

## **Issues Related to and Strategies for Teaching Content-based Courses in Tertiary Education Settings**

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### **ABSTRACT**

This paper will consider the issues related to and strategies for teaching content-based courses in English to Japanese university students. Two content-based courses, ‘Contemporary American Society’ and ‘Model United Nations Simulations’, will be examined. The course components, including the course objectives, lesson procedure, materials used, in-class and out-of-class activities, will be outlined. Furthermore, the instructors’ perspectives and the results of a survey taken at the end of semester about students’ reactions to the courses will be presented. This paper provides an argument for the benefits of content-based instruction as an effective means for increasing students’ motivation and helping them improve their proficiency in English while engaging them in exploring interesting content. When strategies such as providing language support and teaching adjunct skills are used to help students handle the activities and understand the lessons better, content-based courses can be successfully taught in tertiary education settings.

**Key words:** content-based instruction, strategies, language support, adjunct skills, English proficiency

### **I. INTRODUCTION**

In recent years, content-based instruction (CBI) has become increasingly popular as a means to help students master both language and content. It is claimed that language is learned most effectively when it is used as a medium to convey content of interest to the students (Larsen-Freeman, 2000).

This paper will first give a brief overview of CBI, and then examine two content-based courses, ‘Contemporary American Society’ and ‘Model United Nations Simulations’. The courses were taught to students of various majors (English, Spanish, Russian, Chinese, and International Relations) at a public university in Kobe. This paper will outline the course components, including the course objectives, lesson procedure, materials used, in-class and out-of-class activities. Furthermore, the instructors’ perspectives and the results of a survey taken at the end of semester about students’ reactions to the courses will be presented. Finally, this paper will consider the issues related to and strategies for teaching content-based courses in English to Japanese university students.

## **II. CONTENT-BASED INSTRUCTION**

Richard and Rodgers (2001) define CBI as “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (p. 204). Larsen-Freeman (2000) explains that CBI ‘integrates the learning of language with the learning of some other content, often academic subject matter’ (p. 137). Richard and Rodgers (2001) further explain that CBI is grounded on two principles:

1. People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.

2. Content-Based Instruction better reflects learners’ needs for learning a second language. This principle reflects the fact that many content-based programs serve to prepare ESL students for academic studies or for mainstreaming (p. 207).

In Japan, although CBI is not as widely adopted as it is in Western countries, it is gradually growing in prominence. Educators such as Crawford (2001), Mack (2010), Suenaga (1993), Swenson (1991), Vergin, Bogdan and Tanaka (2011) have reported how they integrated CBI courses into the curriculum at their universities. These articles point to the fact that a number of educators throughout Japan are involved in adopting CBI at their institutions. However, the situation of English language education in Japan is significantly different from that of Western countries, and thus it raises a number of issues regarding the applicability of CBI in EFL classrooms in Japan.

Mack (2010) states that Japanese students are more highly developed in cognitive academic language proficiency (CALP), typically being proficient in reading essays and answering exam questions, and significantly less advanced in basic interpersonal communication skills (BIKS) in regard to English language acquisition. She affirms that they are largely untrained in critical thinking and are inadequately prepared in BIKS skills to deal with a content-based course taught in English. Besides, they are under-prepared for listening to a lecture in English, and they have inadequate basic vocabulary and have not been taught strategies in coping with a content-based course taught in English. Therefore, Mack (2010) asserts that when teaching a CBI course to Japanese students, it is necessary to teach them vocabulary, strategies for reading and listening in English, how to take notes and write an outline, how to write a paper and make an oral presentation, and the critical thinking skills. Swenson (1991) also claims that it is necessary to select content of interest to students, monitor student comprehension, and adjust input accordingly.

## **III. METHOD**

### **1. Participants**

The participants were students of different years (Year 1 to Year 4) and various majors (English, Spanish, Russian, Chinese, and International Relations) at a public university in Kobe. There were 100 students in the ‘Contemporary American Society’ class. Among the 90 students who answered the questionnaire, 24 were males and 66 were females. Most of the students (74) were first-year students, 12 were second-year, 2 were third-year and 1 was a fourth-year student.

Since it was one of the required courses for the English majors, most of them (72) majored in English, 6 majored in Chinese, 3 in Spanish, 7 in Russian and 5 in International Relations. Regarding their English level, most of them were at intermediate level because 67% of them got a score of 600-855 for TOEIC, 51% passed Grade 2 of EIKEN, and 12% passed Grade pre-1.

There were 11 students in the 'Model United Nations Simulations' class. Among them, 4 were males and 7 were females; 9 were third-year students and 2 were fourth-year students. This class could be selected by only these who were enrolled for the International Communication Course. This course consists of students who have a good command of English. Students of various majors can apply to enter this course but they have to give proof of their English ability (TOEIC score) and have to attend an interview before they can be accepted to enter this course. The classes of International Communication Course are usually of very small size and are aimed at improving students' English communicative abilities. Regarding their English proficiency, most of them are at advanced level because 82% of them got a score of over 860 for TOEIC, and 64% passed Grade 1 and Grade pre-1 of EIKEN.

## **2. Procedure**

The writer attended the 'Contemporary American Society' 1 & 2 classes for the whole academic year. Regarding the 'Model United Nations Simulations' class, the writer observed one of the lessons, watched videos of the class and obtained the outline of the syllabus, handouts and papers concerning this course from the instructor. In order to know about the classes from the instructors' perspectives, the writer conducted an interview with the two instructors. Each interview lasted for about 30 minutes and the focus of the interview was on what strategies the instructor used to help students cope with the lessons. In order to know the students' reactions to the classes, a questionnaire was distributed to the students of the two classes at the end of the semester. There were 12 questions. The students were asked to answer how much of the lessons they could understand, what problems they might have with lessons conducted in English, what improvements they thought they had made, the change in their motivation and interest in the subjects, what effort they had made to improve their understanding of the lessons, what language they used during discussion, and what language they would prefer to be used in the lessons. At the end of the questionnaire, a space was provided for the students to write any additional comments on the classes.

## **IV. RESULTS**

### **A. Contemporary American Society**

#### **1. Course components**

'Contemporary American Society 1' was taught during the first semester, and 'Contemporary American Society 2' was taught during the second semester of the 2011 academic year. It was desirable that students took both classes in the same academic year. Each class met once a week for 90 minutes over 15 weeks. The objective of 'Contemporary American Society 1' was to exam views on race, ethnicity, social class, gender, sexuality, and religion in the United States and how

these shape the society. The objective of 'Contemporary American Society 2' was to help students gain a better understanding of diversity in American society by focusing on environmental problems and the environmental movement, particularly the ways environmental issues in American society intersect with issues of gender, race and social class.

These two classes were taught in English and handouts in English were distributed. The instructor gave a lecture on the topic first by using PowerPoint presentation, and then she gave some discussion questions to students to discuss in groups and then asked them to report the results to the class. Students were required to write a paragraph about an article given by the instructor or to do research on an assigned topic on the Internet by themselves and write a paragraph as homework every week. Evaluation was based on weekly assignments (30%), participation in class (30%), and the final examination (40%).

## **2. Instructor's perspective and strategies adopted**

In order to know about the classes from the instructor's perspectives, the writer conducted an interview with her. The focus of the interview was on what strategies she used to help students cope with the lessons. Since the class consisted of a large number of students of various majors and different levels of English proficiency, she spoke more slowly than usual, repeated a lot, and paraphrased a lot. She distributed handouts which contained the main points of the lectures and Japanese explanation of difficult terms so that students could understand the lectures better. She tried to include as much information as possible in the handouts so that it would be easier for them to follow. On the other hand, she left some space for them to fill in during the lessons so as to make them concentrate on the lessons.

The instructor used visual aids to make the lectures easier to understand and to arouse students' interests. She used PowerPoint presentation and put in the main points of the lessons with pictures and charts so that they could understand the content more easily. She gave an article about the topic to them to read or asked them to do research on the topic on the Internet and write a paragraph about it one week in advance so that when they came to the class, they could understand the lecture better and would be more interested in the topic. Besides PowerPoint presentation, sometimes authentic materials like movies or television programs were used. She tried to use audio-visual materials with subtitles and before showing them, she gave a brief introduction so that the students could understand the content better.

During the whole course, the instructor used different topics so as to cater to the interests of different students. She changed the topic every two weeks so that she could have enough time to explain about the topic in detail and at the same time, they would not get bored, and the interests of diverse students could be catered to.

In each lesson, the instructor gave discussion questions to students to discuss in groups. She believed that by doing group discussions, students could help each other understand the subject matter better. She tried to change the groups frequently so that students could have the chance to talk to other students of different majors and different English levels. A different discussion leader would be chosen every time so that everyone had the chance to lead the discussion. During

discussion, she walked around the classroom and tried to go to different groups in order to encourage them to discuss in English.

### 3. Students' perspectives

In order to know the students' reactions to the course, the writer conducted a survey and asked them to fill in a questionnaire. Ninety students answered the questionnaire. The results show that 34% of them understood 80-100% of the lectures, 41% understood 60-80%, 21% understood 40-60%, and only 2% understood below 40% of the lectures.

Regarding the problems the students thought they had with lessons conducted in English, 69% of them in average answered that they always, often or sometimes had trouble concentrating, fell behind what the teacher was saying, and had to constantly look up words in the dictionary. Only 7% in average said that they never had the problems. The difficulty to express their opinions in English was the most severe problem because 51% of them answered that they always or often had this problem, and 34% answered that they sometimes had this problem.

**Table 1. Problems students thought they had with lessons conducted in English**

Problems	always	often	sometimes	seldom	never
I have trouble concentrating	1%	13%	41%	32%	13%
I fall behind what the teacher is saying	3%	15%	45%	28%	9%
I have to constantly look up words in the dictionary	4%	22%	46%	23%	5%
It's difficult to express my opinions	23%	28%	34%	13%	2%

During group discussions, 4% of the students used English only, 12% used mostly English and a little Japanese, 21% used half English and half Japanese, 47% used mostly Japanese and a little English, and 16% used all Japanese.

Regarding the improvements the students thought they had made in their English speaking, reading, listening, and writing skills, most of the students (82% in average) answered 'more than a little' or 'a little', 6% answered 'a lot', and only 12% in average answered that they did not make any improvement at all.

**Table 2. Improvements students thought they had made**

Improvement in English skills	a lot	more than a little	a little	not at all
Speaking skills	1%	30%	46%	23%
Reading skills	3%	49%	39%	9%
Listening skills	15%	58%	19%	8%
Writing skills	3%	49%	39%	9%

Some students made effort in order to improve their understanding of the lectures. Forty percent in average always, often or sometimes read articles about the topics in advance or reviewed their notes at home. Forty-one percent in average answered 'seldom', and 19% in average answered that they did not do anything.

**Table 3. Effort that students made to improve their understand of the lectures**

Students' effort	always	often	sometimes	seldom	never
I read articles about the topics that will be discussed in advance	6%	8%	31%	38%	17%
I review my notes at home	1%	10%	28%	40%	21%

Regarding the change in their interest and motivation in learning the subject because the language used was English, 34% of the students indicated that their interest and motivation had increased a lot, 48% answered 'increased a little', 17% answered 'not changed', and 1% answered 'decreased a little'.

About half of the students (51%) answered that they would prefer the lessons to be conducted in all English, 34% answered 'mostly English and a little Japanese', 10% answered 'half English and half Japanese', only 2% answered 'mostly Japanese and a little English', and only 2% answered 'all Japanese'.

At the end of the questionnaire, a space was provided for the students to write any additional comments about the course. Nineteen students made additional comments. Most of the students made positive comments about the class. Nine students answered that they liked this class because it was conducted in English. They said that it was one of the very few classes besides English conversation classes that were conducted in all English and they hoped that there would be more classes like this at the university. Other students commented that the instructor's English was easy to understand, her teaching skills were good, and the lessons were interesting. One student said that he could not understand the lesson completely, and two students said that it was difficult for some students to express their opinions in English.

## **B. Model United Nations Simulations**

### **1. Course components**

This course lasted for one semester. There were 15 classes in the semester and each class lasted for 90 minutes. The objective of the course was to let students have the chance to learn the rules of procedure of United Nations and learn how to do Model United Nations simulations experientially. The topic was an international issue that was on the agenda at the United Nations. Students represented a country delegate for the Model United Nations and researched their country background, country and regional positions to the item on the agenda, and negotiated and wrote draft resolutions. Each class was run as a meeting. Students had an opportunity to participate in a 2-day inter-university Model United Nations.

Two issues were debated in this 15-week course. The first issue was water for life (in relation to scarcity, quality, sanitation, human rights, and gender), and the second issue was the recent crisis in Sudan and South Sudan. Students had to write resolutions and position papers for each issue. This course required them to use all the four skills, reading, speaking, listening, and writing. Their presentation skills, analyzing skills, and critical thinking were also trained. Evaluation was based on

the Model United Nation portfolio (30%) which included meeting notes, proposals, information on the background of the issue and the country, working papers, resolution, self-evaluation, and two position papers. Students' performance (70%) during the in-class and inter-university Model United Nations meetings was also evaluated.

## 2. Instructor's perspective and strategies adopted

The writer conducted an interview with the instructor in order to know more about this class from her perspectives. Even though the students in this class had a good command of English in average, support needed to be provided to them to help them succeed in debating current international issues of the United Nations' agenda in English. It was very important to teach them the procedure, the necessary skills, and useful expressions. She taught them the rules of procedure of United Nations, how to do country background research, and how to research on the issues. She also taught them useful phrases for making motions, some common preambular clause beginnings, and some common operative clause beginnings. Besides, she taught them how to write resolutions and amendments, and how to write position papers.

