

学位論文審査の要旨

学位申請者	末森 咲 比較社会文化学専攻2016年度生		論文題目	English Teacher Motivation in Japanese Secondary Schools: A Longitudinal Qualitative Study
審査委員	主査:	ダイアン・ホーリー・ナガトモ 教授	インターネット 公表	学位論文の全文公表の可否 : 否
	副査:	アレン・デイビット・ブライアン 准教授		「否」の場合の理由
	副査:	山腰 京子 准教授		<input type="checkbox"/> ア. 当該論文に立体形状による表現を含む
	審査委員:	本林 響子 准教授		<input type="checkbox"/> イ. 著作権や個人情報に係る制約がある
	審査委員:	ライアン・スティーヴン 教授 (早稲田大学)		<input checked="" type="checkbox"/> ウ. 出版刊行されている、もしくは予定されている
学位名称	博士 (学術)			<input type="checkbox"/> エ. 学術ジャーナルへ掲載されている、もしくは予定されている
(英語名)	(Ph. D. in Applied Linguistics)			<input type="checkbox"/> オ. 特許の申請がある、もしくは予定されている
				※本学学位規則に基づく学位論文全文のインターネット公表について

学位論文審査・内容の要旨

In Chapter 1, purpose of the study, which is to deepen the understanding of teacher motivation in Japanese secondary schools and to find examples of the relationship between teacher motivation and student motivation, was presented, followed by the four research questions that guided the research.

Chapter 2 reviewed pertinent literature under the following umbrellas: 1) psychological theories related to motivation; 2) four approaches of motivation research in SLA and their changes; 3) theories in teacher motivation; 4) empirical research on learner motivation; and the theoretical framework employed for the study: constructivism.

Chapter 3 provided an a rationale for the qualitative design of the study, introduced the participants and described the methods for data collection, analysis, and interpretation. Ethical considerations and limitations of the study were also discussed.

Chapter 4 begins the data analysis. Through analysis of two teachers' biographical data and their current teaching contexts, the researcher identified factors that contribute to teacher motivation and demotivation, supporting previous studies. Chapters 5 and 6 provide in-depth coverage of two additional teachers. Data from multiple interviews, classroom observations, and focus groups with their students provided a rare in-depth glimpse into the complexity of teacher motivation.

Chapter 7 revisited the four research questions. It was found that 1) Japanese teachers were motivated and demotivated by curricular matters, and this motivation is closely related to their backgrounds and reasons for becoming teachers; 2) salient concepts that shape teacher motivations while engaging in their work were related to their self-images and their personal and professional teaching goals; 3) the participants' classroom teaching was closely related to concepts of an ideal L2 teacher-self; and 4) the students' focus groups provided examples of how teacher motivation ultimately influenced student motivation.

In Chapter 8, the conclusion, the candidate summarized the findings of this small-scale, yet in-depth, study in the relatively under-investigated area of teacher motivation. Implications for this study suggest that teacher education programs should include opportunities for preservice teachers to reflect upon motivation. Furthermore, classes offered in teacher training programs may shape preservice teachers' practices, and care should be taken to ensure these teacher trainers have some knowledge of second language learning/teaching.

The committee convened via Zoom on November 4, 2020 and agreed that this was a highly innovative and well-written dissertation (in English) that came from a qualitative study theoretically grounded in the theories of constructivism. It examines the motivation of four Japanese teachers of English in Japanese secondary schools. The candidate was requested to revise the dissertation for the following: 1) reword one of the research questions; 2) clarify several unclear issues; 3) add more examples to show a gap between teacher and student beliefs; 4) add several key studies to the literature review; and 5) reconsider the discussion concerning washback as it was not entirely relevant for this dissertation.

The review committee convened via Zoom a second time on January 5, 2021, and all the members confirmed that the requested revisions were thorough. There were requests for three minor revisions, and a revised draft was emailed to the committee on January 18, 2021 and approved. The public presentation (to be held by zoom) was scheduled for February 9, 2021.