



講師 / 修士 (政治学)、修士 (英語教授法)

クリストファー ピロット

Christopher Pirotto

学歴

カリフォルニア大学サンディエゴ校 政治学科、カリフォルニア州立大学サンディエゴ校 政治学科
修士課程、バーミンガム大学 英語と言語学科 修士課程

経歴

福井工業大学 外国語担当助教、国内英会話 講師、外国語指導助手

相談・講演・共同研究に応じられるテーマ

日本人学習者の外国語不安、TESOLにおける定量分析研究方法、言語学習者の個人差

メールアドレス

chris.pirotto@fukui-ut.ac.jp

主な研究と特徴

「Understanding Foreign Language Learning Anxiety」

High levels of anxiety in the language learning classroom can lead directly to decreased motivation and language gains. On that premise, Pirotto (2018) investigated the language learning anxieties that Japanese university students held. Through use of the Foreign Language Classroom Anxiety Scale (FLCAS), it was found that none of the previously proposed factor models of the FLCAS were a good fit for the participants and a new factor model was necessary to explain these learners' anxieties. Therefore, using factor analysis Pirotto (2018) proposes a 5-factor model as a new way to interpret results from the FLCAS. Further research into improving methods to interpret foreign language learning anxiety was continued in Dykes and Pirotto (2019). Through confirmatory factor analysis, the authors found that three widely used factor models were not fitting to a different group of Japanese university English language learners. Future research will investigate specific aspects of foreign language learning anxiety.

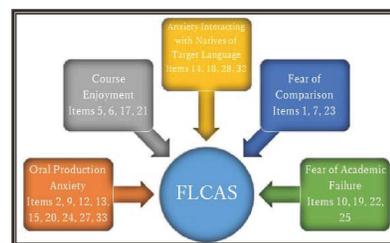


図1. Proposed FLCAS 5-factor Model in Pirotto (2018)

「Language Learning Beliefs of Japanese Learners of English」

This research investigates the language learning beliefs of Japanese English language learners. In Pirotto (2019), using Horwitz's Beliefs about Language Learning Inventory and exploratory factor analysis, six commonly held language learning beliefs were identified from a group of 206 Japanese university students. From the discovery of these beliefs, the researcher proposes several suggestions about how this knowledge can be applied to improve the students' language learning process. Research into learner beliefs continues with Pirotto and Pemberton (2019) when two very different groups of high school students were given a questionnaire to evaluate their language learning beliefs. This research was done to determine if what language learning beliefs are held amongst all young Japanese English language learners, and what beliefs differ greatly. Amongst all students, there was belief in the affective filter hypothesis and negotiating meaning. Whereas there no commonly held beliefs about behaviorism, the input and output hypotheses, and the interaction hypothesis.

Similarities	Differences
<ul style="list-style-type: none"> Affective Filter Hypothesis Negotiating Meaning 	<ul style="list-style-type: none"> Behaviorism Input Hypothesis Output Hypothesis Interaction Hypothesis

図2. Similarities and differences in two different groups of EFL students' language learning beliefs

今後の展望

With regards to the first research topic above, the researcher plans to conduct research into specific aspects of language learning anxiety as found in the five-factor model. Learning how to track anxiety over time is also important and will be a focus of research related to this topic. Regarding the second research topic, language learning beliefs, research will continue into the area with an investigation into what variables are able to explain differences in language learning beliefs. In a new research topic, the researcher is examining sport-specific language through corpus research in hopes of developing English learning materials specifically designed for athletes who aim to use their English while overseas for sports.

所属学会

全国語学教育学会
KOTESOL
全国語学教育学会 大学外国語教育研究部会
全国語学教育学会 試験と評価研究部会

主要論文・著書

Pirotto, C. (2019). Learners' beliefs about language learning: A factorial investigation. In P. Clements, A. Krause, & P. Bennett (Eds.), *Diversity and Inclusion* (pp. 162-168). Tokyo: JALT.

Pirotto, C. & Pemberton, C. (2019). Student SLA beliefs at two Japanese high schools. *Memoirs of Fukui University of Technology*, 49, 232-241.

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