

Motivational changes and preference for in-class activities

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Introduction

Classroom is a dynamic place where numerous factors affect each other and create a unique learning environment. In many cases, students' motivation in learning is the most influential factor to determine the effectiveness of the learning environment. Nevertheless, this relationship goes both ways as second language (L2) learners' immediate learning environment and experience exert powerful influences on their level of motivation as well. In an English as Foreign Language (EFL) context such as Japan, a language classroom is one of the few places where learners can actually be exposed to English. Thus, maximizing the effectiveness of the limited learning opportunities would be essential to support students' learning. In order to achieve this task, as Dörnyei and Csizer (1998) suggested, instructor's efforts to create a stimulating language learning environment through wise selections of in-class activities is integral to motivate students. Focusing on the relationships of motivation in L2 learning and in-class activities, the current research conducted questionnaire surveys. Through the questionnaires, the present study looked at activities which interest and motivate learners with lower English proficiency level. The result of the surveys and implications

will be discussed.

Review of Literature

As many of the previous studies have suggested, L2 learners' learning environments and experience have a great impact on students' motivation (Dörnyei, 2001; 2009; Dörnyei & Ushioda, 2011). Unfortunately, in Japan, learners' motivation in English learning tends to drop during the years of schooling (Falout, Murphey, Elwood, & Hood, 2008). According to a nation-wide survey targeting at Japanese junior high school EFL teachers, prior to other problems such as teaching methods and material use, motivating students was regarded as the most challenging task in EFL classes (Fujii, 2008). In order to generate, maintain, and improve L2 learners' motivational level, in-class activities in EFL contexts have recently been reexamined and reconsidered by both teachers and researchers (Dörnyei & Csizer, 1998; Dörnyei & Ushioda, 2011). In this literature review, a brief overview of L2 motivation and roles of in-class activities on L2 motivation will be presented.

In the past decades, various factors and aspects of L2 motivation have been investigated, including factors which drive the learners "to make certain choices, to engage in action, to expend effort and persistence" (Dörnyei & Ushioda, 2011, p. 3) in language learning. In Ryan and Deci's (2000) self-determination theory (SDT), motivation is loosely classified into extrinsic and intrinsic motivation. The former motivation is strengthened by positive or negative experiences such as better grades and loss of future career. In other words, the learner is stimulated and motivated when she sees some kind of objective benefits. The latter motivation, on the other hand, refers to language learning behaviors caused by different levels of interest and pleasure individuals find in language learning itself. For instance, a student who

studies English solely for personal enjoyment would be regarded as a intrinsically motivated learner. Ryan and Deci (2000) emphasized this motivation as a positive and strong factor that pushes individuals to make efforts and attain new knowledge. In fact, Noels, Clement and Pelletier (1999) identified a correlation between French language learners' intrinsic motivation and their "positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety" (p. 24). Many scholars now agree that this intrinsic motivation could be enhanced when learners' autonomy, relatedness, and competence are supported in their learning situation (Ryan & Deci, 2000).

Moreover, the actual implementation of this motivational theory in L2 learning and teaching context is the primary issue in L2 learning motivation study (Dörnyei & Ushioda, 2011). Until the mid-1990's, the application of the motivational theories into practice was not a major concern in the field (Dörnyei & Ushioda, 2011). In spite of serious difficulties language instructors face in motivating the students, "it is questionable whether motivation research in general has reached a level of sophistication that would allow scholars to translate research into straightforward educational recommendations" (Dörnyei & Ushioda, 2011, p. 104). Accordingly, practical ways to implement the L2 motivational theories into actual EFL classroom need to be further explored.

Presumably, one of the most effective motivational strategies accepted among scholars and instructors is to integrate intrinsic aspect into language activities. For instance, Dörnyei and Csizer (1998) listed activities which stimulate students' interest as one of their 'Ten commandments for motivating language learner.' Conversely, inappropriate classroom instruction in terms of intrinsic motivation may lower students' motivation. Nikolov's (2009) study on Hungarian

students demonstrates such a tragedy. Through interviews with 94 learners, Nikolov (2009) demonstrated that in-class tasks that were not intrinsically motivating to the students had negative effect on their L2 motivation. Activities such as memorization and tests seemed to impede students from achieving higher L2 language proficiency and motivation (Nikolov, 2009). Hence, it seems worthwhile to employ language activities which take learner's intrinsic motivation into consideration.

