過去→近過去→現在の順に構成されることなどもデータと共に示す。最後に、これらの分析結果に基づき教授用資料を作成・活用することで、学習者へ自信を持って英語プロフィールの作成指導ができることを提案する。

Keywords: genre analysis, personal profile, discourse structure

1. Introduction

Genre is a socially recognized form of language use (Hyland, 2002; Hyon, 1996; Martin, 2003; Yunick, 1997). Language use and discourse are interrelated through particular language patterns because such patterns are imbued with communicative functions peculiar to a specific discourse community (Hunston, 2010; Hunston & Thompson, 2000; Nishina, 2010). Based on these assumptions, the current study investigates language properties and the move structure derived from them in the personal profiles of a business field which has not been the focus of much study by researchers/practitioners of English for Specific Purposes (hereafter, ESP). However, in the globally connected world of today, non-English speaking entrepreneurs need to create profiles in English to reach a wide audience. The findings of the present study should offer effective advice in response to such needs.

In particular, one of the most common questions that I am asked for advice on by beginner and/or intermediate English learners, including students who have started their own businesses, former students of mine, and friends, is how to create a personal and/or company profile in English. This genre, which appears frequently in the TOEIC reading section, is extremely important for reading and writing in business English, but there is no previous research on it. I believe that English reading and writing instruction based on the results of this analysis is necessary for English language learners who want to start or have already started a business.

This paper thus attempts to reveal the move structure and typical lexico-grammatical patterns for the genre of chief executive officer (CEO) profiles. In order to clarify typical moves in this genre, I first identified the patterns (Groom, 2005; Hunston, 2008, 2010; Hunston & Francis, 2000), then linked them to communicative functions leading to steps and moves in the profiles. With quantitative information about the findings in this study, I attempt to reveal the communicative purpose and culture of this genre. Finally, this study shows how even small corpora can contribute to meaningful contextual findings in discourse studies.

2. Literature Review

2.1 ESP Approach to Genre

In the ESP approach, genre is a kind of social phenomenon and behavior (Bhatia, 1993; Mauranen, 1993; Swales, 1981, 1990). Genre is realized on the basis of communicative purpose shared in the discourse community. Such communicative purpose constrains the internal structure of the text in a genre. Such an internal structure consists of various but typical lexico-grammatical patterns having communicative functions (Nishina, 2010; Ventola & Mauranen, 1996). For educational purposes, genre analysis can be used to teach English logically for ESL/EFL learners in both academic and professional settings (Bhatia, 1993; Swales, 1981, 1990).

2.2 Previous Work on the Relation between Business Genre and Language Properties

With genre being considered a socially recognized way of using language (Hyland, 2002; Hyon, 1996; Martin, 2003; Yunick, 1997), several studies have employed the ESP approach to business genres based on linguistic analysis. For instance, Nishina (2010) investigated the patterns and semantic sequences utilized in research articles of business studies. Nishina (2007) also used an accounting corpus compiled from the Journal of Accountancy newsletters and documents relevant to accounting on the website of the American Institute of Certified Public Accountants (<http://www.aicpa.org/>) to prepare keywords lists peculiar to this field for accountants. Hsu (2014) provided formulaic sequences for prospective EFL business studies students. Hyland (2008) examined differences between business studies, applied linguistics and electrical engineering while Rees (2016) studied academic language across three disciplines of management studies, history and microbiology in terms of the collocational behavior of several words.

As shown in these studies, a discourse community has acquired some specific lexis (Swales, 1990, pp. 24–32) and lexico-grammatical patterns (Hunston, 2010; Hunston & Thompson, 2000; Nishina, 2010). Such language properties shared in a particular discourse should be “epistemic or constitutive of the group’s knowledge” (Herzberg, 1986, p. 1, as cited in Swales, 1990, p. 21). The current study also examines whether the specific lexico-grammatical patterns are shared among community members for moves and steps of a particular business genre.

2.3 Move Structure Analysis for Non-Academic Texts

Many studies have investigated the move structure of particular genre texts, especially in the ESP field (e.g., Amnuai & Wannaruk, 2013; Kondo, 2018; Tseng, 2011; Upton & Cohen, 2009). The majority of ESP studies focuses more on academic than professional or practical materials, and on sciences rather than humanities because academic sciences are “rhetorically simple” (Swales, 2001, p. 43) and “linguistically transparent” (Hocking, 2003, p. 55).

There are, however, some studies that have investigated the move structure of non-academic texts (e.g., Kondo, 2018). For instance, Kondo (2018) revealed the discourse strategy on the website employed by luxury hotels by looking at the language properties in the move structure. While clarifying “Who uses writing for what purposes?” (Bouissac, 1998, p. 645), move structure analysis can also scrutinize how the specific purpose is realized in the texts written by the discourse community members. By investigating the functions and the rhetorical organizations of texts in a particular genre, we can understand what the discourse community of the genre is like in a true sense, because the discourse community is “the parent of genre” (Swales, 1990, p. 58), and such a community is reflected and constructed from the functions and organizations of texts. Thus,

revealing the textual features in a particular genre can reveal the culture or customs hidden in the discourse community.

3. Methodology

3.1 Data

As a pilot study, the data consisted of 28 CEO profiles of Star Alliance in 2018 in this study. This is largely because it is expected that the certain consistency of the discourse would be identified by focusing on the data in the particular field, genre and/or source. In a narrow sense, thus, this study is about the CEO profiles of a particular field. In a board sense, however, this study can be a starting point to consider the linguistic and discursal features of the whole CEO profile genre: the study for the CEO profiles in a wide range of fields will be planned as a future study by reference to the findings from the current study.

All profiles were extracted from the PDF files at the website (<https://portal.staralliance.com>). They were then converted into text files of the UTF-8 format. Adria Airways and Avianca Brazil are not current members of Star Alliance (i.e., currently 26 members) because they went into bankruptcy in September and October in 2019. AntConc (ver. 3.5.8) was used for corpus analyses. In total, the number of tokens was 5,980, the number of types was 1,376, the average tokens per profile was 214, the average types per profile was 118, the average number of paragraphs per profile was 5.04 and the average number of sentences used in a profile was 9.86.

3.2 Preliminary Work

A small corpus of the CEO profiles was compiled, and each profile was manually analyzed as shown in Table 1 which presents the sample discourse structure of the CEO profile of Thai Airways. The profile information is categorized into Airline Name (AN), Paragraph (P), Sentence Number (SN), Final Sentence in Paragraph (F), Sentence, Verb Tense (VT), Hint Language Expression (HLE), Step, and Attribute, in order to visualize the details of the discourse structure of each profile. In particular, HLE presents the particular linguistic expressions leading to the identification of each step. Step indicates what sort of communicative function is realized through HLE: the function of each sentence was elicited by examining a particular hint expression in the process of the discourse analysis. When one sentence included more than two clauses, different functions were sometimes identified and counted as different steps. The total number of sentences for all 28 CEO profiles was 276 with an average of 9.86 sentences per profile. The least number of sentences used in a profile was the three in Thai Airways, while the largest number of sentences used was the 19 in the Ethiopian Airlines profile.

Table 1

Sample Discourse Structure of the CEO Profile for Thai Airways

AN	P	SN	F	Sentence	VT	HLE	Step	Attribute
Thai Airways	1	1		Mrs. Usanee Sangsingkeo became Acting President of Thai Airways International Public Company Limited (THAI) on February 10, 2017.	past	S became POSITION... on WHEN	<i>current position</i>	career
Thai Airways	1	2		She formerly held the position of THAI Executive Vice President of the Aviation Business Unit and prior to that held the post of THAI Managing Director of the Ground Customer Service Department.	past	formerly held the position of ... held the post of...	<i>prior position</i>	career
Thai Airways	1	3	*	Mrs. Sangsingkeo holds a Master of Business Administration from St. John University and a Bachelor of Business Administration from Bangkok University.	pres	holds a Master of... a Bachelor of...	<i>academic qualification</i>	personal

In this sample, the CEO of Thai Airways uses three kinds of communicative functions, namely steps, in the profile: *current position*, *prior position* and *academic qualification*. The first two steps are grouped as career functions while the final step is categorized as personal function. As seen in this sample, the career functions are introduced first, followed by personal function. This tendency in CEO profiles differs from artist profiles that I have examined in another study: the shared knowledge and culture may differ in discourse communities in different fields.

3.3 Research Questions

This study addressed the following research questions. Since the current study is a pilot study of genre analysis for CEO profile, RQs (1) - (5) are limited to the findings about the CEO profiles of the airline companies indeed. However, the findings from the current study will uncover the discourse features of this genre to a certain degree.

- (1) how many kinds of steps and moves can be identified in CEO profiles (of a particular field);
- (2) what sort of particular function is realized by each step and move;
- (3) which steps are obligatory, conventional or optional;
- (4) what are the linguistic features peculiar to each step;
- (5) what is the typical move structure of the CEO profile.

4. Analysis

4.1 Details of Each Step in the Airline CEO Profiles

This section summarizes the quantitative data of all communicative functions identified in the airline CEO profiles. I identified a total of 15 steps with a second check from an expert in this field, Prof. Judy Noguchi who expressed no disagreement with my findings: nine steps were grouped as expressing career functions such as *current position*, *prior position*, *experience*, *achievement*, *responsibility*, *award*, *start of career*, *company efforts* and *competence*; with the remaining six steps grouped as presenting personal functions such as *academic qualification*, *professional qualification*, *birth information*, *personal*, *family* and *living place*. Tables 2 and 3 below illustrate examples of communicative functions and hint expressions of each step found by discourse analysis. In Tables 2 and 3, C means career functions and P refers to personal functions.

Table 2

Examples of the Communicative Functions of Each Step (Career Functions)

C/P	Step	Communicative Functions	Hint Expressions
C	<i>current position</i>	Describing the CEO's current job position concisely	Holger Kowarsch is the managing director and CEO of Adria Airways. --- Adria Airways
C	<i>prior position</i>	Describing the CEO's past job positions as his / her career history	Prior to joining the airline, Christopher was President and Chief Executive Officer at Unilever Canada. --- ANZ
C	<i>experience</i>	Presenting working experience before becoming CEO other than prior positions	During his 10 years within GE, Rickard gained solid experiences from several senior GE Capital leadership positions, both in Europe and the US. - -- Scandinavian Airlines
C	<i>achievement</i>	Introducing distinctive contributions to the company / business	As a president and co-owner he led the company from a start-up to the achievement of a few per cent share of the freight market in Poland. --- LOT Polish Airlines
C	<i>responsibility</i>	Describing the job tasks that the CEO is now or used to be responsible for	In this capacity, he was responsible for hub management, cabin crews and human resources at Lufthansa Passenger Airlines. --- Lufthansa
C	<i>award</i>	Introducing awards won by the CEO to show his / her importance in the field	He has also won the National Award for e-Governance in 2012 and the Prime Minister's Award for Excellence in Public Administration in 2013. --- Air India
C	<i>start of career</i>	Describing how / when the CEO started his / her business career	Starting his career in 1994, Mr. Ayçi held a variety of roles at Kurtan İlaçları A.Ş., Istanbul Municipal Authority and Universal Dış Ticaret A.Ş. --- Turkish Airlines
C	<i>company efforts</i>	Presenting efforts made by the company	Attracting, developing and retaining the best talent in the global aviation industry. --- Aviance
C	<i>competence</i>	Emphasizing how capable, experienced or knowledgeable the CEO is	Mr. Ayçi speaks English and Russian. --- Turkish Airline

Table 3

Examples of the Communicative Functions of Each Step (Personal Functions)

C/P	Step	Communicative Functions	Hint Expressions
P	<i>academic qualification</i>	Introducing the academic background of the CEO	In 1999, she graduated from an M.B.A. at The Wharton School, University of Pennsylvania. - -- Brussels Airlines
P	<i>professional qualification</i>	Introducing the specific course or license relevant to the profession held by the CEO	Carsten Spohr holds a Lufthansa captain's license for the aircraft of the Airbus A320 family. --- Lufthansa
P	<i>birth info</i>	Describing birth year and / or place about CEO	Rickard Gustafson was born in 1964 in Stockholm. --- Scandinavian Airlines
P	<i>personal info</i>	Describing the private information (e.g., age) about the CEO	Mr. Cai Jianjiang, aged 44. --- Air China
P	<i>family</i>	Introducing the CEO's marriage status and family members	He is married with two children. --- Aegean Airline
P	<i>living place</i>	Describing the past or current living place of the CEO	He currently resides in Tokyo with his wife and daughter. --- ANA

4.2 Quantitative Information about Steps Identified in the Airline CEO Profiles

As in Tables 2 and 3, the steps identified in the CEO profiles were divided into the nine steps about career functions and the six steps about personal functions. The quantitative data about the former steps are summarized in Table 4 and the latter steps in Table 5 (TTR = type-token ratio, AWL = average word length). In both tables, the steps are arranged in their tokens order. While the total number of sentences is 276 altogether, the total tokens of steps identified are 310 because the two or more steps were sometimes identified in a single sentence including two or more clauses. For instance, the overall number of tokens (42) in the step *current position* surpasses the number of the CEO profiles (28), since *current position* is sometimes mentioned several times in some airline CEO profiles. Among the total 310 step tokens, the career functions occupies for 83.23% (258 cases) and the personal functions for 16.77% (52 cases): the former is more prioritized than the latter in the CEO profiles (the proportion is around 5 : 1). Only two CEO profiles of Egyptair and Eva Air include no personal functions at all: 92.9% includes both kinds of functions in the profiles. Note that the ranges in Tables 4 and 5 indicate the number of CEOs. For instance, 11 out of 28 CEOs (about 40%) use the *achievement* step in their profiles.

As in Tables 4 and 5, over half of the CEOs use the four steps *current position* (100%), *prior position* (89.3%), *start of career* (60.7%) and *academic qualification* (85.7%). According to the standard by Amnuai and Wannaruk (2013), *current position* is obligatory, *prior position*, *start of career* and *academic qualification* are conventional, and the other steps are optional.

