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Motivation of Japanese Self-Access Center Assistants in Language Learning

適用分野

◎ positive role models for foreign language learning



研究名称

Exploring the Motivational Journey of Japanese Self-Access Center Assistants in Learning English

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内容

●特徴：The overall mission of the self-access center (SAC) is to enhance the learner autonomy (McMurry, Tanner, & Anderson, 2010) and intrinsic motivation of Japanese EFL learners who may initially visit because they are extrinsically motivated to get visiting “points”. One of the tasks that students often choose is working with Japanese SAC assistants or non-Japanese tutors who play English games and activities that are targeted to improving Japanese students’ communicative competence. When students have a positive experience visiting the SAC in their freshman year, some do eventually return to studying English at the SAC in their sophomore year and onwards without the extrinsic incentive of earning points. In this way, the SAC is intended to create and retain intrinsically-oriented students who can positively influence other students who may also continue along their journey of becoming self-motivated and autonomous EFL learners. Finally, the SAC hires globally-minded human resources such as SAC assistants and tutors who act as peer role models by helping other students discover their own ways of learning English.

●研究内容：

In this qualitative study, eight Japanese SAC assistants at a private university in the Kansai region of Japan were asked about their lifelong English learning process, resources for learning English, and their motivation for learning English. The purpose of the study was to identify how the Japanese SAC assistants were able to become autonomous language learners who could be positive role models for their Japanese peers who visited the SAC. The assistants reported that their journey of studying English evolved from learning for pleasure when they were in elementary school, studying to pass high-stakes exams in junior high and high school, and finally towards autonomous learning for pleasure, communication with Japanese students and students from other countries, and study abroad. As the Japanese SAC assistants worked closely and frequently with Japanese students who visited the SAC, they realized that they could play a vital role in motivating other Japanese students to become autonomous language learners who could pave their own paths towards studying English for various purposes.



https://researchers.adm.konan-u.ac.jp/html/100000798_ja.html

キーワード

extrinsic motivation, intrinsic motivation, autonomous language learners

連携方法

■ 講演 □ 研修 ■ 研究相談 ■ 学術調査 ■ コメント □ 共同研究