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長崎大学 言語教育研究センター
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巻 頭 言

2024 年度は、言語教育研究センターにとって大きな変化を経験する年となりました。言語教育研究センター発足当初から様々な形で貢献をしてこられました奥田阿子先生、英語特別プログラム SCAS からの流れを汲む KEY プログラムの円滑な授業運営をリードしていただいた David Cupchuck 先生のお二人が離職されました。お二人の先生のご尽力がなければ、コロナ禍の時期や英語教育を取り巻く状況の変化にうまく対応できなかったと思われます。この場を借りて感謝申し上げます。

最近の chat GPT をはじめとする生成 AI の発展は目覚ましく、いろんなところで生成 AI の利用方法や留意点、あるいは問題などが活発に議論されています。この流れに向き合うために、生成 AI の語学教育利用に関して、大津由紀夫先生、遊佐典昭先生、言語教育研究センター所属の廣江顕先生、隈上麻衣先生にご登壇いただき、シンポジウムを開催しました。また、このシンポジウムに続き、言語研究の観点から前言語教育研究センター長の稲田俊明先生にご講演いただく機会を持ちました。他方、センター内では各教員がより良い chat GPT の活用方法などを探るために、GPT を利用した教材作成を推進しています。作成されたコンテンツをもとに長崎大学オリジナルの e-Book に集約していく計画です。今後も生成 AI の利用はどのようにあるべきか考えていきたいと思います。

今年も海外短期研修を各言語において実施しました。海外研修の効果を高めるべく、昨年に引き続き、フランス語においては事前指導を行いました。集中講座としての事前指導がどの程度影響を及ぼすかを測るための試みです。この種の取り組みは継続していく予定です。

来年度からは教養教育としての語学教育カリキュラムが大きく変わります。円滑な移行への努力を継続するとともに修正ポイントについても知恵をだしながら、考えていきたいと思います。

今年度は、言語教育研究センターの先生方から 3 篇の論考と 2 篇の授業実践報告を投稿していただきました。各論考は外部の審査を経て掲載されています。お読みいただいた先生方の今後の研究に役立てていただければと思います。

2025 年 3 月

言語教育研究センター長 西原俊明

文 論

副詞節主語を伴う擬似分裂文*

廣江 顕

長崎大学言語教育研究センター

Pseudo-cleft Sentences with Adverbial Clause Subject

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Abstract

In this paper, I will deal with special types of pseudo-cleft sentences in English, i.e. pseudo-cleft sentences with this type of adverbial clause subjects. The adverbial clause subjects in pseudo-cleft sentences come in two ways. The aim of this paper is two-fold: First, it is shown to what degree properties of the adverbial clause subjects are shared with those of pseudo-cleft sentences. Second, the two types of adverbial clause subjects are instances of syntax-semantics mismatch in that they both are semantic DP despite syntactic CP. The mismatch properties can be captured in terms of syntax-semantics interface.

Keywords: adverbial clause subject, pseudo-cleft,
syntax-semantics mismatch

1. 序論

本論では、(1)に例示されている、これまであまり研究対象として注目されることのなかった、擬似分裂文の主語位置に生起する特定の副詞節 (pseudo-cleft sentences with adverbial clause subject: PSACS) を扱う。本論の目的は、以下の二つである。まず、(1)に例示されている PSACS に関する事実を観察し、典型的な擬似分裂文と同じような統語特性がどの程度観察されるか検証を行う。^{1,2}

- (1) a. Where I lost my keys is right here under the bridge.
b. When we met was the greatest day I ever had.

次に、(1)のような事実を考察する際に、(1a)の *Where I lost my keys*、(1b)の *When we met*、それぞれの PSACS は統語構造上では CP であるにもかかわらず、概念構造上では DP になっているという、統語構造と概念構造のミスマッチの一例であることを示す。

擬似分裂文一般の統語的・意味的特性に関しては、Akmajian (1970)をその嚆矢として、以来、多くの研究が行われてきている(e.g. Bošković (1997), den Dikken et al. (2000), Declerck (1988), Higgins (1979), and Iatridrou and Varlokosta (1998), among others)。例えば、以下の自由関係詞節(free relative clause: FRC)を主語とする *wh* 擬似分裂文を見てみよう。

- (2) a. *What John is is bright.*
b. *What Mary bought is a wallet.*

Higgins (1979)によれば、(2a)のような文には二通りの読みがあり、ひとつは「叙述読み(predicational reading: PR)」で、*bright* が *what John is* が指示しているものの性質を表わし、例えば「ジョンが置かれている立場や就いている地位が賢明なものだ」と解釈される一方、「指定読み(specificational reading: SR)」では、通常の *wh* 疑問文と同様、その *wh* 節が表す変項(variable)の値(value)を *bright* が指定する、つまり、埋めるもので、「ジョンにどういう特徴があるか」というと、それはジョンが賢いということだ」と解釈される。(2b)では、SR しかなく、*wh* 節の変項の値は *a wallet* によって指定されている解釈となる。

本論の構成は、次の通りである。第2節では、PSACS と類似した間接疑問文と比較することで、PSACS の統語的・意味的特性を明らかにし、PSACS は FRC になっているとの主張を行う。さらに、PSACS が FRC であるとの前提で、PSACS が *what* 擬似分裂文の文法特性と、どの程度同じ特性が観察されるのかどうか検証を行う。第3節では、*wh* 要素とは異なる要素に導かれる、PSACS に関する新しい事実を提示し、その特性を明らかにする。第4節では、統語的分析である DP-ellipsis 分析では PSACS の特性を十分には捉えられないことを示し、代わりに統語構造と概念構造のインターフェイス分析を提案する。第5節は結語である。

2. 事実と問題

本節では、一見すると間接疑問文のように考えられる、(1)における PSACS を扱い、どのような統語的・意味的特性が観察されるのか事実を調査してみることとする。以下、(3)-(8)の事実は、廣江(2021, 2022a, 2022b)で提示したものによる。

まず統語的特性を観察してみることとする。(3)を見てみよう。

- (3) a. Where John F. Kennedy was assassinated is still a cold case.
b. When Mary purchased the jewelry is what I just wanted to know.

(3a)の主語節は間接疑問文、(3b)は PSACS だが、以下(4)で示されているように、it 外置が(3a)の場合は許されるが、(3b)の場合は許されない。

- (4) *It*-extraposition
a. It is still a cold case where John F. Kennedy was assassinated.
b. *It is what I just wanted to know when Mary purchased the jewelry.

次に、PSACS と動詞の一致は、以下のようになる。

- (5) Subject-verb agreement
a. Where I lost my keys {means/ *mean} that it would give a clue to the investigation.
b. When the two celebrities met {means/ *mean} that it was the first step to breakup.

三番目に、主語・助動詞倒置は、間接疑問文、PSACS いずれも許される。

- (6) Subject-auxiliary inversion
a. Is where John F. Kennedy was assassinated still a cold case?
b. Is when Mary purchased the jewelry what I just wanted to know?

四番目に、付加疑問文は間接疑問文、PSACS、いずれも可能なようである。

- (7) Tag questions
a. Where John F. Kennedy was assassinated is still a cold case, isn't it?
b. When Mary purchased the jewelry is what I just wanted to know, isn't it?

五番目に、以下のような環境で PSACS の埋め込みは可能である。

- (8) Embeddability
a. Just because it was a defining period of time in my life doesn't seem to be a good reason to continue living in China now.

- b. Just because **when I lived in China** was a defining period of time in my life doesn't seem to be a good reason to continue living in China now.

上記(4)(5)の事実は、PSACS が名詞節であり、(6)(7)(8)の事実は、主語位置に生起していることを、それぞれ示しているものと主張した。こうした事実は、PSACS が FRC であることを強く示唆している。

次に、(1)の意味的特性を見てみよう((1)を(9)として再掲)。

- (9) a. Where I lost my keys is right here under the bridge.
b. When we met was the greatest day I ever had.

(9a)では、wh 節が表す変項の値を right here under the bridge という特定の場所で指定しているため、SR の解釈となる。一方、(9b)では、当該 wh 節が表す変項の値、つまり日にちを the greatest day I ever had で指定していることから SR の解釈となり、PR の読みはない。ということは、いずれの PSACS も FRC であると言える。

それでは、PSACS がどの程度 FRC の一般的特性と同じ特性を共有しているかを見てみよう。³まず、「連結性(connectivity)」(Higgins (1979))に関して、what 擬似分裂文を見てみよう(太字は筆者)。

- (10) a. What **John** saw in the mirror was **himself**.
b. What **everyone** proved was **his** own theory.
c. What John didn't buy was **any** pictures of Fred.

(Bošković (1997: 256))

(10a)では John と himself で同一指示が可能であり、(10b)では everyone が his を束縛でき、(10c)では not が否定極性表現の any を認可している。

では、以下(11)における PSACS の場合はどうであろうか。

- (11) a. Where **John** was lost was **himself**.⁴
b. Where **John** happened to find the confidential file was **his** own condominium.
c. Where John didn't come up with the idea was **any** room at the house.

PSACS の場合にも、wh 擬似分裂文と同様、連結性が観察されるようである。

次に、wh 擬似分裂文の場合、主語・助動詞倒置は許されないが、上記(6)でも観察したように、PSACS の場合は許される。

- (12) a. *Was what Mary did to wash herself? (Higgins (1979: 302))
b. Is where I lost my keys right here under the bridge?

以上、what 擬似分裂文で観察される統語的特性及び意味的特性（の一部）が PSACS でも観察されることから、(1)の PSACS は FRC をなしていると結論付けることができそうである。

3. 新しい事実

前節では、(1)の PSACS の特性を明らかにし、PSACS は FRC を構成しているとの議論を行ってきた。では、以下(13)に例示されてるような PSACS は、FRC と考えることは可能であろうか。

- (13) a. Before I arrived isn't the time I want you to focus on.
b. After he finally told the truth isn't when people began to love him.

(13)は、(1)の場合とは異なり、明らかに wh 要素が導く FRC ではない。むしろ、(13)の before や after はいずれも副詞節を導く従属接続詞 C^0 である。このタイプの PSACS は、どのような特性があるのだろうか。

まず、ECM 構文の目的語の位置及び繰り上げ構文には生起できる。

(14) ECM and raising contexts

- a. ? Before I arrived doesn't seem to be the time I want you to focus on.
b. ? I believe after he finally told the truth not to be when people began to love him.

次に、it 外置は許されない。

(15) *It*-extraposition

- a. *It isn't the time I want you to focus on before I arrived.
b. *It is not the time to be bothering him while he was sleeping.

三番目に、主語と動詞の一致に関しては、以下のように一致する。⁵

(16) Subject-verb agreement

- a. Before I arrived means that someone else found the dead body.
b. While there is a lot of time left doesn't mean we shouldn't continue to our

destination.

- (17) a. While I lived in China and while I was living alone {doesn't/ *don't} mean that I just wanted to escape from reality.
b. Since my baby was born and since I got fired {doesn't/ *don't} mean that I should give up my job.

四番目に、主語・助動詞倒置は可能である。

(18) Subject-auxiliary inversion

- a. Isn't while he was sleeping the time to be bothering him?
b. Is before he graduates a good time to approach him?

五番目に、PSACS を主語とする付加疑問文が可能である。

(19) Tag questions

- a. While he was sleeping is the time to be bothering him, isn't it?
b. Before he graduates is a good time to approach him, isn't it?

六番目に、主語節への埋め込みも可能である。

(20) Embeddability

- a. Just because it was a defining period of time in my life doesn't seem to be a good reason to continue living in China now.
b. Just because **while I lived in China** was a defining period of time in my life doesn't seem to be a good reason to continue living in China now.

以上の考察から、before、after、while、since といった従属接続詞が導く主語節は名詞の特性があると考えることができる。

4. 新しい分析

前節までにおいて、wh 要素に導かれる FRC、また before、after、while、since といった時を表す PSACS の統語的・意味的特性を詳しく見てきた。その二つは別個に扱われるものであろうか、それとも共通した特性を見出し、その特性の観点から捉えられるべきものであろうか。本論では、本論で見てきた FRC と before、after、while、since で導かれる節の特性を後者の立場で理論的に捉える試みを行う。

(1)及び(13)は、概略、以下(21)(22)のように解釈される。

- (21) a. [DP [the]-[place]-[CP [where]-[TP [I]-[lost]]-[my]-[keys]]] ...
 b. [DP [the]-[time]-[CP [when]-[TP [we]-[met]]]] ...
- (22) a. [DP [the]-[time]-[CP [before]-[I]-[arrived]]] ...
 b. [DP [the]-[time]-[CP [after]-[he]-[finally]-[told]-[the]-[truth]]] ...

(21)(22)で網掛け表示されている DP は、統語構造部門では存在しない範疇である。この統語構造上には表示されないものの、概念構造上には表示されるという現象は、言わば統語構造と概念構造のミスマッチ現象だと言うことができる。以下では、統語的(DP-ellipsis)分析と、(21)と(22)が統語構造と概念構造におけるインターフェイス分析という二つの分析を提示し、後者の分析で適切に捉えられることを示したい。

4.1 DP-ellipsis 分析

(1)と(21)それに(13)と(22)の乖離を解消するため、生成文法で仮定されている統語構造と概念構造の平行性を前提にすれば、以下で示されているように、統語構造上に DP が省略されていると考えられるかもしれない。

- (23) a. (The place) where I lost my keys ...
 b. (The time) before I arrived ...

他の例、例えば以下(24)のような例でも、DP の省略で説明が可能な PSACS があることが分かる。便宜上、(24)を *reason-PSACS* と呼ぶことにする。(24)のタイプは、倒置させることも可能である。

- (24) *Reason-PSACS*
 a. (The reason) Why I did it is for her sake.
 b. For her sake is (the reason) why I did it.

しかしながら、DP が省略されているとは考えられない例が存在する。

- (25) *Manner-APSCS*
 a. How you need to perform this part of the play is with a heavy heart.
 b. (*The way) How you need to perform this part of the play is with a heavy heart.