Table 4

Quantitative Data about 9 Steps of Career Functions (258/310, 83.23%)

	step tokens	ranges	tokens	tokens/ steps	types	TTR	AWL
	(ratio)	(ratio)	(ratio)		(ratio)		
<i>prior position</i>	90	25	1854	24.72	552	29.77	5.14
	29.03%	89.29%	31.00%		40.12%		
<i>current position</i>	42	28	969	23.07	341	35.19	4.94
	13.55%	100.00%	16.20%		24.78%		
<i>achievement</i>	35	11	719	20.54	360	50.07	5.33
	11.29%	39.29%	12.02%		26.16%		
<i>experience</i>	25	14	513	20.52	271	52.83	5.10
	8.06%	50.00%	8.58%		19.69%		
<i>award</i>	20	6	458	24.11	204	44.54	5.21
	6.45%	21.43%	7.66%		14.83%		
<i>start of career</i>	19	17	367	19.32	197	53.68	5.22
	6.13%	60.71%	6.14%		14.32%		
<i>responsibility</i>	11	6	272	24.73	147	54.04	5.74
	3.55%	21.43%	4.55%		10.68%		
<i>company efforts</i>	8	1	117	14.63	81	69.23	5.82
	2.58%	3.57%	1.96%		5.89%		
<i>competence</i>	8	5	180	22.50	122	67.78	5.48
	2.58%	17.86%	3.01%		8.87%		

Table 5

Quantitative Data about 6 Steps of Personal Functions (52/310, 16.77%)

	step tokens	ranges	tokens	tokens/ steps	types	TTR	AWL
	(ratio)	(ratio)	(ratio)		(ratio)		
<i>academic qualification</i>	29	24	698	24.07	252	36.10	5.19
	9.35%	85.71%	11.67%		18.31%		
<i>birth info</i>	8	8	132	16.50	89	67.42	4.81
	2.58%	28.57%	2.21%		6.47%		
<i>family</i>	7	7	62	8.86	32	51.61	4.08
	2.26%	25.00%	1.04%		2.33%		
<i>professional qualification</i>	2	1	28	14.00	26	92.86	5.43
	0.65%	3.57%	0.47%		1.89%		
<i>personal</i>	2	2	12	6.00	12	100.00	4.58
	0.65%	7.14%	0.20%		0.87%		
<i>living place</i>	4	3	53	13.25	41	77.36	4.25
	1.29%	10.71%	0.89%		2.98%		

4.3 Findings about Each Step

This section presents the findings for each step in the CEO profiles in the demanding order from obligatory, conventional into optional ones, including the details of lexico-grammatical patterns and verb tenses used in each step with their quantitative information. Henceforth, present tense is abbreviated to "pres", present participle to "pp", and to-infinitive to "to-inf in the list of patterns and verb tenses. Also, small capital letters (e.g., CURRENT POSITION) in the list indicate the specific semantic group the words belong to.

4.3.1 Current position (career function, obligatory: 100%)

One of the findings about the *current position* step is its structural position in the CEO profiles. Interestingly, 71.43% of the CEOs used this step in the first paragraph more frequently than 28.57% in the middle paragraphs and 28.57% in the final paragraph.

Next, let us consider the lexico-grammatical patterns peculiar to this step with the quantitative information including the ratio of their tokens and verb tenses. To note, CURRENT POSITION in the pattern includes *CEO, president, Chairman of the Executive Board* and so on. As the interpretation of the list below, for instance, the case of 'be verbs' indicates that it occupies for 45.24% of the total instances in the *current position* step, and the tenses / aspect of the verb are divided into present tense at 68.42%, present perfect at 26.32%, and past tense at 5.26% respectively. Such data are followed by the concrete pattern information with each ratio of the total instances.

- [be verbs 45.24%] [pres 68.42%, pp 26.32%, past 5.26%] **【pres】** S (*currently*) is CURRENT POSITION *off/for/at* COMPANY (30.95%); **【pp】** S *has been* CURRENT POSITION *of* COMPANY (*since* TIME) (11.90%); **【past】** S *became* CURRENT POSITION *of* COMPANY *on* TIME (2.38%);
- [appoint 16.67%] [past 100%] S *was appointed* CURRENT POSITION *as of/on/in* TIME (11.90%); S *was appointed as* CURRENT POSITION *in/as of* TIME (4.76%);
- [serve 14.29%] [pres 50%, pp 50%] **【pres】** S *serves as* CURRENT POSITION (4.76%); S *serves on* CURRENT POSITION (2.38%); **【pp】** S *has served as* CURRENT POSITION *since* TIME (4.76%); *Since* TIME, S *has been serving as* CURRENT POSITION *of* COMPANY (2.38%);
- [hold 4.76%] [pres 50%, past 50%] **【pres】** S *holds numerous positions at* COMPANY (2.38%); **【past】** S *held this title as of* TIME (2.38%);
- [take 4.76%] [past 100%] S *took office as* CURRENT POSITION *in* TIME (2.38%); S *took the responsibilities as* CURRENT POSITION *on* TIME (2.38%);
- [promote 2.38%] [past 100%] S *was promoted to* CURRENT POSITION (2.38%);
- [belong 2.38%] [pres 100%] *Since* TIME, S *belongs to* BOARD *as* CURRENT POSITION (2.38%);
- [elect 2.38%] [past 100%] S *was elected* CURRENT POSITION *in* TIME (2.38%);

- [join 2.38%] [past 100%] S *joined company on* TIME *as* CURRENT POSITION (2.38%);
- [perform 2.38%] [pp 100%] S *has been performing the duty of* CURRENT POSITION *since* TIME (2.38%);
- [others 2.38%] [pp 100%] *As* CURRENT POSITION *of* COMPANY, S *has played a key role in* (2.38%).

4.3.2 Prior position (career function, conventional: 89.3%)

The previous section revealed that the *current position* step is used in the first paragraph by over 70% of the CEOs. However, what kinds of steps come before and after the move *current position*? Table 6 below shows the step collocates from the key step *current position*: L1 indicates a step immediately before the key step while R1 presents immediately after the key step. Since some CEOs hold two or more current positions described in two or more sentences, the step *current position* comes before and/or after the key step *current position* in Table 6.

Table 6

Step Collocates from the Key Step Current Position

L1 (a step before the key step)	Key Step	R1 (a step after the key step)
no steps (17); <i>prior position</i> (9); <i>current position</i> (7); <i>achievement</i> (4); <i>birth info</i> (3); <i>academic qualification</i> (1); <i>experience</i> (1)	<i>current position</i> (42)	<i>prior position</i> (7); <i>start of career</i> (7); <i>current position</i> (7); <i>academic qualification</i> (6); no steps (6); <i>responsibility</i> (3); <i>competence</i> (2); <i>company efforts</i> (1); <i>award</i> (1); <i>professional qualification</i> (1); <i>achievement</i> (1)

As shown in Table 6, the *current position* step is often followed by the steps *start of career*, *prior position* or *academic qualification* (47.62%) at R1 position. Logically speaking in English, the person ‘now’ is introduced first (i.e., name and current position), followed by the background in chronological order, for example, academic background, how s/he started his/her career, past career experiences and so on.

At the L1 position, *no steps* are of the highest frequency (40.48%) since the *current position* step is likely to occur in the first paragraph, often corresponding to the very first sentence. The step *prior position* was the second most frequent (21.43%). This often happens when the *current position* step occurs at the final paragraph including the second occurrence of this step to emphasize the CEO’s current job position again in the profile, as shown in the short profile by the CEO Thomas Klühr at Swiss International Air Lines below. As in Table 1, P indicates paragraph and SN refers to sentence number within a paragraph in Table 7. In this instance, the second *current position* step is preceded by the *prior position* step. In other words, the step *current position* is

surrounded by the *prior position* steps: this is the reason why the tokens of the step *prior position* are the most common among all steps.

Table 7

Discourse Structure of the CEO Profile of Swiss International Air Lines

P	SN	Sentence	Step
1	1	Thomas Klüher, who was born in 1962, has been Chief Executive Officer of Swiss International Air Lines Ltd. (SWISS) since February 2016.	<i>birth info and current position</i>
2	1	It was with Lufthansa, whom he joined in 1990 , that Thomas Klüher embarked on his professional career .	<i>start of career</i>
2	2	He went on to hold various positions in the company, including Head of Planning & Reporting within Sales Controlling and later Head of Controlling at Lufthansa Passenger Airlines.	<i>prior position</i>
3	1	From 2007 to 2015 Thomas Klüher was based in Munich, servicing first as Group Representative & Head of Hub Management Munich, later as Member of the Board Munich & Direct Services and finally as Member of the Board Finance & Hub Munich.	<i>prior position</i>
4	1	In addition to his SWISS CEO duties, Thomas Klüher is a Member of the Board of Directors of Edelweiss, SWISS's sister airline.	<i>current position</i>

Next, let us consider the lexico-grammatical patterns peculiar to this step with the quantitative information including the ratio of verb type and tense. Again, the overall number of step tokens (90) surpasses the number of the CEO profiles (28), since *prior position* is often mentioned several times in a single CEO profile. Overall, 23 kinds of verbs are used to describe the CEO's prior position with a frequency of 90. The number of verb types occurring at 10 or more times, equal to a ratio of more than 10%, are three, namely, *be*, *appoint* and *hold*. The verb is mostly in the past tense. As a whole, "S *was* PRIOR POSITION + PLACE/TIME" (around 20%), "S *was appointed* PRIOR POSITION + PLACE/TIME" (around 15%), and "S *held* PRIOR POSITION + PLACE/TIME" (10%) are the top three frequent patterns used for this step.

- [be verbs 20.00%] [past 94.44%, pp 5.56%] **【past】** S *was* PRIOR POSITION (*of* DIVISION) (*of/at/in* COMPANY) (*in/at* PLACE) (*from* TIME *to/until* TIME / *for* SPAN / *between* TIME and TIME / *until/till* TIME / *from* TIME *onwards* / *from* TIME / *prior to* TIME / *until joining* COMPANY *in* TIME) (18.89%); **【pp】** *Since* TIME S *has been* PRIOR POSITION (1.11%) *The time information is located before or after the pattern;
- [appoint 15.56%] [past 92.86%, participle 7.14%] **【past】** S *was appointed* (*as/to*) PRIOR POSITION (*of* COMPANY) (*in* PLACE) (*in/on* TIME / *with effect from* TIME) (14.44%); **【participle】** PREP *being appointed* PRIOR POSITION (1.11%) *The time information is described before or after the pattern;

- [hold 11.11%] [past 90%, pp 10%] **【past】** S (*formerly*) *held* PRIOR POSITION (*of* DIVISION) (*in/with* COMPANY) (*in* COUNTRY) (*during* TIME / *from* TIME to TIME / *from* joining COMPANY *in* TIME) (10%); **【pp】** S *has held* PRIOR POSITION *within* COMPANY (1.11%);
- [become 7.78%] [past 85.71%, participle 14.29%] **【past】** S *became* PRIOR POSITION (*of* DIVISION/COMPANY) (*in/on* TIME) (6.67%); **【participle】** , *becoming* PRIOR POSITION *in* TIME (1.11%) *The position of in/on time is located in both before and after the pattern in the examples;
- [serve 7.78%] [past 71.43%, pp 28.57%] **【past】** S *served as* PRIOR POSITION (*of/at* COMPANY) (*from* TIME to TIME) (5.56%); **【pp】** S *has served as* PRIOR POSITION (*of* COMPANY) *since* TIME (2.22%);
- [promote 5.56%] [past 100%] **【past】** S *was promoted to* PRIOR POSITION (*of* COMPANY) *in* TIME (5.56%);
- [take 4.44%] [past 100%] **【past】** S *took (on the role of)* PRIOR POSITION (*in* PLACE) (*from* TIME to TIME / *in* TIME / *since* joining COMPANY *in* TIME) (4.44%);
- [assign 7.78%] [past 85.71%, to-inf 14.29%] **【past】** S *was assigned (as)* PRIOR POSITION ((*of*) COMPANY) *in/between* TIME (6.67%); **【to-inf】** *to be assigned to* PRIOR POSITION *from* TIME to TIME (1.11%) *The time information is located before or after the pattern;
- [join 3.33%] [past 100%] **【past】** S *joined* COMPANY *in* TIME *as* PRIOR POSITION (3.33%);
- [assume 2.30%] [past 50%, pres 50%] **【past】** *In* TIME, S *assumed* PRIOR POSITION *of* COMPANY (1.11%); **【pres】** S *is due to assume the role of* PRIOR POSITION (1.11%);
- [act 1.11%] [participle 100%] , *acting as* PRIOR POSITION *of* GROUP;
- [leave 1.11%] [past 100%] S *left as* PRIOR POSITION *of* COMPANY;
- [transfer 1.11%] [past 100%] S *was transferred to* PLACE *as* PRIOR POSITION;
- [move 1.11%] [past 100%] TIME S *moved to* COMPANY *as* PRIOR POSITION;
- [title 1.11%] [past 100%] *From* TIME to TIME, S *was titled* PRIOR POSITION;
- [fly 1.11%] [past 100%] *Between* TIME and TIME, S *flew as* PRIOR POSITION *for* COMPANY;
- [elect 1.11%] [past 100%] S *was elected* PRIOR POSITION *in* TIME;
- [live 1.11%] [past 100%] S *lived in* PLACE *as* PRIOR POSITION *from* TIME to TIME;
- [chair 1.11%] [past perfect 100%] S *had chaired* team *in* TIME;
- [include 1.11%] [past 100%] *Previous senior positions with* COMPANY *included* PRIOR POSITION;
- [aid 1.11%] [past 100%] *As* PRIOR POSITION, S *aided in ...*;
- [have 1.11%] [past 100%] *As* PRIOR POSITION, S *had overall operational responsibility for* COMPANY;
- [progress 1.11%] [past 100%] S *progressed up the ladder to* PRIOR POSITION COMPANY.

