

(課程博士・様式7) (Doctoral degree with coursework, Form 7)

学位論文要旨

Summary of doctoral dissertation

専攻：教科開発学

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Course : Subject Development

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論文題目：認知言語学的アプローチによる英語句動詞の指導と習得に関する実証研究

Title of dissertation: An Empirical Study of Cognitive Linguistics-Based Instruction for Effective English Phrasal Verb Acquisition

論文要旨：

Summary :

The purpose of the present study concerning the acquisition of English phrasal verbs is to examine and demonstrate, through four empirical experiments, the effectiveness of cognitive linguistics approaches with pictorial elucidations, their teachability, learnability, and adaptability to active learning-based instruction.

The rationale for focusing on phrasal verbs is threefold: first, difficult expressions can be articulated using a basic lexicon that language users are likely to have already acquired. If learners have trouble communicating in English because they do not know how to convey things in English, phrasal verbs can bridge gaps in knowledge and assist them in expressing themselves. Second, English phrasal verbs are economical. When combined with a limited number of basic verbs and particles, phrasal verbs function much better than verbs alone. Third, phrasal verbs are frequently used in daily conversation by native speakers of English.

Since the common objective in Japan is to develop students' basic communication abilities in English, phrasal verb learning should be recognized as crucial for English language education. We must also recognize that mastery of phrasal verbs can be challenging for learners of English as a foreign language. The so-called Gestalt makes it difficult to understand why phrasal verbs mean what they do, and, as a result, the learning process is time consuming and laborious. As cognitive linguistics can reveal mysteries, such as those associated with phrasal verbs, from the perspective of linguistic motivation, a concept that conflicts with arbitrariness, instruction utilizing still or moving images based on its insights could be effective.

The advantages of phrasal verb learning via cognitive linguistics-based approaches are as follows: (1) a focus on linguistic motivation facilitates memory, (2) it clarifies differences in synonymous expressions, and (3) it deepens understanding of grammar and usage. The present research is an empirical study exploring the usefulness of cognitive linguistics-based approaches to phrasal verb learning, as described above, in Japanese educational settings. This doctoral dissertation consists of seven chapters, as outlined below.

Chapter 1 presents an overview of the current study. Then, key concepts of Subject Development Studies, in which the current study is grounded, are introduced.

In Chapter 2, previous research on phrasal verbs and their learning, including the theoretical background of cognitive linguistics and applied cognitive linguistics, is summarized and discussed. In addition, scientific evidence from a variety of fields, such as psychology and learning science, is reviewed to support the usefulness of the methodologies and materials employed in the present study.

Chapter 3 considers whether the application of materials based on the cognitive linguistics findings proposed in the present study is effective for phrasal verb learning or not. After dividing the participants into two groups, one of which learned phrasal verbs on the basis of cognitive linguistics and the other on the basis of conventional approaches, it is determined that participants in the former group scored significantly higher on the post-test, proving the efficacy of the phrasal verb materials derived from cognitive linguistics insights.

Chapters 4 and 5 verify the effectiveness of cognitive linguistics approaches for phrasal verb instruction in terms of teachability and learnability, respectively. When developing materials to put this theory into practice in educational settings, it is imperative to examine whether they are both straightforward for teachers to teach and for learners to learn. In contributing research findings to the field of education, it is considered more appropriate to focus on the findings of theoretical linguistics to enhance teachers' instruction and cognitive abilities to enable learners to understand the explanations. The results of the verification confirmed that teachability and learnability were guaranteed elements when the method was applied. With respect to learnability, the gain scores (post-test minus pre-test) for phrasal verbs learned in the proposed cognitive linguistic approach were found to be high, regardless of English proficiency or the number of phrasal verbs learned before the experiment. Furthermore, the cognitive linguistic approach to phrasal verb learning was observed to be beneficial in reducing the differences among academic groups.

In Chapter 6, a practical model of active learning-based instruction for phrasal verb acquisition utilizing the jigsaw method is proposed. In recent years, although active learning has been recommended in education in Japan, teacher-centered instruction remains the main method of vocabulary teaching. To enable the results of the present study to be incorporated within a range of educational settings, one method of active learning-based instruction for phrasal verb learning and its effects is demonstrated.

This doctoral dissertation investigates the effectiveness of the proposed phrasal verb learning methods through four empirical studies, as previously described. In Chapter 7, a summary of the plethora of results obtained in the present study is presented, the limitations are enumerated, and recommended directions for future research on phrasal verb learning methods are indicated.