In fact, various studies have examined the EFL learners' activity preference with the aim of implementing intrinsic aspect in classroom. In some of these studies, learners were reported to prefer communicative activities to non-communicative activities. For instance, in Kurahachi's (1998) study, compared to teacher-centered approach, the communicative approach significantly raised learners' intrinsic motivation and resulted in positive attitudes toward learning English. Furthermore, students' reflections from Falout, et al.'s (2008) survey revealed similar results. Most of the 440 Japanese university students in this study desired enthusiasm and communicative approach in their English learning, instead of traditional grammar-centered practice (Falout, et al. 2008). Thus, activities which allow the students to be exposed to the English language seem favorable to increase learners' motivation.

Not every EFL or ESL learner, however, shows negative attitudes toward non-communicative tasks. For example, in her experimental study, Kurahachi (1995) discovered that both grammar-centered and communicative approach influence the learners in a positive way. A pair of twins, who had never taken any English courses prior to this study, enhanced their motivation in English learning after eight days of participation in a grammar-centered class (Kurahachi, 1995). In addition to this positive attitude to learn the language, the other pairs

who took the communicative class developed their willingness to talk in English significantly (Kurahachi, 1995). Barkhuizen (1998), who compiled and analyzed South African learners' opinions on 15 communicative and non-communicative activities, found different tendencies from Kurahachi's study. These African ESL learners expressed their reluctance to be involved in the communicative activities (Barkhuizen, 1998). Moreover, in Rao's (2002) research, Chinese EFL students expressed better appreciation to non-communicative tasks, which reflect China's educational emphasis on English language for test preparation. As a result, Rao (2002) claimed modernization, instead of westernization, of teaching L2 practice which suits each individual EFL situation would be necessary. After all, learners' preference and interest vary from culture to culture and context to context (Eslami-Rasekh & Valizadeh, 2004; Dörnyei & Ushioda, 2011; Spratt, 2001).

In order to broaden the scope of EFL classroom activity and student motivation, a new investigation which includes different student profiles and motivational levels is necessary. Although a number of studies have identified students' preference in activities in various ESL or EFL contexts, few studies have focused on what EFL learners at low-level language proficiency level would prefer. The low-proficiency EFL students might have different preferences than ESL/ EFL learners at different language proficiency levels; therefore, different teaching approaches might be recommended. In addition, the relationships between learners' motivational type and preference seem unexplored in the previous studies. The research of activity preference of language learners as a generic group seems abundant (Barkhuizen, 1998; Eslami-Rasekh & Valizadeh, 2004; Kurahachi, 1998; Rao, 2002; Spratt, 2001), but comparison of activity preferences of learners with higher and lower motivation seems not yet examined thoroughly. By

exploring the relationships between activity preferences and L2 motivational level in lower L2 language proficiency level classes, practical insights into approaches to improve classroom activities will be provided.

Methods

Research Questions

The purpose of this study is to investigate whether and how less successful Japanese EFL students with different level of motivation would prefer particular in-class activities after taking an EFL class in their first semester at university. In order to examine this issue, the following two research questions were generated: 1. Are there any particular in-class activities which low-proficiency level students tend to find interesting or prefer? 2. What activities are interesting among the students whose motivational level increased during the semester? In order to explore these research questions, questionnaire surveys were conducted in the present research.

Participants

The participants of this research were 162 Japanese university students who were taking basic level English courses. The research site was a middle-scale private university located in Tokyo, which offers both arts and science programs. The students were recruited from seven classes with the same course title but taught by different instructors. At this research site, students are assigned to courses at different English language proficiency levels based on their scores of the Test of English for International Communication (TOEIC). The current course targeted at the lowest English proficiency level (TOEIC score of 285 or below). The goal of this course is to improve students' grammatical knowledge and test-taking skills for the TOEIC

test. The questionnaire surveys were carried out at the beginning and end of the semester. The data of the students who participated both pre and post-assessments were analyzed in order to compare the change of motivational level and activity preferences.

Instrument

The questionnaires employed in the present study were originally designed by Ryan and Deci (2000). The questionnaire consists of 30 items measuring different psychological needs which influence motivation such as competence, autonomy, and relatedness. Hiromori (2005) modified this Ryan and Deci's (2000) questionnaire to accommodate Japanese EFL learners' English learning context (See Appendix A). In this questionnaire, 5-point Likert scale is used, which starts from 1 as "Strongly Disagree" to 5 as "Strongly Agree".