4.3.3 Academic qualification (personal function, conventional: 85.7%)

The step *academic qualification* is categorized as a group of personal functions because it is acquired before the CEO has started his/her business career. Only this step is considered as conventional (cf. Amnuai and Wannaruk, 2013) among the six steps of personal functions because it is the third most commonly found (85.7%) out of the total 15 step types: the majority of the CEOs are likely to publicly introduce their academic qualifications. Now, let us consider the distribution of the ranges and tokens in the three positions of the first, middle and final paragraphs in Table 8, and the detailed distribution of the step tokens within a paragraph in Table 9. To note, FF Duplicates in Table 9 indicate that duplicate numbers of the first sentence and the final sentence because some paragraphs consist of only one sentence.

Table 8

Distribution of the Step Academic Qualification (Ranges and Tokens)

	First Para	Middle Para(s)	Final Para	Total
Ranges	6 (25%)	8 (33.33%)	10 (41.67%)	24 CEOs (100%)
Tokens	7 (24.14%)	11 (37.93%)	11 (37.93%)	29 steps (100%)

Table 9

Detailed Distribution of the Step Academic Qualification (Tokens)

	First Sen	Middle Sen(s)	Final Sen	FF Duplicates	Tokens
First Para	2 (28.57%)	1 (14.29%)	5 (71.43%)	1	7 (100%)
Middle Para(s)	8 (72.73%)	1 (9.09%)	2 (18.18%)	0	11 (100%)
Final Para	10 (90.91%)	0 (0.00%)	6 (54.55%)	5	11 (100%)

As shown in Table 8, this step is allocated more to the middle or final paragraph(s) at a ratio of around 75% in both ranges and tokens. The interesting finding is, however, shown in the position of this step within each paragraph as can be seen in Table 9. In particular, over 70% of the tokens occur in the final sentence of the first paragraph, but in the first sentence in the middle and final paragraphs. In more detail, the step at L1 position of the step *academic qualification* is *prior position* (7), *current position* (6), *academic qualification* (4), *birth info* (4), *award* (2), *personal* (1), *company efforts* (1), *competence* (1), *responsibility* (1), *start of career* (1), *experience* (1). Based on this fact and findings in the previous sections, the typical discourse flow is *current position* → *prior position* → *academic qualification*, or *prior position* → *current position* → *academic qualification*.

Next, let us consider the patterns peculiar to this step. Overall, six patterns were identified depending on the verb types such as *graduate*, *hold*, *receive*, *earn*, *have* and *obtain*. The past tense was favored among 4 out of 6 patterns at almost 70%.

- [graduate 34.48%] [past 100%] S *graduated from* UNIVERSITY *in* FIELD / *with* DEGREE;
- [hold 20.69%] [pres 100%] S *holds* DEGREE *in* FIELD *from* UNIVERSITY;
- [receive 13.79%] [past 100%] S *received* DEGREE *from* UNIVERSITY *in* TIME;
- [earn 13.79%] [past 100%] S *earned* DEGREE *in* FIELD *from* UNIVERSITY;
- [have 10.34%] [pres 100%] S *has* DEGREE *in* FIELD *from* UNIVERSITY;
- [obtain 6.90%] [past 100%] S *obtained* DEGREE *at* UNIVERSITY.

4.3.4 Start of career (career function, conventional: 60.7%)

The step *start of career* is also the conventional one in the CEO profiles (cf. Amnuai and Wannaruk, 2013) used by 60.7% of the CEOs. However, the step tokens are not as much as 19 times (6.5%), surpassed by even some optional steps such as *achievement* and *experience*. Among the total 19 instances, this step is likely to be used in the second paragraph (13 cases, 68.43%) in which 8 cases (42.11%) are found in the first sentence, 4 cases (21.05%) in the second sentence, and 1 case (5.26%) in the third sentence. Also, Table 10 below shows the step collocates of the key step *start of career*. L1 indicates a step immediately before the key step while R1 means a step immediately after the key step. It can be found from Table 10 that the step *start of career* occurs after the step *current position* or *academic qualification* (68.42%) and before the step *prior position* (57.89%) in most cases. The basic discourse flow speculated at this stage is *current position* → *academic qualification* → *start of career* → *prior position*.

Table 10

Step Collocates from the Key Step Start of Career

L1 (a step before the key step)	Key Step	R1 (a step after the key step)
<i>current position</i> (7), <i>academic qualification</i> (5), <i>prior position</i> (2), no step (2), <i>start of career</i> (1), <i>experience</i> (1), <i>professional qualification</i> (1)	<i>start of career</i> (19)	<i>prior position</i> (11), <i>experience</i> (4), <i>achievement</i> (2), <i>academic qualification</i> (1), <i>start of career</i> (1)

Next, the patterns used in this step are summarized in the below. The highest frequent pattern is “S *joined* COMPANY *in* TIME” occupying almost half of the instances in total (47.37%), followed by “S *began/started his/her career in* TIME” at one-fourth of the total instances (26.32%). Including the other patterns, the past tense is likely to be used as expected.

- [join 47.37%] [past 100%] S *joined* COMPANY *in* TIME (*as* POSITION) (*responsible for* SECTION) **in* TIME is also located at the beginning of the pattern;
- [begin/start 26.32%] [past 83.33%, participle 16.67%] 【past】 S *began/started his/her (professional) career (as* POSITION) (*at* COMPANY) *in* TIME (21.05%); 【participle】 *Starting* ONE'S *career in* TIME, S *held a variety of roles at* COMPANY (5.26%);
- [work 21.05%] [past 50%, to-inf 25%, participle 25%] 【past】 (*After graduation*) S *worked (in* SECTION) *at* COMPANY (*in* COUNTRY) (10.53%); 【to-inf】 S *went to* COUNTRY *to work as* POSITION *at* UNIVERSITY *in* TIME (5.26%); 【participle】 S *began working in* SECTION (5.26%);
- [other 5.26%] [past 100%] *In* TIME, S *returned to* COMPANY *and took over* SECTION

4.3.5 Eleven optional steps

There were 11 optional steps in the CEO profiles: 6 steps from the career functions such as *experience* (50.0%), *achievement* (39.3%), *award* (21.4%), *responsibility* (21.4%), *competence* (17.9%) and *company efforts* (3.6%); and five steps from the personal functions such as *birth information* (28.6%), *family* (25.0%), *living place* (10.7%), *personal* (7.1%) and *professional qualification* (3.6%). This section summarizes interesting findings about these steps as a whole.

The step *experience* occurring at 25 times indicates past broad career experience without mentioning any career position (e.g., *he gained experienced in business and corporate planning; Hirako has spent much of his career in the network planning division; she worked for Sheraton Hotels and Boston Consulting Group*). The distinct experiences such as *achievement* or *award* are not included in this step. There are no typical patterns found in this step except “S *has/gained* CAREER EXPERIENCE *in* FIELD” (16%). The ratio of verb tense is 64% in the past tense, 20% in the present perfect, and 16% in the present tense.

The step *achievement* occurred at 35 times, presenting each of the five semi-functions (i) how did the CEO make a profit for the company (making profits), (ii) what sort of and how many of companies has the CEO founded (company foundation), (iii) how successful did the CEO develop the company (business/tech development), (iv) how did the CEO enhance the quality of business (enhancing quality), and (v) how did the CEO lead the company or business scene in his/her career (leadership). For instance, in terms of (ii), the CEO of Avianca Brasil introduces the six companies founded, acquired and/or managed in his profile, to show how he is a successful and able business person. In terms of (iv), the CEO of Egyptair introduces how he contributed to the improvement of service at Egyptian airports (e.g., *he liaised with the Egyptian airports to enhance quality of service*). Similar to the step *experience*, there were also no typical patterns except “S *led* COMPANY/FIELD (11.43%)” and “S *(co-)founded* COMPANY (5.71%)” in this step. The ratio of verb tense was

divided into the past tense (62.86%), the present perfect (8.57%), the present (5.71%) and others (22.86%).

The step *award* occurred at 20 times. This step is somewhat similar to the step *achievement* in its communicative function but emphasizes the awards or prizes received by the CEO in the past to show off how s/he is a superb person in the business field. As shown in the sample concordance plot about Copa Airlines computed by AntConc (ver. 3.5.8), this step is likely to be located in the middle of the discourse of the profiles. The horizontal bars below indicate the discourse from the beginning at the left to the end at the right: the black bars indicate the location of the step *award* in the profiles.

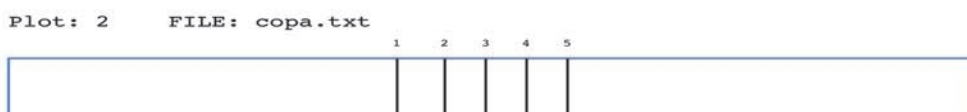


Figure 1. The sample concordance plot of the step *award*

The typical patterns are also found such as “S *received/earned/accepted* AWARD (for REASON) (from X) (in PLACE) (in TIME)” (40%), “In TIME, S (has) won AWARD (from X)” (20%), “S is awarded AWARD (for REASON by/from X)” (15%), “X awarded CEO AWARD for REASON in TIME” (5%), “S has been AWARD winner” (5%), “S has been named AWARD by X” (5%), “S was the recipient of AWARD” (5%), and “AWARD is given out by X” (5%).

The step *responsibility* describes the job tasks that the CEO is now or used to be responsible for, due to his/her career position. The two salient patterns were “S (V-LINK) *responsible for* COMPANY / BUSINESS” (45.45%) and “S V *responsibility for* COMPANY / BUSINESS” (36.36%). The variants of V in the second pattern were *had*, *holds* and *assumed*. Others were “S was in charge of BUSINESS” (9.09%) and “As POSITION, S *leads* COMPANY” (9.09%).

The step *competence* emphasizes how talented, experienced or knowledgeable the CEO is (e.g., *Next to his career, Mr Bajić has also a rich scientific research work in the field of aviation industry with almost 30 publications. --- Croatia Airlines*). There were no fixed patterns found.

The step *company effort* presents the various efforts made by the company. No typical patterns were found. A good sample is from Avianca: *[T]he organization is working on: Attracting, developing and retaining the best talent in the global aviation industry. Strengthening the HUBs and optimizing the route network in strategic markets. Consolidating operational excellency with maximum efficiency. Promoting diversification of business units and the sources of value derived from complementary services. Developing long term partnerships with strategic partners that strengthen areas that are fundamental for corporate development --- Avianca.*

The step *birth info* provides personal function about the CEO's birth year/place. The typical pattern is "S *was born in/on* TIME *in* PLACE" (100%), including its variants such as "*Born in* PLACE, S+V", "S *born in* TIME, *graduated from* UNIVERSITY", "*Born in* PLACE *in* TIME, S *graduated from* UNIVERSITY" and "S, *who was born in* TIME, V". The past tense was used for all instances.

The step *family* introduces the CEO's current marriage status and family members. The salient pattern is "S *is married* + FAMILY MEMBERS" (85.71%) (e.g., *He is married with two children --- Aegean Airline; He is married to Christina and they have two sons --- Scandinavian Airlines*). Since the current private status is focused in this step, the present tense is only the choice.

Since the steps *professional qualification*, *personal* and *living place* only appeared in a few instances as can be seen in Table 5, no typical patterns were found.

4.4 Summary of the Findings about the CEO Profiles

First, let us consider the entire picture of verb tense preference in each step as in Table 11. Most information described in the CEO profiles presents past information because the role of the CEO profile is to give the excellent background of the person. Eight out of the total 15 kinds (53.33%) are likely to indicate past events and four (26.67%) are about the present situation.

Table 11

Verb Tense Preference in Each Step (the Highest Frequency in Each Step is Shaded)

	pres	pres perf	past	past perf	future	part	pres part	to- inf	n/a	Total
<i>prior position</i> (C)	1	4	80	1		3		1		90
<i>current position</i> (C)	18	10	14							42
<i>achievement</i> (C)	4	4	24						3	35
<i>academic qualification</i> (P)	9		20							29
<i>experience</i> (C)	4	5	16							25
<i>award</i> (C)	3	3	14							20
<i>start of career</i> (C)			16			2		1		19
<i>responsibility</i> (C)	3		7	1						11
<i>competence</i> (C)	4	1	2		1					8
<i>company efforts</i> (C)	2					5	1			8
<i>birth information</i> (P)			8							8
<i>family</i> (P)	7									7
<i>living place</i> (P)	3		1							4
<i>professional qualification</i> (P)	1		1							2
<i>personal</i> (P)	1								1	2

Note. The abbreviation "pres" refers to "present", "perf" to "perfect", "part" to "participle", and "inf" to "infinitive".

Next, let us consider the summary of language property for each step as in Table 12: V types means the number of verb types used in the hint expressions in each step; Top V means the lemma of the highest frequency verb used in the hint expressions in each step; Tense indicates the most salient tense with the ratio; and Top P ratio means the ratio of the highest frequency pattern among all patterns used for a step.