The instructor let the students choose which country they want to represent and decide on the issue themselves. She believed that if students made the decision themselves, they would be more involved and their motivation would be enhanced. She also asked members of each agenda subtopic to prepare for the information and teach other students about the issue. Besides, when some students stayed quiet and were not active, she made some other students to ask them to speak. She said it was important that they helped each other and learned from each other.

## 3. Students' perspectives

In order to know the students' reactions to the course, the writer conducted a survey and asked them to fill in a questionnaire. Eleven students answered the questionnaire. The results show that 91% of the students understood 80-100% of the simulations and the teacher's explanation, and only 9% understood 60-80%.

Regarding the problems the students might have because the simulations were conducted in English, most of them (73% in average) answered that they seldom or never had trouble concentrating, or fell behind what the teacher and other classmates were saying. However, concerning the vocabulary problem, 36% answered that they often or sometimes had to look up words in the dictionary. The problem that all students had was difficulty to express their opinions in English. Sixty-four percent answered that they always, often or sometimes had this problem, 36% answered 'seldom', and 0% answered 'never'.

**Table 4. Problems students thought they had with simulations conducted in English**

Problems	always	often	sometimes	seldom	never
I have trouble concentrating	0%	0%	36%	55%	9%
I fall behind what the teacher and other classmates are saying	0%	9%	9%	73%	9%
I have to constantly look up words in the dictionary	0%	27%	9%	64%	0%
It's difficult to express my opinions	9%	18%	37%	36%	0%

All the students answered that they thought they had made some improvements in their English speaking, reading, listening, writing, and presentation skills. Eighteen percent of them in average answered ‘a lot’, 48% answered ‘more than a little’, and 34% answered ‘a little’.

**Table 5. Improvements students thought they had made**

Improvement in English skills	a lot	more than a little	a little	not at all
Speaking skills	18%	46%	36%	0%
Reading skills	27%	36%	36%	0%
Listening skills	27%	46%	27%	0%
Writing skills	9%	55%	36%	0%
Presentation skills	9%	55%	36%	0%

Some students made effort in order to improve their understanding of the simulations and their performance in class. Most of them (91%) read articles about the topics in advance, reviewed their notes at home or rehearsed their part at home. Only about 9% of them answered that they did not do anything.

**Table 6. Effort students made to improve their understanding of the simulations and their performance in class**

Students’ effort	always	often	sometimes	seldom	never
I read articles about the topics that will be discussed in advance	9%	18%	18%	46%	9%
I review my notes at home	0%	27%	36%	27%	9%
I rehearse my part at home	0%	27%	27%	36%	9%

Regarding the change in their interest and motivation in the subject matter because the language used was English, 37% of the students answered that their interest and motivation had increased a lot, 36% answered ‘increased a little’, and 27% answered ‘not changed’.

Almost all the students (91%) answered that they would prefer the lessons to be conducted in all English, and only 9% answered that they would prefer the lessons to be conducted in mostly English and a little Japanese.

## V. DISCUSSION

The findings of this research indicate that most students had certain problems (comprehending what the teacher was saying, vocabulary problems) with lessons conducted in English and almost all of them found it difficult to express their opinions in English. During group discussion in the ‘Contemporary American Society’ class, most of them did not use all English and over half of the students used mostly Japanese or all Japanese. It seems that more students in the ‘Contemporary American Society’ class than the ‘Model United Nations’ class always, often or sometimes had the problems. It implies that students with lower English proficiency may have more problems than

those with higher English proficiency.

The two case studies show that it is necessary to provide support to students to help them cope with content-based courses taught in English. The instructors in both classes adopted strategies, such as providing language support and teaching adjunct skills, to help the students understand the lessons and handle the activities. Since the class of the 'Contemporary American Society' was large and the students' English levels varied, the instructor spoke slowly, used PowerPoint presentation to show the main points of the lectures, and distributed handouts which contained Japanese explanation of the difficult terms. She also used audio and visual aids to help students understand the lectures. She asked them to do research on the topics in advance so that they would understand the lectures better and would be more interested in the topics. On the other hand, since the focus of the 'Model United Nations' class was on debating international issues, the instructor taught useful phrases for making motions, common preambular clause beginnings, and common operative clause beginnings to the students. She also taught them how to do research on the issues and how to write resolutions.

Overall, the students showed positive response to the content-based courses. In spite of the problems they faced, over two-third of them in the two classes indicated they preferred all English to be used in the lessons. Over three-fourth of them in the two classes indicated that their motivation and interest in the subject had increased because the language used in the lessons was English. Overall, almost all of them thought that they had made improvements in all the four English skills.

## **V. CONCLUSION**

It should be noted that this study has been primarily concerned with strategies adopted by the instructors and students' response to the courses. Evidence of students' improvement is subjective and has been obtained through questionnaires. While the questionnaires are effective for reflecting students' interest and motivation in learning, they may be inadequate for an objective evaluation of students' development in English skills after attending the courses. For future research, assessment tests of students' English skills and understanding of the lessons could be carried out so that a more comprehensive and reliable result could be obtained.

Notwithstanding its limitations, this study does indicate that even though teaching content-based courses in EFL English classrooms may be a challenge to the instructors and students, most students showed positive response to the classes. Most of them answered that their English skills had improved, their interest and motivation in learning had increased, and that they preferred the lessons to be taught in English. This research shows that when strategies such as providing language support and teaching adjunct skills were used to help students handle the activities and understand the lessons better, content-based courses could be successfully taught in EFL classrooms in Japan. By presenting the two case studies, this paper has provided an argument for the benefits of CBI as an effective means for increasing students' motivation and helping them improve their proficiency in English while engaging them in exploring interesting content.

As Crawford (2001) suggests, "by having the students come into contact with language that is

meaningful, interesting, and tailored to their level of ability, they will find the learning process enjoyable” (p. 55). To conclude, while CBI can be demanding and challenging for both the instructors and learners, it can also be very rewarding and stimulating.

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## APPENDIX

Questionnaire: Contemporary American Society (CAS)/ Model United Nations (MUN)

Please circle the appropriate options.

1. You are 1. male 2. female
2. You are .....year student. 1. 1<sup>st</sup> 2. 2<sup>nd</sup> 3. 3<sup>rd</sup> 4. 4<sup>th</sup>
3. Your major is 1. English 2. Chinese 3. Spanish 4. Russian  
5. International Relations 6. others
4. Your English level:  
EIKEN 1. Grade 1 2. Grade Pre-1 3. Grade 2 4. Grade Pre-2 5. Grade 3  
TOEIC 1. 860 or over 2. 730-855 3. 600-725 4. 470-595 5. below 465
5. How much of the lectures/ simulations can you understand?  
1. 80-100% 2. 60-80% 3. 40-60% 4. below 40%
6. What problems may you have with lessons/ simulations conducted in English?
  - a. I have trouble concentrating  
1. always 2. often 3. sometimes 4. seldom 5. never
  - b. I fall behind what the teacher and other classmates are saying  
1. always 2. often 3. sometimes 4. seldom 5. never
  - c. I have to constantly look up words in the dictionary  
1. always 2. often 3. sometimes 4. seldom 5. never
  - d. It's difficult to express my opinions  
1. always 2. often 3. sometimes 4. seldom 5. never
7. What do you do to improve your understanding of the lectures/ simulations and your performance in class?
  - a. I read articles about the topic that will be discussed in advance  
1. always 2. often 3. sometimes 4. seldom 5. never
  - b. I review my notes at home  
1. always 2. often 3. sometimes 4. seldom 5. never
  - c. (for MUN students only) I rehearse my part at home  
1. always 2. often 3. sometimes 4. seldom 5. never
8. (for CAS students only) During group discussion, what languages do you and your group members usually use?
  1. all English 2. mostly English and a little Japanese 3. half English and half Japanese
  4. mostly Japanese and a little English 5. all Japanese



## **Demotivating Factors in Writing Classes that Utilize Online Evaluation Services**

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### **ABSTRACT**

This study focuses on demotivating factors in the writing classes that utilize online essay evaluation services. To identify the main demotivating factors, a questionnaire survey was conducted on 353 first-year university students after they completed their one-year general English course. Contrary to the claims in previous literature on motivation, the results revealed that loss of self-efficacy and loss of intrinsic motivation have only slight correlation with students' actual devotion of efforts. The most significant external demotivating factor was the topics being uninteresting and the most significant internal factor was loss of enjoyment. This study also tackled the question raised by recent research on demotivation of whether demotivating factors are purely external. The questionnaire was designed to clarify the relationships between external and internal factors that adversely affect commitment to tasks, and it led us to conclude that demotivation should be investigated from the viewpoints of both internal and external factors.

**Key words:** motivation, demotivation, writing, online evaluation services

### **I. INTRODUCTION**

The aim of this paper is to identify the main factors of student demotivation when writing classes utilize online essay evaluation services. Writing skills are said to develop when learners write more. However, the enormous burden of reading, correcting, and grading students' essays often compels teachers to limit the amount of writing students do in class. In this context, applying computers in writing assessment can offer an efficient aid for giving students more opportunities to write and have feedback on their writings, which will contribute to improving their writing skills. In addition, automated essay evaluation systems can also eliminate one of the main difficulties writing tasks create, namely "no immediate feedback." Zimmerman and Risemberg (1997) point out four aspects that adversely affect writing motivation: (1) difficulty caused by minimal input, (2) the solitary nature of writing, (3) no immediate feedback, and (4) the effort needed to persist in the task. With an automated evaluation system, students can obtain feedback about their writing immediately after submission. Therefore, utilization of such automated systems in writing classes is expected to be very successful. However, a number of students do not seem to be satisfied with the use of automated systems. This study aims to identify the negative factors that automated evaluations create and/or those that remain even after automated evaluations are used. The research findings can lead to useful suggestions to make learning of writing more efficient and desirable.

Dörnyei (1998) (in Dörnyei & Ushioda, 2011) proposed the top nine demotivators, factors

which have negative influence on learning motivation. These are (i) the teacher (personality, commitment, competence, teaching method), (ii) inadequate school facilities (group is too big or not the right level; frequent change of teachers), (iii) reduced self-confidence (experience of failure or lack of success), (iv) negative attitude towards the L2, (v) compulsory nature of L2 study, (vi) interference of another foreign language being studied, (vii) negative attitude towards L2 community, (viii) attitudes of group members, and (ix) coursebook. Many of these factors overlap with those pointed out by other studies. For example, Gorham and Christophel (1992) include as demotivators dissatisfaction with grading and assignment, the teacher being unmotivated or her inappropriate behaviors (such as insulting), the dislike of the subject area, and the inferior organization of the teaching material. Though Sakai and Kikuchi (2009) found that teachers' competence and teaching styles were not so strong as demotivating factors, they agreed that learning contents and materials, and test scores were significant demotivating causes for many Japanese High school students.

Similar to motivation, demotivation is a complex phenomenon, which involves various external factors, and at the same time, has a close relationship with various emotions. Previous studies disagree on the question of whether demotivating factors are purely external. In one aspect, the most prevalent definition of demotivation emphasizes its external nature by stating that demotivation concerns "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (Dörnyei & Ushioda, 2011: 139). On the other hand, some recent studies including Sakai and Kikuchi (2009), Falout and Maruyama (2004), and Tsuchiya (2006) show internal factors as demotivators (e.g., reduced self-confidence and lack of intrinsic motivation in Sakai & Kikuchi (2009) and self-denigration in Falout, Elwood & Hood (2009)). Even Dörnyei, who regards demotivating factors as external, lists certain demotivators that can be viewed as internal, such as (iii) reduced self-confidence, (iv) negative attitude towards the L2, and (vii) negative attitude towards L2 community. Many other studies also show the close relationship between reduced self-efficacy<sup>1</sup> and demotivation (Dörnyei, 2001; Pajares & Valiante, 2008; Hidi & Boscolo, 2008; Sakai & Kikuchi, 2009, etc.). The correlation between the feeling of joy and self-efficacy is also found (Hidi & Boscolo, 2008; Schunk & Swartz, 1993). In addition, self-regulation<sup>2</sup> is regarded as an important motivational variable (Graham & Harris, 2000).

In this study, which limits its focus on writing development through the usage of an automated evaluation system, we posit the following factors as demotivators.

(1) Demotivators in essay writing classes with an automated evaluation system

(i) negative external factors

1. No Reliance on Automatic Grading (cf. Gorham & Christophel, 1992)
2. Contingency of Obtained Grades and Dedicated Efforts (Gorham & Christophel, 1992)
3. Unacceptable Disadvantages Caused by Poor Typing Skills
4. Difficulty Level Too High (Dörnyei's factor in (2))
5. Uninteresting Topics (Gorham & Christophel, 1992)

## (ii) negative internal factors

1. Loss of Intrinsic Motivation (Sakai & Kikuchi, 2009, etc.)
2. Loss of Self-efficacy (Dörnyei, 1998, etc.)
3. Loss of Enjoyment (Hidi & Boscolo, 2008, etc.)
4. Loss of Self-regulation (Graham & Harris, 2000, etc.)

External factors in (i-2) and (i-5) emerged from comments made by students in two preparatory surveys, which were distributed to 24 students in November 2010 and 451 students in January 2011, respectively (Nishimura, Ishii & Shimo, 2010; Nishimura, 2011). These two factors were pointed out by many students in a free-writing section, alongside the other three factors (i-1), (i-3) and (i-4), which were given as answer choices. Factors (i-1) and (i-2) are both related to dissatisfaction with grading, a factor pointed out by Gorham and Christophel (1992). Factor (i-3) is unique to computer-assisted writing learning. Factors (i-4) and (i-5) are demotivating elements grouped as “Class environment” and “Class materials” in Sakai and Kikuchi (2009). The other demotivating elements which relate to teachers, classmates, and attitude towards English or its learning at school were not taken into consideration because these are not specific to writing classes. The rest of the main factors identified in Dörnyei (1998) and other studies are listed as internal factors in (1) (ii).