(25a)は、(24a)と同様、倒置させることができる。

(26) With a heavy heart is (*the way) how you need to perform this part of the play.

さらに、他にも DP の省略では説明できない以下のような事実がある。

(27) *Hypothetical-PSACS*

- a. If he wins is a good hypothetical for us.
- b. (*The assumption) if there is a man there doesn't necessarily mean that there are more men waiting behind him.

以上まとめると、以下の表のようになる。

(28) Tableau 1

	<i>Time-PSACSs</i>	<i>Place-PSACSs</i>	<i>Manner-/Reason-PSACSs</i>	<i>Hypothetical-PSACSs</i>
DP-ellipsis	√	√	* <i>Manner-PSACSs</i> √ <i>Reason-PSACSs</i>	*

(28)の表から分かる通り、統合構造上において DP の存在を仮定する分析は、一般性に欠ける分析ということになる。

また、DP-ellipsis 分析には、他にも問題点が生じるようである。

(29) a. I can find (the place) where you live quite easily.

(Bresnan and Grimshaw (1978: 345))

b. I still remember (the time) when we were young.

DP-ellipsis 分析は、DP が省略された場合と復元されている場合の解釈が同じであることを暗黙の前提としているが、例えば(29a)で *the place* が無い場合は、実際の場所を指しているが、一方、*the place* がある場合は、地図上の位置を指している、とそれぞれ解釈される。(29b)においても、*the time* がある場合は、実際に若かった具体的期間・日にち・年を指しているものの、*the time* が無い場合には、若かったときにあったイベントを指している。つまり、DP-ellipsis という統語操作が任意に適用された前後では解釈が変わらないはずだが、事実はそうではないことを示している。

またさらに、Caponigro and Pearl (2009)を仮定すれば、*where*、*when*、それに *how* はもともと語彙的特性として名詞に相当する要素であり、

(30) a. Lily adores [_{CP}[_{NP} where_m] this very tree grows [_{PP}[_P e][_{NP} t_m]]].

- b. Lily napped [_{PP2}[_{P2} e][_{CP}[_{NP} where_m] this very tree grows [_{PP1}[_{P1} e][_{NP} t_m]]]].
(Caponigro and Pearl (2009))

その名詞素性が **where**、**when**、**how** を伴う当該 CP 全体に投射され、全体が名詞節になっていると、概略、そう反論することが可能かもしれない。

しかしながら、その分析は **where**、**when**、**how** を伴う節のみに限られ、**why**、**if**、**before**、**after** を伴う上記(13a)(13b)(24)(27)の例には適用できない。

4.2 統合構造と概念構造のインターフェイス分析

前節では、DP-ellipsis 分析、つまり、統語的分析では PSACS に関する経験的事実を十分捉えられないことを議論してきた。本論で観察してきたミスマッチ事例は、言わば「範疇ミスマッチ(categorial mismatch)」と呼ばれるものである(categorial mismatch の定義については、Yuasa and Francis (2003)を参照)。

(31) Categorial mismatch

- | | Syntax | Semantics |
|----|--------|--------------|
| a. | XP = | YP (default) |
| b. | XP < | YP |
| c. | XP > | YP |

範疇ミスマッチは、(31)で示されているように、論理的には三種類に分けられる。(31a)では、統語構造と意味の並行性を前提としたもので、4.1 節で触れたように、これまで生成文法で仮定されてきた基本的な仮説であり、言わば統語構造とその意味との対応関係のデフォルト(default)である。(31b)で示されているのは、統語構造上の XP が、より大きな範疇サイズ YP として解釈されるケースであり、本論で扱う PSACS がその適例であろう。(31c)の場合は、統語構造上の XP より小さなサイズの YP に解釈されることを表しており、論理的には可能なマッピングではあるものの、筆者が知る限り、自然言語（少なくとも英語）では確認されていないようである。

では、本論で扱っているミスマッチ事例の PSACS は、理論的に如何なる仕方で捉えられるのであろうか。本節では、ミスマッチ事例の統語構造と概念構造の関係を、以下のように、Jackendoff (1997, 2005)が提唱する「三部門並列構造(Tripartite Parallel Structure)」で適切に捉えられる(SS:統語構造; CS:概念構造; *i* は対応規則(correspondence rule))。

(32) SS: [CP When/ Where/ Why/ How [C0 Before/ After/ While/ Just because/ If]
[TP ...]]i

CS: [Time/Place/Way/Reason/Assumption [EVENT ...]i]

(32)では、統語構造の CP は概念構造範疇の Event と対応規則によってリンクされているが、統語構造では表示されていない DP 部分は、概念構造上に Time/ Place/ Way/ Reason/ Assumption と表示されている。つまり、統語構造から概念構造へのマッピングは、一方で when、where、why、how といった統語構造上の[CP, Spec]にあるものでも、もう一方の before、after、while、if という C⁰の要素のいずれであつても、概念構造上は Event を含むより上位の Time/Place/Way/Reason/Assumption という概念構造範疇へとマッピングされることを捉えており、言い換えれば、PSACS は概念構造で認可されていると言うことができる。

5. 結語

以上、統語構造では擬似分裂文に生起する特定の副詞節主語が、概念構造では当該副詞節を包摂する DP になっているという、統語構造と意味のミスマッチ現象の一例であることを示し、その現象を適切に捉えるためには、DP-ellipsis という統語的分析では不十分であり、Jackendoff (1997, 2005)が提唱する「三部門並列構造」を用いたインターフェイス分析が有効であることを議論してきた。

残された課題として、本稿で見てきた、概念構造では DP と解釈される特殊な副詞節主語がなぜ分裂文という環境でのみ観察されるのかという問いがあるが、今後の研究の課題としたい。⁶

*本論は、廣江(2021)及び廣江(2022a, 2022b)をもとに大幅に加筆したものである。また、本研究は、科学研究費補助金(C)(24K03905)の援助の一部受けている。本稿の執筆に際し、稲田俊明氏には貴重な助言をいただいた。感謝申し上げたい。また、データの文法的判断等に関しては、Brien Datzman 氏と Carey Benom 氏にも忍耐強くご協力いただいた。改めて感謝申し上げたい。本稿の不備は、言うまでもなく筆者の責任である。

註

1. PSACS の研究は、以下(i)に例示されている、subject-*because* 構文と呼ばれる構文の研究に端を発している。

(i) a. (Just) because I object to his promotion doesn't mean that I'm vindictive.

(Quirk et al. (1985: 1106))

- b. Just because I am a grandfather doesn't mean that I have to settle into my rocking chair and wait to die.
2. (1a)のような例は、関(2001)ですでに指摘されてはいたものの、本論が提示するような視点では扱っていない（ただし、データはEmonds (1972)からの引用）。
- (i) a. When I saw John was at five o'clock.
 b. Where I saw John was in Boston.
 c. ?Why John left was because he had a cold.
 d. ?How I came was by boat.
3. FRCについては、これまで二通りの統語的分析が提案されてきた。
- (i) a. *Comp* account (Groos and Van Riemsdijk (1981), Grosu and Landman (1998), among others)
 [DP *pro* [CP FR [TP ... [e]]]]
 b. *Head* account (Bresnan and Grimshaw (1978), Larson (1987, 1998), Bury and Neeleman (1999), Citko (2002), Iatridou, Anagnostopoulou, and Izvorski (2001))
 [DP FR [CP/TP ... [e]]]]
4. 比喩的な(figurative)読みにおいて、文法的((grammatical))である。
5. Carey Benom 氏の指摘によると、(5)の例で *mean* を選ぶ話者がいるようであるが、その場合、アメリカ合衆国南部で話されている英語の変異形、もしくはアフリカ系アメリカ人の話者が話す方言の一種のようである。
6. この点に関しては、擬似分裂文一般の主語が語用論的に話題(topic)になっていることと無関係ではない、という方向で研究を進めているが、稿を改めて論じるものとする。

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外国語教育における否定証拠の効果検証 ー日本語母語話者による英語動詞習得に注目してー

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Effects of Negative Evidence in Foreign Language Education: Focus on the Acquisition of English Verbs by Japanese Learners

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Abstract

The aim of this study is to rigorously investigate the effectiveness of negative evidence in the context of explicit grammar instruction. This research focuses on the acquisition of English verbs by native Japanese speakers, examining the differential impacts of instruction with and without negative evidence on verb categorization.

Participants were divided into two groups: one receiving instruction incorporating negative evidence and the other receiving instruction without it. One test was administered prior to the explicit grammar instruction, followed by two post-instruction tests, and the results of the two groups were compared. While no significant differences were observed between tests or across verbs in the control group, the experimental group demonstrated significant differences, thereby providing empirical support for the effectiveness of negative evidence.

Keywords: 明示的文法指導、非対格動詞、非能格動詞、否定証拠、肯定証拠

はじめに

ある言語形式が適格ではないという情報を「否定証拠」と呼ぶ。子どもの母語獲得では、養育者による誤り訂正、つまり否定証拠が利用されないことが知られており、

子どもは否定証拠を用いることなく文法知識を習得すると考えられている。一方、成人の第二言語習得では、学習者の高い認知能力や分析能力により、否定証拠を含む指導が誤用の減少につながることや、一部の文法項目では効果が中長期的に持続することが明らかにされている (Hirakawa, 2013; 隈上・奥田, 2023; 白畑, 2015)。

本研究では、日本語を母語とする英語学習者 (Japanese learners of English: JLEs) を対象に、第二言語習得における明示的文法指導の効果を調査する。特に否定証拠の有効性に焦点を当て、否定証拠の有無を条件とする 2 種類の教材を用いた指導を実施する。参加者は、否定証拠を含む指導を受ける実験群と、否定証拠を含まない指導を受ける対照群に分けられる。両群間の指導効果を比較し、その差異を検証する。

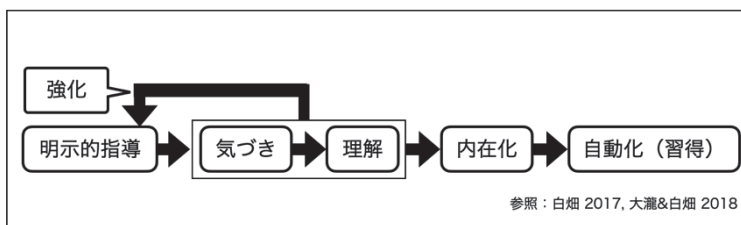
次節以降では、第二言語習得における明示的文法指導の効果や本研究が取り扱う動詞分類と典型的な誤用について概説する。続いて、日本語母語話者を対象とした先行研究を紹介し、未解決の課題を整理する。その後、本研究の調査結果を報告し、考察を行う。

研究の背景と目的

否定証拠を利用した明示的文法指導の効果検証

特定の文法項目に関する規則を学習者に説明し、意識的な学習を促す指導法は「明示的文法指導」と呼ばれる。この指導法は学習者の「気づき」や「理解」を促進し、これらのプロセスが繰り返されることで、文法知識が脳内に「内在化」し、最終的に「自動化」される (白畑, 2017)。この習得プロセスを図 1 に示す。

図 1. 明示的指導に基づく第二言語の習得プロセス



白畑 (2015) は、日本語を母語とする英語学習者 (JLEs) を対象とした研究において、明示的文法指導と誤り訂正が効果的である文法項目 (例：冠詞、名詞の複数形) の特徴を以下のように整理している：

- (1) a. 規則の内部構造が単純な項目
- b. 語彙的意味の伝達が主となる項目
- c. 日本語 (母語) に同じか類似した概念・構造が存在する項目

d. 今までに十分教えられてこなかった項目

(白畑 2015, p.182)

これらの特徴を持つ文法項目に対して、明示的文法指導が効果的であることが示されている。

動詞分類と第二言語習得における典型的な誤用

自動詞・他動詞の観点から、動詞は「他動詞」「自動詞」「自他両用動詞」に分類される(影山 1996)。更に、「非対格仮説」(Perlmutter 1978)に従うと、自動詞は「非対格動詞 (unaccusative verb)」「非能格動詞 (unergative verb)」に分けられる(表 1)。

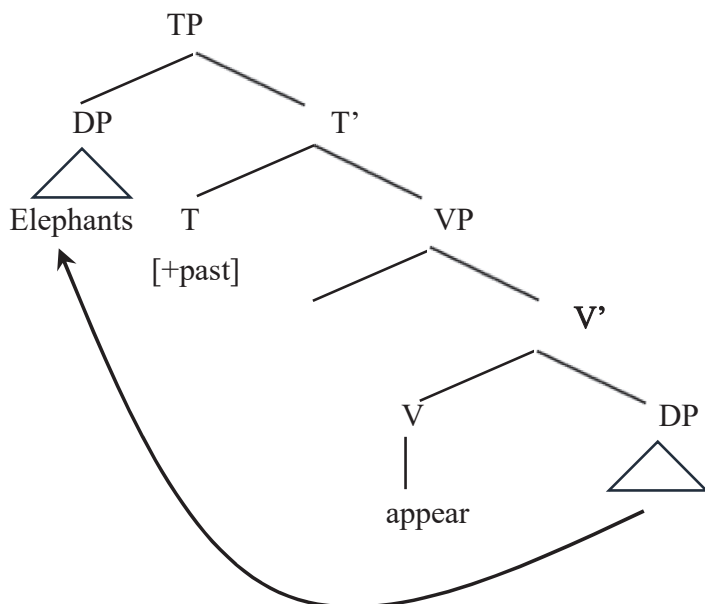
表 1. 動詞の分類

動詞	他動詞		accept, hire, kick, hit, invite など
	自動詞	非対格動詞	appear, arrive, disappear, happen, exist, stay, last, fall など
		非能格動詞	cough, sneeze, swim, walk, run, talk など
	自他両用動詞		open, break, change, close, increase など