Table 12

Summary of Language Property in Each Step (part = participle)

	V types	top V	tense	top P ratio
<i>current position</i> (C)	11	<i>be</i>	pres (42.86%)	45.25%
<i>prior position</i> (C)	23	<i>be</i>	past (88.89%)	20.00%
<i>start of career</i> (C)	5	<i>join</i>	past (84.21%)	47.37%
<i>experience</i> (C)	vary	<i>have</i>	past (64.00%)	16.00%
<i>achievement</i> (C)	4	<i>lead</i>	past (68.57%)	11.43%
<i>award</i> (C)	9	<i>receive</i>	past (70.00%)	40.00%
<i>responsibility</i> (C)	5	<i>be</i>	past (63.64%)	45.45%
<i>competence</i> (C)	vary	<i>n/a</i>	pres (50.00%)	n/a
<i>company effort</i> (C)	vary	<i>n/a</i>	part (62.50%)	n/a
<i>academic qualification</i> (P)	6	<i>graduate</i>	past (68.97%)	34.48%
<i>birth information</i> (P)	1	<i>be</i>	past (100%)	100.00%
<i>family</i> (P)	1	<i>be</i>	pres (100%)	85.17%
<i>professional qualification</i> (P)	2	<i>n/a</i>	n/a	n/a
<i>personal</i> (P)	2	<i>n/a</i>	n/a	n/a
<i>living place</i> (P)	3	<i>live</i>	pres (75.00%)	n/a

Here let us also consider the scores of Step-Range-Ratio (SRR) that is calculated based on the data in Tables 4 and 5 (i.e., step ratio x range ratio x 100) as in Table 13 below. Career functions (C) are more prioritized than personal functions (P) except especially *academic qualification*. As compared to the results in the range ratio in Tables 4 and 5, the SRR scores show that the two steps *achievement* and *experience* are more prioritized than *start of career*, and the importance of *prior position* surpasses that of *current position*. Only three steps *prior position*, *current position* and *academic qualification* are necessary structural elements in the CEO profiles if the cut-off point is set at 5.00, the six steps including *achievement*, *experience* and *start of career* at 3.00 and the seven including *award* at 1.00. This study adopts the last case.

Table 13

Importance of Steps in the CEO Profiles

Order	Step Names	C/P	SRR	Order	Step Names	C/P	SRR
1	<i>prior position</i>	C	22.77	9	<i>responsibility</i>	C	0.79
2	<i>current position</i>	C	14.30	10	<i>family</i>	P	0.60
3	<i>academic qualification</i>	P	8.48	11	<i>competence</i>	C	0.59
4	<i>achievement</i>	C	4.68	12	<i>living place</i>	P	0.15
5	<i>experience</i>	C	4.25	13	<i>company efforts</i>	C	0.12
6	<i>start of career</i>	C	3.95	14	<i>personal</i>	P	0.05
7	<i>award</i>	C	1.39	15	<i>professional qualification</i>	P	0.03
8	<i>birth information</i>	P	0.94				

Note. SRR refers to Step-Range-Ratio, C to career function and P to personal function.

Finally, let us consider the move structure of the airline CEO profiles. Based on the findings in this study, one of the typical discourse flows is shown in Figure 2. In this flow, the steps at less than 1.00 SRR are parenthesized because they are often not mentioned. In many cases, current position is first introduced, followed by the background of the CEO from academic background, the start of the career, past positions of the pathway to become the CEO. In some profiles, how the CEO is a superb person are detailed by presenting his/her professional experience including achievements. Finally, the profile is likely to end with personal function such as family status. Based on these findings, the four kinds of moves are identified from those steps as in Figure 3.

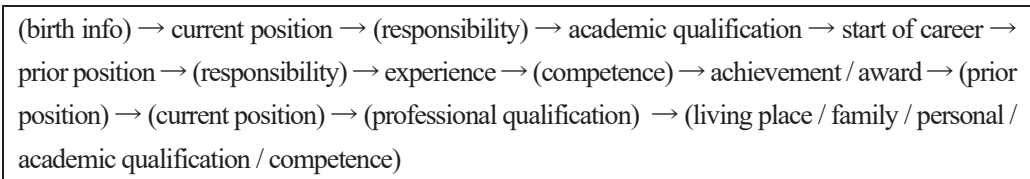


Figure 2. The discourse flow of the CEO profiles

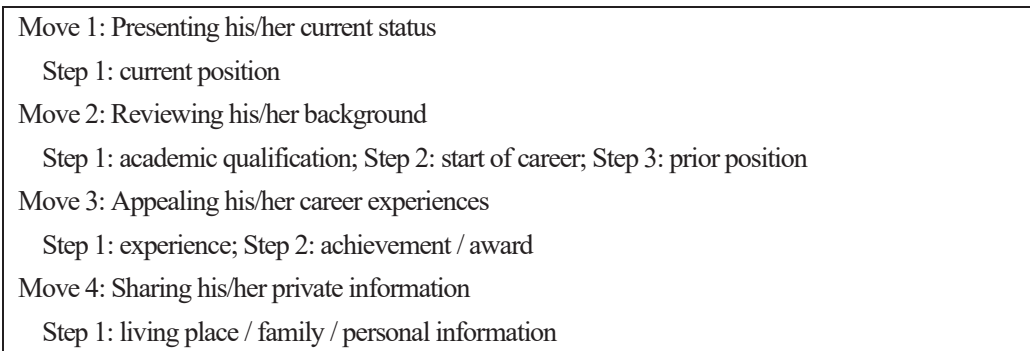


Figure 3. The four moves identified in the CEO profiles

5. Results and Discussion: Answers to Research Questions

Based on the findings in this study, the detailed answers for the research questions are as follows:

(1) How many kinds of steps and moves can be identified in the CEO profiles (of a particular field)?

→ There are 15 steps and 4 moves in total.

(2) What sort of particular function is realized by each step and move?

→ Each step has a particular communicative function: the nine steps are about career functions (e.g., career status) and six steps are about personal functions (e.g., family status). For details of each step, see Tables 2 and 3. Also, the four moves are identified: Presenting the current status (Move 1), Reviewing the background (Move 2), Appealing the career experience (Move 3) and Sharing the private information (Move 4). For details of each move, see Figure 3.

(3) Which steps are obligatory, conventional or optional?

→ Based on the range ratio, *current position* (100%) is obligatory, *prior position* (89.3%), *academic qualification* (85.7%) and *start of career* (60.7%) are conventional, and the other remaining 11 steps are optional. Based on SRR, however, the steps necessary for the profiles vary depending on the cut-off point: this study adopts 1.00 SRR including the seven steps. See details in the previous section.

(4) What are the linguistic features peculiar to each step?

→ According to the top P ratios in Table 12, the fixed patterns are used in the seven steps *current position*, *start of career*, *award*, *responsibility*, *academic qualification*, *birth information* and *family*. The verb tense is biased to past tense except *current position*, *competence*, *company effort*, *family* and *living place*.

(5) What is the typical move structure of the CEO profile?

→ At the beginning of the profile, the current status as the top of the company is likely to be described (**Move 1**). This is followed by the CEO's background in chronological order, starting with academic qualifications, then start of career and previous career including the former career positions (**Move 2**). Experiences are also detailed including career experiences, achievements and/or awards (**Move 3**). The responsibility of the person is sometimes detailed after his/her career positions. Private information is sometimes added at the end of the profiles including living place, family status and sometimes his/her interests (**Move 4**).

The possible contribution of the findings of this move analysis to English education is to inform future CEOs (or EFL learners) of the strong link between communicative functions and their language patterns with their canonical order. In particular, it would be a good teaching method

to present the framework obtained from the analysis by the teacher (or researcher) as shown in Figure 3 to familiarize the students with the texts in the genre before writing in that genre. Also, the teaching material should include the typical lexico-grammatical patterns with a sample sentence for each move by which the learners are able to learn the structure (the forest) and the details (the trees) step by step. This would be the ideal link between the discourse analysis (theory) and the language teaching (practice). It can be thus said that this study will lead to the improvement of university English education by emphasizing such application of genre analysis to writing education.

6. Conclusion

In conclusion, the current study revealed the features of the discourse of the CEO profiles based on move (& step) structure and language properties. While there are some fuzzy aspects in terms of the patterns, verb tense and move structure, the typicality is also identified with corpus-assisted discourse studies (CADS) (Partington, Duguid, & Taylor, 2013). For instance, the time flow in the profile is Now→Past→Now. The first ‘Now’ is career function but the last “now” is personal function. For ‘Past’ function, the items are arranged in chronological order from the oldest to the latest. Such frameworks are crucial to the audience who would want to learn about and/or utilize them (e.g., the entrepreneurs who want to share their information publicly on the website).

As the limitation of this study, what it revealed was no more than the discourse structures and expressions of the profiles of the airline CEOs, although it can be said that it has been successful to some extent for the trial. Since this is a pilot study of text analysis of a particular genre in a particular field, I attempt to make new contribution to the field of genre studies in the near future by constructing a bigger-sized corpus of the whole personal profile genre.

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Teams と Moodle を活用したオンライン授業改善

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Improving Online Teaching Using Teams and a Learning Management System (Moodle)

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Abstract

In order to prevent the spread of COVID-19 (the new coronavirus infection), I taught online classes using Microsoft (MS) Teams in English classes beginning in May of 2020. In this study, I will discuss the results of online learning by conducting an Internet survey in English classes with 85 Japanese college students. I will consider the issues and challenges of online English courses. I found that learners' English proficiency (reading and listening) improved. This suggests that learning at your own pace by stopping and reviewing on-demand materials might deepen learners' understanding and promoted learning. Thus, MS Teams proved to be useful. This paper also reports an attempt to facilitate online learning with quizzes related to course lectures. Furthermore, the LMS (Moodle) proved useful for providing opportunities for learners to exchange opinions, support each other during periods of isolation, and maintain concentration.

Keywords: Online Teaching, distance learning, English learning, MS Teams, Moodle

1. はじめに

COVID-19（新型コロナウイルス感染症）の感染拡大を防ぐために、2020年度5月から、Moodle と Microsoft Teams（以下、Teams）を利用した遠隔講義を開始した。本稿では、英語低中級レベルの理工系大学2年生85名を対象に、14回の必修クラスの英語中級クラス2クラス（各クラス40人程度）で、インターネット配信を行い、オンライン学習を実施した動画配信の結果について、その課題や今後のオンライン授業についての展望について報告する。

英語演習の授業では、「グローバル社会で活躍する技術者に求められる英語力の修得という目的に沿って、国際的な就業環境および研究環境において必要とされる英語コミュニケーション力を修得すること」を大きな目的としている。TOEIC 形式の問題演習を体系的に行い、ビジネス英語の語彙の増強、基礎文法力の充実、ならびにリスニング力とリーディング力の伸長を図るという目標を設定に向けて、授業を行っている。

1.1 オンデマンド型の授業実践

遠隔授業を大きく分けると、黒板を使った授業のライブなどのリアルタイムの同時配信授業と、オンデマンド型の授業に分けられる。オンデマンド授業とは、動画コンテンツの配信などにより、教室授業の一部または全てを代替する授業方式のことをいう。その授業形態は、同時双方向である必要はない。学生一人ひとりがインターネットを通じて受講することを言う。オンデマンド型の授業では、授業資料や授業ビデオを一定期間のうちに視聴して、メールやインターネット上のシステムで質問や課題提出などを行う。オンデマンド型の利点は、自分のタイミングで授業を受けられることである。場所も時間も学習者次第なので、スケジュール管理がしやすく、また、聞き逃しても巻き戻して確認したり、途中で席を立っても一時停止にしておけば、そこから授業が始められるなどの利点がある。

三苦他（2020）は、動画ファイルを LMS に掲載し、基礎医学を学ぶ第 2 学年から第 4 学年を対象に、オンデマンド配信を行ない、対面授業との比較をしている。その結果、「オンデマンド型遠隔授業が、教室での対面授業より優れている」、「理解がしやすく、学びやすい」と支持する学生が多かったという。オンデマンド型授業では、理解できない点を解決しながら視聴していたことから、授業と予習、復習が一体となっている形式であると報告している。

一方で、オンデマンド授業では、学習に対する集中が持続する時間が短いこと、そのため授業動画は短くすること（Guo and Rubin, 2014）や、受講者間のコミュニケーション不足やモチベーション維持の重要性が指摘されてきた（京角, 2006）。また、遠隔授業の実施の際は、TA のサポート（黒田・宮奈・野嶋, 2014）や質問応答の事前準備が必要である（染岡, 2019）といわれている。

また、文科省では、令和 2 年度における大学等の授業の開始等¹について、面接授業に相当する教育効果を担保するため、遠隔授業の場合には、教育効果を有すると認められる遠隔授業に必要な要素として、①設問解答、添削指導、質疑応答等による十分な指導と②学生の意見の交換の機会を与えることが必要であると説明している。

したがって、質疑応答やコミュニケーションの充実、サポートなどを盛り込んだ授業を設計することによって、効果的な授業ができると考えられる。

2. 方法

2.1 研究目的

授業実施校では、Teams を利用し、Microsoft Stream（以下、Stream）で動画配信を基本的に講義時間で行い、授業後も動画を視聴できるオンデマンド要素と講義時間に学生からの回答や質問などを受け付けるリアルタイム要素とを組み合わせたやり方を行った。出席確認のアンケートや小テストについては時間内に実施するよう設定した。文科省の提示した2つの指導法を実施するために、学習管理システム（LMS）、Moodle を用いることで、これらに対応した。

本授業で実施したオンライン授業について、理解や学びやすさという点で、学習者がどのような感想を持ったのか、このオンライン授業の有効性を調べるために、アンケート調査を実施した。本稿では、その回答をもとに、使用したオンライン授業に関する現状と課題を明らかにし、今後のオンライン授業に役立てることを目的とする。また、英語能力（リーディング・リスニング）の向上につなげたかどうかについても調査を行った。Web アンケート方式（4段階リッカート尺度など）による意識調査、および春学期の5月と8月に行った Pre-test 及び、Post-test の英語の成績によって分析した。

2.2 受講生について

2020年春学期、Teams を活用したオンライン講義を約3か月半行った。対象学生は、工学系の2年生で、習熟度別クラス編成で、履修登録者は、2クラスを併せて、計85名で、英語は低中級レベルであった。まず、本授業でどのデバイスを使用したのか、また、動画視聴の通信環境について、事前アンケートを行った。