Finally, how to measure motivation can be controversial. Some previous studies used learners’ language proficiency level as the measure of motivation, while others asked simple questions such as “How motivated are you to learn English?” (Sakai & Kikuchi, 2009). However, learners with a higher proficiency level are not always more motivated than those with a lower level, and also those who self-report that they are “very motivated” are not necessarily more motivated than those who identify as “more or less motivated” or “not so motivated.” Moreover, it is very difficult to distinguish motivation from other positive feelings such as increasing self-confidence and interest. Those who described themselves as “very motivated” might merely have enjoyed the task. Neither of the measurements serves to reveal learners’ motivation levels straightforwardly. Thus, in the current study, the measurement of commitment to the tasks was adopted for this purpose. Dörnyei and Ushioda (2011) gave a basic definition of motivation by stating that motivation is responsible for (i) *why* people decide to do something, (ii) *how long* they are willing to sustain the activity, and (iii) *how hard* they are going to pursue it. Because in university classrooms, students usually do not have the opportunity to decide concerning *why* and *how long*, the commitment to the task is measured by asking the subjects how hard they worked to make their essay better.

## II. RESEARCH QUESTIONS

The hypothesis we adopt in this study is that all the demotivating factors listed in (1) have negative impact on students’ commitment level. Our research questions are to bring to light the relationship between external and internal factors, to examine whether this hypothesis stands true for writing classes utilizing an automatic grading service, and to specify which demotivator

correlates the most with the level of commitment toward writing tasks. Also, if the previous studies claiming the relationship between difficulty levels and motivation levels are correct, students in lower classes would be expected to show demotivation more often when given a task of the same difficulty. In the current survey framework, regardless of class levels, the levels of the writing assignments given to students were almost the same among all the classes. Essay topics were chosen from the same range of difficulty and students' essays were evaluated through the computer system following the same criteria. When the level of an assignment remains the same, then the students' perception of the task difficulty increases as the class level goes down. Therefore, we can expect a tendency that lower-proficiency students put their effort to writing tasks less.

## (2) Research Questions

- (i) Which external factors caused the four negative elements?
- (ii) Which negative external factors correlate the most with the level of commitment toward writing tasks?
- (iii) Which negative internal factors correlate the most with the level of commitment toward writing tasks?
- (iv) Is there a tendency that lower-proficiency students work less hard? If they work less, is it because they perceive the tasks as too difficult?

## III. METHOD

### 1. Participants

Participants in this study consisted of 353 first-year university students in Osaka, Japan, who were enrolled in one general English and one oral English course, each of which included two 90-minute classes per week. They were placed in 18 different classes on the basis of the scores of their placement tests taken prior to the beginning of the course. Each class utilized an online writing evaluation service, and students submitted six practice essays and four essays for the mid-term and final examinations. Sample essay topics are as follows:

- [Descriptive/ Narrative] Describe a "good person"/ your favorite movie/ a trip you have taken.
- [Cause/ Effect] Write an essay describing how life would change if someone in your family stopped doing his or her regular household chore.
- [Compare/ Contrast] Explain how the place you live and the place you would like to go for a trip are similar and how they are different.
- [Persuasive] Decide how to use an unused room and write a letter to the authority to support your opinion.

Descriptive and narrative essays were chosen for the first semester and the other three types for the second semester. Except for the final examination in the second semester, each class chose

different topics. For the mid-term and final examinations in the first semester, and the mid-term examination in the second semester, students had one to three weeks to complete essays before the examination day. Before each examination, they submitted their drafts once for practice to the online evaluation service to receive feedback on grammar (e.g., run-on sentences, subject-verb agreement), usage (e.g., wrong articles, preposition errors), mechanics (e.g., spelling, missing question mark), style (e.g., repetition of words, too many short sentences), and organization and development (e.g., thesis statement, transition words). After making necessary corrections, they remembered the content or sentences of the essay. On the examination, they typed their essay on line without drafts, dictionaries or any resources within 30 minutes. For the final examination in the second semester, four topics of the same level were chosen for four different groups of classes since four different slots were arranged in the examination time schedule for each group. The students were given 10 minutes of preparation time. The topics were presented 10 minutes before the students started to type on the computer. The allotted time for completing the essay was 30 minutes. Students had chance to practice twice the same style (10 minutes preparation + 30 minutes writing) with different topics before the final examination.

The timing and detailed contents of the instruction given during the class, as well as the textbooks used, varied by individual teachers. Some teachers required students to write more than a certain number of words (e.g., 200 words) in some or all of the essays. In some classes, before tackling the writing tasks, the students read articles related to the essay topics or articles that followed similar organizational patterns to those that the students were supposed to adopt in their writing. Despite the many variations in teaching style, all the teachers succeeded in having their students understand and practice how to write an essay. The students were taught that an essay contains a thesis statement in the introductory paragraph, a topic sentence followed by its supporting sentences in each of the body paragraphs, and a concluding statement in the final paragraph. They practiced writing essays following these rules. After each practice submission, the students were advised to improve their essays referring to the feedback from the online service.

## **2. Procedure**

An anonymous questionnaire survey was conducted in each class from January 12 through 24, 2012. The aim of the questionnaire was to clarify the cause-and-effect relationship between the five negative external factors and four negative internal factors shown in (1) above. In addition, the relationship between the external and internal factors as well as effort levels devoted by the students was examined. The negative internal and external factors were listed in the questionnaire, which also had a free-writing section marked “other” for those who could not find any appropriate choices<sup>3</sup>. The following items, shown in (2) and (3), were interpreted from the factors provided in (1).

(2) [External factors]

- The given scores are not reliable. (点数が信頼できない)
  - 1. No Reliance on Automatic Grading
- The given scores do not reflect my efforts. (点数に努力が反映されない)
  - 2. Contingency of Obtained Grades and the Dedicated Efforts
- Poor typing skills are a disadvantage. (タイピングが苦手だと損をする)
  - 3. Disadvantages Caused by Poor Typing Skills
- The difficulty levels of the writing tasks are too high. (レベルが高すぎる)
  - 4. Difficulty Level Too High
- Given topics were not interesting. (トピックに興味をもてなかった)
  - 5. Uninteresting Topics
- Other (その他)

(3) [Internal Factors]

- It demotivated me. (やる気がそがれた)
  - 1. Loss of Intrinsic Motivation
- It reduced my confidence. (自分にはできないという気持ちになった)
  - 2. Loss of Self-efficacy
- It made me feel bored. (つまらないと感じた)
  - 3. Loss of Enjoyment
- I lost my desire to improve my writing. (自分で英文を改善しようと思えなかった)
  - 4. Loss of Self-regulation
- Other (その他)

The questionnaire then asked the students to attribute as many negative internal features as they could think of that were caused by each negative external factor. Students who experienced no negative emotion were asked to leave it blank. Students unable to make a decision from the four choices were allowed to choose the “other” category.

Regarding effort levels, the students were asked two questions:

- Do you think that you gathered enough information to write essays by using the Internet or some other resource?
- Do you think that you made enough effort to improve your English writing by looking up for words or grammar in a dictionary or other books?

Subsequently, they were asked to choose one of the following five answers on a 5-point scale: (0) I Don't Know, (1) I Definitely Don't Think So, (2) I Really Don't Think So, (3) I Think So to Some Extent, and (4) I Strongly Think So. Choice (1) corresponded to 1 point and (4) to 4 points. A total of 25 students who selected (0) were excluded from the data and thus from the entire calculation. Then, the average of the two scores from the two questions was calculated to divide the students into four overall groups: Inactive (average score of 1–1.5 points): 17 students, Non-hardworking

(2–2.5 points): 117 students, Hardworking (3–3.5 points): 166 students, and Very Hardworking (4 points): 28 students.

#### IV. RESULTS

##### 1. External Factors Causing the Four Negative Internal Factors

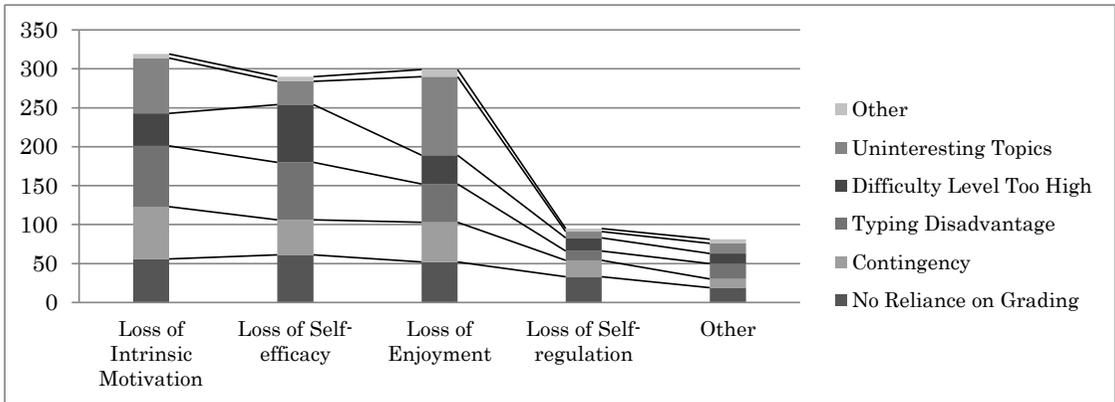
The results from the 353 participants of the survey showed that 219 students chose No Reliance on Grading, 193 students Contingency, 224 Typing Disadvantage, 179 Difficulty Level Too High, 217 Uninteresting Topics, and 28 Others. On average, the students chose 3.00 external factors. The numbers of items chosen as internal factors caused by those external factors are shown in Table 1. The total of 1,084 indicates the cumulative number of students who marked the five choices concerning negative internal features. For example, a student who marked Loss of Intrinsic Motivation and Loss of Self-efficacy for the external factor of No Reliance on Automatic Grading is counted as two. Therefore, on average, the students chose 3.07 negative internal changes for the six external features.

**Table 1**

*Numbers of Students who Selected the Negative Internal Changes for Each Negative External Factor*

	Loss of Intrinsic Motivation	Loss of Self-efficacy	Loss of Enjoyment	Loss of Self-regulation	Other	Total
No Reliance on Automatic Grading	56	61	52	33	19	221
Contingency	67	45	51	21	11	195
Typing Disadvantage	78	74	49	12	20	233
Difficulty Level Too High	42	74	37	17	13	183
Uninteresting Topics	71	30	101	8	13	223
Other	5	6	9	4	5	29
Total	319	290	299	95	81	1084

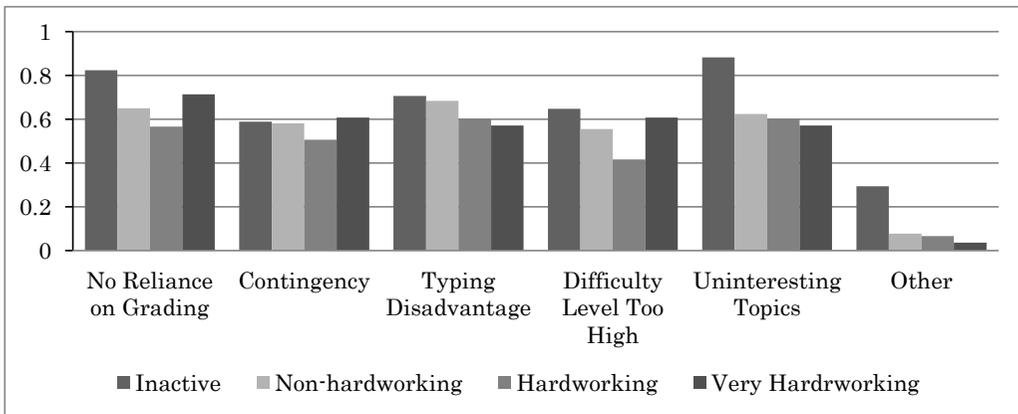
Figure 1 shows the relationships between negative internal and external factors. The vertical axis indicates the number of students. The Loss of Intrinsic Motivation is evenly affected by each external factor and its most important triggers are Typing Disadvantage, Contingency Between the Obtained Grades and the Devoted Efforts, and Uninteresting Topics. The Loss of Self-efficacy was found to be triggered by Difficulty Level Too High, Typing Disadvantage, and No Reliance on Automatic Grading. Uninteresting Topics had a significant impact on the Loss of Enjoyment, while Difficulty Level Too High and Typing Disadvantage had little impact. The Loss of Self-regulation was noticeably lower than any other negative internal factor, and it was not caused by any significant negative factor<sup>4</sup>. Its greatest trigger was No Reliance on Automatic Grading.



**Figure 1. Relationship between negative emotions and negative external factors**

## 2. Negative External Factors Correlating the Most with Commitment Levels

Figure 2 shows the number of negative factors that were marked on average by each group of students. The factors of Typing Disadvantage and Uninteresting Topics suggest a negative correlation with the amount of effort devoted toward the tasks. Contingency, No Reliance on Automatic Grading, and Difficulty Level Too High also suggest a weak negative correlation. The means, maximum and minimum values, and standard deviations of Commitment and the five negative external factors are given in Table 2.