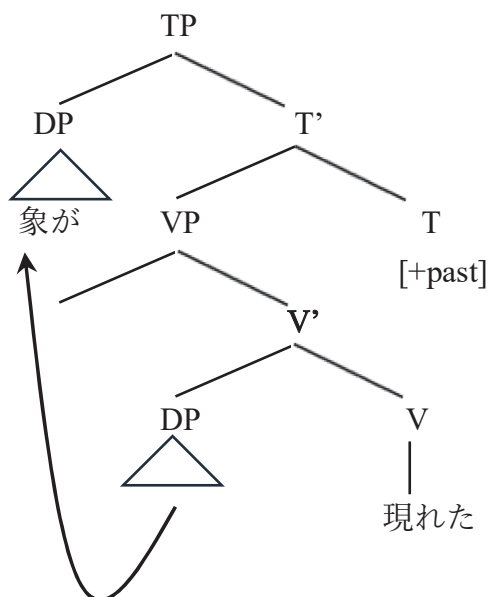
非対格仮説によると、非能格動詞の主語は、(2a, b)のように他動詞の場合と同様、基底構造で主語位置に生成される。それに対し非対格動詞は、(2c)のように主語が直接目的語として基底生成された後、主語位置に移動する。(2d)は日本語の非対格動詞の例である。

- (2) a. Elephants [_{VP} kicked the ball] <他動詞>
 b. Elephants [_{VP} swam] <非能格動詞>
 c. Elephants_{*t*} [_{VP} appeared *t*] <非対格動詞>
 d. 象が_{*t*} [_{VP} *t* 現れた] <非対格動詞>

(3) Elephants appeared. <(2c)の構造>



(4) 象が現れた。<(2d)の構造>



このように、名詞句の主語位置への移動において日英語間で統語的な違いは見られないため、母語の転移による誤用は理論的には起こらない。しかし、実際には(5b, c)のような誤用が多く報告されている (Hirakawa 1995, Oshita 2000, Otaki 2018)。

(5) a. John appeared at the restaurant.

b. *John was appeared suddenly. <過剰受動化>

c. *John accepted last year. <目的語脱落>

日本の英語教育では、非対格動詞を含む動詞の意味的特徴や構造的違いを体系的に学ぶ機会は少ない。そのため、(1d)で指摘されるように、指導の不足が JLEs における誤用の一因と考えられる。

先行研究：動詞に関する明示的文法指導の効果検証

(5)のような誤用に着目し、明示的文法指導の効果検証を行なった最近の先行研究を紹介する。

Kondo *et al.* (2020)は、明示的文法指導が自動詞・他動詞に関する誤用減少に効果を及ぼすかを検証した。この研究の特徴は、明示的文法指導とは異なる動詞（不提示動詞）についてもその効果を検証した点にある。事後テスト（指導直後および指導 9 週間後）では、不提示動詞においても誤用の減少が確認された。この結果から、否定証拠を含む明示的文法指導が動詞習得に有効であると考えられる。Kondo *et al.* (2020)は、効果的な指導要素として「動詞の例示を多く含む動詞分類の解説」と「誤用に関する説明」を挙げている。

隈上・奥田(2023)は、短中期的（指導直後～10 週間後）指導効果が報告されている明示的文法指導について、その長期的効果を検証した。この調査では、Kondo *et al.* (2020)の方法を踏襲し、不提示動詞を用いた実験を実施した。遅延テスト 2（指導から 31 週間後）の結果を、事後テストおよび遅延テスト 1（指導から 5 週間後）と比較したところ、有意な差は観察されなかった¹。この結果から、少なくとも動詞分類において明示的文法指導の効果が長期的に持続することが示された。

Kondo *et al.* (2020)、隈上・奥田 (2023)により、否定証拠を強調しての明示的文法指導の長期的効果が確認された。しかしこれらの研究では、否定証拠を含む指導と指導なしの比較を行っており、否定証拠を含まない指導の効果の有無については異なる検証が求められる。

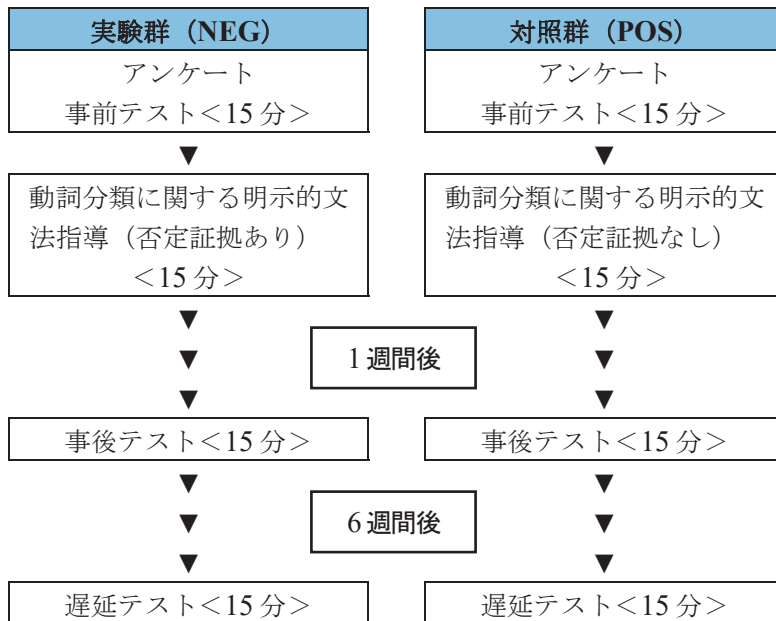
大瀧 (2022) は、否定証拠を中心とした明示的文法指導が自動詞の理解に及ぼす効果を検証した。この調査では、参加者を以下の 3 群に分けた：否定証拠を含む指導を受けた群、否定証拠を含まない指導を受けた群、指導を受けない群。非対格動詞の自動詞文（例：The woman disappeared from her home.）および他動詞文（例：*The clouds disappeared the moon.）を用いた文法性判断課題の結果、非文条件において否定証拠を含む指導を受けた群の成績が他の 2 群を上回った。しかし、正文条件では 3 群間に差は見られなかった。この結果から、大瀧 (2022) は否定証拠が非文

の気づきを促進する効果を持つと結論づけている。大瀧 (2022) による調査は、否定証拠の有無が及ぼす指導効果の差異について検証している点で非常に有意義であるが、大瀧 (2022) 自身が指摘している通り、不提示動詞を用いていない点が課題である。加えて、典型的な誤用(3b, c)への指導効果についても検討する必要がある。

調査

本研究では JLEs² を、否定証拠が含まれる明示的文法指導を受ける実験群 (NEG: 21 名) と、否定証拠が含まれない指導を受ける対照群 (POS: 13 名)³に分け、図 2 の手順で調査を実施した。

図 2. 実験手順



明示的文法指導

本研究では、隈上・奥田 (2023) で使用された指導教材を基に、否定証拠あり (NEG) と否定証拠なし (POS) の 2 種類の教材を作成した。

実験群には、非対格動詞と非能格動詞の違いを強調した動詞分類の解説に加え、典型的な誤用 (例：過剰受動化) に関する説明を行った。一方、対照群には、非対格動詞と非能格動詞を含む動詞分類の解説のみを行い、誤用の提示や解説は行わず、正文のみを用いて指導を行った。

資料. 実験群 (NEG) に対する指導で使ったスライド (抜粋) ⁴

<p>動詞の区別: 目的語の有無</p> <table border="1"> <tr> <th>自動詞</th> <th>○ 他動詞</th> </tr> <tr> <td>Tom cried. <input type="checkbox"/> (トムが泣いた)</td> <td>Tom kicked the cat. <input type="checkbox"/> (トムが猫を蹴った) <input checked="" type="checkbox"/> Tom kicked. <input type="checkbox"/></td> </tr> </table>	自動詞	○ 他動詞	Tom cried. <input type="checkbox"/> (トムが泣いた)	Tom kicked the cat. <input type="checkbox"/> (トムが猫を蹴った) <input checked="" type="checkbox"/> Tom kicked. <input type="checkbox"/>	<p>動詞の区別: 受け身文への書き換え</p> <table border="1"> <tr> <th>自動詞</th> <th>○ 他動詞</th> </tr> <tr> <td>Tom cried. <input type="checkbox"/> <input checked="" type="checkbox"/> was cried. Tom was cried. <input type="checkbox"/> (トムが泣かれた)</td> <td>Tom kicked the cat. <input type="checkbox"/> The cat was kicked by Tom. <input type="checkbox"/> (猫がトムに蹴られた)</td> </tr> </table>	自動詞	○ 他動詞	Tom cried. <input type="checkbox"/> <input checked="" type="checkbox"/> was cried. Tom was cried. <input type="checkbox"/> (トムが泣かれた)	Tom kicked the cat. <input type="checkbox"/> The cat was kicked by Tom. <input type="checkbox"/> (猫がトムに蹴られた)								
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自動詞	○ 他動詞																
Tom cried. <input type="checkbox"/> <input checked="" type="checkbox"/> was cried. Tom was cried. <input type="checkbox"/> (トムが泣かれた)	Tom kicked the cat. <input type="checkbox"/> The cat was kicked by Tom. <input type="checkbox"/> (猫がトムに蹴られた)																
<p>他動詞 目的語が必要!</p> <p>他動詞の例: ・ kick (～を蹴る), hit (～を打つ), scold (～を叱る), wipe (～を)</p> <table border="1"> <tr> <td>The man kicked the cat.</td> <td><input checked="" type="checkbox"/> The man kicked. <input type="checkbox"/></td> </tr> <tr> <td>The robber hit Mary.</td> <td><input checked="" type="checkbox"/> The robber hit. <input type="checkbox"/></td> </tr> <tr> <td>The teacher scolded the boy.</td> <td><input checked="" type="checkbox"/> The teacher scolded. <input type="checkbox"/></td> </tr> <tr> <td>The robot wiped the window.</td> <td><input checked="" type="checkbox"/> The robot wiped. <input type="checkbox"/></td> </tr> </table>	The man kicked the cat.	<input checked="" type="checkbox"/> The man kicked. <input type="checkbox"/>	The robber hit Mary.	<input checked="" type="checkbox"/> The robber hit. <input type="checkbox"/>	The teacher scolded the boy.	<input checked="" type="checkbox"/> The teacher scolded. <input type="checkbox"/>	The robot wiped the window.	<input checked="" type="checkbox"/> The robot wiped. <input type="checkbox"/>	<p>自動詞 目的語は取れない!</p> <p>自動詞の例: ・ work (働く), dance (踊る), sneeze (くしゃみをする), happen (生じる)</p> <table border="1"> <tr> <td>The woman worked. <input type="checkbox"/></td> <td><input checked="" type="checkbox"/> The woman worked the boy.</td> </tr> <tr> <td>The politician danced. <input type="checkbox"/></td> <td><input checked="" type="checkbox"/> The professor danced the student.</td> </tr> <tr> <td>The girl sneezed. <input type="checkbox"/></td> <td><input checked="" type="checkbox"/> The girl sneezed the baby.</td> </tr> <tr> <td>The accident happened. <input type="checkbox"/></td> <td><input checked="" type="checkbox"/> The accident happened a conflict.</td> </tr> </table>	The woman worked. <input type="checkbox"/>	<input checked="" type="checkbox"/> The woman worked the boy.	The politician danced. <input type="checkbox"/>	<input checked="" type="checkbox"/> The professor danced the student.	The girl sneezed. <input type="checkbox"/>	<input checked="" type="checkbox"/> The girl sneezed the baby.	The accident happened. <input type="checkbox"/>	<input checked="" type="checkbox"/> The accident happened a conflict.
The man kicked the cat.	<input checked="" type="checkbox"/> The man kicked. <input type="checkbox"/>																
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The teacher scolded the boy.	<input checked="" type="checkbox"/> The teacher scolded. <input type="checkbox"/>																
The robot wiped the window.	<input checked="" type="checkbox"/> The robot wiped. <input type="checkbox"/>																
The woman worked. <input type="checkbox"/>	<input checked="" type="checkbox"/> The woman worked the boy.																
The politician danced. <input type="checkbox"/>	<input checked="" type="checkbox"/> The professor danced the student.																
The girl sneezed. <input type="checkbox"/>	<input checked="" type="checkbox"/> The girl sneezed the baby.																
The accident happened. <input type="checkbox"/>	<input checked="" type="checkbox"/> The accident happened a conflict.																
<p>自動詞</p> <table border="1"> <tr> <td> Type A: 意図的・生理的な行為や活動を表す work, play, dance, walk sneeze, sleep, cough </td> <td> Type B*: 存在・発生・消滅を表す exist, arise, occur, happen disappear, last, fall 意図性を持つ動作ではない </td> </tr> </table> <p>Type Bで誤りが多い!</p> <p><small>*Type B自動詞は、非対称動詞と呼ばれます。</small></p>	Type A: 意図的・生理的な行為や活動を表す work, play, dance, walk sneeze, sleep, cough	Type B*: 存在・発生・消滅を表す exist, arise, occur, happen disappear, last, fall 意図性を持つ動作ではない	<p>Point4: 誤って他動詞として使いがちなType Bの自動詞に気を付ける!</p> <ul style="list-style-type: none"> ●TypeB自動詞の主語は意志や意図を持たない ●自動詞なので目的語は付けない! ●自動詞なので受け身文にしない! 														
Type A: 意図的・生理的な行為や活動を表す work, play, dance, walk sneeze, sleep, cough	Type B*: 存在・発生・消滅を表す exist, arise, occur, happen disappear, last, fall 意図性を持つ動作ではない																

事前・事後・遅延テスト

文法性判断課題を採用し、指導前後にテストを実施した。長期的指導効果が報告されている隈上・奥田 (2023) に基づき、同様の手順・実験文を使用している。実験文は表 2 の通り 9 タイプ (3 動詞タイプ×3 文タイプ) で構成された。このうち 5 タイプは非文である (II、V: 自動詞への目的語付加、III、IV: 過剰受動化、VII: 他動詞文の目的語脱落)。各タイプには 3 動詞が含まれ、実験文は合計 27 文となる。さらにフィラー文 27 文を加え、54 文をランダムに提示した。事前・事後・遅延テストでは同じ問題を異なる順番で提示した ⁵。