2.3 事前調査

オンライン授業で、どの媒体を利用しているかについて、事前調査したところ、84人から回答があった。コンピュータを使用した学生が82人、タブレットが1人、スマートフォンが1人という結果だった。また、オンライン授業の通信環境については、光回線が48人、スマートフォンなどのデータ通信（通信量制限あり）が7人、スマートフォンなどのデータ通信（通信量の制限なし）が3人、モバイルWifiが24人、ケーブルTVは2人という結果になった。

2.4 Teams を使った配信講義の収録

多くの大学では、Zoom を用いて同時双方向的な遠隔授業が行われているが、Zoom にはないチャット機能があるために、本授業では、Teams を使用した。Teams のチャット機能では、グループまたは1対1で行うことが可能である。

Teams は、ミーティングをオンラインで開催できるアプリケーションだが、録画

の機能もある。Teams は、双方向のインタラクティブな会議形式や、一方方向のライブ配信も可能（図 1）であるが、本稿で、実施した英語の授業では、30～40 人以上の大人数の授業だったため、録画機能を用いて、一方方向の配信を行った。

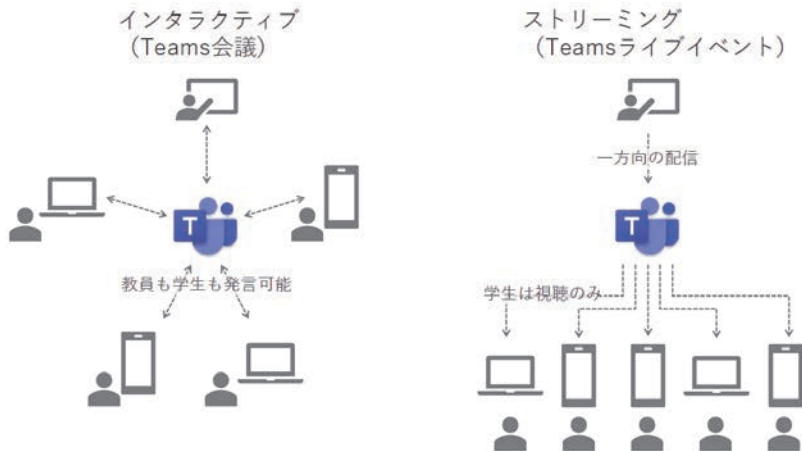


図 1. 講義形式

動画の作成方法は、Teams 会議を録画し、自動的に Stream にアップロードする方法もあるが、本授業では、PowerPoint から動画を作成し、Stream にアップロードして配信する方法を用いた。パワーポイントで作成した講義資料（動画映像）を、Stream（動画を共有するためのサービス）に手動でアップロードし、共有の機能で提示を行った。

まず、準備として、① Teams で、授業科目のチームを作成した。② 学生をチームに参加させた。③ 動画の下にある...をクリックし、「メニューからビデオの詳細を更新する」を選択（図 2）④ Stream の動画の閲覧対象者をチーム参加者に限定した。⑤ Moodle のコースに Stream にアップロード済みのオンライン授業で用いる動画の URL を登録し、学生はそこから容易にアクセスできるようにした。

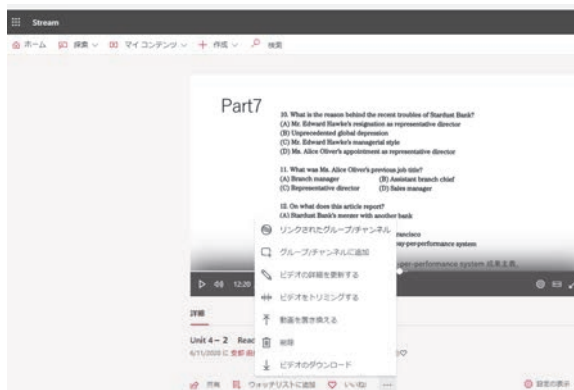


図 2. Stream の画面

2.5 Moodle を用いた指導

本授業では、学生の主体的な学修の機会を増やすため、Moodle を教育支援ツールとして利用し、講義ビデオ視聴ごとに学生に理解度確認テスト（10~15 問）を実施した。LMS の Moodle の機能には、小テスト、アンケート、フォーラム、学習履歴管理があり、授業運営にかかわる機能が充実している。講義構成、課題提出、アンケートなど学習者にとって把握しやすく、利用しやすい。本授業では、講義資料（動画）を、Moodle 3.5 上に配置し、授業資料をアップしたり、課題提出とチェックを行った。

授業中の質問は、Teams または、Moodle のチャット機能を利用した。Teams のチャット機能は、各チーム内でのチャットによる会話はそのチーム参加者全員に閲覧可能だが、チームに入らず個別にチャットも行える。授業中は、主に Moodle のグループチャット機能を通じて行った。授業後は、受講者同士の意見交換の場として、フォーラム機能を使用した。また、講義後の課題として、グループでドキュメントを作成できる Moodle の Wiki モジュールを利用し、協働作業ライティング活動も取り入れた。



図 3. Moodle の画面

2.6 実践の概要

本稿で、実施した英語の授業（100分）では、成美堂のTOEIC対策の大学生用総合演習テキストの教科書を使用し、毎回1ユニットずつテキストに沿って授業を行った。このテキストには、TOEIC L&R テストに取り上げられるテーマに基づいて各ユニットが構成されており、リーディング、リスニング、および語彙小テストの演習問題が盛り込まれている。14 Unit 分のうち、12 Unit 分を使用した。内容は、Restaurant, Hotel, Shopping, Financing, Hospital, Airport, Transportation, Sightseeing, Office Issues, Business, Sports Events, Computers だった。ネット注文した教材は、学生の自宅へ送付され、ほぼ全学生が購入することができた。

オンライン教材作成には、PowerPoint スライドショーを利用し、テキストの内容に合わせた問題の解説、解法のポイントを日本語または、英語で解説した音声を録音した。PowerPoint からMP4 エクスポート（低品質）でファイルを保存し、動画に音声入力を行った動画ファイルを Stream に置いて配信した。リスニング問題の音源をスライドに入れる場合は、PowerPoint ファイルの圧縮をしてからアップするなどの工夫をした。小テスト作成には、Moodle のテスト機能を使用した。

授業概要は、まず、1. オンライン授業コンテンツを教材として配信し、内容に関して学生に課題を課した。2. 課題に対して、小テストを利用して提出を受け付け、問題の答えを入力した後に解答と誤答のフィードバックが表示されるように設定した。3. 学生間の議論や担当教員への質問は、学習管理システム（LMS）のフォーラムやチャット機能などを用いて行った。学生は、LMS（Moodle）を通じて、講義にアクセスし、小テスト、アンケート、動画を視聴した。さらに、出席確認アンケート（10分）に授業開始時間までに回答させ、出席を確認した。小テストは、

ビデオ講義で視聴した内容についての選択式の問題にした。実際に講義全体を視聴したのかどうか判別するため、指定した日時に学生に解答させた。授業動画は、できるだけ短くし、各 25 分（計 50 分）を動画視聴とし、計 35 分を小テストの回答時間に充てた。講義の最後に、オンラインミニツペーパーを実施し、授業に対する学生の理解度・疑問点など講義内容の振り返りを行った。

毎回の授業（100 分）で、小テストは、動画視聴の理解度チェックとして 2 回、各動画視聴直後に行なった。事前学習として、必ず予習をして授業に臨むこと、該当課のテキストの音声ファイルをダウンロードし、リスニング問題を聞いておくように指示をした。授業の流れを以下に示す。

1. 出席アンケート回答（10 分）
2. リスニング講義の動画配信（25 分）
3. リスニング小テスト（10 分）
4. リーディング講義の動画配信（録画済み）（25 分）
5. リーディング小テスト（10 分）
6. 各章の確認小テスト（15 分）
7. ミニツペーパー（振り返り）（5 分）

通常の授業が進んでいくのと同じように、動画を毎週 Unit 一つずつ公開するようにした。一度公開した動画は、以後は視聴できるようにしておいた。

また、授業中の質問やトラブルに対応するため、授業中のチャットは、Moodle と Teams を同時に動かした。授業後の質疑応答は、メール、Moodle のフォーラム機能を利用した。授業中のトラブル発生、遠隔授業の不慣れな学生については、学内の部署の専門スタッフがサポートした。

アンケートは、Moodle を使って、オンライン形式で実施した。学生には、アンケート調査の目的及び方法を説明し、アンケートの回答の有無によって学業や評価に関連しないこと、回答しないことにより不利益を受けないことを伝えた。

3. アンケート調査の結果

3.1 使用したオンライン型授業への反応

オンライン授業の現状について把握するために、複数回答可のアンケートを第 13 回目の授業で行った。回答者は 85 人だった。

「困ったこと」について尋ねたところ、「集中力が続かない」が最多で 32 人、「コンピュータの操作に慣れていない」が 25 人、「勉強のペースがつかみにくい」が 19 人、「友達と学べず孤立感を感じる」が 14 人、「教員に質問しにくい」が 15 人、「ネット環境が十分ではない」が 8 人という結果になった。

「オンライン授業でよかったこと」を尋ねた質問では、「ビデオを止めたり、見直しができる」が 63 人で圧倒的に多く、次に多かったのが、「自分のペースで学習

できる」が 36 人、「先生に質問しやすい」は 4 人という結果で（表 1）、質問しやすいと感じている受講生が少ないことがわかった。チャットルームに入室しない学生もいたことから、オンラインでは氏名が表示されるため、質問するのを躊躇してしまう学生もいたと思われる。

Teams や Moodle のチャット機能を使ったリアルタイムのやりとりでは、「小テストの答えを提出出来なかったので、再受験は可能ですか」「出席アンケートの回答が遅れました」など通信に伴うトラブルや学生に問題が生じた際の質問や意見が多かった。

表 1

使用したオンライン授業への反応

このオンライン学習で良かったこと	人数 (%)
1. ツールについて知識やスキルが高まる	8 (6.11%)
2. 教師に質問しやすい	4 (3.05%)
3. ビデオを止めたり、見直しができる。	63 (48.09%)
4. 教材がわかりやすい	8 (6.11%)
5. 教室より集中できる	10 (7.63%)
6. 自分のペースで学習できる	36 (27.48%)
7. その他	2 (1.53%)

3.2 オンライン学習の有効性

最終授業日に行った、学習者が感じているオンライン学習の有効性についての調査では、回答人数は 79 人であった。その結果、「自分のペースで学ぶことができますか」の問いに、「強く思う」「ややそう思う」が 68 人で、肯定的な意見が多かった。また、「語彙や文法を学ぶのに役立ちましたか」「英語力がついた」についても、「強く思う」「ややそう思う」がそれぞれ 49 人、52 人と、肯定的な回答を示した学生が過半数を占めた。これらの結果（表 2）が示すように、学習者が感じているオンライン授業の有効性については、比較的に高いことがわかった。

表 2.

オンライン授業の有効性

	全くそう思 わない	あまりそう 思わない	ややそう思 う	強くそう思 う
1. 自分のペースで学ぶことができる	3 (3.80%)	8 (10.13%)	40 (50.63%)	28 (35.44%)
2. 語彙や文法が記憶に残りやすかった	3 (3.80%)	27 (34.18%)	41 (51.90%)	8 (10.13%)
3. 英語力がついた	3 (3.80%)	24 (30.38%)	46 (58.23%)	6 (7.59%)
4. 計画通りに進めることができる	3 (3.80%)	15 (18.99%)	43 (54.43%)	18(22.78%)
5. 何を学ぶか目標がはっきりしている	2 (2.53%)	22 (27.85%)	45 (56.96%)	10 (12.66%)
6. 楽しかった	5 (6.33%)	28 (35.44%)	36 (45.57%)	10 (12.66%)

3.3 オンライン授業について満足度調査

最終授業で、このオンライン授業について満足度調査を行った結果を表 3 に示した。回答人数は 79 人である。その結果、「この授業を通じて、スキルや知識を身につけ、成長を実感しましたか」については、「強く思う」「ややそう思う」を選択した学生が 60 人、「意欲的、積極的に取り組みましたか」についても、「強くそう思う」「ややそう思う」を選択した学生が 64 人であり、肯定的な意見が多かった。

「この授業の進め方、内容やあなた自身の取り組み方や成果を振り返った時、このオンライン授業に全体的に満足しましたか」という問いにも「強くそう思う」「ややそう思う」と回答した学生は、61 人と肯定的な意見が多かった。

また、講義についての理解度について、質問したところ、回答人数 82 人中、「とても理解できた」が 14 人、「理解できた」が 61 人、「あまり理解できなかった」が 7 人、「まったく理解できなかった」が 0 人だったことから、講義内容については、ほとんどの学生が内容を理解できたという回答だった。

授業内容について、オンラインミニッツペーパーの回答でも、「授業の難易度も丁度良く非常にわかりやすかった」、「リスニング力がないので鍛えないといけないと思った」、「自分の予習復習が足りないと感じた」、「書き取りが難しかった」、「次回は頑張ろうと思った」など主体的に取り組む姿勢が見られた。

表 3

オンライン授業についての満足度

	全くそう思 わない	あまりそう 思わない	ややそう思 う	強くそう思 う
1.スキルや知識を身につけた	2 (2.53%)	17 (21.52%)	55 (69.62%)	5 (6.33%)
2. 積極的・意欲的に取り組むことができた	2 (2.53%)	13 (16.46%)	55(69.62%)	9 (11.39%)
3. 全体的に満足した	1 (1.27%)	17 (21.52%)	54 (68.35%)	7 (8.86%)

3.4 成績結果

春学期の1回目と最終授業日に行った ALC NetAcademy NEXT の TOEIC 500 点突破コースの TOEIC (R) L&R テスト模擬試験を Pre-test および、Post-test として使用した。事前・事後の得点の差を比較したところ、事後の ALC の TOEIC テストの正解率は、29%から36%に伸びたことが判明した。この結果に対し、対応のある t 検定を実施したところ、有意な差が認められた ($t(72) = 7.047, p < .05, d = 1.09$)。