**Figure 2. The average numbers of markings on the external factors among the four groups**

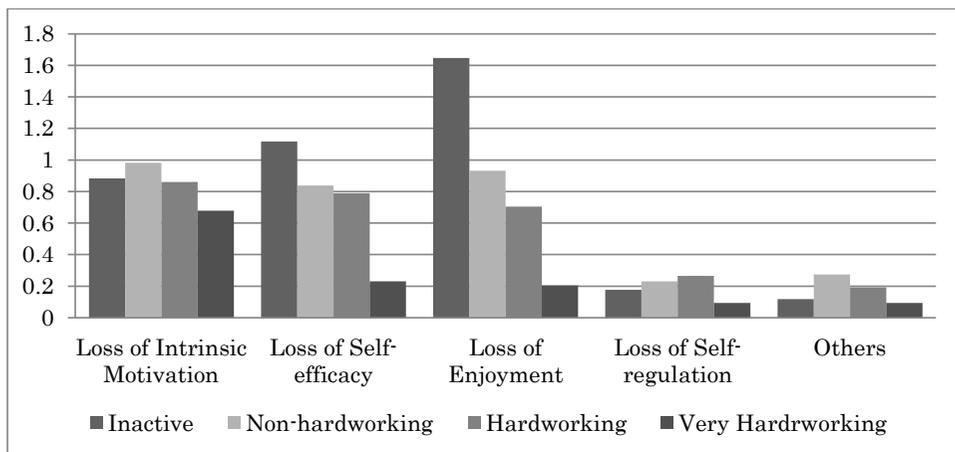
**Table 2***Means, max/min values, and s.d. of Commitment and negative emotions*

	Mean	Max	Min	SD
Commitment	2.83	4	1	0.69
No Reliance on Grading	0.62	1	0	0.48
Contingency	0.55	1	0	0.50
Typing Disadvantage	0.63	1	0	0.48
Difficulty Level Too High	0.49	1	0	0.50
Uninteresting Topics	0.62	1	0	0.48

Correlation coefficients of commitment toward the tasks with each negative factor are  $-.08$  for No Reliance on Automatic Grading,  $-.08$  for Typing Disadvantage,  $-.08$  for Difficulty Level Too High, and  $-.11$  for Uninteresting Topics. Though all the values are not high enough, only Uninteresting Topics rejects the null hypothesis in the test of no correlation ( $t = 1.99, p = .047$ ).

### 3. Negative Internal Factors Correlating the Most with Commitment Levels

Figure 3 shows the number of negative internal factors that are marked on average by the four student groups. It suggests negative correlations between commitment levels and negative internal factors except for the Loss of Self-regulation. The means, maximum and minimum values, and standard deviations of Commitment and the four negative internal factors are given in Table 3.



**Figure 3.** The average numbers of markings on the negative internal factors among the four groups

**Table 3***Means, max/min values, and s.d. of Commitment and negative internal factors*

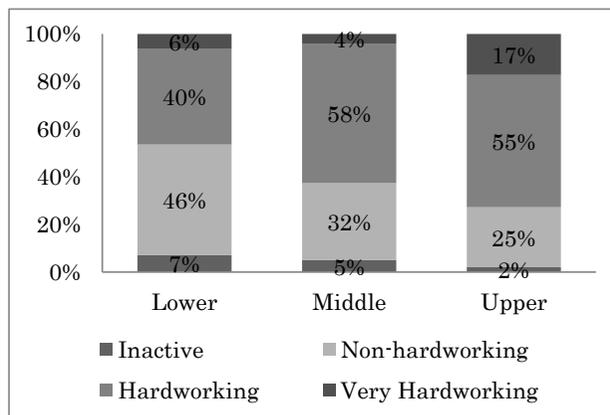
	Mean	Max	Min	SD
Commitment	2.83	4	1	0.69
Loss of Intrinsic Motivation	0.89	6	0	1.19
Loss of Self-efficacy	0.84	6	0	1.17
Loss of Enjoyment	0.85	6	0	1.23
Loss of Self-regulation	0.26	4	0	0.59

Loss of Intrinsic Motivation, Loss of Self-efficacy, and Loss of Enjoyment suggest negative correlations with commitment ( $r = -.07, -.002$  and  $-.15^*$ ). The only factor that can be admitted to be in correlation with actual efforts is the Loss of Enjoyment. Its results of the test for no correlation is  $t = 2.74, p = .01$ . Loss of Intrinsic Motivation and Loss of Self-efficacy are not correlated to the amount of effort devoted toward the tasks. This contradicts what has been generally stated in the literature. Moreover, Loss of Self-regulation shows a weak positive correlation with devotion of efforts ( $r = .09$ ). In other words, the less students attempt to regulate themselves to complete the tasks, the more they try to improve their essays. Drawing on the results from this survey, the best predictor of actual devotion of efforts is enjoyment. However, intrinsic motivation, self-efficacy, self-regulation were found not to be good predictors of actual commitment.

#### 4. Tendencies of the three proficiency-based groups

##### 4.1 General characteristics of each group

On the basis of their placement test results, the 18 classes were divided into three proficiency groups. The test is standardized, and its results follow a normal distribution ( $x: N(\text{mean}, \text{variance}) = N(188.62, 1139.65)$ ). The dividing scores are calculated by the formula “ $Mean \pm 0.5 SD (= 205.51, 171.75)$ ” to form Lower, Middle, and Upper groups. Because the survey was anonymous, we could use only class levels to associate students with test scores. The Lower group ( $n = 137$ ) comprises the classes of which average scores are the closest to 171.75 or less than this. The Upper group ( $n = 92$ ) comprises the classes of which average scores are the closest to 205.51 or higher than this. The remaining classes form the Middle group ( $n = 124$ ). As shown in Figure 4, the Inactive and Non-hardworking groups occupy 53% of the Lower group, whereas they are the minority in the upper groups (with 37% in the Middle and 27% in the Upper). Furthermore, the Hardworking and Very Hardworking groups occupy 46% of the Lower group, whereas they occupy 62% in the Middle and 72 % of the Upper. In other words, the higher the students’ proficiency becomes, the more efforts they make.



**Figure 4. Proportion of the four groups in the three proficiency-based groups**

The overall number of markings decreased as the proficiency levels increased. Table 4 and Table 5 show the means, standard deviations and the *t*-test results of the differences in the means between Lower and Upper groups concerning negative external and internal variables. Due to the multiple paired comparisons, Bonferroni's adjustment was applied to minimize inflation of error rates ( $\alpha = .05$ ). Since six and five *t*-tests were conducted in each table, the statistical significance levels were chosen to be .008 and .01 respectively. According to the results, an external factor "Typing Disadvantage", and two internal factors "Loss of Intrinsic Motivation" and "Loss of Enjoyment" differ significantly between Lower and Upper groups: Lower-proficiency students chose those factors more often than upper-proficiency students.

**Table 4*****Means, standard deviations, and t-test results of the negative external factors***

	Lower ( <i>n</i> = 137)		Middle ( <i>n</i> = 124)		Upper ( <i>n</i> = 92)		Mean (Lower)-Mean (Upper)		
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Effect Size ( <i>d</i> )
No Reliance on Grading	0.23	0.18	0.31	0.22	0.20	0.16	0.69	.49	.17
Contingency	0.15	0.13	0.19	0.15	0.17	0.15	-0.41	.68	.14
Typing Disadvantage	0.21	0.17	0.26	0.19	0.38	0.24	-2.73*	.007	.85
Difficulty Level Too High	0.16	0.14	0.13	0.11	0.11	0.10	1.14	.25	.04
Uninteresting Topics	0.22	0.17	0.29	0.21	0.23	0.18	-0.16	.87	.06
Others	0.03	0.17	0.03	0.18	0.05	0.23	-0.90	.37	.10

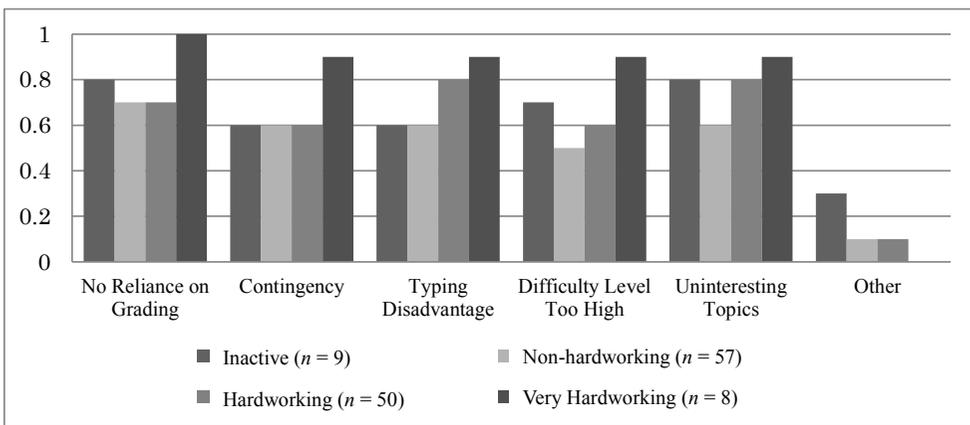
\**P*<.008**Table 5*****Means, standard deviations, and t-test results of the negative internal factors***

	Lower ( <i>n</i> = 137)		Middle ( <i>n</i> = 124)		Upper ( <i>n</i> = 92)		Mean (Lower) - Mean (Upper)		
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Effect Size ( <i>d</i> )
Loss of Intrinsic Motivation	1.02	2.02	0.80	1.11	0.63	0.70	2.62*	.009	.24
Loss of Self-efficacy	0.91	1.56	0.72	1.13	0.70	1.01	1.40	.16	.15
Loss of Enjoyment	0.93	1.65	0.93	1.68	0.52	0.82	2.85*	.005	.30
Loss of Self-regulation	0.36	0.73	0.20	0.26	0.20	0.16	1.93	.06	.28
Others	0.18	0.58	0.20	0.57	0.34	1.02	-1.3	.19	.20

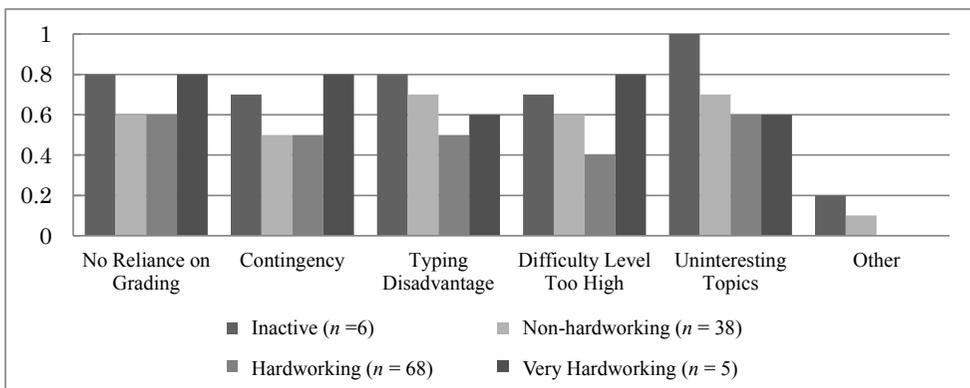
\**P*<.01

#### 4.2 Relation between negative external factors and actual commitment

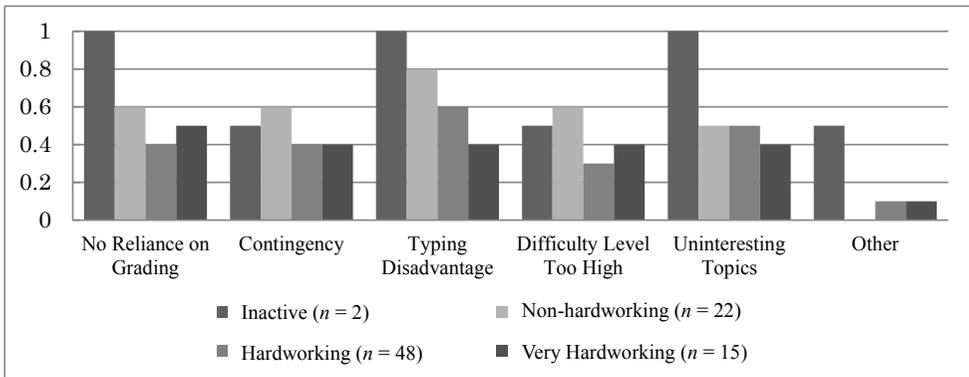
The average numbers of markings on the negative external factors among the Inactive, Non-hardworking, Hardworking, and Very Hardworking groups are shown in Figure 5, 6 and 7 for each proficiency group. The vertical axis in the figures corresponds to the average markings on each negative factor. In the Lower- and Middle-proficiency groups, Very Hardworking groups marked negative external factors as frequently as Inactive groups did. This tendency was not observed in the Upper-proficiency group. In the Upper group, those who marked more negative features worked less, and those who marked less worked more. This suggests that there were more students who studied hard despite the frustration caused by negative external factors in the Lower and Middle groups than in the Upper group, where students studied with less stress.