表 2. 実験文 (9 タイプ) ⁶

I	非対格 & 自動詞文	<i>The engineer arrived on time.</i>
II	非対格 & 他動詞文	<i>*Mary arrived John on time.</i>
III	非対格 & 受動文	<i>*The patient was arrived on time.</i>
IV	非能格 & 自動詞文	<i>The athlete talked at the elementary school.</i>
V	非能格 & 他動詞文	<i>*The professor talked the students at the elementary school.</i>
VI	非能格 & 受動文	<i>*The Youtuber was talked at the elementary school.</i>
VII	他動詞 & 自動詞文	<i>*The president accepted this year.</i>
VIII	他動詞 & 他動詞文	<i>The CEO accepted interns this year.</i>
IX	他動詞 & 受動文	<i>Mary was accepted this year.</i>

文法性判断課題では、(6)(7) に示すように、まず状況文が日本語で提示され、その後に英語の実験文が続く。参加者は各文を「正しい (+2)」「おそらく正しい (+1)」「おそらく間違っている (-1)」「間違っている (-2)」の 4 段階で評価するよう指示された。

(6) タイプ I <非対格 & 自動詞文>

[状況文] 工場で機械の故障があったので、今朝早くに技術者に来てもらうよう依頼していました。

[実験文] *The engineer arrived on time.*

(7) タイプ III <非対格 & 受動文>

[状況文] 月に一回の検診の日、その患者は朝一番の午前 8 時に予約をしていました。

[実験文] *The patient was arrived on time.*

調査は参加者のパソコン上で実施された。調査開始時に、調査者が画面上に提示された教示⁷を口頭で説明し、その後、参加者は自己ペースで各問題（状況文 & 実験文のセット）に回答した。

結果

各群の結果は表 5 および表 6 に示されている。 N 、 M 、 SD は、それぞれ参加者数、平均値、標準偏差を表す。3 つのテスト結果の差異を検証するために、「テスト（事前・事後・遅延）」×「動詞タイプ（非対格動詞・非能格動詞・他動詞）」の二元配置分散分析を実施した。

対照群ではテストおよび動詞タイプにおいて、有意な主効果は観察されなかった（テスト: $F(2, 72) = 0.19, p = 0.83$; 動詞タイプ: $F(2, 36) = 1.33, p = 0.28$ ）。また、両要因の交互作用も確認されなかった（ $F(4, 72) = 0.88, p = 0.48$ ）。

それに対し、実験群ではテストおよび動詞タイプの両方において有意な主効果が観察された（テスト: $F(2, 120) = 3.39, p < .05$; 動詞タイプ: $F(2, 60) = 3.82, p < .05$ ）。一方で、両要因の交互作用は確認されなかった（ $F(4, 120) = 1.37, p = 0.25$ ）。

表 5. 二元配置の記述統計 (POS)

	動詞分類	<i>N</i>	<i>M</i>	<i>SD</i>
事前テスト	非対格動詞	13	5.46	1.61
	非能格動詞		5.31	1.55
	他動詞		6.31	1.25
事後テスト	非対格動詞		5.77	1.59
	非能格動詞		5.07	1.66
	他動詞		6.15	1.41
遅延テスト	非対格動詞		6.15	2.19
	非能格動詞		5.46	1.56
	他動詞		5.85	1.63

表 6. 二元配置の記述統計 (NEG)

	動詞分類	<i>N</i>	<i>M</i>	<i>SD</i>
事前テスト	非対格動詞	21	4.71	0.90
	非能格動詞		5.24	1.41
	他動詞		6.38	1.11
事後テスト	非対格動詞		5.95	2.06
	非能格動詞		5.71	1.76
	他動詞		6.24	1.84
遅延テスト	非対格動詞		5.76	1.81
	非能格動詞		6.00	1.52
	他動詞		6.43	1.60

図 4. 動詞分類ごとの点数 (POS)

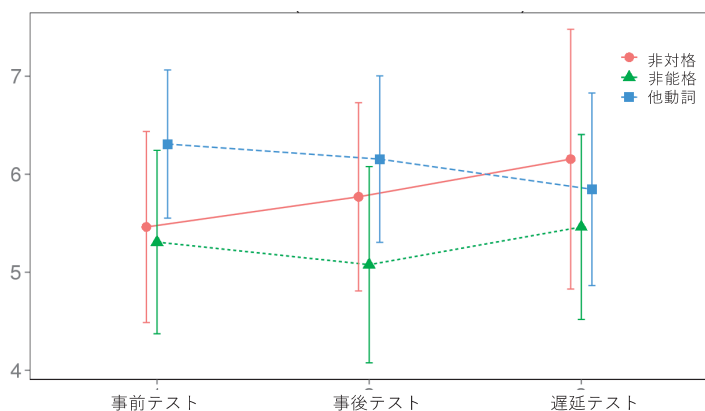
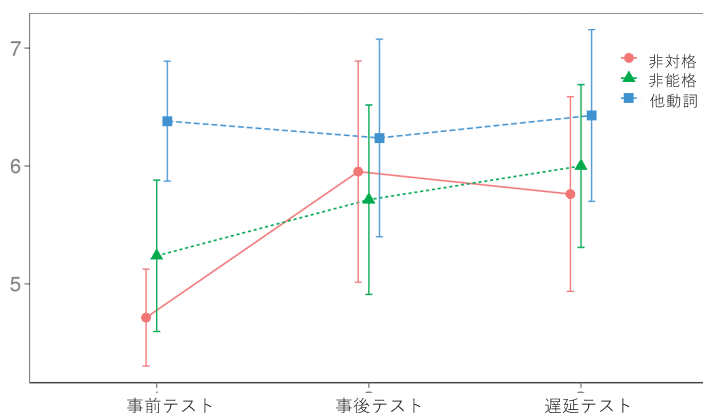


図5. 動詞分類ごとの点数 (NEG)



大瀧 (2022) が報告した「否定証拠を含まない指導が正文に対してのみ効果を示した」結果と比較するため、動詞ごとに文タイプ（他動詞文・自動詞文・受動文）別のスコアを分析した。

対照群では、正文においてスコアが緩やかに上昇する傾向が見られた（図 6）。また、一部の非文（例：自動詞の受動文）でも上昇傾向が確認されたが、非文タイプによってはスコアが下降するものも観察された（例：自動詞を用いた他動詞文、他動詞を用いた自動詞文）。

一方、実験群では、全ての非文においてスコアが上昇する傾向を示した（図 7）。

図6. 動詞分類ごとの点数 (POS)

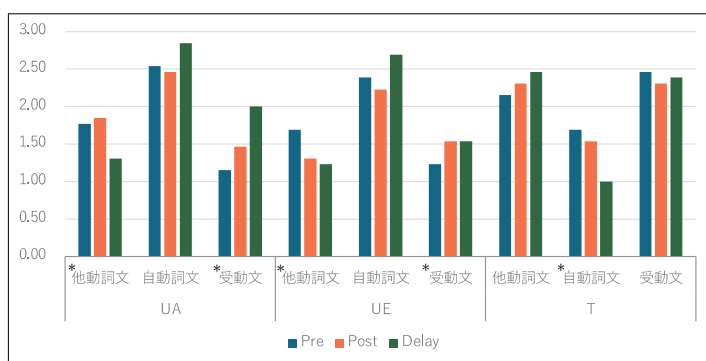
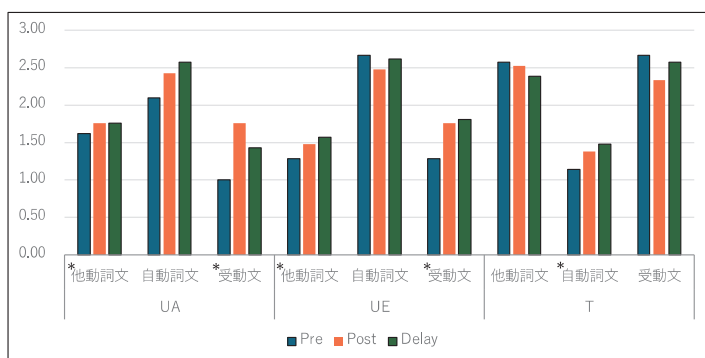


図 7. 動詞分類ごとの点数 (NEG)



考察

これまでの分析結果に基づき、本研究の目的である明示的文法指導における否定証拠の有効性について考察する。

否定証拠を含まない指導を受けた対照群では統計的に有意な差が見られなかった一方で、否定証拠を含む指導を受けた実験群では有意差が観察された。この結果は、「明示的文法指導における否定証拠の有効性」を支持する従来の研究の主張を裏付けるものである。

さらに、事前テストから遅延テストまでのスコア変化を文タイプごとに比較した結果、対照群においても一部の非文で判断スコアが上昇する傾向が見られた（図 6）。この結果は、正文にのみ指導効果が見られたとする大瀧（2022）の結果とは異なり、肯定証拠のみの指導も非文を正しく誤りと判断する上で一定の効果を持つ可能性を示唆している。

動詞分類ごとの変化を分析したところ、実験群では事前テストから事後テストにかけて全ての非文においてスコアが上昇する傾向を示した（図 7）。しかし、他の文タイプが遅延テストでもスコアの上昇を維持したのに対し、非対格動詞の受動文のみ遅延テストの結果が低下していた。この結果の説明として、実験群の非対格動詞に関する知識が、他の動詞と比較してもともと低かった可能性が考えられる。前提知識が十分でなければ、明示的指導から得られる気づきや理解の深さは制限されるため、短期的には効果が見られたものの、長期的には持続しなかったと考えられる。

まとめと課題

本研究は、明示的文法指導における否定証拠の有効性を検証することを目的とし、否定証拠の有無に基づく 2 種類の指導を実施した。結果として、否定証拠を含む指導を受けた実験群でのみ統計的に有意な差が観察され、明示的文法指導に否定証拠を

加えることで指導効果が向上することが示された。一方で、対照群においても一部の非文に対し肯定証拠のみの指導が一定の効果を持つ可能性が示唆された。

本研究では、2群間の差異を検証することを主な目的としたが、今後の研究では文タイプや文数を調整し、特定の誤用に対する「気づき」や「理解」を促進する効果的な指導内容をより詳細に比較分析する必要がある。具体的には、意味的観点などからさらに細分化される各動詞の特徴を考慮し、各動詞タイプ内（例：非対格動詞）でも、特にどのような特性を持つ動詞において指導効果が顕著であるのかを検討したい。

また、学習者の習熟度による指導効果の違いについてもさらなる分析が求められる。特に、習熟度の高い学習者は特定の文法項目への理解が深いと考えられるため、指導効果が習熟度の低い学習者と異なる可能性があり、習熟度間の比較が必要である。

本研究では、否定証拠を用いた明示的文法指導が、学習者の誤用を減少させる一定の効果をもつことが示された。一方で、特定の知識の理解・習得を促進するためには、どのような指導（例：内容、方法）が最も効果的であるのかについて、さらなる検討が必要である。今後は、使用する動詞や学習者の習熟度などを考慮し、より詳細な検証を行うことが課題である。

註

- (1) 隈上・奥田（2023）は3つのテスト結果の差を確認するため、テスト（事後・遅延1・遅延2）×動詞分類（非対格動詞・非能格動詞・他動詞）の二元配置分析を行った。その結果、動詞分類には有意な主効果（動詞分類： $F(2, 18)=4.72$, $p<.01$ ）が観察されたが、テストでは観察されなかった（テスト： $F(2, 18)=1.99$, $p=0.15$ ）。また、交互作用は確認できなかった（ $F(4, 36)=0.19$, $p=0.94$ ）。
- (2) 時間的制限により今回は習熟度を測るテストは実施せず、全ての被験者が有していた実用英語技能検定（英検）の結果を利用した。各級の合格点をもとに平均をとりCEFRに換算したところ、A2であった。被験者が英検を取得したタイミングが異なるため、調査時点での習熟度が反映されていないが、今後、異なる習熟度間の比較を行う際の課題としたい。
- (3) 指導と3つのテスト（事前・事後・遅延テスト）を全て受けた参加者の結果のみを分析対象としているため、2群の人数に差が生じた。
- (4) 資料2枚目のスライド中「トムが泣かれた」は、日本語では被害受身として許容される一方、対応する英文は非文法的である。この点についても指導で言及している。指導において、このような日英語の違いを組み込むことで、被害受身の知識を誤って適用し、非文法的な英語を許容してしまうという負の転移を回避する効果が期待される。この観点からも、明示的な文法指導において否定証拠の提示が必要であると言える。

- (5) 同じ動詞を使用することによる記憶の問題（被験者が問題文を覚えていたため事前テストから事後・遅延テストの結果が向上する可能性）を排除するため、文の正誤を提示する明示的文法指導とテストでは異なる動詞を使用した。
- (6) 統語的逸脱に対する判断を確認するため、実験文は意味的には逸脱していない問題にする必要がある。そのため、実験文が意味的に自然になるような状況文を先行して提示している。
- (7) 参加者に提示された教示のポイントは以下の三点である。
 - a. 直感で回答する。
 - b. 一度回答した問題へは戻らない。
 - c. 制限時間はないが 10 分（1 問 20 秒程度）を目安に進める。

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Coursebook Analysis for a University Level English Communication Course for Foreign Language Learners of English

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Abstract

In this paper, the author presents an analysis of a Teaching English as a Foreign Language textbook, *Welcome to Kyushu, Japan* based on criteria set by John Macalister and I.S.P. Nation in Language Curriculum Design (2020). Specifically, the coursebook was analyzed in regards to its suitability for the author's learning environment, English communication classes for Japanese non-English majors in their first year of university. Included in this analysis are the needs of the author's students, how the textbook aligns or doesn't align with core principles of language learning, the goals of the students, content and sequencing, format and presentation, and monitoring and assessment. A detailed analysis of these features revealed that while the coursebook is both suitable and beneficial for teaching an English communication course for Japanese non-English majors in their first year of university, there may be a need for some additions and supplemental material.