次に、確認小テストのスコアのデータをグラフ化した。図4は、各章の確認小テストのスコアの分布と推移を表した箱ひげ図である。バツ印は小テストの平均スコアを示している。平均が、15点満点中の11点から13点となっており、全体的によくできていたといえる。これらの結果から、先行研究(三苦他, 2020)で報告されているように、理解できない点を解決しながらビデオ講義を視聴していたことがうかがうことができる。

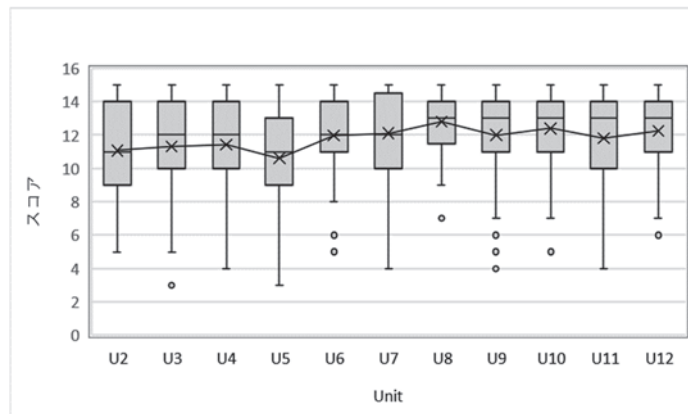


図 4. 各章の確認小テストのスコアの推移

3.5 視聴回数

Stream 上に保存した動画ファイルの再生回数を調べたところ (図 5)、第 6 回目の講義で、再生回数がゆるやかに減少している。これは、一部の科目が、クォーター制で、学期末の課題提出などが通常より増えたため、影響を受けたと思われる。それ以降の再生回数は、大幅に減少することはなかった。

視聴記録については、Moodle のコースの活動ログから、動画の URL が書いてあるページへのアクセスログが確認できる。基本的には全員必ず最低 1 回はビデオ講義にアクセスしていた。各章の確認小テストの平均スコアが高かったことから、小テストで、ビデオ講義と関係性を持ったものを出題したことで、視聴回数の維持率を向上できたと考えられる。

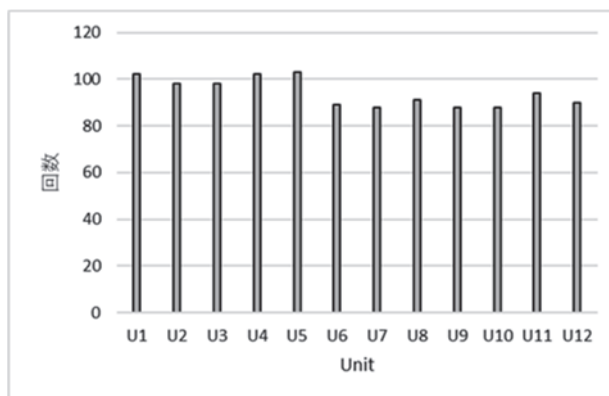


図 5. 動画ファイルの再生回数

4. 課題

4.1 通信状況

動画視聴の際の通信環境についての調査では、回答人数は 85 人である。ストレスなく受信できているが 45 人 (光回線 24 人, モバイル Wifi 14 人, スマートフォンなどのデータ通信量制限あり 3 人, スマートフォンなどのデータ通信量の制限なし 3 人, ケーブル TV 1 人), 時々途切れストレスを感じるが 38 人 (光回線 22 人, モバイル Wifi 10 人, データ通信量制限あり 4 人, データ通信量の制限なし 1 人, ケーブル TV 1 人), かなり途切れるが, 2 人 (光回線 2 人) であった。図 6 が示すように、過半数が「ストレスなく受信できる」と回答し、「かなり途切れる」と回答した学生はほとんどいなかったが、時々途切れ、ストレスを感じる学生がいることがわかった。時間帯によっては動画再生に問題が起きるという事象も発生していたが、学習環境の違いも影響を与えていたと考えられる。ネットワークの回線が遅く、動画が遅くなったり、音声途切れるとの報告があった学生には、動画の

「品質」を下げることで対処した。

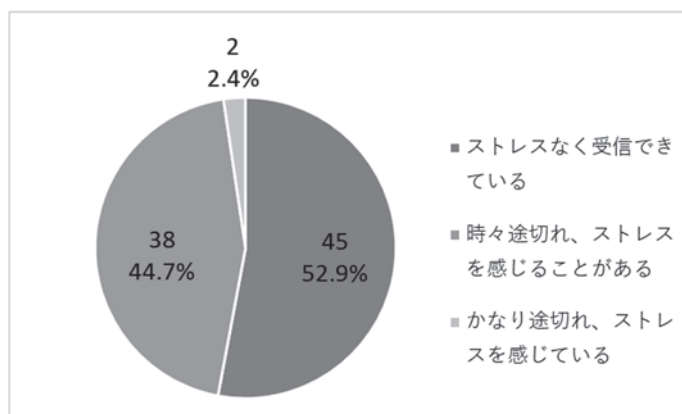


図 6. 通信状況

4.2 動画配信

アンケート調査の結果から、オンライン授業の良さを感じている一方で、集中力が続かない、孤立感などを挙げる学生がいたことがわかった。とりわけ、集中力が続かないことは、オンライン授業の問題点といえる。動画の長さにはできるだけ短く作成したが、1回の配信で、10分以内の長さに収め、複数細切れにして配信するなど、さらに対策を練る必要があるだろう。

5. 考察とまとめ

本稿では、Teamsを使った動画配信による英語のオンライン授業について、大学生85名を対象に、受講者意識調査などにより、学習成果、またその問題点や課題を述べてきた。

まず、今回実施したオンライン英語授業では、学習者の英語能力（リーディング・リスニング）に効果があることが認められた。また、各章の確認の小テストで高得点を取っていたことや、本授業を視聴した英語学習者のアンケート結果からも、ビデオを止めたり、見直しができたことで、理解が深まり、学習を促進したと解釈することができる。また、「自分のペースで学ぶことができた」、「語彙や文法を学ぶのに役立った」、「英語力がついた」についても肯定的な意見が多かったことから、学習者が感じているこのオンライン授業の有効性は比較的高かったといえる。

各授業で行う確認小テストは、学生が講義内容をどの程度理解しているかを知る有効な手段となった。また小テストを行うことで、学生は必然的にビデオを視聴せざるを得ないという良い面もある。小テストで、関係性を持ったものを出题したことが、視聴者数の維持につながった可能性があると考えられる。また、出席アンケ

ートチェックに比べて、不正が生じにくく、より正確に学生の出席を判断できた。学生側にとっても、毎回の小テストにより、理解度を把握でき、出席することへの意欲にもつながったといえる。アンケート意識調査の結果からも、使用したオンライン学習については、好意的な反応を示す学生が多く、否定的な意見の学生が少ないことがわかった。

さらに、動画配信に Moodle の機能を追加することで、課題の提出や質問応答は可能になった。チャット機能を使って、通信に伴うトラブルや学生に問題が生じた場合には迅速に対処でき、リアルタイムに双方向のコミュニケーションを行うこともできた。

しかしながら、一方で、集中力が続かない、孤立感を感じると回答する学生がいたことや、チャットやフォーラム機能によるグループディスカッションを利用しない学生がいたことが判明した。また、動画視聴の際「時々途切れ、ストレスを感じることがある」と回答している学生が半数近くいることもわかった。遠隔授業では、対面の講義のように、同じ PC 教室で行う場面とは異なり、学生が使用するデバイスが異なるため、授業環境の違いが生じていることが、今回の意識調査の結果に影響しているとも考えられる。

また、チャットに参加せず、個別に教師へのメールを頻繁に利用する学習者もいたことで学生への質疑応答対応や、学習者の受講環境の違いから生じたトラブル対応、授業中のテクニカルなサポートなどで、教師側の負担が大きいことなども課題として残った。

今回のアンケート調査の結果や課題をもとに、今後さらに、動画配信の充実、ツールの改善やグループ作業などを増やし、より学習効果が高いオンライン授業になるよう工夫改善をしていきたい。

注

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〈研究ノート〉

Preferences for Quasi-CLIL Exercises by First-Year EFL *Kosen* Students in Japan

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Abstract

This study aimed to identify the nature of quasi-content and language integrated learning (CLIL) exercises preferred by English as a foreign language (EFL) *kosen* technical college student in Japan to bridge traditional English teaching styles such as the grammar translation method and CLIL. The participants were first-year students at a *kosen* college. The use of the prefix “quasi-” indicates that the exercises on a pencil-and-paper worksheet in this study are not the ones used in CLIL classes but those selected specifically for the class to bridge the traditional English teaching style and CLIL. The term “prefer” in this study refers to the students’ feeling that the exercises were enjoyable and useful. A questionnaire examined the 38 exercises that the students had worked on in the classroom. Each of the questions in the questionnaire had one exercise and two question items regarding enjoyability and usefulness. In order to answer the questionnaire, the students first completed the exercise and then answered the two question items rated on a six-point Likert scale. The results revealed students preferred 16 out of the 38 exercises.

概要

本研究は、文法訳読式などの伝統的な英語教育スタイルでの学習を CLIL に橋渡しするために、高等専門学校（高専）の学生が好む CLIL のタスクを特定することを目的とした。参加者は高専の1年生であった。この研究では、接頭辞 quasi-を使うことで CLIL へ橋渡しするものとして特化して選定されたことを示そうとしている。また、prefer は、タスクが楽しくて有用であったという学生の気持ちを示すこととしている。参加者は38のタスクとそれに関する6件法のリッカート尺度で評価されるアンケート項目に回答した。各タスクに関する質問は、楽しさと有用性という2つの観点に関するものであった。結果として、16のタスクが好まれることが明らかになった。

Keywords: CLIL, *kosen*, exercise, students’ preference, materials development

1. Background and Purpose

Kosen in Japan is a five-year engineering education system that fosters the students both in the high school level and in the first- and second-year levels of university. Having taught English at a *kosen* college for two years, I was wondering how I could enhance students' English ability while keeping them intellectually engaged. I then thought that CLIL could be the solution, as CLIL classes focus not only on language but also on content. Accordingly, my students were inspired not because of their English study but because their inquiring minds were satisfied by content, especially engineering. In addition, CLIL can not only "raise learner linguistic competence and confidence" (Coyle, 2008, p.104) but also "raise teacher and learner expectations" (Coyle, p.104). These led me to commence the teaching scheme, which intends to bridge the traditional English teaching style and CLIL in Japan. *How can I motivate them in my English classes, and what should I use in teaching them?*

CLIL has been evolving, and an increasing number of CLIL studies are being conducted. One example is Möller (2017), which studied CLIL quantitatively in the field of language acquisition. As for content, Berger (2016) shed light on the interaction between mathematics as content and EFL. Regarding language in CLIL, Moore and Nikula (2016) focused on translanguaging.

CLIL has drawn attention as a new learning approach in many countries worldwide (e.g., Suwannoppharat & Chinokul, 2015). In Japan, more CLIL classes are conducted in several types of schools, such as elementary and secondary schools, universities, and others (e.g., Ikeda, 2013), which use CLIL materials and exercises.

As for CLIL class materials, Dale and Tanner (2012) and Bentley (2010) provided useful ideas to develop them. They devised innovative activities for CLIL teachers that are organized into five chapters of, for example, speaking and writing. They also provided a wide range of easily accessible activities. Bentley also introduced CLIL approaches and activities to encourage teachers to apply them to their own teaching contexts. Both of them can be easily used by teachers who are not in charge of English in Japanese schools or content teachers. However, some CLIL teachers who are in charge of EFL in Japan may find it too challenging to develop such materials or express their need for ready-made resources.

In addition, Coyle, Hood, and Marsh (2010) discussed evaluating and creating materials for CLIL classrooms, which explore factors "which should be taken into account when materials are being evaluated or created" (p. 86). However, Coyle, Hood, and Marsh argued that "the danger for CLIL is that a conventional TESOL approach to materials development could focus attention only on linguistic, rather than on both content and linguistic, aspects of courses, modules, and units" (p. 87). This argument can lead to problems in developing materials for CLIL classes, especially those in Japan.

As for teaching materials in Japan, elementary and secondary schools are legally required to use textbooks approved by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Most of the MEXT English textbooks for secondary schools seem to tend to focus more on linguistics and on enhancing students' language skills such as listening, reading, speaking, and writing. This can be called a "soft" CLIL class, which Ikeda (2013) defined as "a type of content and language integrated instruction taught by trained CLIL language teachers to help learners develop their target language as a primary aim and their subject knowledge as a secondary aim" (p. 32).

On the contrary, in a "hard" CLIL class, teachers help learners develop their subject knowledge as the primary aim and their target language as the secondary aim. Therefore, attitudes toward materials development in CLIL classes are different from those stated by Coyle, Hood, and Marsh (2010), which seem inclined toward hard CLIL classes.

There is a strong interest on teaching materials and exercises that can be used along with school textbooks in soft CLIL classes in Japan. Takahashi (2012) showed various types of paper-and-pencil exercises that students preferred in their reading and grammar classes. However, these exercises only provided clues to the solution. There are two main reasons for this.

One is that these exercises are not considered to be appropriate for a CLIL program. The other reason is that, of the types of schools in Japan, it is *kosen* that needs solutions. While the findings in Takahashi (2012) are for high school students studying English for general purposes (EGP), the English that *kosen* focuses on is English for specific purposes (ESP), as these students are engineering-bound.

Students in some universities in Japan use several CLIL textbooks or course books (e.g., Sasajima et al., 2016). These books are based on content, such as world heritage, human biology, global issues, basic science and math, health sciences. They contain the same or almost the same type of exercises that students in Japan have been accustomed to since they began studying English in junior high school. Therefore, it seems appropriate to use those kinds of textbooks or course books instead of CLIL textbooks which contain activities recommended in Dale and Tanner (2012), because both teachers and students in Japan have yet to be accustomed to CLIL classes. Some of the suggestions by CLIL experts such as Ball, Kelly, and Clegg (2015) are paid little attention to in this study.