**Figure 5. The average numbers of markings on the negative external factors among the four groups (Lower-proficiency Group)**



**Figure 6. The average numbers of markings on the negative external factors among the four groups (Middle-proficiency Group)**



**Figure 7. The average numbers of markings on the negative external factors among the four groups (Upper-proficiency Group)**

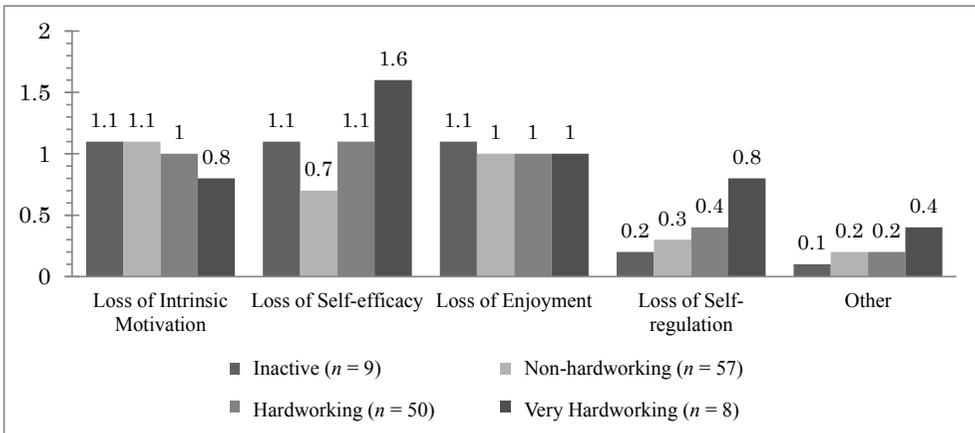
#### 4.3 Relation between negative emotions and actual commitment

The average numbers of markings on the negative internal factors among the Inactive, Non-hardworking, Hardworking, and Very Hardworking groups are shown in Figure 8, 9 and 10 for each proficiency group. The vertical axis represents the average number of markings on each factor.

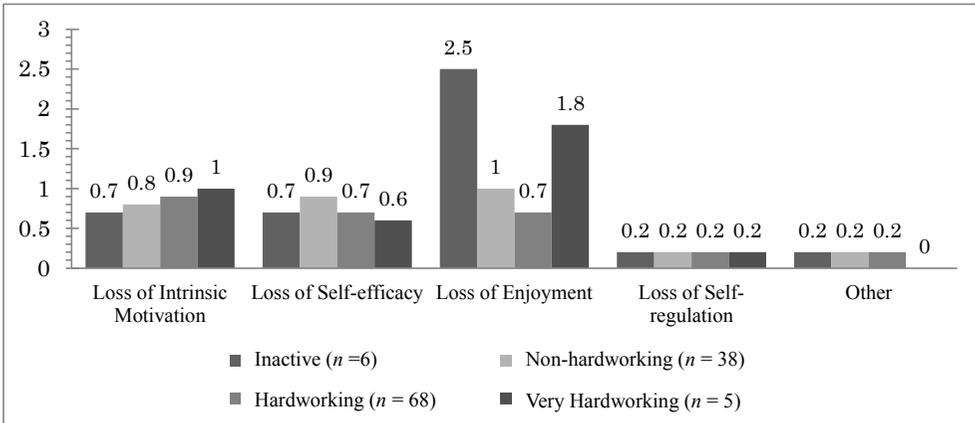
In the Lower group, the Inactive and Non-hardworking groups marked Loss of Intrinsic Motivation most frequently. On the other hand, the Very Hardworking group chose Loss of Self-efficacy significantly more frequently than did any other group. This suggests that there are two types of students: those who devoted enough effort even though (or for the very reason that) they lost their confidence, and those who lost their confidence because they could not achieve satisfactory results despite working hard.<sup>5</sup>

For the students in the Middle group, the Loss of Enjoyment (the largest negative internal factor, as seen in Table 5) was felt not only by the Inactive group but also by the Very Hardworking group. This suggests that there were students who worked hard even though they did not enjoy it. In fact, more than 50% of the markings on Loss of Enjoyment were from the Hardworking and Very Hardworking groups (55 out of 107 markings). In addition, more than 50% of the markings on Loss of Intrinsic Motivation (64 out of 99) and Loss of Self-efficacy (49 out of 88) came from hardworking groups.

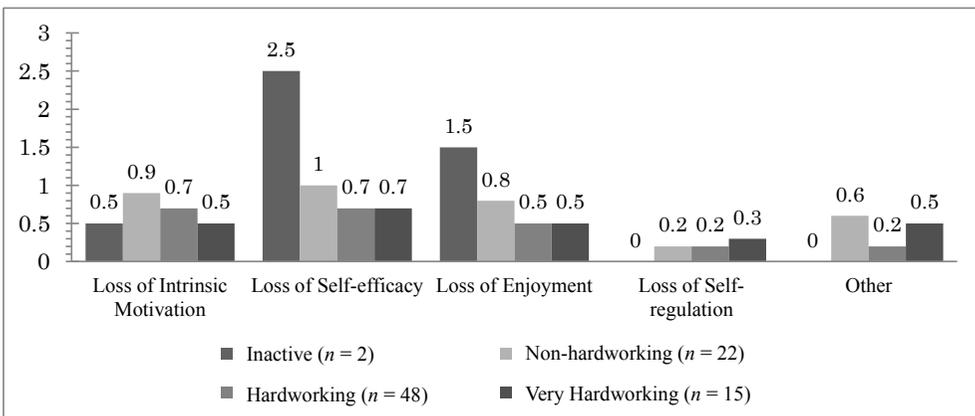
In the Upper group, more than 70% of the students were in the Hardworking or Very Hardworking group. The Inactive group marked Loss of Self-efficacy and Loss of Enjoyment twice as more frequently as did the other groups. The holistic average number of markings on the four factors (2.4 items) is lower than the Lower (3.4 items) and Middle (2.8 items) groups. The difference of means between the Lower and Upper groups is significant ( $t = 4.08, p < .001$ ).



**Figure 8. The average numbers of markings on the negative internal factors among the four groups (Lower-proficiency Group)**



**Figure 9. The average numbers of markings on the negative internal factors among the four groups (Middle-proficiency Group)**



**Figure 10. The average numbers of markings on the negative internal factors among the four groups (Upper-proficiency Group)**

## V. DISCUSSION

The questionnaire survey elucidated the following points:

- (i) Which external factors caused the four negative emotions?
  - The external factor Uninteresting Topics caused the internal factor Loss of Enjoyment. The other external factors affected the internal factors Loss of Intrinsic Motivation and Loss of Self-efficacy almost evenly. Loss of Self-regulations gathered few votes.
- (ii) Which negative external factors correlate the most with the level of commitment toward writing tasks?
  - Uninteresting Topics correlate the most with actual devotion of efforts.
- (iii) Which negative internal factors correlate the most with the level of commitment toward writing tasks?
  - Loss of Enjoyment correlates the most with actual devotion of efforts.
- (iv) Is there a tendency that lower-proficiency students work less hard?
  - Yes. Almost a half of the students in the Lower classes were Inactive or Non-hardworking, whereas most of the students in the Upper classes were Hardworking or Very Hardworking.

If they work less, is it because they perceive the tasks as too difficult?

- No. The only significant difference between the two proficiency groups was in Typing Disadvantage as an external factor, and in Loss of Intrinsic Motivation and Loss of Enjoyment as internal factors.

The point in (i) indicates that the association between internal and external factors is not straightforward. For some students, one external factor affects one internal factor, but for other students, the same external factor affects other internal factors. The only association found in this survey was between Uninteresting Topic (causer) and Loss of Enjoyment (effect). The former was the greatest external factor to cause the latter, and the latter, in turn, was the internal effect that the former caused the most. One-third of the total markings on Loss of Enjoyment (101 of 299) are associated with Uninteresting Topics as their cause, and the biggest portion of the markings on Uninteresting topics (101 of 223) is from Loss of Enjoyment.

As pointed out in (ii) and (iii), the only factors in correlation with actual devotion of efforts are Uninteresting Topics and Loss of Enjoyment. Loss of Self-efficacy was irrelevant to actual devotion of efforts. This is contrary to what has been claimed in many studies. In our questionnaire survey, most students (74 of the 124 students who lost self-efficacy) worked hard or very hard, even though they lost confidence during the tasks. The correlation between Loss of Intrinsic Motivation and actual devotion of efforts was also found to be extremely weak, though it had the greatest

negative effect. In this survey, 194 of the 328 students who marked this factor worked hard. In contrast, Loss of Self-regulation had the smallest negative effect. About three-fourths of the students (258 of 353) did not mark it for any question. However, approximately half (134 of the 328 students) did not work hard enough. These facts may indicate that losses of self-efficacy, of intrinsic motivation, and of self-regulation have no substantial effect on actual devotion of efforts on their own, or they may just suggest many students still made an effort even as they experienced negative effects. The latter possibility can be brought by other external factors such as the desire (or requirement) to obtain good grades, to graduate from university, and to find a good job. One more thing to take into consideration here is that the students also reported that their intrinsic motivation was enhanced by receiving instant feedback and purely objective grading. Therefore, we cannot conclude that the losses of self-efficacy, of intrinsic motivation, and of self-regulation do not have an impact on commitment levels, or that the students worked on their writing skills only on the basis of extrinsic motivation. However, the study showed clearly the amount of effort that students actually put into writing assignments correlates with Loss of Enjoyment more than the three powerful predictor candidates.

With (i), (ii), and (iii) considered together, a cause-effect relationship can be observed between Uninteresting Topics and Loss of Enjoyment, and between Loss of Enjoyment and low devotion of efforts. The suggestions and assumptions made in this study will be verified if we can eliminate a significant number of markings on Loss of Enjoyment by assigning interesting topics for students and if we can reduce a significant number of inactive and non-hardworking students by assigning interesting topics. From a pedagogical point of view, it is key for successful writing classes to include topics that students are likely to be interested in. Teachers can have the students choose topics themselves according to their interests or give them a list of topics from which to choose. As shown in this study, when students are writing about something they find interesting, they enjoy writing, which is expected to lead to a greater amount of effort that they put into the writing assignment.

Finally, as stated in (iv), although the tendency that lower-proficiency students work less is confirmed, it is not because they perceive the tasks as too difficult. The average number of markings on Difficult Level Too High appears to increase as the class levels go down. However, it does not show significant difference between the Lower and the Upper groups. In addition, in all the proficiency groups, Difficult Level Too High does not suggest a negative correlation with the amount of effort towards the tasks. On the contrary, based on the significant differences between the two groups regarding Typing Disadvantage, Loss of Intrinsic Motivation, and Loss of Enjoyment, we can say that teachers should be careful about posing additional burdens, such as practicing typing, on students for whom the writing task is overwhelmingly difficult. Such burdens, which may not affect higher-proficiency students so much, can have negative impacts on many students in lower level classes. The same applies to the other two factors. Lower-proficiency students are more likely to lose intrinsic motivation and enjoyment when facing a negative external factor, in comparison to their higher-proficiency counterparts. Teachers should be aware of these tendencies.

Comparisons of the markings on negative factors among the three proficiency groups brought to light several different characteristics of students at these proficiency levels, even though the numbers of students in the Inactive and Very Hardworking groups at each proficiency level were so small that a conclusive judgment could not be made on this issue. This implication will make the findings of this research more practical. For example, the results implied that, compared to students in the Upper group, students in the Lower and Middle groups felt frustrated by more features of the writing assignments utilizing the online essay evaluation service. This calls for more considerations for the Lower and Middle groups: Students may need explanations about how the online service evaluates their essay and in what ways the scores it gives them are useful, or they may need scaffolding to write single sentences and relate each sentence to another before organizing the essay. For the Upper group, where Loss of Self-efficacy appears to be the largest demotivator, teachers may need to help students notice their improvements so that they can develop greater self-efficacy.

Lastly, several methodological inadequacies in this study should be addressed here for improvement in future research. First, we need to devise a measurement of motivation. This study used levels of commitment to the tasks to measure motivation. However, it is possible that people work hard even when they have little motivation. Therefore, we need to establish reliable methods to measure motivation in the first place. Second, to judge students' commitment levels, only two criteria were used, namely, how much effort they made in (i) gathering information and (ii) consulting reference books to write better essays. However, these are not the only factors to detect the amount of students' effort. The total number of words in the essays and personal overall impressions of their effort levels should also be taken into account, among other considerations. Third, in the questionnaire, which asked the students to choose as many items as they thought were attributable, it was not guaranteed that all the students thought the item in question was attributable to the same degree. Some students might have thought one negative factor was a significant demotivator, while some other students selecting the same item might have thought it was only a minor demotivator. Therefore, the questions should be revised to capture students' feelings more precisely.

## **VI. CONCLUSION**

The most significant external and internal demotivating factors are Uninteresting Topics and Loss of Enjoyment, respectively. The factor of Uninteresting Topics is the greatest cause of Loss of Enjoyment, and Loss of Enjoyment is the greatest effect of Uninteresting Topics. From this questionnaire survey, we could not determine whether internal or external factors are more appropriate for examination in the study of demotivation. However, the strong association between uninteresting topics and loss of enjoyment and their association with the levels of actual efforts may imply the necessity to analyze demotivation from both aspects. For any of the negative factors, internal or external, a large number of markings predicts low efforts made by the students.

Automatic grading systems can help students develop their writing skills by giving them immediate feedback without bothering the teachers. However, teachers still need to read and give

personal comments on the students' essays. Teachers' interventions in the learning of writing play an important role in giving the students reasons to write and helping to improve their writing skills. Advice this study can offer is that topic choice is one of the most important elements to have students enjoy writing and work hard in writing classes. When the writing topics are uninteresting, students are unlikely to enjoy the writing tasks, and if they do not enjoy writing, they will probably devote little effort to it. Despite the aid of automatic grading systems, which allow students to write more on their own, students will write less if they do not find the task enjoyable—and this impedes the development of their writing skills. Instruction in writing classes should also be changed according to students' language proficiency levels. This is done not only by selecting easier topics for writing or lowering the achievement goals of lower-proficiency classes, but also by taking care not to impose additional burdens other than the main writing task and by appropriately addressing student frustration, which builds up more easily in lower level classes. However, these findings represent only a small fraction of the facts to be uncovered regarding this topic. Further studies are needed to investigate learners' motivation/demotivation from various perspectives.