In order to investigate what in-class activities are interesting for the less-proficient learners, open-ended questions were added by the researchers of the current study (See Appendix B). For the pre-assessment, the questions which ask participants' activity preferences in English classes at their high school were included. The questionnaire for the post- assessment consisted of questions on participants' activity preferences in the target English course at university to investigate the changes in the participants' activity preferences through the course.

Procedure

The questionnaire surveys were administered at the beginning (April) and the end of the spring semester (July) in 2012. For each assessment, the participants were asked to fill out the questionnaires during the class for 15 minutes. The completed questionnaires were then collected by the individual instructors. Thus, no modification was

allowed after each assessment. The data was placed into spreadsheets for analysis. Then the answers gained from the open-ended questions were coded by the authors individually. The code lists were further revised by cross-checking the codes, and modification was made based on the agreement of the researchers. Finally, the results of the pre and post-assessments were analyzed in terms of three psychological needs, motivational level, and activity preferences.

Data Analysis

From the data collected in the questionnaire survey, the degree of motivation and activity preference were measured. The degree of motivation was obtained from the points of scale, a method adopted in the study of Suzuki (2008) and Kimura (2007). In the studies, motivation level was divided into higher and lower motivated groups. Participants whose score on intrinsic motivation scale was within one standard deviation of the mean were identified as mid-motivated learners. Hence, those participants who scored higher than this group were categorized as high-motivated and lower scorers were grouped as low-motivated. Additionally, major activities in the open-ended questions were coded and counted based on the frequency of appearance in the students' answer. Then percentages of popular in-class activities were analyzed in each motivational group.

Results

Motivational change and psychological needs

First, the changes in motivational level and psychological needs were compared among the seven classes. The SDT considers the following psychological needs: sense of autonomy, competence, and relatedness. Among these factors, growth in the sense of autonomy was prominent in the target classes. On average, 1.04 of increase was

Table 1 *Difference between Pre and Post Assessments in Psychological Needs*

Class	Assessment		
	Autonomy	Competence	Relatedness
1	.97	.17	-.26
2	1.26	.07	.03
3	1.04	.04	.04
4	1.03	.20	.25
5	1.79	.11	.46
6	.77	.54	.15
7	.90	.11	-.20
All	1.04	.16	.04

observed, from $M(162)=2.25$ to $M(162)=3.29$, and this psychological needs is the only item which maintained comparable increase rates in all classes (Table 1). The target classes except class 6 showed almost one point increase in the sense of autonomy. As can be easily imagined, students are expected to be more self-reliant in higher education, and also, class content should be more flexible compared to junior and senior high school education since no curriculum guidelines are set by the ministry for tertiary education. As a result, the participants might have become more autonomous after the first semester at university due to these factors.

For the sense of competence and relatedness, only a slight change was observed. The average increase in the sense of competence was 0.16 among the seven groups with the highest increase of 0.54 in class 6 and the lowest 0.04 in class 3 while the sense of relatedness generated even minor differences. Whole participants gained only 0.04 point increase on average, and the maximum gain was 0.46 in class 5; whereas, in two classes, slight decrease was found in this category.,

Despite the low scores of competence and relatedness as average in whole, in comparison of these psychological needs in Table 1, and the changes in motivational level in Table 2, in the classes where students'

Table 2 *Mean of Motivational Level in All Classes*

Class	Assessment				Difference
	Pre		Post		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
1	3.41	1.20	3.49	1.15	.08
2	3.24	1.02	3.09	1.16	-.15
3	3.34	1.17	3.29	1.12	-.05
4	3.40	1.25	3.50	1.17	.10
5	3.41	1.20	3.36	1.14	-.05
6	3.28	1.11	3.50	1.08	.21
7	3.42	1.19	3.46	1.11	.05
All	3.35	1.17	3.37	1.14	.02

motivational level increased, growth in the sense of competence can also be observed. Although the gap might be negligible, in class 6, slightly higher increase in both motivational level and the sense of competence is evident, comparing with different groups; motivational level showed 0.21 point increase and the sense of competence gained 0.54 , while the average is 0.02 in the former and 0.16 in the latter.