Moreover, Dalton-Puffer (2019) examined empirical CLIL studies between 2016 and 2019 in six fields, such as teacher perspective, language competence, CLIL materials, and the others. Dalton-Puffer found that out of 178 journal articles, only eight pertained to CLIL materials. This explains the need to conduct studies dealing with CLIL materials.

Based on the background stated above, the present study was designed to examine exercise types on a pencil-and-paper worksheet that can help enhance the English ability of *kosen* students

in the English teaching setting in Japan.

Lastly, the second phase in this study pays attention to the differences among the four courses in the *kosen* college. I did read a great number of studies in the last ten years' articles in *Journal of JSEE* and research results using CiNii, which did not show anything regarding features that distinguish the four courses.

2. Method

2.1 Outline and research question

This study aimed to investigate the appropriate exercises for the quasi-CLIL classes of *kosen* students from the viewpoint of student-centered criteria. For this purpose, the study developed and used a questionnaire regarding the nature of exercises. By analyzing the questionnaire data, this study determined which exercises were preferred by the students. Therefore, the following research question was addressed: Which exercises are deemed enjoyable and useful in CLIL classes for *kosen* students?

The participants, class, and questionnaire will be described below, followed by an explanation of each phase.

2.2 Participants

A total of 126 first-year students of a *kosen* college, who took a class called “English Expression I,” initially participated in this study. About 5% of them were female, and the number of female students in each class was almost the same. The participants were supposed to get into four distinct courses in the next academic year.

As is often the case with *kosen* students, many of them thought that English was difficult, that studying it was difficult, or that they did not like to study it at all. However, their average scores in the Global Test of English Communication (GTEC) writing test at the end of the year were much higher than those in their listening and reading tests. I was in charge of the students' writing class and saw that the students seemed to enjoy writing in English.

As for the GTEC test, in Japan, from April 2018 to March 2019, the number of schools taking GTEC per year is estimated 2,502 out of some 5,000 high schools and integrated junior/senior high schools, and official scores of it can be used to meet university entrance criteria.

To comply with the ethics requirements for this study, the students were informed of the study's purpose and could freely decide whether or not to participate.

2.3 Class

The main aim of the class was to enhance students' writing ability. The primary language of instruction in the class was English, which was based on Mehisto and Ting (2017, p. 19): “Currently,

CLIL experts no longer suggest that teachers teaching through the L2 should never or almost never use the students' L1." In order to encourage the students to use English, I frequently used activities suggested in Davis et al. (1998).

15 ninety-minute classes were held once a week in a semester. Many of them were activity-based and the others were content-based.

2.3.1 Activity-based class

The class was usually given by use of activities such as learning certain grammar items using a MEXT textbook titled *Vision Quest I* by Nomura et al. (2016), watching an old movie for a short time such as *Melody*, and listening to old songs such as *Rhythm of the Night*. Other activities were fast reading, extensive reading, academic reading, speaking (interaction or presentation), and writing. The usual procedure of the class was as follows.

- (1) Students entered the classroom and watched the music video;
- (2) Students saw a movie or listened to a song that included expression of a grammar item they would study in the class on that day;
- (3) Students used the textbooks to understand the grammar item through speaking (interaction) and writing a sentence in which the grammar item was used. This was done in a group, in a pair, or individually; and
- (4) Students wrote a paragraph on a certain topic.

2.3.2 Content-based class

I gave a series of class meetings focused on a particular topic: I did not focus on a certain grammar topic, or I did not use the MEXT textbook. Instead, I focused on content and developed materials for the class.

My teaching philosophy for the content-based class was that English classes should be interesting and exciting and that students can be expected to learn a lot more with the help of content in a language class. I learned from my experience that students will work much harder on listening, reading, speaking, or writing with the help of content, which is in accordance with Okazaki (2012). Okazaki provides an inspiring quote for CLIL teachers to keep in mind that content in language learning should be paid much attention to by ELT teachers.

Solar energy was chosen for the class, for there were small and large solar plants in nearby mountains and fields. The solar energy class was taught as follows: I used three class meetings in a semester. I developed a series of worksheets for the series of classes. The worksheets contained exercises called quasi-CLIL exercises whose categories were "Learning Targets," "Schemata Activation," "Vocabulary," "Introductory Topics," "Basic Knowledge," "Reading 1 and Reading 2," and "Writing and Speaking." In the first two worksheets, I used some Japanese to ease their

worries about studying English. I also used a number of exercises that would activate their schemata. I completed about five worksheets in every class, some of which were given as homework. I let the students work in pairs or in groups of four and talk with their peers. I instructed the students to understand and think about the content and then express their ideas or opinions.

2.4 Questionnaire

A questionnaire (see Appendix) was made up using the exercises I had used in the abovementioned class. The questionnaire aimed to reveal the students' preferences for the quasi-CLIL exercises. It contained 38 questions (Questions 1 to 38) and each question had one exercise and two question items. Each of the exercises was the same one that the students had worked on in the three classes, so they did not think it was challenging. Each of the two question items aimed to measure the degree of student perceptions in terms of enjoyability and usefulness. These aspects are provided in Dörnyei and Murphey (2003, p. 167). In the question items, the following six-point Likert scale was used: 1 (strongly disagree), 2 (disagree), 3 (slightly disagree), 4 (slightly agree), 5 (agree), and 6 (strongly agree).

During the class after the three class meetings, the students were asked to answer the questionnaire. In order to complete the questionnaire, the students worked on the exercise and then answered each of the question items. They needed to be engaged in from Question 1 through Question 38.

Description of each question is given in Table 1, where the amount of time given to the students to do the exercise in the three class meetings, a skill type that is aimed to develop, and a work type of how the exercise is done in a group, in a pair, or individually.

Table 1*Description of each question*

No.	Amount of time given (minute)	Skill type	Work type: in a group, in a pair, individually
1	1	none	individually
2	1	none	individually
3	2	none	in a group
4	1	writing	individually
5	1	none	individually
6	2	reading	in a pair
7	2	reading	in a pair
8	2	reading	in a pair
9	2	reading	in a pair
10	3	reading	in a pair
11	3	speaking	in a pair
12	2	none	in a pair
13	2	none	individually
14	3	speaking	in a pair
15	3	listening	individually
16	2	listening	individually
17	30	reading & writing	individually
18	10	reading	individually
19	5	reading	individually
20	5	none	individually
21	2	reading	individually
22	3	writing	individually
23	3	writing	individually
24	3	speaking	in a pair
25	10	reading	individually
26	2	reading	individually
27	3	reading	individually
28	2	reading	individually
29	3	speaking & writing	in a pair
30	5	writing	individually
31	5	writing	individually
32	5	writing	individually
33	30	writing	individually
34	25	speaking	individually
35	5	writing	individually
36	20	writing	individually
37	15	speaking	individually
38	10	speaking	individually

2.5 Data analysis procedures

The research question is *Which exercises are deemed enjoyable and useful in CLIL classes for kosen students?* The abovementioned questionnaire was used, and the data was subsequently analyzed.

As I stated previously, the term preference in this study shows the condition that the students felt that the exercise was both enjoyable and useful. All the students' questionnaire responses were

analyzed to determine which exercises were preferred in the following manner.

At the first stage of the analysis, for each exercise to be considered preferred, the total number of affirmative responses (4 to 6 on the 6-point scale) in a question item needed to be larger than that of the negative responses (1 to 3) in the same question item for both enjoyability and usefulness. That is, if the mean value of a question item is 3.5 or more as to both enjoyability and usefulness, the question item could be considered preferred at this time. Otherwise, the analysis was discontinued. For further analysis, Welch's *t*-test was performed between the affirmative responses and the negative responses, both in enjoyableness and in usefulness separately. If both of the *t*-test results, namely enjoyableness and usefulness, showed statistically significant differences at the .05 level with/without a small, medium, or large effect size (Cohen, 1988; Field, 2005), the exercise was considered to be preferred.

3. Results

All analysis results are shown in Table 2, which displays the question numbers both for enjoyability and usefulness, the mean, the standard deviation, the *p*-value, and the effect size. The results showed 19 preferred items: 1–7, 9–14, 16, 19, 21, and 26–28. For example, enjoyability in Exercise 1 (e1) showed a mean score of 3.99, and *t*-test results found that it was statistically significant ($t = -13.7$, $df = 104$, $p = .00$). This presented a medium-sized effect, $r = .80$. Also, usefulness in Exercise 1 (u1) had a mean score of 4.33, with *t*-test results showing statistical significance ($t = -10.5$, $df = 104$, $p = .00$). This presented a medium-sized effect, $r = .72$. Therefore, Exercise 1 was considered preferred.

Table 2

Analysis results

	e1	e2	e3	e4	e5	e6	e7	e8	e9	e10	e11	e12	e13	e14	e15	e16	e17	e18	e19
<i>M</i>	3.99	4.24	4.1	3.92	3.84	3.52	3.59	3.4	3.65	3.82	3.54	3.91	3.79	3.74	3.31	3.96	3.27	3.29	3.77
<i>SD</i>	1.15	1.18	1.01	1.12	1.22	1.11	1.19	1.14	1.21	1.18	1.09	1.27	1.02	1.12	1.12	1.16	1.18	1.03	1.09
<i>P</i>	.00	.00	.00	.00	.00	.00	.00	—	.00	.00	.00	.00	.00	.00	—	.00	—	—	.00
<i>es</i>	.80	.80	.78	.82	.83	.82	.84	—	.81	.82	.83	.83	.82	.83	—	.82	—	—	.81
	L	L	L	L	L	L	L	—	L	L	L	L	L	L	—	L	—	—	L

	u1	u2	u3	u4	u5	u6	u7	u8	u9	u10	u11	u12	u13	u14	u15	u16	u17	u18	u19
<i>M</i>	4.33	4.46	4.24	4.37	4.54	4.16	4.19	4.19	4.17	4.44	4.35	4.97	4.24	4.24	3.47	4.17	4.05	3.46	4.26
<i>SD</i>	1.03	1.12	1.1	0.96	1.01	0.99	1.01	0.96	1.02	1.04	0.98	0.99	1.01	1.03	1.09	1.11	1.14	0.87	1.01
<i>P</i>	.00	.00	.00	.00	.00	.00	.00	—	.00	.00	.00	.00	.00	.00	—	.00	—	—	.00
<i>es</i>	.72	.78	.75	.67	.66	.76	.77	—	.77	.77	.71	.64	.73	.75	—	.80	—	—	.73
	L	L	L	L	L	L	L	—	L	L	L	L	L	L	—	L	—	—	L

	e20	e21	e22	e23	e24	e25	e26	e27	e28	e29	e30	e31	e32	e33	e34	e35	e36	e37	e38
<i>M</i>	3.45	3.52	3.49	3.31	3.46	3.13	3.88	3.79	3.73	3.43	3.36	3.37	3.22	3.33	3.29	3.44	3.31	3.35	3.43
<i>SD</i>	1.04	1.11	1.16	0.95	1.1	1.12	1.16	1.18	1.22	1.19	1.06	1.07	1.12	1.19	1.27	1.26	1.22	1.21	1.25
<i>P</i>	—	.00	—	—	—	—	.00	.00	.00	—	—	—	—	—	—	—	—	—	—
<i>es</i>	—	.84	—	—	—	—	.84	.84	.80	—	—	—	—	—	—	—	—	—	—
	—	L	—	—	—	—	L	L	L	—	—	—	—	—	—	—	—	—	—

	u20	u21	u22	u23	u24	u25	u26	u27	u28	u29	u30	u31	u32	u33	u34	u35	u36	u37	u38
<i>M</i>	4.17	4.18	4.23	4.16	4.16	3.21	4.16	4.17	4.14	4.16	4.17	4.17	4.11	4.36	4.44	4.36	4.43	4.26	4.27
<i>SD</i>	0.91	0.98	0.99	0.99	1.06	1.07	1.07	1.13	1.17	1.16	1.09	1.1	1.12	1.11	1.17	1.21	1.24	1.24	1.17
<i>P</i>	—	.00	—	—	—	—	.00	.00	.00	—	—	—	—	—	—	—	—	—	—
<i>es</i>	—	.77	—	—	—	—	.76	.78	.78	—	—	—	—	—	—	—	—	—	—
	—	L	—	—	—	—	L	L	L	—	—	—	—	—	—	—	—	—	—

Note. e = enjoyability; u = usefulness; es = effect size; L = large

4. Discussion

The study found that 19 exercises were preferred by the students. This will be explained in the following sections.

4.1 Nature of preferred exercises

All the preferred exercises were on pages 1 to 3 of the questionnaire's 4 pages. These exercises were easy, simple, interesting, visually appealing, and/or entails a first step toward thinking. Since classes usually move from easy to difficult, it can be said that students preferred easy exercises.

The Japanese language was used in Exercise 1, which instructed the students to calculate the time it takes for sunlight to reach Earth. This calculation was easy enough even for elementary pupils. However, as my students said, they found the exercise interesting and exciting. The reason is that, since *kosen* students usually do not work on this type of exercise, which required calculation in English classes, they felt old familiar, as one of the students said.

Exercises 2, 4, 5, and 13 can be considered in the same category of vocabulary matching. Dale and Tanner (2012) explained that "CLIL learners find it a challenge to understand subject-specific, non-standard, archaic or technical vocabulary" (p.44). Exercise 2 required the students to draw a line between an English word and its Japanese translation. Only five English words and five Japanese translations were listed, so this exercise seemed student-friendly. Exercise 4 also involved matching, and the students chose the answer from a list. Moreover, this exercise required the students to complete a sentence by filling in the blank with a word or phrase that fits the Japanese translation beside the English sentence. Exercise 5 required filling the blanks with the Japanese translation in the chart. The purpose of this exercise was to review students' understanding of the English vocabulary, which is not so difficult for them. As for Exercise 13, the students answered this matching exercise by filling in the boxes in the chart from the answer keys below it. All the items were not difficult, as they only needed to find the answers.