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#### **NOTES**

<sup>1</sup> Self-efficacy beliefs are, in the context of schooling, defined as students' judgment "of their capabilities to organize and execute the courses of action required to attain designated types of performances" (Bandura, 1986 in Pajares & Valiante, 2008)

<sup>2</sup> Students using self-regulatory strategies are independent learners who are able to set goals, motivate themselves, or stay focused when distracted by other classmates by themselves.

<sup>3</sup> The number of the markings on "others" was 81 out of 1084 markings. We did not analyze students' voices written in the free-writing space in this study.

<sup>4</sup> Another section of the questionnaire asked the students to answer which factor improved which aspect of learning. According to the results, the immediate feedback given by the online service increased students' intention to improve their English sentences on their own. Therefore, the reason why the Loss of Self-regulation is so low compared to other negative emotions resides in the favorable characteristics of the automated evaluation system.

<sup>5</sup> Based on the results from the questionnaire, the students whose average commitment score was 3 or more, and who marked Loss of Confidence for any questions totaled 34. Among these, 12 were not satisfied with their outcomes (so much/at all), and 21 were satisfied with their outcomes (to some extent/very much). Of the 34, one did not respond to the question about satisfaction in the outcomes. This leads us to conclude that most students made efforts even though they lost their self-efficacy, and were eventually satisfied with their essays.

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**APPENDIX : Questions asked in the questionnaire**

1. まず、Criterionを使っている、良かったと思う点を左欄にマークしてください(複数回答可)。次に、左欄にマークした項目について、それぞれどう良かったと思うのか、その理由を下のA～Eから選んでマークするか、自由記述欄に記入するかして、答えてください。Eを選択した場合は、内容を( )に書いて下さい(複数回答可)。

- 客観的な点数が出る。(自由記述→ ) A○ B○ C○ D○ E○
- 文法、文体についてのフィードバックが返ってくる。(自由記述→ ) A○ B○ C○ D○ E○
- 点数や文法、文体についてのフィードバックが即座に返ってくる。(自由記述→ ) A○ B○ C○ D○ E○
- 先生とCriterionの両方に採点してもらえる。(自由記述→ ) A○ B○ C○ D○ E○
- 興味の持てるトピックが与えられた。(自由記述→ ) A○ B○ C○ D○ E○
- その他(自由記述→ ) A○ B○ C○ D○ E○

- A. やる気につながった。 B. 自分で英語を使って表現できるという気になった。  
 C. 楽しく勉強ができた。 D. 自発的に文法や文体を改善しようという気になった。  
 E. その他 ( )

2. まず、Criterionを使っている、良くなかったと思う点を左欄にマークしてください(複数回答可)。次に、左欄にマークした項目について、それぞれどう良くなかったと思うのか、その理由を下のA～Eから選んでマークするか、自由記述欄に記述するかして、答えてください。Eを選択した場合は、内容を( )に書いて下さい(複数回答可)。

- 点数が信頼できない。(自由記述→ ) A○ B○ C○ D○ E○
- 点数に努力が反映されない。(自由記述→ ) A○ B○ C○ D○ E○
- タイピングが苦手だと損をする。(自由記述→ ) A○ B○ C○ D○ E○
- レベルが高すぎる。(自由記述→ ) A○ B○ C○ D○ E○
- トピックに興味を持てなかった。(自由記述→ ) A○ B○ C○ D○ E○
- その他(自由記述→ ) A○ B○ C○ D○ E○

- A. やる気がそがれた。 B. 自分にはできないという気持ちになった。  
 C. つまらないと感じた。 D. もっと英文を改善したいと思えなかった。  
 E. その他 ( )

[中略]

4. 授業中にエッセイを準備して臨んだ定期試験(前期の中間及び期末試験と、後期の中間試験)のことを思い出して、(0)～(4)から最も適当なものの番号をマークして下さい。

- (0) (1) (2) (3) (4)  
 分らない 全く思わない あまり思わない 少しは思う とても思う

- (i) インターネット等を利用して、エッセイを書くために十分な情報を収集したと思いますか。
- (ii) 英文法や語句等を辞書等で調べて、よりよい英文となるよう努力したと思いますか。
- (iii) エッセイの出来栄に満足できたと思いますか。

## 言語教育の教科書におけるステレオタイプ化について

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### ABSTRACT

This study explores how language school textbooks get involved with the issues of images and stereotypes. For example, a survey has found that the images and knowledge of Alaska tend to be stereotyped not only by various mass media but also by Japanese / English textbooks used in elementary, junior high, or high schools. But a question still remains why contemporary language learners have fixed ideas or images from the subject matters of Alaska in the school textbooks. The purpose of this paper is to examine a possible answer to this research question through language textbook analysis (with language textbooks in both Japanese and English elementary to high schools), followed by suggestions for avoiding the stereotypes. The issue of stereotypes is generally discussed in terms of theme of cross-cultural understanding in the field of language education. However, in this study, more focus is placed on the problems and solutions, of the stereotypical images concerning the matters for textbooks as well as Japanese curriculums that are related to developing a closer tie with Japanese and English language education.

**Key words:** アラスカ、イメージ、ステレオタイプ、教科書（国語と英語）分析、連携

### 1. はじめに

半世紀も前に丸山真男はイメージの一人歩きの問題（1961, pp.123-151）を取り上げた。それは我々が現実と離れたイメージという厚い層の世界に生き、多くの人がそれを頼りに物事を判断して行動し、イメージがどんなに間違っていようとも、そのイメージが新たに作り出す現実、イリュージョンをより一層リアルな現実として受け止める事態が、その当時起こっていたという指摘であった。例としてアメリカはこんな国であるというような画一的なステレオタイプのイメージを挙げ、現実にある多様なイメージを合成して現実をより理解する方法がもっと研究される必要があることを問題提起していた。

筆者の経験でも、以前仕事でアラスカのアンカレッジに住むことが決まった時、まず脳裏をかすめたのは書店やスーパーはあるのだろうか等といった思いであった。その上、周囲のアメリカ人でさえ、冗談半分に白熊や極寒への注意を喚起し筆者を不安がらせた記憶がある。勿論、その後のリサーチで諸々の土地情報の知識を得たものの、当初のアラスカへの筆者のイメージはその程度のものであった。幸い、そのようなステレオタイプの認識でも実際のコミュニケーションに支障を来すことはなかったが、しかしこの経験が示すように、イメージ修正の為のなんらかの気づきの為のこのような機会に直面しない限り、私

私たちはすでに持っているそのステレオタイプのイメージをそのまま持ち続けたり、また勝手にその間違ったイメージを膨らませたりするかもしれないということである。社会心理学の研究知見をもとにステレオタイプを考察した上瀬(2002)によれば、ステレオタイプの問題はステレオタイプ化することによって問題が生じ、ステレオタイプ化すること自体が、他者を画一的に判断することであり、正確に判断出来ないという危険性を含んでいると指摘している。そのネガティブな特徴として、ステレオタイプや偏見は一旦出来上がると長い間信じ続けられ、消したり変化させたりすることが難しいという特徴があると述べている。そのメカニズムとしては、人には一度形成された信念を維持しようとする傾向があり、新しい情報すべてからではなく、その信念と一致し予期する新しい情報だけを仮説確認する形で選択的に取り入れ、解釈してしまう情報処理傾向があるというのである。さらに他の一般の知識以上にステレオタイプは概念が強固に自動的に活性化されやすいという性質があるとも説明している。このように一旦ステレオタイプ化されてしてしまうと、私たちの情報処理力にも大きな悪影響を与えてステレオタイプ化が容易に維持されていく危険性があることが理解出来る。

以上のように、あらかじめ先入観的に固定化されたイメージが脳裏にインプットされてしまうと、いつも誤った認識に導かれる可能性が絶えずある(Kumaravadivelu, 2008, p.51)。そこでステレオタイプのイメージを持たないようにすることが重要となる。確かに、ステレオタイプという固定的なイメージへの傾向は、幼少期に知識として取り込まれたり、個人の経験やマスメディアなどを通して社会システムの中で強化されたりしながら、私たち誰もが必然的にもってしまうものであるので、ステレオタイプを完全になくすことは難しいかもしれない。しかしながら、少なくともステレオタイプ化を回避する試みは重要となる。

本研究の発端は筆者自身がステレオタイプを持っていたアラスカに対して、いつでも自由にアクセス出来る情報の中で暮らす現代の日本の大学生が、アラスカに対してどんなイメージや知識を持っているのかという問いであった。さらに、そのイメージや知識がどこから生み出されたかという問いであった。これらの問いに対する記述式アンケート調査の結果として得られたイメージは、容易に推測されたものであったが、彼らがどこからアラスカについてのイメージや知識を得たかという出所に関しては、予想されたマスメディアからの影響に次いで教科書や、学校での授業からという認識であったことは注目に値した。そこで本研究では、国語や英語の言語教育の中で、教科書がイメージ・ステレオタイプの問題とどのように関わりあっているのか、また学習者が広く文化を公正な目で見つめることが出来る素地を養う為に、どのような教科書、また授業が求められるのかを中心に考察を進めた。

イメージやステレオタイプの問題は、言語教育では異文化理解教育の重要なテーマとしてこれまで数多くの研究が行われてきた。しかし実際の授業で用いられる教材である「教科書」という枠組みの中で、この問題が論じられる研究はあまりない。

## 2. 研究方法と課題

上述のイメージ調査の後、教科書分析を行った。現在使われている小学校、中学校、高等学校（以下、小中高）の検定教科書を分析することで、以下の2つの目的課題に答えようと試みる。まず、なぜ学生たちがアラスカに対して固定化されたイメージを抱いたのかを考察する。次に、文化理解力やコミュニケーション力を高め、固定化されたイメージを抱かせることなく学習者のステレオタイプ化を最小限にする為に、教科書という視点よりどのような方策が必要であるのかを提案する。

### 2.1 イメージ調査の対象者と分析方法

アンケート対象者は日本の公立大学の非英語専攻の1年生57名であったが、分析に際し適切さに欠けた7名の回答を除外し、最終的には、アラスカのイメージ、知識内容を問うた質問では50名のデータを、またイメージや知識の出所を問うた質問では50名中15名が無回答であった為35名のデータを分析する。両データとも出来るだけ細かく被験者のデータの特徴がつかめるように、データを一定の意味づけの下で大から小へとグループ化に分けていくことで全体像を捉えるKJ法を用いて分析を行った。

### 2.2 国語・英語の教科書分析

イメージ調査分析の結果から、教科書の中に、学生たちにイメージを持たせたアラスカに関連する題材がどれくらい見いだされるかを調べる必要性が明らかとなった。そこで2012年度現行の国語の小中高の検定教科書と、英語の中学校と高等学校の検定教科書を調査分析することとした。厳密には、小学校、中学校の現行の教科書は新学習指導要領に沿ったものであり、イメージ調査対象者である大学1年の学生たちがその年齢時に使っていたテキストは1つ前の学習指導要領に沿ったものと考えられるが、現行を見ることで今後に向けての傾向を見ながら過去の状況も推測出来ると判断した。また高等学校の教科書に関しては、現行の教科書は旧学習指導要領に沿ったものであるため、学生たちが実際に高等学校時に使用していたものとほぼ変わらないと考えられる。ただ今後の傾向を知る為に、追跡調査として来年度より使用される新学習指導要領に沿った高等学校教科書の中で「アラスカ」に関連する授業題材がどう変化するかも調査対象とした。

具体的に分析対象となる教科書は、国語の場合、小学校1年から6年までの30冊（5社）、中学校1年から3年までの15冊（5社）、そして高等学校の2012年度現行の「国語総合」25冊（10社）と「現代文」29冊（10社）の計54冊である。さらに2013年度使用予定の「国語総合」23冊（9社）である。英語においては、中学校1年から3年までの18冊（6社）と、高等学校の2012年度現行の「英語 I」36冊（16社）と「英語 II」36冊（16社）の計72冊である。さらに現行の「英語 I」、「英語 II」に代わる2013年度教科書である「コミュニケーション英語 I」27冊（13社）である。

調査方法は、まず上記の対象教科書の目次や本文、また教科書編集方針や特徴、目次等が記されている2012年度、2013年度版教科書趣意書を手がかりとして、アラスカという語をキーワードに、アラスカ関係の教科書題材がどれほど扱われているかを確認した。そ

の後、確認された題材と内容の関わりを考察した。

### 3. 研究結果

#### 3.1 イメージ調査の結果

##### 3.1.1 「アラスカ」に関するイメージ・知識内容

まず、アンケート対象者 57 名中 7 名のデータを除外した理由は 2 名が「全くわからない」と書きとめ、あとの 5 名は「水がない」「砂漠」「とても暑い」「南国で熱帯雨林が沢山ある」「アフリカにありそう」と表されているように、全く間違った知識としてアラスカを理解していたからである。

次に、対象者 50 名のデータであるが、自由形式記述回答とした為、各人の文中には複数のイメージ・知識内容が含まれている。そこですべてのキーワードを抜き出し KJ 法に従いグルーピングを繰り返し行った。まず第 1 ステップとして学生コメントデータから重複を含む 192 のキーワードの言葉を拾い出す。第 2 のステップとしては第一のステップとほぼ同時進行に直観的に似たような内容に関連させて篩い分け、繰り返しグルーピングを行いながら全キーワードの内容を鑑み、大きく次の 5 つに分類した：自然の諸相、動物、人口と街、特定の人たちと生活様式、そして歴史。第 3 のステップとして、結局最終的に 3 つのグループ：自然と動物、人と街、生活様式に分類し直した。次の表 1 がその結果詳細である。

