

令和 6 年度 卒業論文 要旨

EFL 学習における教え手の言葉がけが学び手の動機づけに与える影響
～教え手と学び手の視点～

令和 3 年度入学
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Abstract

English is a lingua franca. As globalization progresses, the importance of English is increasing. The purpose of this study is to examine the influence of teacher's words on learners' motivation in English as a foreign language (EFL) learning from the perspectives of both teachers and learners. It is aimed at clarifying the differences in the ways of thinking, their factors, and the actual words that can motivate learners and their categories, and to present theoretical and educational implications.

Two types of questionnaires were administered to investigate the perspectives of both teachers and learners. The learner questionnaire was administered to 31 university students and working adults, while the teacher questionnaire was administered to 31 university students and working adults who had experience teaching English at cram schools and other institutions. One person from each group was interviewed. I obtained concrete examples of many words that can motivate learners based on their experiences. Based on the results, I investigated the respective perceptions of specific words and classified motivational words into three categories in this study.

Although teachers tended to choose their words carefully, I also found that some specific words can make a big difference depending on the person, so it is necessary to recognize these perceptions.

This study gives additional useful information about motivational words. This mixed method research revealed the differences in thinking and specific words between teachers and learners, which should inform the need for further research to improve the quality of education for teachers and the motivation of learners in EFL learning.