Exercise 3 instructed the students to write names in five balloons of a pie chart. The answers were names of energy sources that students use or hear about in their day-to-day life, so they were familiar with the exercise. This may not have been challenging at all and may have motivated the students to work earnestly.

Exercises 6–12 were based on two types of reading materials and their glossaries. The passage titled "READING MATERIAL" was based on the students' experiences of using magnifying glasses when they were children. For the students, this seemed easy to read with the help of the glossary and their schema activation (McDonough & Shaw, 1993). Among these exercises, only Exercise 8 was not preferred by the students. While the reason for this seems unclear, I can only guess that it was because "CLIL learners find it a challenge to process ... with little or

no visual support” (Dale & Tanner, 2012, p. 42). Although “READING MATERIAL” had visual support, “CONVERSATION” did not; this can also be part of the reason. Also, the students may have quickly overreacted to the expression of “conversation,” as it is one of the activities that they tend to avoid.

As for conversation, Exercise 14 required the students to have a conversation, which they did not avoid. The exercise was a review question and instructed them to fill in the blanks with expressions on the worksheet. The exercise looked somewhat challenging to them, but it may have been less difficult than expected.

Exercises 16, 21, 26, and 27 seemed to be the exercises that the students preferred. “Everyday words with specialized meanings” (Dale & Tanner, 2012, p. 44) were used, and for Dale and Tanner, these exercises are challenging. However, students’ perceptions were different. Illustrations were provided on the sheet, which the students could choose from to answer the questions. They did not have to write a word or a sentence, nor were they required to engage in a conversation. The use of everyday words with specialized meanings as in Exercises 16, 21, and 27 were found to be motivational to the students.

Exercise 19 required the students to list several forms of energy. The answers to this exercise were written in the text that they read. All they had to do was read through and find the answers. Thus, this exercise was student-friendly. Also, the students were interested in this kind of content, which is based on natural science.

Exercise 28 was similar to Exercise 1 except the former had English directions. Here the students needed to calculate for a price value. Judging from the fact that Exercise 1 was preferred, they must have felt interested and excited.

4.2 Nature of not preferred exercises

Many of the not preferred exercises were from the latter half of the questionnaire, including all the exercises at the last page. These exercises were more challenging, as they were based on those at the former half. As is often the case, classes should move from easy to challenging. Therefore, the exercises around the end were relatively difficult. This shows that more challenging exercises were not preferred.

Questions 15, 18, and 25 required the students to read a longer passage. *The shorter, the better* was what many *kosen* students hope for. Exercises involving a long passage were not preferred by the students; hence, these three items were not preferred. However, CLIL teachers must remember that “it would be valuable for more attention to be turned to reading skills development in CLIL materials” (Maley & Prowse, 2013, p. 177).

Exercise 17 was provided as homework. The students had to visit a certain website to

complete the assignment. It was a complicated exercise that may take much time to finish. Thus, the students would want to avoid such exercises.

Exercise 20 was done individually. The students were instructed to draw a certain house. Without such skills, students cannot show their performance. To draw a house, the students also had to understand its details.

Exercises 22–24 and 29–32 were short writing exercises, which were challenging for the students. They found it difficult to think of the content and the organization. It was also troublesome to write grammatically correct sentences and use the appropriate words and phrases.

Exercise 33 required the students to complete a plan which they need to write on at least one page of A4 paper. Since they had to write from scratch and think about what they would write, some knowledge of writing was necessary. This can be too challenging.

Exercises 34–36 were a series of exercises that aimed to enhance speaking skills, followed by writing exercises. The students were required to write a longer passage so that they would speak accurately and fluently.

Exercises 37 and 38 sought to enhance speaking skills by giving the students the chance to perform a presentation based on what they wrote in Exercises 34–36.

5. Conclusions and Remaining Issues

The questionnaire survey revealed the nature of quasi-CLIL exercises that students prefer. Thus, CLIL teachers are advised to take note of these results.

As the traditional English teaching style seems being bridged with CLIL in Japan, this study was the first to use quasi-CLIL materials in *kosen* educational practice. Further surveys will be needed with more participants. Future analyses should also be done in terms of students' characteristics. Further research also needs to explore effective means of student reflection, as this study did not analyze how students reflected on their quasi-CLIL experience or how they studied for the classes (review and practice). Also, further research needs to provide the opportunity for interviews to be conducted with participants.

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Appendix

CLIL アンケート (2) Winter, 2017・2018

*この調査結果は、成績に一切関係ありません。また、各個人の調査結果の秘密は厳守します。

- 1 ぜんぜんあてはまらない
 2 ほとんどあてはまらない
 3 あまりあてはまらない
 4 少しあてはまる
 5 わりとあてはまる
 6 たいへんあてはまる

*特に指定していない場合はそれぞれの間について尋ねています。

「楽しめる」

「役に立つ」

II Schema activation

1. Listen to your teacher and then fill in the blanks.

1

私たちの生活には太陽は欠かせません。なぜでしょうか。地球と太陽の距離は1億4960万kmもあります。太陽から出た光は約(*)後に地球に届くということです。

1-2-3-4-5-6

1-2-3-4-5-6

2. Match.

2

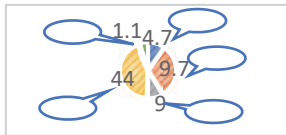
石油 ・ coal
 天然ガス ・ nuclear

1-2-3-4-5-6

1-2-3-4-5-6

3. Fill in the blanks using words in the box below.

3



1-2-3-4-5-6

1-2-3-4-5-6

III Vocabulary

TASK 1 Fill in the blanks. 次の() に入ることばを下から選びなさい。

4

1. Saving () in our daily life is the first step for eco-activity. 日々の生活でエネルギーを節約することが活動の第一歩です。

1-2-3-4-5-6

1-2-3-4-5-6

TASK 2 Complete the table. 表に日本語を入れなさい。

5

品詞	単語	日本語
[n]	energy	
[n]	power plant	

1-2-3-4-5-6

1-2-3-4-5-6

IV Introductory topic: *The Sun Shines Bright.*

Read the following text and discuss 1-4 in pairs.

1. What is written in READING MATERIALS?

6

1-2-3-4-5-6

1-2-3-4-5-6

2. Have you ever *played* with the sun using something other than a magnifying glass?

7

1-2-3-4-5-6

1-2-3-4-5-6

3. What is written in CONVERSATION?

8

1-2-3-4-5-6

1-2-3-4-5-6

4. In which energy are you the most interested?


9

1-2-3-4-5-6

1-2-3-4-5-6

READING MATERIAL

You can see something or feel warm. Why? Because the sun works. The sun is very far away from the earth and it gives lights, heat, and others.



Have you ever used a magnifying glass? When I was a kid, I used to use one and burn, for example, a slip of paper. I was s

CONVERSATION

Yumi: Prof. Cooper said we use several powerful sources of energy and solar power is one of them.

Kaito: Do you remember other sources?

Yumi: Well, they are liquids, natural gas, coal, nuclear, renewables.

Kaito: What are *renewables*?

Yumi: They are also called "renewable energies." They are solar

READING MATERIA

magnifying glass 拡大鏡
burn 燃やす
slip 細長い一片
Latin ラテン語の
meaning 意味する
source 源
other than ～以外
Prof. ～教授
liquid 液体
natural gas 天然ガス
coal 石炭

「楽しめる」

「役に立つ」

10
1-2-3-4-5-6

CONVERSATION

11
1-2-3-4-5-6

英文の右の単語と意味

12
1-2-3-4-5-6

V Basic Knowledge: Solar Power

TASK 1 Complete the table.

(A)から(J)にあてはまるものを入れなさい。

Topic	Word/ Phrase	Explanation
Renewable energy	hydro power	(A)
	geothermal energy	(B)

13
1-2-3-4-5-6

TASK 2 Work in pairs. ペアで次にならって会話をしましょう。

A: I would like to confirm what "XXX" means. Can you explain it to me?

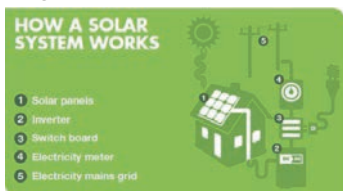
B: Well, let me see. "XXX" is one of the key ideas of YYY.

"XXX" means that AAA .

14
1-2-3-4-5-6

TASK3の英文

TASK 3 Listen to your teacher's small talk and fill in the circle using ① - ⑤.



15
1-2-3-4-5-6

16
1-2-3-4-5-6

HOMEWORK:

Enjoy yourself with

<https://sustainablejapan.jp/2015/01/13/photovoltaic/13382>

17
1-2-3-4-5-6

VI READING

TASK 1 Answer the questions below.

TASK1の英文



18
1-2-3-4-5-6

1. List examples of conventional forms of energy.

19
1-2-3-4-5-6

1 - () - ()
() ()

*今後の調査研究のためにこの調査結果を活用することを許諾します。

「楽しめる」

「役に立つ」

5. Give heart-warming comments to Farhan Nazzal and Anas Ahmed.

30
1-2-3-4-5-6

1-2-3-4-5-6

To Farhan Nazzal

To Anas Ahme

6. Guess and list examples of "in many other ways."

31
1-2-3-4-5-6

1-2-3-4-5-6

7. Several sentences are supposed to be written after "Setting up the power plant also provided jobs for about 50 refugees." Write the missing sentences to give the details about the jobs.

32
1-2-3-4-5-6

1-2-3-4-5-6

VII Writing & Speaking

1. Writing

TASK 1 What can you do to deploy solar power generation? Make up a plan about what you can do at your school.

33
1-2-3-4-5-6

1-2-3-4-5-6

http://www.english.com.jp/let/kansai/19/19010101010101.pdf

TASK 1 What can you do to deploy solar power generation? Make up a plan about what you can do at your school.

Locations:.....

Constructor of the facility:.....

Capacity:.....

Start of operation:.....

.....

.....

.....

.....

.....

.....

この speaking の活動そのものの

2. Speaking

TASK 2 You made a plan in the previous section TASK 1. What do you want to do through the plan? Mind maps and then write a paragraph based on it.

34
1-2-3-4-5-6

1-2-3-4-5-6

MIND-MAPPING

[Empty box for mind mapping]

35
1-2-3-4-5-6

1-2-3-4-5-6

PARAGRAPH

[Empty box for paragraph writing]

36
1-2-3-4-5-6

1-2-3-4-5-6

TASK 3 Based on the paragraph you wrote in TASK2, speak about your opinion about the plan. Listeners will evaluate using the evaluation sheet below.

37
1-2-3-4-5-6

1-2-3-4-5-6

SPEAKER : () TITLE		EVALUATION			
ORAL Aspects-	発音の明瞭さ	Poor: 1	Fair: 2	Good: 3	Excellent: 4
	発音の大きさ	Poor: 1	Fair: 2	Good: 3	Excellent: 4
PHYSICAL Aspects-	アイコンタクト	Poor: 1	Fair: 2	Good: 3	Excellent: 4
	ジェスチャー	Poor: 1	Fair: 2	Good: 3	Excellent: 4
VISUAL Aspects-	姿勢	Poor: 1	Fair: 2	Good: 3	Excellent: 4
	メガネ	Poor: 1	Fair: 2	Good: 3	Excellent: 4
ORGANIZATIONAL Aspects-	構成員	Poor: 1	Fair: 2	Good: 3	Excellent: 4
	構成	Poor: 1	Fair: 2	Good: 3	Excellent: 4
TOTAL SCORE:		Poor: 1	Fair: 2	Good: 3	Excellent: 4
COMMENTS:					
[Empty box for comments]					

この speaking の活動そのものの

38
1-2-3-4-5-6

1-2-3-4-5-6

編集後記

2020年は新型コロナウイルス感染症（COVID-19）の世界的な蔓延により、私たちの暮らしや教育・研究すべてに大きな影響をもたらしました。そんな中でも、外国語教育メディア学会（LET）関西支部研究集録第19号を予定通り発行し、このように皆様にお読みいただいていることに、感慨深いものを感じています。まず、審査にご協力いただいた、編集委員、査読者の先生方に御礼を申し上げたいと思います。このように、支部研究収録が無事発行できたのは、新型コロナウイルス感染症への対応で大変お忙しい中、締切どおりに厳密に審査を行っていただいた先生方のおかげです。先生方のLET関西支部研究活動へのお力添えに、心より感謝いたします。また、私が支部集録の編集作業に不慣れなせいで、多くのやり取りが必要だったのですが、すべてに丁寧にご回答、ご助言をいただいた、関西支部事務局の大和知史先生、そして支部長の菅井康祐先生、どうもありがとうございました。

前号から、関西支部研究集録は毎年発行することになりました。今号は、新型コロナウイルス感染症の影響もあるため、投稿数が減少するのではないかと懸念していましたが、8編の応募がありました。厳正な査読審査の結果、6編が採択されました。そのうち1編が論文、5編が研究ノートになっています。研究論文だけではなく、前号に引き続き、日々の教育実践に基づいた多くの研究ノートが掲載されていることが、LET関西支部研究集録の特徴であると思います。コロナ渦においても、このような研究論文・研究ノートが多数掲載できたことを編集委員長として誇らしく思います。次号以降もたくさんの投稿をお待ちしています。

LET関西支部研究集録は今号第19号より電子ジャーナルになりました。紙媒体の時代が終わり、デジタル時代に即した学会誌として、編集委員会、支部運営委員会でもより良い形で、この研究集録を提供していきたいという思いを強く持っています。LET関西支部会員だけではなく、より多くの方に目にいただけるジャーナルを目指しますので、引き続き、皆様のお力添えをいただきますよう、どうぞよろしく願いいたします。

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