表 1 アラスカに対する学生のイメージ・知識内容度

50 名のデータ → 192 のキーワード的回答
→ 5 つのカテゴリー (1~5) に分類 (総数) : 細部カテゴリーとその数 (最多減少順ベスト 3)
1) 自然の諸相 (95) : 寒い (24) / 大自然 (18) / 森や雪がいっぱい (10) 他
2) 動物 (28) : 動物たくさん (15) / クマ (6) / サケ (5) 他
3) 人口と街 (41) : 人はあまり住んでなく小さな店が少し (19) / 人も住んでいなくて何も無い (15) / 観光地で人がいる (7) 他
4) 特定の人たちと生活様式 (27) : 犬ぞり (8) / 狩りをして生活している (6) / イヌイット (3) 他
5) 歴史 (1) : ロシアからアメリカが買った土地 (1)
→ 3 つのカテゴリーに分類 (総数) : 自然と動物 (132) → 人と街 (46) → 生活様式 (14)

以上のことから、予測されたように学生たちのアラスカへのイメージは圧倒的に大自然と動物たちの土地というイメージであり、人も街もほとんど存在せず、イヌイットのような人たちが狩りをして細々と生活しているというのが、大方の学生のアラスカのイメージであることがわかった。

このような結果は、例えばアラスカにもアンカレッジのような都市もあり、そこには大学や大きな書店、またカフェもデパートもあり、多くの人が都市での生活をしているというイメージ知識が、調査対象である大学一年生にはほとんどなかったという実情を示している。実際、調査対象者 50 名のうちでアラスカに人が普通に住んでいると書いた者は 2 名だけであった。今後の適切な異文化理解の為の障害となり得る問題をはらんでいるとい

える。

### 3.1.2 「アラスカ」に関するイメージ・知識の出所

35名のデータにはイメージ・知識内容の回答と同様に、自由形式記述回答とした為、各人の文中には複数のイメージ・知識の出所が含まれていた。そこで先ず学生の回答より44の重複を含むキーワードの言葉を拾い出した。その後、繰り返し分類し統合してグルーピングを行った。先のイメージ・知識の内容面のデータとは異なり回答のバラエティさがあまりなかった為、容易に最終的に3つのカテゴリー：メディア関連、教科書・授業、社会生活に分類することが出来た。次の表2がその結果詳細である。

表2 アラスカに対しての学生のイメージ・知識の出所への自覚

35名のデータ→44のキーワード的回答
→3つのカテゴリー(1~3)に分類(総数)：回答例とその数(最多減少順)
1)メディア関連(28)： テレビ(19) / 地図(4) / 映画(3) / 写真集(2)
2)教科書・授業(14)： 教科書(11)→小学校の国語(5) / 学校の教科書(3) / 教科書の写真(2) / 高校の国語(1) 授業(3)→中学校で習った(2) / 高校でビデオみた(1)
3)社会生活(2)： アラスカ産の海産物をよくスーパーで見かける経験(2)

このような結果から、予測されたように学生たちのアラスカへのイメージはやはりメディアからの影響が大きいということが確認出来た。メディア等が、これまでも今後もステレオタイプを冗長させてしまうような大自然を映像的に見せる場合が多々あることが考えられる以上、学校教育の中では、アラスカに対するより多層な現実に近いイメージを学習させるように方向づける必要が重要であると思われる。また、この問題は、アラスカという一つの特定の場所に限らず、他の国や地域や場所や文化等についても、多様なイメージを学校教育の中で示すことの重要な示唆を与えているように思われる。

ここで注目すべき興味深い発見はメディアの次に彼らのイメージに影響を与えていた要素が学校での学習経験であったことである。アラスカのイメージは、授業や授業で使う教科書を通して蓄えられたアラスカについての情報がイメージとして記憶されたからであると推察出来る。しかも、学生が書き記したキーワードからもわかるように、小学校から中学校そして高等学校に至る学校種の異なる幅広い期間からの影響であることがわかる。教科に関しては、具体的に国語と明記している者もいれば、漠然と教科書と記す者、また学校種のみを記す者もいて明確ではない。ただアラスカに関係する内容を学習するというのであれば、国語以外には、社会や地理そして英語が予想されることが出来る。しかし本稿では、国語と同じ言葉を扱う教科であり、2002年の「『英語が使える日本人』の育成のための戦略構想—英語力・国語力増進プラン—」の中でも打ち出された英語力の育成には国語能力も必要との見解もある点を考慮して、小学校から高等学校までの国語の教科書と、中学校と高等学校の英語の教科書の中で、アラスカの題材がどのように取り扱われているかを調査することとした。

### 3.1.3 補足の調査

教科書の分析結果を提示する前に、筆者の主張をより信頼性のあるものとする為に、サンプル数としては不十分と思われた 57 名（日本の公立大学の非英語専攻の 1 年生）のアンケート調査対象者（分析データとしてはイメージ調査 50 名・出所調査 35 名）に加えて、補足調査として新たに日本の私立大学の非英語専攻の 1 年生 55 名を対象に同じ調査を実施し、同じ方法で分析を行った。以下がその結果考察である。

#### 3.1.3.1 補足調査結果：「アラスカ」に関するイメージ・知識内容

まず、対象者 55 名中 7 名のデータを除外した。理由は前回と同様に全く間違った知識としてアラスカを理解していたからである。「砂漠にありそう」「熱帯地域」「暑い」「南国リゾート」等がその記述例である。次に 48 名の自由形式記述回答データを前回と同じく KJ 法に従いグルーピングを繰り返した。比較の為に出来る限り同じカテゴリで分類しようとしたが難しく、今回は大きく 7 つの分類から最終の 3 つのグループとなった。次の表 3 がその詳細結果である。

表 3 （補足資料 1）アラスカに対しての学生のイメージ・知識内容度

48 名のデータ → 110 のキーワード的回答
→ 7 つのカテゴリ (1~7) に分類 (総数) : 細部カテゴリとその数 (最多減少順ベスト 3)
1) 自然の諸相 (50) : 寒い (21) / 雪や氷で覆われている (15) / 自然がいっぱい (8) 他
2) 動物 (9) : アザラシ (15) / 白クマ (2) / トナカイ (2) 他
3) 人口と街 (5) : 人はあまり住んでいない (2) / 田舎で辺鄙な所 (2) / 観光地 (1) 他
4) 特定の人たちと生活様式 (12) : エスキモー、イヌイット (6) / 犬ぞり (4) / 狩り (1) 他
5) 歴史 (2) : ロシアから分割して得たアメリカにある地域 (1) / 歴史的謂れのある土地 (1)
6) 地理的情報 (国名・都市名等) (31) : アメリカ (14) / 北アメリカの最北端 (4) / カナダ (3) 他
7) 言語 (1) : 英語 (1)
→ 3 つのカテゴリに分類 (総数) : 自然と動物 (59) → アラスカの位置 (31) → 人と街 (20)

前回との大きな違いは、人口に対する記述に変わって地理的情報の記述がかなり目立ったことである。この点に関しては、しかしながら理由が推測出来る。アンケート対象 2 クラスの内一方のクラスの学生の一人が、アラスカに対する知識が全くない事や、どこに位置しているのかもわからないと大声で叫んだからである。そこで、その言葉よりのイメージが連鎖したという可能性も含まれるのではないかと思われる。事前の注意事項を学生たちに徹底しなかった事が悔やまれた。とはいえ、学生が持った大まかな全体的アラスカのイメージとしては前回と同じく荒涼とした自然が支配する、人を寄せ付けない大地のイメージという一面的なアラスカ像のみが浮かび上がっていることが確認出来た。

#### 3.1.3.2 補足調査結果：「アラスカ」に関するイメージ・知識の出所

48 名のデータを比較の為に前回と出来るだけ同じカテゴリで分類することを試みた。結果は次の表 4 が示すとおりである。

表4 (補足資料 2) アラスカに対しての学生のイメージ・知識の出所への自覚

48名のデータ→73のキーワード的回答	
→3つのカテゴリー(1~3)に分類(総数): 回答例とその数(最多減少順)	
1)メディア関連(42):	テレビ(20) / 地図(4) / 本(4) / 新聞(3) / 映画(3) / ネット(2) / ゲーム(2) / 親の話(2) / 友人の話(2)
2)教科書・授業(18):	教科書(5)→国語(2) / 教科書(2) / 高校の英語(1) 授業(13)→地理(5) / 学校の授業・勉強(4) / 社会(2) 高校英語(1) / 歴史(1)
3)直観(13):	なんとなく・勘(9) / アラスカという名前からの発想(4)

まずは3つの分類カテゴリーから見てみよう。予想通り今回でもメディアの影響が大きいことがわかる。また前回と同じく学校教育での影響もやはり目を引いた。ただこの内訳に関しては違いが認められた。前回は「教科書」と記した者が多かったのだが、今回は「授業」とか「勉強」という記述が逆転した。しかしながら、授業で学ぶということは、おそらくは何らかのテキスト的媒体があると十分考えられる。どちらにしても学校での学習経験がイメージとして記憶に残り、ステレオタイプ化に影響を及ぼしたと推測することが出来る。また教科書についても、前回との違いが認められた。今回は地理や社会の教科書を記す者が目立った。この理由が前述した一人の学生の言葉よりの連鎖からという可能性も考えられるが、「アラスカ」という言葉よりの自然な発想とも推測出来る。本研究では、論文タイトルにも付しているように言語教育の教科書としての国語と英語のみを分析対象としたが、この補足調査より明らかになったように、社会(地理)の教科書分析は今後の課題として残ったといえる。最後に、3つ目のカテゴリーの「直観」をイメージの出所とした学習者が十人以上存在するが、その学生たちは、そのイメージがどこから来たのかという思いに至れなかつただけなのか、つまりアラスカについての過去の知識や経験との連結が出来なかつた、あるいはその努力を放棄しただけなのだろうか。この点に関しては、アラスカについて全くわからないと述べている者、また全く間違った知識として理解している者が55名中7名、前回の調査でも57名中7名も存在する事実と同様に、どこかに問題があるように思える。

二回の調査を総括すると、この補足調査と前回調査での総合のサンプル数はアンケート調査対象者112名であり、イメージ調査データは98名分、出所調査データでは83名分であった。わかつた事は先ず、全体的にはほぼ同じ結果が得られたということであり、教科書や授業がステレオタイプを助長している可能性が高いと確信するに至ったことである。また教育の力がマスメディアの力と同じくらいに、プラスにもマイナスにも学習者に大きな影響を与えるということ、さらに、当たり前のことではあるが、私たち一人ひとりとは異なつたスキーマを持っている存在であるということを確認した。

## 3.2 国語・英語の教科書分析の結果

### 3.2.1 国語教科書分析：アラスカの題材の観点から

まず、アラスカの題材がどれ程各学校種の国語の教科書の中に記載されているかを調査

した。小学校の2012年度使用の教科書の場合は、5年と6年の各1冊の計2冊、中学校の場合は2年で2冊、3年で1冊の計3冊であり、高等学校では「国語総合」に4冊、「現代文」に1冊の計5冊、さらに2013年度版の新しく改訂された「国語総合」においては3冊であり、「現代文」に関しては2,3年で学習する為にまだ教科書が作成されていない為、結果は保留である。学校種のそれぞれの分析総冊数からすれば、表5からわかるように、アラスカの題材が含まれている冊数比は小学校の教科書では6.67%であり中学校のものは20.00%、高等学校の教科書は全体としては9.26%であったが、「国語総合」のみを見ると16.00%であった。また来年度教科書においては、「国語総合」は13.04%であった。中学の教科書や高等学校の「国語総合」での題材割合が少し高いが、全体的には、決してアラスカの題材が頻繁に小中高の教科書で取り扱われているとは言えない。

表5 小中高の国語教科書におけるアラスカ題材の割合

	分析 総冊数	アラスカ題材含 総冊数	題材含 冊数比 (%)	内訳
小学校 (2012年度)	30	2	6.67	5年→1冊 6年→1冊
中学校 (2012年度)	15	3	20.00	2年→2冊 3年→1冊
高校 (2012年度)	54	5	9.26	1年「国語総合」→4冊 2,3年「現代文」→1冊
[国語総合 のみ]	25	4	16.00	
高校 (2013年度)	23	3	13.04	1年「国語総合」→3冊

次にその題材内容を考察すると、問題と思われる論点が見いだされた。小中高という異なる学校種の中で、また同じ各学校種の異なる学年間で扱われたアラスカに関わる題材の内容が、すべて写真家、星野道夫の作品であるということである。誤解のないように書いておくと、勿論、星野の作品がよくないというのではない。むしろ、是非学習者に読んでもらいたい作品ばかりである。どの作品も心惹かれる写真で飾られ、アラスカの自然の素晴らしさや美しさに溢れるばかりでなく、それと同様に、おそらくそれ以上に、人生について、生き方や生きる力や出会いの素晴らしさなどに心打たれ考えさせられる作品ばかりである。教科書に採録されたのもこの点ゆえではないかと推測出来る。では問題は何かというと、それは彼の作品そのものではなく、学習者が小中高の学校カリキュラムを通して出会う同じ教科書題材の繰り返しの経験が、アラスカに対する類似のイメージを喚起する点である。これについては、後に考察で詳しく触れたい。

### 3.2.2 英語教科書分析：アラスカの題材の観点から

中学校の英語の教科書にはアラスカに関連する題材は見当らず、2012年度現行の高等学校「英語 I」では4冊、「英語 II」においては1冊見いだされた。しかし2013年度版