Keywords: TEFL, Textbook Analysis,

Introduction

The course book under review, *Welcome to Kyushu, Japan*, is being assessed for use in an English communication course for first year non-English majors at a national university in Kyushu, Japan. Students in this course will have had a minimum six years of experience learning English, in junior high school and high school. The brief mandate of the syllabus for this course is as follows: the educational targets are to increase students' general English communication skills and to help them develop the

skills necessary to manage real-world intercultural encounters.

Environmental Analysis

The five most important environmental constraints in this course are limited time, it is easier for the students to communicate in their L1, learners may vary greatly in their proficiency, a lack of motivation, and class size.

Limited time

The course is mandatory for all first-year non-English majors. The class meets once a week for 90 minutes outside of the final exam period, this amounts to 15 classes for a total of twenty-two and half hours. Outside of this class, students often have anywhere from 12-15 other classes during the week which also meet for 90 minutes. Students have relatively little time to spend on a course that, while required, is not necessarily a core component of their chosen field of study. This necessitates a course that has clear and achievable goals within a short time-frame, a predictable format and presentation, a focus on the most relevant and useful content and/or linguistic features, and the introduction of learning strategies that learners can take with them once the course is finished.

Welcome to Kyushu, Japan (WTK) consists of 15 units, each of which can be completed within a 90-minute time frame. For students, at the beginning of the book they are asked to rate their confidence levels in their abilities to perform specific acts in English, such as talking about Japanese souvenirs. This survey is repeated at the end of the course and serves as one method of self-assessment. In Unit 1, they are also asked to write 5 goals they have for the course and this is also reviewed at the end of the course. For teachers, broad lesson goals are provided for each unit in the teacher's guide. For example, in Unit 5 the goal is to help students to develop skills to describe places and attractions, offer their opinions, and make comparisons.

A key requirement for a course limited in time, is providing a predictable format and presentation, while also maintaining learner interest. Each unit in *WTK* is presented in identical fashion. This fixed-format provides for maximum teaching time, as by the third or fourth class students will know what to expect when they enter the classroom. Variance in the nature and topic of the tasks will likely help maintain learner interest.

Another key requirement for a class short on time is a focus on the most relevant and useful content and linguistic features. The tasks and language the students are

required to work with in *WTK* are very practical. The tasks in the course book are an attempt to replicate actual tasks that students may encounter outside of the classroom.

In regards to language learning strategies, although they are not presented throughout the book, Unit 14 is entirely dedicated to discussing methods for learning a language on your own. An argument could be made that it may be beneficial to address language learning strategies at the beginning of the course and refer to them throughout the course to stress their usefulness and to give students more opportunities to learn about them and to put them into practice.

Easier for students to communicate in L1

The majority of students in this course are Japanese, and it is easier for them to communicate in their L1. In addition, many students are less than confident in their ability to speak English and they may be hesitant to speak in the target language with what will be new acquaintances in their first year. A clear challenge for any course book or materials is to provide a motivation for students to communicate in English and/or to maximize the benefits of using their L1 in the classroom.

The seven-cycle task phase in the *WTK* units is designed to create a collaborative environment that helps build learner confidence in using English for the specific tasks in each unit. The units begin with a pre-task phase, where students are introduced to potentially useful phrases and expressions. The task phase has a built-in planning phase, where students work in groups and can discuss in English and/or use their L1 to assist each other in preparing to give an oral report in English. The listening and language analysis phases present students with vocabulary, grammar, and expressions they can use in the post-task phase. The similar nature of the tasks/activities in the pre-task, task, and post-task phases can be seen as providing a path where students are potentially more confident in their ability to use English by the time of the post-task.

Proficiency Variance

Students are placed in this course according to their major and their designated class section within that major, neither of which takes into account English proficiency levels. Although the majority of students have had a similar education in English and are at a relatively similar proficiency level, it is often the case that there are a few students in every class who are at a significantly higher or lower level than the rest. This requires a coursebook or materials that promotes pair or group work so that learners at either extreme have an opportunity to assist or learn from other

students and that allows for learners to perform at various levels.

Pair and group work are embedded in the tasks of each unit of *WTK* and the nature of many of the tasks allows for learners to participate and perform from a basic to an advanced level. For example, in Unit 2 learners are asked to give advice to visitors planning to come to Japan. A learner could give a simple command such as ‘bow’ or provide a longer explanation such as, ‘In Japan we normally do not shake hands when meeting someone new. It is more common to bow.’

Motivation

The course is for non-English majors, and it is often the case for many students that the sole motivating factor for studying English in the past was to pass the university entrance exam. Students in the course are likely to have a range of motivating factors, from enjoying a non-major course with their friends to wanting to live abroad someday. However, for the majority of students, the main motivating factor is attaining a passing grade. Fostering motivation in the classroom requires a coursebook that is engaging, relevant, and flexible.

Class Size

Class sizes for this course range from 35 to 50 students. Classrooms are big enough to accommodate classes of this size, but they do not always allow for a lot movement beyond switching seats with a classmate. Classes of this size may make it difficult for teachers to monitor students on an individual level, and may make students less willing to communicate in front of the whole class. A key requirement for this course is a book that allows for group work.

Needs Analysis

Prior to providing a needs analysis of the learners in this course it is important to note the following analysis is based on one teacher’s experience, and as such is highly subjective and not methodical. A more objective and rigorous analysis for individual classes involving questionnaires, interviews, and/or some form of assessment would be more informative and beneficial, but it is beyond the scope of this paper (Macalister and Nation, 2020).

Lacks: Does the coursebook address skills that students are lacking?

As mentioned above, learners in the course will have had a minimum of 6 years of

experience learning English in the classroom. In most cases, while there would have been some focus on communicative learning, much of that time would have been spent preparing for entrance examinations, and would have involved an analytical approach to learning the language, with a focus on accuracy and memorization. Students are likely to have receptive knowledge of many of the most common grammatical patterns and high frequency vocabulary items. Students are unlikely to have had many experiences in which communicating in English was necessary. Thus, what students are often lacking, is opportunity and an ability to use the patterns and items they are familiar with, in a communicative setting, both spoken and written.

While *WTK* integrates the four main language skills to some degree, the primary focus is on speaking and listening. The majority of the units are focused on meaningful output through tasks and meaningful input through authentic dialogs. One aspect where the coursebook is lacking is a focus on meaningful written output. In the current digital age, an ability to read and write digitally, whether in email, chat forums, or text messaging is a skill that should not be overlooked.

Necessities: Does the coursebook meet student needs?

Class sizes range from 35 to 50 students per class, and while it is impossible to know the needs of each individual student in terms of proficiency and their individual purpose for learning English, besides passing the class, some broad generalizations can be made.

Many of the learners may never travel outside of Japan, and if they do, it may only be for a short time, on vacation or short-term study abroad. For the majority, English will only be necessary in their encounters with foreigners studying, visiting, or living in Japan, and these experiences will likely involve talking about Japanese-related topics. The focus of the tasks and language featured in *WTK* are an attempt to replicate, to the extent possible, what these encounters might entail: giving advice, directions, recommendations, and descriptions for Japan-related topics. The skills necessary to accomplish talking about these topics are also transferable to non-Japanese contexts, if they travel abroad.

Wants: Does the coursebook address what students want?

Again, it is impossible to know the wants of each individual student, but in this teacher's experience the primary want of the students in this course is an ability to hold a conversation in English for travel, short-term study abroad, at-home encounters,

and/or impressing their friends. Generally, the learner wants match their needs. However, there are also students who wish to increase their score on a standardized test: IELTS, TOEIC, or TOEFL. While the coursebook is not specifically designed to help improve their scores on these tests, it could be argued that the emphasis on meaningful spoken output could be beneficial for the spoken sections of the TOEFL and IELTS, and the authentic listening dialogs in the coursebook certainly provide good practice for the listening sections of all three tests.

Principles

The environmental and needs analysis point to a need for a course that focuses on meaning-focused output, where learners have the opportunity to make effective use of previous knowledge in situations that are relevant and interesting. One popular method for achieving this is Task-Based Language Teaching.

Unlike many coursebooks that might advertise as being based on a TBLT approach, but in reality are not (Macalister and Nation, 2020), the units in *WTK* clearly follow a task-based approach. In the teacher's guide the authors provide a link to a published article which outlines the history and principles of TBLT and how they designed the book to align with these principles (Cutrone and Beh, 2015).

Table 1. Seven Phases of the Task-Based Lessons in Welcome to Kyushu

Phase	Description
Pre-task	<i>Objectives:</i> introduce and get students excited about the topic, introduce vocabulary and expressions <i>Example:</i> matching names of famous places in Japan with pictures
Task (core)	<i>Objective:</i> give students an opportunity to focus on and realize target meanings and to realize that they need to develop additional strategies and language to be able to successfully complete the task <i>Example:</i> Look at a menu and choose three dishes that you think a foreigner would have a hard time understanding. Recommend them to David and Rebecca and explain what they are.
Task (planning)	<i>Objective:</i> to promote closer attention to language form. <i>Example:</i> In groups, students prepare for a brief oral report of what they discussed in the core task.
Task (report)	<i>Objective:</i> to shift the focus to accuracy, to help students begin to prepare for group presentations at the end of the course. <i>Example:</i> One or two students from each group give an oral report of what happened in the core task.
Listening	<i>1st listening:</i> without looking at the conversation, students listen for key points of the conversation. <i>2nd listening:</i> students listen to a portion of the previous dialogue and perform more focused listening activities such as filling in the blanks and underlining unfamiliar words/phrases
Language Analysis Activities	<i>Objective:</i> give learners a chance to formulate generalizations about the language they just heard or read in the conversation. <i>Examples:</i> Fill in the blanks with 'a/an' or 'the', Insert words such as <i>maybe, may, might, perhaps</i> , etc.. to rewrite true sentences below.
Post-task	<i>Objective:</i> to give students another opportunity to accomplish a task similar to the core task and to give students an opportunity to practice the target structures from the language analysis activities.

Willis and Willis (2007: 13) provide six questions that help determine whether an activity is task-like or not. All of the tasks in this coursebook meet these criteria. The tasks are engaging, focused on meaning, they have an outcome, they are evaluated based on outcome, completion is a priority, and they are related to real-world activities.

Other Principles

Many of the twenty principles outlined by Macalister and Nation (2020: 45) are examined in other sections of this paper, but one that is not directly covered are the four strands: ‘a roughly even balance of meaning focused input, language focused learning, meaning focused output, and fluency activities’. Reviewing the seven phases of the unit, it is clear that the coursebook meets the first three requirements of this principle. Fluency, however is not directly addressed in the cycle. Simple adaptations to some of the exercises could provide a solution to this issue. In the pre-task where students are often asked to discuss a topic related to the unit theme, the teacher could turn this into a 4/3/2/ fluency activity where learners give the same answer to four different partners with a decreasing time limit at each turn.

Another principle that is not adequately addressed by the coursebook is spaced repeated retrieval. This could easily be solved by having students repeat tasks they have performed in past units again at the beginning or end of a class later in the semester, with or without notes they had taken.

Goals

Goals for the course outlined in the syllabus are presented in the table below.

Table 2. Goals for English Communication I

Goal	Description
1	Develop English proficiency levels in the four skills of speaking, listening, reading, and writing,
2	Increase awareness concerning some of the issues involved in cross-cultural encounters
3	Develop tools to be able to talk about and share aspects of their own culture with people interested in Japan.

With regards to goal number 1, while *WTK* claims and does, to some extent, integrate the four skills of speaking, listening, reading, and writing it clearly does not give equal weight to all four. The majority of the coursebook is focused on speaking and listening, while reading and writing are given minimal attention. This is one of the

major drawbacks of the coursebook, reading is limited to the dialogs and brief descriptions of places and events in some of the tasks. The only required writing are short memos or notes and sentence level grammatical problems in the language analysis sections.

Concerning goal number 2, the coursebook does offer numerous opportunities to reflect on and discuss issues involved in cross-cultural encounters. In particular, the listening dialogs present learners with different perspectives on how someone from another culture might approach a given situation. However, it must be noted that other cultures in this coursebook are limited to American, Australian, and British. This is another major drawback of the book, the lack of diversity of the people and voices presented in the coursebook. It is very likely that many of the future encounters with English that students in the course may have will be with Chinese, Korean, and other Asian speakers of English.

Regarding goal number 3, *WTK* clearly meets this criterion, as the coursebook was specifically designed to develop student's ability to talk about and share aspects of Japanese culture.

Content

Topic Selection

The content of the coursebook does suit the age and proficiency level of the learners. The topics presented are likely to interest young university students in Japan and they are likely to be useful outside of the classroom.

Table 3. Topics in Welcome to Kyushu

Topics in WTK
<ul style="list-style-type: none"> ▪ Travel advice ▪ Room and board ▪ Finding your way around a Japanese city ▪ Sightseeing in Japan ▪ Popular destinations in Kyushu ▪ Arranging a day out ▪ Trying new foods ▪ Choosing the right hotel ▪ Festivals ▪ Leisure activities ▪ Buying Souvenirs ▪ Learning a new language

One potential issue is a mismatch between student and/or administrative expectations of a university level course and the conversational nature of the coursebook. Some students and administrators may expect the topics and tasks to be more academically oriented. This can be challenged in two ways. First, in each unit, some students are expected to give an oral report on the outcomes of the task, and this can be considered public speaking practice. Second, at the end of the coursebook students are expected to give a PowerPoint presentation, which can be seen as providing students with both public speaking and presentation skills practice. It could also be argued that many of the skills required to complete the tasks in the book are transferable to academic situations: comparing and contrasting, justifying opinions, describing events, and formulating plans, among others.

Target Language

The coursebook is aimed at learners at the high-beginner to mid-intermediate level, equivalent to A2 and B1 in the CEFR. Learners in the course are typically at these levels. The coursebook does not present learners with low-frequency vocabulary items or difficult grammatical patterns. The book focuses on conversational English, and the learners are likely to have met most of the grammatical patterns found in the coursebook. The aim is to help learners move from an ability to understand these words and patterns to an ability to use them.

