

**テーマ**

## *Transforming Motivation into Engagement*

**適用分野**

教育学、教育工学、言語教育

**研究名称**Second-Language Learning Motivation and Engagement  
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### ●特徴

Instructional practices identified as having a positive influence on learner engagement were those that were personalized, meaningful and appropriately scaffolded. My interpretation of the data pointed to teacher preparedness, investment in the students and in teaching, approachability and supportive attitudes as influencing learner engagement in this context. I also theorized that higher or fuller expressions of all of the above characteristics would likely impact learner engagement in positive ways and lower or weaker expressions would likely impact learner engagement in negative ways. The main contextual features that came up in my analysis as influencing levels of engagement were physical features, general classroom climate, interlocutors and curriculum and tasks.

### ●研究内容

In the field of second-language acquisition, direct reference to engagement theory is sparse, and motivation has been the dominant focus. Thus, this exploratory study

investigates how learner engagement is experienced in Japanese university English as a Foreign Language (EFL) learning contexts. Self-determination theory and the delineation of motivation from engagement provided the core conceptual framework, while a phenomenological case study approach was employed to explore ways in which individual learners become engaged or disengaged at the classroom and task levels. Analysis of classroom episodes where deeper (cognitive and emotional) engagement was evident support assertions that learner engagement in this context is experienced: through the interactions with peers and the instructor, through instructional activities that are appropriately challenging, at a variety of levels (individual, small group, and whole-class), dialogically between the individual and the context (i.e., individuals are influenced by the context and exert influence on the context), differently by each individual, and when individuals are involved in personally meaningful activities.

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Google Scholar – Brent A. Jones, Ed.D.

Webpage – [www.brentjones.com](https://www.brentjones.com)**キーワード**

engagement; self-determination theory; identity; investment; L2 learning motivation

**連携方法**

■ 講演    □ 研修    □ 研究相談    □ 学術調査    □ コメント    ■ 共同研究