

修士学位請求論文要旨

論文題名

The Impacts of Autonomy Support on Students' Motivation for Learning English
-Focusing on Three Social Contexts-

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In Japan, English is taught as a foreign language from elementary school to university. Hiromori (2015) has confirmed that the total time of English class from elementary school to university is not more than 1,200 hours. Conversely, the Foreign Service Institute (FSI) of the U.S. Department of State has been implying that an English speaker requires approximately 2,200 hours to reach “Professional Working Proficiency” in Japanese. If a Japanese needs the same amount of time to master English, it is easy to imagine that students should study English on their own in addition to in-class English learning. Moreover, the National Institute for Educational Policy Research (2023) has reported that there have been some students for years who do not have enough time to study if the standard time is one hour. In their report, the content of studying included every subject, so it can be easily expected that more students lack of time for learning English if the subject is limited to the language. Hence, the surveys by the Foreign Service Institute (2019) and the National Institute for Educational Policy Research (2023) raised a need for students (learners) to keep studying autonomously.

Some factors which have a lot of influence on students may fall into teachers, parents and peers. According to Okada (2021), the result showed that the effect size of the relationship between perceived teacher autonomy support and motivation was medium to large ($\rho = .30$). Hill and Tyson, (2009) and Kim (2022) have reported that there is a small effect size ($r = .18$) between parental involvement and students’ academic achievement. As for the comparison of teachers and parents, Bureau et al. (2021) have indicated that teacher autonomy support had a more substantial predictive effect on students’ motivation more than that of parents. The study also revealed that parental autonomy support has a subtler relationship with students’ motivation, and the impact of autonomy support on students’ motivation significantly varies depending on the source. As for peers, based on the results of Deci et al. (2006), they suggested that students were inclined to give more autonomy support if a person experienced autonomy support from a close friend.

Although these studies above have shed light on how autonomy support from teachers, parental and peers towards students’ study can help enhance their motivation respectively, many of the studies did not include the cooperative effect of autonomy support provided by all three sources on students’ English learning motivation. To deal with this problem, the present study aims to figure out how much influence the circumstances around students can have on their motivation for learning English. More

clearly, this study tries to investigate the relationship between students' motivation and autonomy support from teachers, parents, and peers through administering a questionnaire. Participants in this paper were junior high school students because prior research has been underscoring the importance of autonomy support during middle school and then suggesting that adolescents seek greater freedom and independence in the period compared to older children (Feng et al., 2019; Gillet et al., 2012; Gottfried et al., 2001; Otis et al., 2005).

The paper is divided into two studies: Study 1 investigates teacher and parental autonomy support, while Study 2 explores the impact of autonomy support from peers, teachers, and parents on students' motivation for learning English.

The aim of Study 1 was to investigate the nature of the relationship between autonomy support and motivation and how the collaboration of autonomy support from both parties affects students' motivation for learning English in junior high school. In Study 1, Participants were 150 Japanese junior high school EFL students from two different schools. A questionnaire consisted of four sections, including 58 items in all. All questions were made based on previous surveys and most of them were responded on a 7-point Likert scale from 1 to 7 corresponding to "strongly disagree" to "strongly agree". The first section was partly informed by a questionnaire from the National Institute for Educational Policy Research (2021), which included questions about how much time (including a tutor or private lessons) students study English a day on weekdays and weekends. The second section assessed students' motivation for learning English, using the framework of Self-Determination Theory (SDT). In the third and fourth sections, the topic was autonomy support provided by teachers and parents respectively. In order to measure students' perceived autonomy support, "The Learning Climate Questionnaire", which can be abbreviated as "LCQ", was used. The questionnaire was completed by 135 students, 109 students of whom are in the second grade and 26 of whom are in the third grade. Of all students, 57 were male, 76 were female and two did not answer the sex. The study was conducted in November 2022 using Google Forms. Upon the completion of the survey, the data were downloaded from Google Forms in an Excel spreadsheet format. The data were then imported into IBM SPSS Statistics version 28 for Windows for further analysis. Correlation analysis, cluster analysis, one-way ANOVA were employed. On the first section, findings highlight a concerning trend that a significant portion of students allocate limited time to English learning, particularly on weekdays. The correlation analysis demonstrated that there was a positive relationship with medium effect size between perceived teacher autonomy support and students' motivation. Similarly, perceived parental autonomy

support was positively associated with motivation subscales with small effect size. Besides, one-way ANOVA demonstrated that students who perceived both teacher and parental autonomy support indicated higher motivation than those who did not think that they were provided autonomy support from only one of the two types of support. Conversely, students who did not perceive autonomy support from both teachers and parents indicated the least motivation compared to the other students in all four kinds of motivation.

Study 2 aimed to build upon and extend the findings from Study 1. The primary goal was to explore whether an autonomy-supportive learning climate from peers could more effectively influence students' motivation for learning English than that from teachers and parents. In study 2, participants were 121 Japanese junior high school EFL students from a public junior high school. This school is the same as the one in Study 1. Also, the participants were the same as those in Study 1. The same scales were used in this study as in Study 1. 110 participants responded appropriately, all of whom are in the third grade as a final sample. Of all the students, 50 were male, and 60 were female. This study was conducted in July 2023 via Google Forms, which was a procedure similar to that used in Study 1. Upon completion, the data was downloaded as an Excel spreadsheet and then imported into IBM SPSS Statistics 28 for Windows for further analysis. Regarding data analysis, correlation analysis, multiple regression analysis and structuring equation modeling (SEM) were performed. The correlation analysis demonstrated that there was a positive relationship with a small effect size between perceived peer autonomy support and students' motivation. As a result of multiple regression analysis, perceived parent autonomy seemed to predict intrinsic motivation significantly though other three motivational (extrinsic motivation) forms could not be significantly predicted by perceived autonomy support. To consider the reciprocal effects of independent variables, SEM was used. The results showed that peer autonomy support could only significantly predict external regulation. It was revealed that parent autonomy support could predict intrinsic motivation, introjected motivation, and external regulation. The results of SEM also demonstrated that peer autonomy support was strongly and significantly related to teacher autonomy support. There was also a moderate association between peer autonomy support and parent autonomy support.

Overall, three major findings emerge from these two studies: (a) perceived teacher autonomy support is more strongly related to students' motivation for learning English than perceived parent autonomy support; (b) the combination of teacher and parent autonomy support has big impact on students' motivation for learning English; (c) perceived peer autonomy support is weakly correlated with students' motivation and

strongly associated with perceived teacher autonomy support. The findings in Study 1 suggest that autonomy support from teachers and parents is necessary for students to sustain language learning while staying motivated. The findings in Study 2 suggest that autonomy support from peers, teachers, and parents should be provided while being careful not to authorize the power.

Although this paper has several limitations, this paper has confirmed the critical link between students' motivation based on self-determination theory and their perceptions of autonomy support from teachers, parents, and peers. In addition, it has provided strong support for the self-determination theory of autonomy support. However, this paper could not cover the problem of which combination of autonomy support from each source (i.e., teachers, parents, and peers) has the most influence on students' motivation for learning English. Focusing on this point, future research will continue to explore the triangulation of autonomy support more and more, which will lead students to study English more autonomously than ever.