

英語科目の好成績をもたらすもの：ぎゅっとeの実践を通して

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The Elements Bringing About Good Grades

— In the Case of *Gyuto-e* —

Yubun Suzuki

Many Kyushu University students are required to take English IIB and English IIIB courses, where they undergo web-based training in reading, listening, and grammar (called *gyuto-e*), answering one question after another at their own pace, an instance of autonomous learning.

The author compares various data concerning the students in his English IIIB course (spring semester, 2011) obtained from their learning records, their final grades, and the questionnaires. He ascertains from the records and grades that those students who achieve an excellent result in the midterm and term-final examinations and receive an upper final grade 1) tackle with each question carefully using a proper amount of time without skipping or knocking off the questions, 2) complete the extent of each exam when the minimum number of questions they are actually required to cover is 20% smaller, 3) attend class meetings regularly (though it might not be meaningful for students to get together in classrooms for autonomous learning), and 4) have a higher TOEFL-ITP score. Taking the result of the questionnaire into consideration, the author observes that students with higher final grades 1) perform supplementary work in addition to the class meeting, 2) have a will to continue to study English after they finish the general education period and languages cease to be compulsory subjects, and 3) cherish the idea that English will be important in their career after graduation from their university.

All these conclusions sound almost a matter of course, but, since they are clearly corroborated with data from various sources, English instructors in charge of courses of the type mentioned in the present article should bear them in mind when giving instruction.