「コミュニケーション英語 I」では全く見つからなかった。その冊数比は 2012 年度現行版の「英語 I」の教科書では 11.11%であり、「英語 II」では 2.78%、高等学校全体では 6.94%であった。表 6 の通りである。現行版の教科書には全体で 5 冊の中に見いだされた題材が、来年度版にはゼロという結果は目を引く。これはおそらく新学習指導要領では英語の場合、科目そのものが大きく再編される為にかなり大きな改訂が行われたからであると考えられる。題材の内容的傾向そのものに関しては、これまで同様に国際理解教育（異文化理解教育）の為の世界の国々や日本の文化、生きる力を育成する為の人間教育、言葉教育、地球環境、共生など、それほど変化はないように思われるが、教材選定においては全体的によりアップデートな内容に大きく変更されたようである。

表 6 中高の英語教科書におけるアラスカ題材の割合

	分析 総冊数	アラスカ題材含 総冊数	題材含 冊数比 (%)	内訳
中学校(2012年度)	18	0	0	
高校(2012年度)	72	5	6.94	1年「英語 I」→4冊 2年「英語 II」→1冊
[「英語 I」のみ]	36	4	11.11	
[「英語 II」のみ]	36	1	2.78	
高校(2013年度)	0	0	0	

次に 2012 年度現行版の教科書のアラスカ題材内容を考察すると、「英語 I」の場合、4 冊に見いだされたアラスカの題材はすべて国語の教科書と同じ星野道夫の作品であった。作品は中学、高等学校の国語で取り上げられたものと同じ作品内容であるが、それぞれ違ったスタイルに英訳されたものであった。英語の教科書の中のこの作品に対する理解は、これまでに国語学習より培われた題材に対するスキーマがあるため、おそらく容易に出来るという利点も考えられる。しかしながら、同じイメージを与える題材が異なる教科間において使われることは、ステレオタイプへと学習者を促す恐れが懸念される。ただ、「英語 II」の 1 冊のみが題材は同じでも異なる内容であり、星野の作品から受けるものとは異なるアラスカのイメージを与えている。例えば、そのアラスカ題材の課の見出し近くに添えられた、本文の内容を要約している次の言葉を見てみよう：「雪と氷の世界と思われているアラスカ。そこの小さな町、パーマーで毎年行われる祭りには巨大な野菜が次々と出品され、重さが競われます。」(末永編, 2007) アラスカの雪と氷のイメージは、夏には随分異なる場所もあるという新たなアラスカへの理解の視点を学習者に与えることが推測出来る。しかし、この課の内容に合わせて取り入れられた 6 枚の写真の半数がこれまでのアラスカと変わらぬイメージの踏襲であったことは留意する必要がある。卯城(2009, p. 107)は Paivio (1986)の二重符号理論を利用して、絵や写真を言語情報と共に提示すると、情報への理解や記憶が促進されやすくなる場合があることを指摘している。さらに卯城(2011, p.44)は続けて、Levie and Lentz (1982)の説に賛同して絵や写真には読者に明確なイメージを与える機能があることを説明している。5 冊の教科書の中で取り扱われた多

くのアラスカの写真だけを概観すると、ステレオタイプのアラスカのイメージばかりが強く心に残る。それは国語の教科書で扱われたアラスカ題材のすべての写真を概観しても同様の印象であった。このように教科書内の写真は、学習者の心に強くイメージを持たせる影響力を持つものであるので、教科書内の写真選択に際しては、より細かな注意の喚起が今後求められる必要がある。

#### 4. 考察

##### 4.1 アラスカに対する固定化されたイメージ形成への推論

結果よりわかった事をまとめると、まずイメージ調査からは、調査対象の現代の大学生のほとんどがアラスカに対して雪と氷に閉ざされた人気のない自然とそこに住む動物たちの土地というステレオタイプのイメージを持ち、その固定的イメージ以上の知識もほとんど持っていないことがわかった。またそのイメージの出所に関しては第一に多くの者がメディア関連を挙げたことは予想通りであったが、第二の要因として教科書・授業よりという認識が持たれていた結果は、本研究への暗示を与えるものとなった。次に上記の結果を踏まえて行った小中高の国語と英語の教科書分析から検証されたことは、まず国語の教科書の場合、同一学校種の学年間において、また異なる学校種である小中高のいずれの段階においても学習者がアラスカへのステレオタイプを助長させる多くの写真と共に、ステレオタイプのイメージが持たれる可能性を含む作品に何度も繰り返して出会う可能性があることが認められた。次に英語の教科書の場合、小中高の国語の教科書ですでに既習した同じ作者の作品に、言語が日本語から英語に変わったものの、国語同様にアラスカへのステレオタイプを引き出すかもしれない新たな多くの写真と共に、学習者は高等学校の段階で再びステレオタイプのイメージに出会う可能性があることが確認出来た。

ステレオタイプや偏見がどのように形成されるかという背景についての、社会心理学上の理論について上瀬（2002）は、個人差や、集団と集団の関係からの理解と共に、認知的傾向に注目した研究を紹介している。その理論によれば、人間は生活していく中で毎日様々な人に出会い、経験をし、どう対応すればよいのかをそのつど判断しているが、その処理過程の中で私たちは主観的に単純化し、秩序だてを行ってカテゴリー化することによって外界を把握するのだと述べている。ステレオタイプは、このカテゴリー化の過程をとおして、人が差異をより強調して捉え、また類似をより強調して捉えることで生じると指摘している。

以上のような知見や調査結果から判断すると、アラスカに対して固定化されたイメージを抱いた学生は、個人の育成過程における様々な経験の蓄積を含め、これまでの学校教育を通して受けてきた教科書内の内容の同一カテゴリー化によって、ここではアラスカという題材の、しかも同じイメージを受ける題材に繰り返し出会うことで、個人内の類似のカテゴリー化現象が強調され、すなわち「カテゴリー内の差異の縮小」（上瀬，2002，p.23）の影響によりステレオタイプ化が形成されたと考えられる。ここでイメージに関わる教科書内の問題が明らかにされたといえる。

この教科書の問題は、しかしながら、McGrath（2002，p.11）が教科書は言語的、また文

化的、指導法的なサポートを与えてくれるものと指摘するように、教科書は本来、どのような内容であろうと、授業を行う教師の創意工夫次第で学習の可能性を小さくも大きくもすることが出来ると考えられる。教科書の教材内容に対して教師が様々な補助教材や工具を用いて、教科書題材とは異なるイメージを与える情報を付加したり、また調べ学習を求めて学習者自身にリサーチを課題にしたり等と、教師によって同じ題材に対して多角的なイメージを与える発展的な学習が可能である。教師の題材研究次第により題材の現実的な全体像を構築することが出来るはずである。現在、多くの教師がすでにそのような授業を日々実地に行っていると推測可能な反面、授業時間や学習者の理解の度合いの状況により、なかなかそのような授業が実施出来ないジレンマに教師が対峙している現実があることも否めない。

#### 4.2 ステレオタイプ化の回避に向けて —教科書題材のイメージについての問題からの視座より—

教科書は通常小学校や中学校のような義務教育の場合は、各都道府県の教育委員会で採択され、また高等学校の場合は学校ごとに採択が行われる(岡, 2011)。そこで同一学習者が、教科書題材としてそれ程頻繁に扱われているとはいえないアラスカの題材を、英語、国語の両教科間で、また小中高を通してどの学校種でも学習する確率はそれ程あるとは思えない。しかしここでより問題と思われる点は、教科書制作会社の1社が小学校6年と中学校3年の異なる学校種に渡っている国語の教科書の中に、異なる作品ではあるがアラスカと同じイメージを与える題材を用い、また別の1社が小学校の5年の国語の教科書と、高等学校の1年の英語の二種の教科書の中に、やはり同じように異なる作品ではあるがアラスカと同じイメージを与える題材を用いている点である。この事実が表していることは、一つの題材が同一教科内の異なる学校種で、また異なる教科内の異なる学校種の中で繰り返し用いる選択を、二つの教科書会社が行ったという事実であり、それは両教科書会社が題材に対する学習者のイメージ、すなわちイメージのステレオタイプ化への可能性について少しも考慮していなかったということである。

この点に関しては、教科書分析よりさらに見いだされた結果からも推測可能である。まず英語の現行版の高等学校の教科書に、同じアラスカの題材でも異なる視点よりの異なるアラスカのイメージを与えるテキストが存在するが、それはほんの一例であり、またその作品に添えられた数枚の写真の半数が、これまでのステレオタイプのアラスカをイメージした写真であるという状況があった。このことから判断しても、やはりこの教科書会社も、教科書内の題材に対するイメージの問題の重要性を意識した上で、作品選択を行ったとは思えない。また、英語の来年度版の高等学校の教科書「コミュニケーション英語Ⅰ」に関しては、今年度の5冊のアラスカの題材作品がすべて削除されているが、そのことが英語の教科書内でのステレオタイプのイメージの繰り返しという問題に対する、教科書会社の認識と配慮の兆候と捉えることが出来るかどうかは、今後の英語の教科書題材内容への動向を見守る必要があるといえる。このように、イメージのステレオタイプ化を避ける為には、学習者が抱くかもしれない、題材より喚起されるイメージについて、教科書

制作者側が、先ず気づくことが大切であると思われる。

教育、授業、教材におけるイメージの役割の重要性についてはこれまでも述べられてきた（深川，1987；齋藤，1990；多田，1986；宇佐美，1978）が、佐伯（1990）はイメージと理解について、認知心理学の立場より次のように述べている。イメージは教材や教師からの働きかけを助けに、何らかの概念や抽象化された知識を、特定の視点からみることによって具体化して描くことが出来ると同時に、その概念や知識に対して多くの別の視点を据えていくことにより、より多視点的にまた多状況的にその概念を見ていくことが出来ると述べている。さらには、より多面化した深化した理解へと導くことが出来る可能性を指摘している。このような知見からも判断出来るように、学習者が学校カリキュラム内で段階的に言葉を学習していく上で、ステレオタイプに陥ることなく幅広い概念のイメージ形成が出来るようになるには、同一題材であっても多視点的なイメージが付加される必要があることが重要となる。そこで、教科書題材の同じイメージの重複は学習者にステレオタイプ化への悪影響を及ぼす問題であり、柔軟な思考力を阻む問題でもある。今後の教科書作成時や編集時、さらには教科書検定時において、この点が留意されなければいけない着目点として加えられる必要があるのではないだろうか。

この論考で取り上げたアラスカという題材以外にも、実際、題材の重複は見いだされる。例えば、宮沢賢治の「注文の多い料理店」は、これまで小中高のすべての学校種の国語の教科書に採録された物語である（三浦，2008，p.86）が、学習者がこの作品を通して学校の授業の中で繰り返し受けるかもしれない状況を鑑みると、学習者が作品内容の何らかの概念に対して持つイメージがステレオタイプ化として学習者に影響を与えるかもしれないという推測が可能である。他にも、例えば、外交官の杉原千畝のストーリーは、国語と英語の両教科書で取り扱われてきた題材であるが、この場合でも、その内容に関わる様々なイメージを授業の中で学習者が繰り返し経験することでなんらかの固定化したイメージを持つ可能性があるかもしれない。このようにアラスカという地域や特定の国という題材に限らず、小中高の同一教科の中で、また国語と英語の両教科に渡って繰り返し用いられる同じ題材また作品に対する何らかの概念に関して、学習者がステレオタイプ化に至らないようにするには、やはり作品やイメージの重複を避けることが大切であると思われる。

そこで、より効率的にステレオタイプ化を回避する為には、理想的には、現在のような国語・英語という教科ごとによる全く別箇の作業として教科書作成が行われるのではなく、同一教科の異種学校間や国語と英語の両教科間で、題材選考に関する教科書情報交換などの連携の話し合いの場が持たれることも必要と思われる。教科書をどうにかしなければという変革の意見は、これまでも様々な視点から多く述べられてきたが、最近では言語教育の観点から「英語力と国語力をともに育てるには」という座談会の中で、松本が「国語と英語とで合同の学習指導要領の改訂の会議が必要」（2006，pp. 10-21）であると提案を挙げている。教科書に関しての教科間、学校種間での連携は、現実には今は全く機能していない状況であり、実際に実践することはなかなか難しいと思われる。しかし、言葉を扱う教科として国語・英語の両教科を見渡して取り込まれた題材を考慮した教科書は、ステレオタイプを避けることに意識を置いた体系的に組み立てられた教科書となり、より効果的に

学習者の異文化理解やコミュニケーションサポートとなる国語の教科書、英語の教科書として作成されることが出来ると考えられる。そこで今後は、言語教育向上発展へ向けて現在よく議論されている小中高(大)の連携や、国語と英語の教科書の連携に関わる問題の一環として、教科書制作時の連携が少しずつ検討される必要があるのではないだろうか。また教科書を用いて授業を行う教師自身も、これまでおそらくあまり意識しなかったかもしれない教科書の題材内容から学習者が持つかもしれない題材へのイメージについて、注意をより喚起することが重要と考えられる。

## 5. おわりに

本研究は、調査の対象となったアラスカという題材観点からのイメージ調査や教科書(国語・英語)分析を通して、教科書内容が学習者のイメージやステレオタイプとどのように関係し影響するかの考察と、それにより明らかになった問題事項への解決にむけての提案であった。アラスカという特定の地域のみを例としての、また言語教育という狭い枠組みでの分析考察であった為、今後はより総合的な題材や関連教科書を通してのイメージ調査や教科書分析をすることで教科書の問題へより取り組むことが課題となる。しかしながら本研究を通して、アラスカという教科書の題材が、カリキュラム内のすべての学校種、また言語教育教科である国語・英語両方にわたって同じイメージを学習者に繰り返し与えているという教科書の問題が明らかになったこと、またその問題ゆえに、すなわち題材の同じイメージの重複があった為に、学習者は題材に対してのステレオタイプの影響をより受けたかもしれないという問題事項が検証されたことを強調しておきたい。ステレオタイプを学習者に与えない、より良い教科書へ向けての今後の進展が求められている。

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