Table 4. Target Language in Welcome to Kyushu

Unit	Target Language
1	▪ Greeting Language: Introductions
2	▪ Giving Advice, Recommending, and Explaining
3	▪ Conditionals and Contrastive Conjunctions
4	▪ Prepositions of location and Imperatives
5	▪ Articles, Comparatives, and Superlatives
6	▪ Tag questions and Answers
7	▪ Speech-giving Strategies (non-linguistic skills)
8	▪ Suggesting, Accepting, and Declining
9	▪ Entertaining Guests and Describing Food
10	▪ Stating Preferences, Comparing, and Explaining
11	▪ Wh-questions
12	▪ Expansion techniques: Response + Opinion, Fact, or Question
13	▪ Gerunds and infinitives
14	▪ Adverbs and Future Structures
15	▪ Greeting Language: Saying Goodbye and Talking about the Future

Sequencing

While the nature of the tasks does not vary greatly, the amount of information that learners are required to process, or the amount of input, does increase as the unit's progress. In other words, the tasks are presented from easier to more difficult, a method of progression suggested by Ellis (2003). For example, in Unit 2 the task is simply to provide advice for a foreign student visiting Japan for the first time. Learners are presented with two boxes in which they are to write things the visitor should and should not do before reporting to the class the do's and don'ts that their group decided are most important. Representative of later units, the task in Unit 10 requires learners to first process a large amount of detail concerning four different hotels, including location, room types, room sizes, price ranges, and amenities, before recommending and justifying the recommendation to a foreign visitor. This type of task, while still familiar, represents an increase in complexity, as the learners first have to process all of the given information before making a decision and recommendation.

Techniques

One of the major strengths of the coursebook are the authentic dialogs. The listening extracts in the book were recorded natural conversations of speakers of English performing the same task the learners are required to carry out. As described in the teacher's guide, the speakers were not given a script to follow and were not given any prior knowledge of the task they were to carry out. From these recordings the authors were able to develop natural models of English, from which the language analysis activities were created. The conversations were transcribed and presented in their original form allowing learners to experience and read spontaneous conversations, including incomplete utterances, fragmented sentences, isolated words and expressions, and overlapping speakers. While these recordings are likely to present a significant challenge to the learners, it is good preparation for what they are likely to experience outside of the classroom.

As discussed throughout this paper, the coursebook utilizes a task-based approach. There is a strong focus on meaningful communication where students are required to complete a task that is likely to be relevant and interesting. Task completion requires students to work in pairs and groups, which is likely to make them more enjoyable for the learners.

Another strength of the coursebook is the local nature of the content. The book is filled with information about Japanese festivals, souvenirs, hotels, towns/cities, and

customs, all information that is likely to be familiar to the students, but not necessarily on how to discuss them in English.

Monitoring and Assessment

The coursebook offers three options for achievement assessment. First is the mid-course project which can take place either mid-course or at the end of the course. In this project, students are required to give a presentation on a city or town in Japan. This project is aligned with the overall approach of the textbook, and will give the teacher a clear idea of the student's abilities to speak publicly, to use the language presented in the book, and to discuss ideas presented in the book. A rubric is also included for marking and for student feedback. The second and third options are end of course written and/or oral tests. The first option is based on a task-based syllabus and asks students to answer 10 hypothetical questions based on the units in the coursebook either orally or in written form. The authors provide a rubric with detailed bands and descriptors for marking this exam. The third option is a more traditional exam, with an emphasis on assessing student mastery of the target structures and language analysis activities used in the coursebook. Thus, the teacher's book provide a range of options for a teacher to choose from, based on their preference or teaching situation.

In regard to monitoring learning while the course is ongoing, classroom observation should be manageable and beneficial for the teacher and students. While students are working on tasks in groups, teachers can monitor and engage with learners to assess their progress and understanding and when students are required to report to the class in the task phase, teachers will have opportunity to assess student progress.

Recommendations

It is clear to this teacher that this coursebook is suitable for this course. The coursebook will help address environmental constraints, is aligned with the goals and needs of the teacher and students, and is based on well-researched second language acquisition principles, in the form of TBLT. It is, however, rare that a coursebook perfectly aligns with a given syllabus, and this coursebook is no exception. It is recommended that this coursebook be supplemented with reading and writing material and assignments, whether mandatory or optional, that there be some additional and explicit focus on language learning strategies, that attention be given to spaced repeated retrieval of both content and vocabulary, and that, where possible, material

be presented to the learners with a more culturally diverse perspective on the themes found in the book.

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授 業 実 践 報 告

World Values Survey Research Projects and Hofstede Cultural Dimensions Questionnaire Activity: Developing a Curriculum for the Humanities Module Course

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Abstract

This article will report on the author's development and implementation of a curriculum as part of the Cross-Culture elective course taught in Nagasaki University's Center for Language Studies in the spring of 2021. The module evolved to include the following goals: (1) encourage students to reflect on their preconceptions about their own and foreign cultures, and to test them with data obtained from the World Values Survey (WVS); (2) give students a theoretical framework for comparing cultures through Geert Hofstede's Cultural Dimensions and to connect the dimensions to their own personal values through a questionnaire.

Keywords: World Values Survey, Hofstede Cultural Dimensions, cross-cultural comparison, questionnaire

World Values Survey

The World Values Survey (WVS) is an international research initiative that investigates people's values and beliefs, how they evolve over time, and the social and political effects they produce. Since 1981, a global network of social scientists has carried out national surveys in nearly 100 countries as part of the WVS. The survey examines a range of issues that reflect divergent cultural values including support for democracy, attitudes toward foreigners and ethnic minorities, views on gender equality, the role of religion, the effects of globalization, attitudes towards the environment, work, family and politics. Inglehart and Welzel (2013) have identified two broad areas of cross-cultural divergence, *Traditional values versus secular-rational values* and

Survival values versus self-expression values. The pedagogical value of raising students' awareness of the existence and findings of the WSV lies in the stated casting of the course as "Understanding Foreign Cultures". The specific goals of the activities outlined are to raise such awareness and also to encourage students to ground their perceptions of cultural differences in actual data.

Comparative Culture Activity #1: WVS Research Project and Presentation

The first activity discussed involves introducing students to sets of survey questions grouped around common topics that enable the students to reflect on common and divergent values across countries from Asia, Europe and North America. Figure 1 shows a sampling of the topics and related survey questions:

Figure 1: World Values Survey Topics & Questions

Values to Teach Children

Important child qualities: Good manners
Important child qualities: independence
Important child qualities: Hard work
Important child qualities: feeling of responsibility
Important child qualities: imagination
Important child qualities: tolerance and respect for other people
Important child qualities: thrift saving money and things
Important child qualities: determination, perseverance
Important child qualities: religious faith
Important child qualities: unselfishness
Important child qualities: obedience

Gender, Elderly, Immigrants

Jobs scarce: Men should have more right to a job than women
Jobs scarce: older people should be forced to retire
Jobs scarce: Employers should give priority to (nation) people than immigrants

Work and Jobs

Work compared with Leisure
First choice, if looking for a job

Second choice if looking for a job
Important in a job: good pay
Important in a job: not too much pressure
Important in a job: good job security
Important in a job: a respected job
Important in a job: good hours
Important in a job: an opportunity to use initiative
Important in a job: generous holidays
Job: A job in which you feel you can achieve something
Important in a job: a responsible job
Important in a job: a job that is interesting

Family and Children, Men and Women

Ideal number of children *
Child needs a home with father and mother
A woman has to have children to be fulfilled
Marriage is an out-dated institution
Enjoy sexual freedom
Woman as a single parent
If only one child allowed: boy or girl
Being a housewife just as fulfilling
Husband and wife should both contribute to income
Men make better political leaders than women do
Problem if women have more income than husband
University is more important for a boy than for a girl

* Note: 0 children was indicated as possible answer in the survey.

Step 1: Select Issue, Choose Survey Results for Power Point.

Students form 3-4-member groups and divide the issues so that when they present their findings the following week, each student will present survey results for a different issue. For homework, students are instructed to visit the WVS website and choose at least three survey questions related to their topic, and examine the results for three countries, including Japan, one more Asian country and one more country from either North America, Europe or the Middle East. This requirement is designed to ensure that students discover value differences and commonalities in a data-driven way, simultaneously asking themselves the same survey questions. Figure 2 shows a sampling of the students' survey findings.

Figure 2: Student Survey Questions

V37.- How often discusses political matters with friends				
	TOTAL	Country/region		
		China	Japan	United States
Frequently	12.6%	14.9%	5.8%	15.0%
Occasionally	53.7%	54.3%	48.6%	56.5%
Never	31.9%	28.4%	44.1%	27.0%
Don't know	1.8%	2.3%	1.5%	1.5%

1

V132.- New and old ideas				
古い考えを守るべきか、新しい考えを取り入れるべきか				
	TOTAL	Country/region		
		Japan	South Korea	United States
Old ideas	8.4%	9.7%	7.8%	8.1%
2	6.6%	7.6%	6.1%	6.3%
3	10.5%	12.1%	10.6%	9.3%
4	9.9%	10.9%	9.0%	10.0%
5	29.6%	30.6%	31.0%	27.8%
6	12.6%	8.8%	13.5%	14.3%
7	6.3%	1.8%	6.3%	9.4%
8	4.8%	1.9%	6.6%	5.4%
9	2.5%	0.5%	3.6%	2.9%
New ideas	3.3%	1.0%	5.1%	3.3%
Don't know	5.5%	15.1%	0.3%	3.1%

2

Q45.- Future changes: Greater respect for authority				
Cross by -- Change --				
Display Show Column % (all responses)				
	TOTAL	ISO 3166-1 numeric country code		
		France	Japan	United States
Good thing	50.7%	75.2%	1.8%	58.5%
Don't mind	22.3%	15.7%	16.7%	29.9%
Bad thing	25.3%	5.7%	80.6%	10.7%
Don't know	1.0%	3.0%	-	0.1%
No answer	0.6%	0.4%	0.8%	0.7%
(N)	(5,829)	(1,880)	(1,353)	(2,596)

3

Q29.- Men make better political leaders than women do				
	TOTAL	ISO 3166-1 numeric country code		
		Japan	Sweden	United States
Agree strongly	2.6%	2.2%	1.0%	3.5%
Agree	12.8%	20.3%	4.2%	12.9%
Disagree	42.0%	41.5%	22.0%	51.6%
Strongly disagree	36.0%	12.9%	71.7%	31.5%
Don't know	6.1%	22.2%	0.9%	0.1%

4

Q38.- It is children duty to take care of ill parent						
	TOTAL	ISO 3166-1 numeric country code				
		China	France	Japan	Egypt	United States
Agree strongly	36.6%	61.2%	31.0%	3.0%	81.5%	8.7%
Agree	31.8%	36.6%	41.7%	22.5%	16.3%	31.1%
Neither agree nor disagree	18.9%	0.8%	14.4%	44.6%	1.7%	37.9%
Disagree	8.8%	1.1%	8.3%	17.7%	0.3%	17.3%
Disagree strongly	2.5%	0.0%	4.1%	5.0%	0.1%	4.2%
Don't know	1.0%	-	0.4%	6.8%	0.1%	-

Q165.- Believe in: God					
	TOTAL	ISO 3166-1 numeric country code			
		China	Japan	Jordan	United States
Yes	53.1%	16.9%	39.2%	99.5%	81.2%
No	41.6%	82.6%	32.4%	0.3%	17.6%
Don't know	4.6%	0.1%	27.8%	0.2%	-

Step 2: Reflect, Comment, Question

Students are encouraged to reflect on how the results align with or run counter to their preconceptions about the countries they selected by responding to teacher questions and by generating their own questions about the survey results. TQ1 = What do the survey results suggest to you about the country's values? TQ2 = How do they compare to Japan's values? TQ3 = How did the survey results confirm or differ from your image of that country? Student questions could be about the survey question itself or the results. Figure 3 shows the student responses and questions corresponding to each of the results shown in Figure 2. Student responses were given in English and Japanese, with Japanese responses translated by the author.

Figure 3: Student Responses and Questions

SQ	TQ1 Responses	TQ2 Responses	TQ3 Responses	Questions
1	I think China and the U.S. people are active in politics.	Japan has a higher percent that never discuss politics and a lower percent that frequently discuss.	Confirms my image of the U.S. and Japan. Most of my friends don't follow politics. But I didn't know Chinese discussed politics so much.	Do U.S. and China people trust their government?
2	U.S. and South Korea have similar percent for old ideas responses (1,2) and new ideas responses (9, 10)	Japan has higher than the average for old ideas and lowest for new ideas.	Confirms my image of Japan as protecting traditional ways. Surprised that South Korea favors new	What kind of new ideas? I guess gay and transgender rights.

			ideas even more than U.S.	
3	France and the U.S. want to increase respect for authority.	Japan only 1% think it's a good thing and 81% think bad thing.	Confirms. People in Japan think everyone should be equal.	Is high crime the reason French and U.S. people want to increase respect for authority?
4	Sweden has a very high percent who strongly disagree that men make better leaders.	Japan's disagree numbers are lower and agree numbers are higher.	Confirms. Japan has "male chauvinism".	When will Japan and U.S. have women leader?
5	China and especially Egypt believe children should take care of parents. Japan and U.S. much less.	Surprised Japan is almost same as U.S. because in the U.S. individualism is strong-er than Japan..	In Egypt the percentage who believe so is by far the highest. I guess in Egypt extended families are strong.	What happens in Egypt and China to childless old people?
6	Most U.S. and Jordan people are believe in God, but in China very few believe.	In Japan, belief in God is not as low as China but lower than U.S. and Jordan.	Confirms. I think the Communist Party in China doesn't believe God.	In Jordan do they teach religion in school?