Motivational change and activity preferences

In order to compare the high and low motivated students, the participants in all classes were regrouped by their motivational level. Table 3 shows the percentages of preferred in-class activities selected by the groups with higher and lower motivation in the post assessment. The most popular activity among the students with high motivation was listening to English songs, which was selected by 25% of the participants in the group. In fact, this activity was the most preferred activity among all the participants including the low motivation group. In the low motivation group, 47.62%, which is nearly half the group members, liked to listen to English songs. Otherwise, this low motivation group did not find any other activities interesting,

Table 3 *Percentages of Preferred Activities in Groups with High and Low Motivation*

Motivation	Activities		
	Listening to songs	Group/pair work	Shadowing/ Dictation
High	25.00	20.83	16.22
Low	47.62	.00	.00
All	37.39	13.91	6.96

which imply their lack of motivation in learning English.

Another popular activity in the high motivation group was group or pair work. None of the students in the other motivational group selected this task; whereas, in the high motivation group, 28.83% favored communicative tasks. Although Japanese students are often intimidated by communicative tasks as they have to generate ideas as they articulate them in the second language, this particular group seemed to enjoy the activities.

With regard to the two kinds of activities, namely shadowing and test preparation, participants' concern on bottom-up information seems to underlie. Shadowing and dictation activities, selected by 16.22% of the participants, are intensive listening activities which focus on vocabulary and grammar (Table 3). Especially, dictation requires a learner to listen for specific words or grammatical items while spelling accuracy is also checked. This activity is used to reconfirm local linguistic information which has been taught in class. Accordingly, for those who struggle with the TOEIC test demanding a wide range of linguistic knowledge to achieve a higher score, reconfirming the learned bottom-up information through tasks with lower cognitive load might be helpful. In fact, one of the students in this study reported, "[I was able to] review basic grammatical content and become more interested in English." The amount of linguistic knowledge students with lower English language proficiency have acquired is limited, and

they are usually aware of the problem. Thus, the students who are more motivated would be more concerned about acquiring the knowledge needed.

On the other hand, 13.51% of the respondents mentioned that test preparation activities demotivated them. Unlike dictation, the majority of linguistic knowledge required in the test is unpredictable. Therefore, the learner has to actually use the knowledge rather than confirming what they have just learned when they are taking the test. Therefore, less successful learners who are aware of their limited linguistic knowledge could feel test preparation affectively more challenging, which might have caused the higher level of amotivation in the questionnaire data.

Unpopular activities

The questions inquiring about the participants' activity dislikes also show negative attitudes toward the linguistic aspect. Although the number of responses was limited, 10.81% of the high motivation group members found grammar instruction discouraging. In addition, 8.11% of the respondents in this group reported their motivation diminished when there was a discrepancy between the task difficulty and learners' English proficiency. This discrepancy could be either too challenging or too easy as one student noted, "I was told to answer difficult TOEIC questions without any lesson [beforehand], and another stated, "I thought the grammar instruction [in this class] was too basic."

Grammar instruction was unpopular in the low motivation group as well; however, even more unpopular activity was group work, which was not found in the other group. A student wrote, "[I did not like activities] which I was forced to talk with strangers." Here, the importance of sense of relatedness emerges. In language classes, ample opportunities to interact with classmates should be provided so

Table 4 *Percentages of Requested Activities in Groups with High and Low Motivation*

Motivation	Activities		
	Conversation	Group/pair work	Writing
High	12.50	8.33	.00
Low	4.76	.00	9.52
All	17.39	6.96	2.61

that the students would not be strangers to each other. Nevertheless, as this statement suggests, a welcoming environment needs to be created in order to avoid unnecessary stress.

Activities the participants request for future classes

One possible method to reduce this unnecessary stress might be writing. Surprisingly, writing activities attracted 9.52% of less motivated students, and this percentage was slightly higher than that of other activities (Table 4). On the other hand, no students in the high motivation group requested writing tasks. As most language instructors would know, students with limited language proficiency need preparation before presenting and the preparation by writing will offer them support for subsequent activities. This support can help students feel more secure and might have reinforced positive feeling toward this activity.

Looking at the high motivation group in Table 4, 12.50% of the students selected conversation practice as a motivator, and at the same time, listening activities displayed equal popularity to conversation practice. This particular statement illustrates this desire, "Practical English. [I want to be able to] improve my listening and speaking skills."

Interestingly, listening to music was not listed as a highly requested activity in either high or low motivation groups in this set of questions.

Nonetheless, many of them wrote simple statements such as “Something fun” and “I like it as it is in this class.” Thus, although no details were specified, these responses could possibly include music listening as this was their favorite activity in class.