Comparative Culture Activity #2 : Hofstede Cultural Dimensions Questionnaire

To prepare students for the second activity, the teacher introduces the four of the six cultural dimensions developed by Swiss Social Psychologist Geert Hofstede while conducting personnel and management training research at IBM. The dimensions include: **power distance index** measures how much unequal distributions of power within a society are accepted, and whether the society is strongly hierarchical, or whether it strives for equality. **Individualism vs. collectivism index** measures how strongly people are integrated into groups, with individualistic societies emphasizing individual freedom and limiting ties primarily to immediate family while collectivist societies are characterized by tightly knit groups, such as extended families, where loyalty and mutual support are prioritized: **Uncertainty avoidance index** The uncertainty avoidance index measures a society's tolerance for ambiguity, with high scores indicating strict rules and a belief in absolute truth, while low scores reflect greater acceptance of uncertainty and fewer regulations. **Masculinity vs. Femininity index** contrasts masculinity, which values achievement, assertiveness, and material

success, with femininity, which emphasizes cooperation, modesty, and quality of life, where women in masculine societies are more assertive and competitive, while in feminine societies, both men and women share values of modesty and care.

Questionnaire:

As a way for students to personalize the cultural dimensions, they were given a questionnaire with forty opinion questions and hypothetical situations. They were asked to give a numerical response to each one, **4** = strongly agree, **3** = somewhat agree, **2** = somewhat disagree, **1** = strongly disagree. The questionnaire was retrieved by the author from (Stull, Von Till, 1995) and the order of the questions was randomized when given to students. The questions, were accompanied by Japanese translations Once students had completed the questionnaire, they were given three questions grouped according to which cultural dimension they were designed to measure, as shown in Figure 4.

Figure 4: Stull & Von Till's Cultural Dimensions Questionnaire

Individualism/Collectivism

Questionnaire items 5, 13, 21, 25, and 33 were designed to measure individualism. "Individualists" would agree; "collectivists" would disagree.

- 5. If an individual thinks of a different way to perform a task, that person should be encouraged to do it that way.
- 13. It is important that people have lots of free time to pursue their own interests.
- 21. When children become 21 years of age, they should be encouraged to move away from home.
- 25. It is important that I receive individual recognition at work.
- 33. When I work on group projects, it is important for me to be the leader.

Items 1, 9, 17, 29, and 37 were designed to measure collectivism. "Collectivists" would agree; "individualists" would disagree.

- 1. It is important that people conform to company norms in order to reach company goals.
- 9. I would always cooperate to keep group harmony
- 17. Parents have the right to choose the spouse for their children.
- 29. If I were given a large sum of money, I would share it equally with members of my family.

37. When working on a project, I would rather work as a group member than as an individual.

Uncertainty Avoidance

Items 2, 10, 18, 30, and 38 were designed to measure one's tendency to avoid uncertainty. "Low-risk-takers" would agree; "risk-takers" would disagree.

2. It is important to me to plan for the future very carefully 10. Company rules are always to be followed.

18. A manager must be an expert in the field in which he or she manages.

30. Managers and bosses should be selected on the basis of seniority.

38. Employees should remain with one employer for life.

Items 6, 14, 22, 26, and 34 were designed to measure one's tendency to take risks. "Risk-takers" would agree; "Low-risk-takers" would disagree.

6. I enjoy taking risks.

14. Organizational conflict is healthy.

22. I can achieve anything I set out to achieve.

26. Change in my life is important to me.

34. It is important to be flexible during negotiations.

Power Distance

Items 3, 15, 23, 27, and 31 were designed to measure one's tendency to maintain power distance. People who maximize power distance would agree; those who don't would disagree.

3. The eldest male should be the head of the household.

15. Employees should not talk to their bosses about personal matters.

23. Power and wealth are evil.

27. It is important for managers to make all decisions.

31. It is important that bosses closely supervise their employees.

Items 7, 11, 19, 35, and 39 were designed to measure one's tendency to minimize power distance. Those who minimize power distance would agree; Those who don't would disagree.

7. Employees should participate in company decision-making.

11. It is all right for employees to disagree openly with their bosses.

- 19. It is all right for employees to call their bosses by their first names.
- 35. It is important for me to be able to work independently.
- 39. I like to trust and to cooperate with other people.

Masculinity/Femininity

Items 4, 16, 20, 24, and 36 were designed to measure the masculine perspective. Those with a masculine perspective would agree; those with a feminine perspective would disagree.

- 4. It is very important for me to receive recognition for my work.
- 16. It is more important to me to be paid well than to have a close relationship with my boss.
- 20. It is important for me to keep my work life separate from my private life.
- 24. The most important things to my career are a good salary and a job that I do well and like.
- 36. People must learn to make their own way in this world.

Items 8, 12, 28, 32, and 40 were designed to measure the feminine perspective. Someone with a feminine perspective would agree; someone with a masculine perspective would disagree.

- 8. My job is only one of many parts of my life.
- 12. I would rather work for a small company than a big one.
- 28. It is important to shake hands before all business interactions.
- 32. It is important to finish one interaction before rushing off to another.
- 40. People will achieve organizational goals without being pushed

Finally, students were instructed to insert their scores for each section's ten questions (five representing each end of the spectrum) into an excel file and calculate the average score. The aim was to enable students to measure their own score for each of the four dimensions.

Conclusion

This article presented a set of learning activities developed by the author for students taking the Cross-Cultural module course offered in the Center for Foreign Language Studies in Spring 2021. The outcomes of the first activity, *World Values*

Survey Research Project and Presentation were presented in a representative sampling of student-generated questions and student responses to teacher-designed questions. The results suggested that students had been able to visit the World Values Survey website, obtain survey question data for three to four countries from different parts of the world, make inferences from the data concerning the values of each country, and draw comparisons and contrasts between the values of the respective countries. In the second activity, students were introduced to Hofstede's Cultural Dimension and were able to complete a questionnaire and a reflective review of the results grouped according to each of the four dimensions.

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Communities of Practice, Beliefs, and Identity: Self-Reflection for Teacher Growth

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Abstract

In this paper, the author presents an analysis of their own teaching history, supplied in the appendix, and how and why they have evolved to become the teacher they are today. The teacher's history is examined through three frameworks: communities of practice, beliefs, and identity. Each framework is defined in relation to the profession of teaching and used to examine the teacher's practice at different points in their career, and thus revealing their influence and impact on the evolution of the teacher.

Keywords: communities of practice, identity, beliefs

Introduction

This paper is a brief critical commentary on my own personal teaching history. The teaching history covers eighteen years and the analysis is surface level at best. It is hoped that the following commentary will serve as a beginning for a future deeper and more detailed exploration of what the consequences of the key events in this history entailed. After writing my teaching history (See Appendix), three themes emerged; communities of practice, beliefs, and identity. Upon examining these three themes it is clear that they are not mutually exclusive, that they are in fact interacting with one another in a complex and dynamic fashion, consistently emerging and reemerging, and that they continue and will continue to reveal themselves to the author.

Communities of Practice

Communities of practice is a term coined by Lave and Wenger (1991) and is defined as ‘groups of people who share a concern or passion for something they do

and learn how to do it better as they interact regularly' (Wenger, 2015). They are characterized by a clearly identified domain, which is defined by a shared interest, the community, in which members interact and learn together, and a practice, in which all members are shared practitioners (Wenger, 2015). In the teaching history written for this paper, there are a minimum of nine communities that have directly affected my own attitudes, beliefs, knowledge, identity, practices, and skills as a teacher.

By Lortie's (1975) estimation, the average student has spent at least 13,000 hours in contact with teachers by the time they have graduated high school. Kennedy (1990) notes that what learners internalize from these experiences is especially difficult to leave behind when becoming a teacher. Bailey, Bergthold, Braunstein, Fleischman, Holbrook, Tuman, Waissbluth, and Zambo (2002) argue that an integral part of teacher education should be raising awareness of these internalized experiences. In their study, language teachers in training documented and analyzed their own language learning histories and discovered that the teachers who had the largest impact on their own ideas of a good teacher focused on maintaining motivation, emphasizing expectations, creating reciprocal respect, modeling appropriate behavior, and creating a positive atmosphere. In my own experience as a novice teacher, my primary focus was on creating a positive and fun atmosphere. It is highly likely that this is due to the fact that the teachers I learned the most from and the classes I enjoyed the most in high school and university did just this.

As an ALT, I belonged to three relevant communities of practice; the high school I taught at, the fellow ALTs I associated with, and my private Japanese tutors. In the high school I taught at and in my private Japanese lessons, the predominant instructional method was of a transmission model, based on a grammar-translation method. Many of my early attempts at lesson planning and instruction were modeled on these experiences, as I had no prior language learning experience from which to draw from. Within my ALT community, terms such as communicative language teaching were often used, and while the teachers I worked with and I both discussed and aimed to use communicative language teaching methods, we had no experience or knowledge of how to implement it. Nor were we strongly pushed to adopt associated practices, as it was a technical high school and English was not a high priority.

In a community of practice, human mediation is at the heart of the experience. Rogoff (1995) characterizes three forms of human mediation; apprenticeship, guided participation, and appropriation. Enrolling in a TESOL MA program and later a doctoral program along with working at the university level gave me a new

understanding of second language acquisition theory and research and of different teaching methods. Through mediation with colleagues, students, and classmates, it is during this tenure that I began moving from apprenticeship to guided participation, and finally to an appropriation and understanding of different teaching methods and instructional practices, such as task-based language teaching, project-based learning, and text-driven approaches.

Beliefs

Teacher beliefs are subjective and personal and serve as filters for interpreting experience, frames for addressing problems, and guides for actions that one takes (Levin, 2015). Exposing and understanding these beliefs is a challenging, but necessary process for a teacher to make meaningful and lasting change in their practice (Fives, Lacatena, & Gerard, 2015). These beliefs inform and are informed by practice, may be implicit or explicit, and may vary based on their type and function (Buehl & Beck, 2015). What follows is a brief overview of the influences on and the evolution of my beliefs as a teacher.

Beliefs are influenced by social, cultural, political, and historical contexts (Levin, 2015). In 2003, when I began on the JET program, the Japanese government, as a result of the predominant view in English language teaching theory and practice around the world, was in the beginning stages of promoting curriculum reform in English language teaching, with a move towards communicative language teaching (Nishino, 2012). In Japan, these methods were in direct conflict with the predominant method of language teaching, the grammar translation method. Many teachers found it difficult to reconcile these new prescribed methods with their own beliefs and practices (Nishino, 2012).

Beliefs are also a result of formal education, formal bodies of knowledge, observational learning, collaboration, personal experiences, and self-reflection (Buehl and Fives, 2009). In a given teaching context, they may serve to support or hinder practice (Fives, Lacatena, & Gerard, 2015). My first teaching position was at a technical high school, which placed a low priority on English language education. The teachers I assisted at the school were generally older, over the age of 50, and were not particularly interested in learning and appropriating new methods. In my own language studies with a Japanese tutor, I was focused on memorization and repetition, and I was picking up the language rather quickly. Rather than attributing this increase in proficiency to my active social life in my new home country, I mainly saw it as a

result of the many hours I put into memorizing and repeating the homework my tutor had given me. Hence, at this time, my beliefs about successful language teaching and learning revolved around memorizing vocabulary and repetition, and this was often reflected in my teaching practices. Students in my classes were expected to listen, repeat, and reuse the language I presented them with, and this was based on my own observations, collaborations, experiences, and self-reflection.

At the time I began working at the university level and learning from and collaborating with teachers who had formal backgrounds in language and teacher education, I also began my formal education as an English language teacher on an MA program. What I was learning from my colleagues, classmates, and teachers was at odds with my practices in the classroom, and in my first semester of classes I quickly realized I needed to make a change. The students in my university classes were not responding to my instructional methods.

As a result, in the next semester, I began to experiment with materials and tasks that were student-centered, at times student generated, and more relevant to their lives. Over time, these practices resulted in new beliefs about language teaching and learning; that classes should be student-centered to the furthest extent possible, that students are much more capable than I originally thought they were, and that successful language learning and teaching is often strongly associated with making personal and emotional ties to the content and language being learned. The students were more engaged, motivated, and there was evidence that they were beginning to achieve some of the objectives I had set for them. My formal education, my expanding formal bodies of knowledge, my observations and personal experiences, and collaboration with colleagues, classmates, and students, led to a more clearly defined and more informed set of principles and beliefs about language teaching and learning.

Identity

Language teacher identities are how individuals position themselves and are positioned by others as teachers in relation to the different aspects of teaching in their lives (Block, 2017). These identities are the result of the intersection of various factors related to an individual's personal biography and the socio-educational context(s) of their workplace. The socio-educational context factors that have an influence on identity may include workplace conditions, the curriculum, program policies, the contemporary ideologies of good language education, teacher qualifications, cultural

differences, the demographics of the school, expectations, and access to resources (Duff, 2017; Miller, 2009). A language teacher identity is not fixed; it is relational, negotiated, constructed, enacted, transforming, and in a constant state of transition (Miller, 2009). It is with these conceptions of identity in mind that I explored my own identity as a teacher.

Personal biography in relation to identity refers to gender, sexuality, race, language proficiency, expertise, age, physical stature, personal history and experience, and personality (Duff, 2017; Duff and Uchida, 1997), each of which may have consequences, either positive or negative, in terms of economic, cultural, and social capital (Block, 2017). I am a 6'2 white American male college graduate with blue eyes and blonde hair and a native speaker of English who was born and raised in a middle-class family. In addition to those personal characteristics, I saw myself as an adventurous, humorous, and somewhat charismatic individual in my youth. It can safely be said most would consider that description to be among the privileged and that these are the parts of my identity that most likely landed me a position in the JET program. I entered Japan as a monolingual expatriate without a formal education in teaching or any aspiration to pursue teaching as a full-time career. Like many of the young, white foreign teachers in Duff and Uchida's study (1997), the primary reason why I was brought to Japan on the JET program was to converse with students and teach them about American culture in a lighthearted matter, and upon my arrival in Japan this was sufficient, it was who I was, who the students and my fellow teachers saw me as, and who I was ready to be.

The socio-educational context factors that have an influence on identity may include workplace conditions, the curriculum, program policies, the contemporary ideologies of good language education, teacher qualifications, cultural differences, the demographics of the school, expectations, and access to resources (Duff, 2017; Miller, 2009). These factors, along with personal experience, work together to form an identity which is dynamic, negotiated, and emergent, and which often involves struggle and contradiction (Donato, 2017). Over time, I not only began to learn how to perform various teacher related tasks but also to realize just how privileged I was. I began to question my self-worth and self-efficacy as a teacher and as a holder of my position. This provided a motivation to learn more about the local culture, the Japanese language, and ultimately on how to become a more effective teacher. By my fourth year, I was enrolled in a TESOL MA program, was working at a school board of education, assisting in the guidance of 10 new incoming ALTs, and was having

numerous discussions about teaching with the many elementary school teachers I was working with at my new ALT position. I had a history of teaching and cross-cultural experiences I could draw from, an expanding circle of colleagues to collaborate with, and certain expectations and responsibilities in terms of job performance to meet. This was the first year I remember identifying myself as a teacher.

Once I began working at the university level, this identification only became stronger, specifically in relation to how others saw me. In Japan, the teaching profession is highly respected, and it was clear both in the classroom and outside the classroom that a certain level of respect was being afforded to me, whether earned or not. Again, feelings of inadequacy in regards to self-efficacy and self-worth began to emerge as new responsibilities and expectations arose, specifically the research and publications that were now expected and required. It is only in recent years, after beginning a doctorate program and publishing a few articles that I am beginning to regain my confidence in this regard. In fact, I am beginning to observe a noticeable shift in how I identify myself professionally. Over my time in Japan my primary professional identification has moved from teacher to teacher-researcher, and it now feels as if it is transitioning to that of researcher-teacher.

Conclusion

It must be reiterated here that these three themes are inextricably linked. What I have learned from my participation in a variety of communities of practice and as my understanding of those communities has evolved so have my beliefs and my identity, and these emerging beliefs and identities have informed my understanding of those communities of practice. Past experiences, present participation, and current aspirations all interact to produce the unique teaching experiences that I have had and will have and how I relate to myself as a participating member in the teaching profession.

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Appendix

Teaching History

As an undergrad I majored in world history and international relations. I had no formal training or education in teaching, nor did I have any ambition to become a teacher. Prior to beginning my career as a teacher my only training was observation of all the teachers I had throughout my educational life.

My career as a language teacher began in Japan in 2003. I came to Japan on the JET program as an assistant language teacher. However, I did not come to teach. I came for the adventure, and what was meant to be a 1-year adventure has lasted 18 years.

My first teaching job was as an ALT at a technical high school in a small city in southwestern Japan. At this particular school, English education was not a high priority. Over the three years I worked at the school I assisted 10 different teachers in oral communication classes. Having had no experience as a teacher in any subject, I took my cues from the teachers I was assisting. Each teacher that I assisted had their own styles and personalities. Their methods differed to some extent, but the courses were mainly dictated by the textbook. They differed in their presentation styles, the language they used (Japanese or English), and in the way they utilized me in the classroom. Classroom exercises mostly dealt with fill in the blanks, repetition drills, practice with basic English dialogues, and a fun activity to begin or end class. Many of the classes were an extension of the grammar-translation method, with a task mixed in every once in a while.

The most noticeable difference between the teachers, and what I learned most from this experience, was in the personality the teachers brought to the classroom. Some were very strict, dry, and methodical, while others were lively, interested, and flexible. The affect this had on the classes, both in atmosphere and in the willingness of the students to engage, was noticeable. Over time, I was given more control over lesson planning and instruction and I began by trying to relate the language and lessons to the students' lives and to create lessons or activities that were interesting in order to motivate and engage them. During this time, I was also very focused on learning Japanese. This was my first time learning a language and my private tutor focused on vocabulary, memorization, and repetition. These methods also found their way into

my own teaching practices as well.

During my 3rd year at the school, I was asked to interview for another ALT position at a board of education in another city. I passed the interview and was now in charge of English communication classes at 4 elementary schools, as well as orienting and integrating incoming English teachers at all levels in the city. It was at this time I began a distance MA program in applied linguistics. At the elementary school level in Japan, teachers were not trained and not capable of teaching English. I had also never taught English to young learners, so it was a learning experience for all involved. In the beginning, I found materials through websites and through other ALTs who were in similar positions. It mostly involved creating and adapting games for the children to learn English. At times, it felt more like a P.E. class than a language class and a large amount of effort was put into classroom management. A lot of my time outside of class was spent discussing teaching-related issues with other teachers at the schools and joining the students for extracurricular activities. Becoming part of the community played an important part in what I felt were successful classes. Success at the time being measured by learner engagement and joy. Outside of work, I was also spending a lot of time with other ALTs helping them adjust to living in Japan as well as advising them on teaching strategies.

During that year I was asked to interview for a lecturer position at a foreign studies university. I passed the interview and the following year I was working at a university, teaching 10 different classes per week. In addition to classes in the four skills, I taught classes on American history and culture, drama, and film. I also picked up two part-time jobs, one at another university and another at the Atomic Bomb Museum teaching tour guides and simultaneous interpreters. I was teaching between 12 and 15 classes a semester. This was a crash course in teaching adults. Again, I looked to fellow teachers and students both in and outside of the classroom to guide me. It was also during this time that I continued and completed my master's degree. I was learning and writing a lot about second language acquisition and beginning to apply what I was learning to my own classes. I began to experiment with different methods and technologies, and became more comfortable with failure in the classroom when some approaches didn't work. I was very comfortable in the classroom, more so than outside of it.

After 5 years at that university, I was hired as an assistant professor at a prefectural university, where I was lucky enough to meet and work with two excellent teachers who were working towards their doctorates. I only worked at this university for a year,

but during that time I learned a lot about project-based learning, creating my own materials and utilizing technology in the classroom. I began to cede more control of the classroom to the students. I gave students more control over the syllabus and the content of the class. The results were both eye-opening and positive.

That year, I was recruited to teach at a national university in the same city, where I have been teaching for the last 7 years. Here I am teaching a much higher level of students and am tasked with many other duties, such as accompanying students abroad. While I consider teaching to be my primary responsibility, research is also one of the primary duties of my position. Therefore, I enrolled in a doctoral program. This program has had a significant effect on both my classroom practices and my understanding of the language teaching profession.

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2. 原稿は、A4 サイズの横書きとして、編集委員会作成のテンプレートを参考に作成する。
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4. 原稿書式として、マージンは上下 25 mm 左右 20mm とする。本文使用フォントは、日本語は MS 明朝、英語・数字は Times New Roman とし、章、節の見出しは、ゴシック体とする。フォントサイズのポイントは、テンプレートに従い、タイトルを 14 ポイント、本文の日本語は 12 ポイント、英語も 12 ポイントで作成する。
5. 研究論文（査読付き）、研究のノートは、特に次の規定に従うものとする。
 - (1) 注・参考文献・図表を含めて 20 ページ以内とする。
 - (2) 註は本論の末尾に一括して付し、脚注は用いない。
 - (3) 日英両語のタイトルを付すこととする。
 - (4) 英語のアブストラクトを 200 words 以内で付けるものとする。アブストラクトは、ワン・パラグラフにまとめる。
 - (5) アブストラクトの下には、内容に関するキーワードを 5 つ程度提示することとする。
6. 授業実践報告は、特に次の規定に従うものとする。
 - (1) 注・参考文献・図表を含めて 6 ページ以内とする。
 - (2) アブストラクトはつけない。
7. 研究論文（査読付き）、研究ノートおよび授業実践報告の投稿者は、10 月 31 日までに、編集委員長まで原稿を電子データにて提出する。研究論文（査読付き）、研究ノートの審査結果は、「掲載可」「修正条件付」「掲載不可」のいずれかとして投稿者に通知される。修正条件付論文は、修正後再び査読委員会により再審査され、審査の結果、編集委員会より掲載が認められた場合は、研究論文として掲載される。授業実践報告に関しても同様のチェックが行われ、掲載の可否を決定し、通知する。
8. 言語教育研究センター事業報告は、発行年度の 1 月 20 日までに、原稿の電子データを編集委員長まで提出する。
9. 校正は投稿者の責任にて行なう。その際、内容や表記に関して、編集委員会からの指示があれば、それに従うこととする。また、校正は原則として、印刷上のミスに限るものとする。

付則 本要領は、2012年4月1日より施行する。

付則 本要領は、2015年7月10日より施行する。

付則 本要領は、2018年8月1日より施行する。

Instructions for Contributors

1. Journal of Center for Language Studies, Nagasaki University, is published once a year.
2. Journal of Center for Language Studies, Nagasaki University invites submissions in the following three categories: Articles (Academic Papers), Research Notes and Teaching Reports.
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- 1) Name and contact information
 - 2) Abstract with 4-6 key words (for Article submission)
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 - 4) Formatting a paper: use a specific template for submission.
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Approved and Established: June 30, 2022

Developing a Prediction Equation for the G-TELP Scores from the TOEIC Scores Using Linear Regression Model: A Comparison of Four Data from 2014 to 2015 (Times 14)

(Space)

Shinji OGASAWARA (Times 12)

Nagasaki University (Times 12)

(Space)

Abstract (Times 12, Within 200 words)

The purpose of this study is to investigate the possibility of predicting the scores of G-TELP Level 3 from the scores of TOEIC tests, by using four different data collected in July 2014, January 2015, July 2015 and January 2016. To obtain estimated scores of G-TELP in this study, linear simple regression analyses were used. The G-TELP scores were regarded as a dependent variable, while the TOEIC scores were....

(Space)

Keywords: G-TELP, TOEIC, linear regression analysis, coefficient of determination
(Times 12 Within 5 words) (Space)

Introduction (Times 12)

The purpose of this study is to examine how time lag of the two tests influences the overall prediction of the G-TELP scores from the TOEIC scores. To pursue the aim, we use four data collected from all first-year students of a national university from 2014 for the first semester to 2015 for the second semester.

(Space)

Background of the Study (Times 12)

Before reporting the results of our study, we will give an overview of prior studies in which TOEIC (or TOEFL) scores are predicted and estimated from the similar reliable English proficiency test or vice versa.

(Space)

Method (Times 12)

Purpose of the study

The purpose of this study is to continue to predict G-TELP scores from TOEIC scores, seeking a higher coefficient of determination in the analyses of regression. This study particularly focuses on how much the implementation time gap between the two tests influences the coefficient of determination. So in this study, the scores of G-TELP collected from the different months will be used to ascertain the influence.

(Space)

Participants

Participants were first-year students in a national university who took both G-TELP and TOEIC in the same academic year. **Procedure**

(Space)

Results (Times 12)

Figures 1 to 4 show the scatterplots of the G-TELP and TOEIC-IP scores....

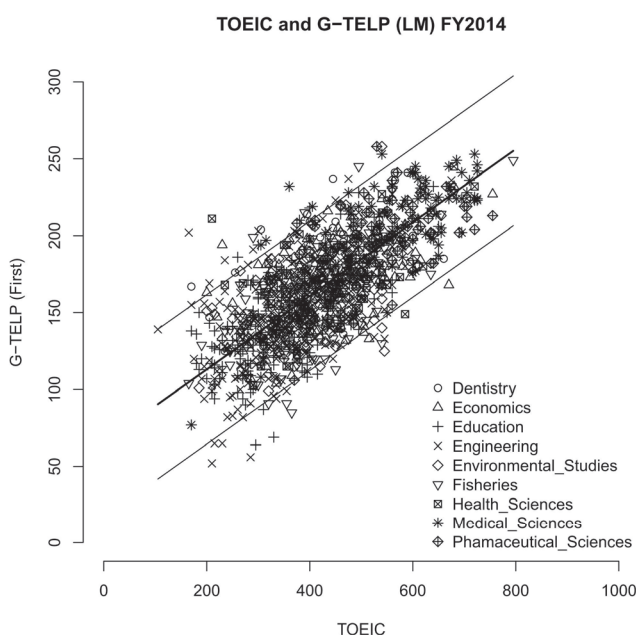


Figure 1 2014 Simultaneous Data (G-TELP Level 3 Form 310)

(Space)

Table 4. Results of the regression analysis for the 2014 Simultaneous Data

Residuals	Min	1Q	Median	3Q	Max
	-79.042	-16.242	-0.346	17.556	100.672
	Estimate	Std. Error	t value	Pr(> t)	
Intercept	65.410153	2.635225	24.82	<2e-16	
TOEIC	0.238661	0.006109	39.06	<2e-16	
Residual standard error	24.71				
Degree of freedom	1,174				
Multiple R^2	0.5652				
Adjusted R^2	0.5648				
F-statistics	1,526				
p-value	<2.2e-16				

$$\text{G-TELP scores} = 65.410 + 0.238 \times \text{TOEIC scores} \quad (R^2 = .56) \quad \cdot \cdot \cdot \cdot \cdot (1)$$

$$\text{G-TELP scores} = 76.378 + 0.209 \times \text{TOEIC scores} \quad (R^2 = .49) \quad \cdot \cdot \cdot \cdot \cdot (2)$$

$$\text{G-TELP scores} = 65.745 + 0.233 \times \text{TOEIC scores} \quad (R^2 = .51) \quad \cdot \cdot \cdot \cdot \cdot (3)$$

$$\text{G-TELP scores} = 72.105 + 0.212 \times \text{TOEIC scores} \quad (R^2 = .46) \quad \cdot \cdot \cdot \cdot \cdot (4)$$

(Space)

Discussion (Times 12)

We found a fairly high coefficient of determination in the 2014 Simultaneous Data ($R^2=.56$) and offered a reliable equation to predict...

(Space)

Conclusion (Times 12)

Finally, we would like to suggest the alternative analyses.

(Space)

Notes (Times 12)

1. This word

(Space)

Acknowledgment (if necessary)

This study was partially supported by Grant-in-Aid for Scientific Research (C) (Grant Number 25370633). We would like to express our deep gratitude to ...

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