Discussion

In the current study, the research questions are 1) Are there any particular in-class activities that low-proficiency level students tend to find interesting or preferable? 2) What activities were interesting among the students whose motivational level increased during the semester? To answer the first research question, in general, the results show students with lower L2 language proficiency prefer activities which require less cognitive load such as shadowing, dictation, and listening to music instead of listening and reading comprehension questions, which are more cognitively demanding. Therefore, in the present study, the following points are suggested to improve motivation of learners with lower L2 proficiency: pleasure and low cognitive load. These two points are all under the umbrella of affective aspect of learning, and the current research reconfirms that more attention should be given to affective aspect of language learning when teaching learners with lower L2 language proficiency.

Moreover, our research followed precedent studies as learners disliked grammar (Falout, 2008) and lecture-style instruction (Kurahachi, 1998). Excitement seems to be important for learners with low L2 proficiency level since playing games, listening to music, and group and pair work were listed as preferable activities, and these activities could possibly foster relatedness with classmates. Also, shadowing and dictation could offer learners more chances to succeed compared to activities which only allow yes/no answers. Through these simple and familiar tasks, students could be provided with more

chances to succeed, and with more successful experiences, the sense of competence could be nurtured.

Among other activities, listening to music seems to be the most exciting activity. One of the students with the lowest motivation stated, "By listening to English songs, I thought I want to be able to improve my English listening skills." As Krashen (1982) argued, lowering affective filter is the key to boost students' motivation, which is also an affective variable. Krashen's (1982) hypothesis is that a learner screens linguistic input depending on their emotional variables including "motivation, attitude, anxiety, and self-confidence," (Du, 2009, p.162) and this filter inhibits intake of information a learner is exposed to. In consideration of these factors, listening to English songs, especially pop songs, is a practical approach to deal with the affective variables.

Murphey (1992) pointed out five features of such an activity: emotional expressions, dialogic style of lyrics, colloquial languages, slower rate of delivery, and repetitiveness of phrases. In specific, with emotional, dialogic, and colloquial languages, English texts can be more approachable and personal to the extent that the learners can relate themselves to the story a song conveys. More personal and approachable delivery of information could reduce anxiety and boredom. Of course, considering the language proficiency level of students, lyrics with Japanese translation need to be provided. In the current research, many of the popular activities were listening exercises while reading and writing were found unattractive. However, by using song lyrics, reading and writing activities can also be implemented. Furthermore, the word-per-minute of pop songs is much lower than that of actual conversations (Murphey, 1992). Thus, with controlled speed and limited range of vocabulary, linguistic input would be more comprehensible to less successful language learners,

which is another necessary factor for the input to be acquired by the learner according to Krashen (1982).

Furthermore, with the affective support, the three psychological needs advocated in the SDT should also be developed. Nevertheless, a common concern is that the sense of autonomy would require attention in teaching contexts where autonomy is not emphasized. Kojima (2006) argued that teachers in East Asian countries should critically study the conclusions offered in the literature written by Western scholars, and modify the approaches to accommodate the specific Asian context of teaching and learning. Moreover, Rao (2002) and Dörnyei and Ushida (2011) indicated the need for teachers to identify suitable approaches based on their own teaching contexts.

As long as the instructor carefully considers this issue, the promotion of autonomy is beneficial to all learners. In fact, the participants of the current study have developed a sense of autonomy to some extent in a single semester. Since language learning is a long-term effort, language learners have to continue learning even after the completion of language courses. Accordingly, teachers should help students nurture the ability to learn autonomously (Agawa, 2007; Bingham, 2008; Lee, 1998; Li, 2009; Vansteenkiste et al., 2005; Ze-sheng, 2008).

Conclusion

In the current study, activity preferences and motivational level of learners with lower English proficiency level were investigated. Although the motivational level did not develop significantly in a semester, adding pleasurable activities such as listening to English songs seems to be essential. Moreover, the results suggest that students with lower L2 language proficiency tend to prefer activities which are not cognitively too challenging, such as shadowing,

dictation, and listening to music. On the other hand, learners dislike grammar and lecture-style instruction as previous studies in the L2 field have reported. In addition, the classes where the sense of competence grew over the semester also saw an increase in overall motivational level. Also, students who had built up motivation tended to prefer the activities which require them active participation such as pair or group work. This result is encouraging in that basic level students would enjoy communicative tasks even though their L2 linguistic knowledge source is limited.

Finally, the current research confirmed that the learners with lower L2 language proficiency require more affective support. With consideration for teaching contexts, the three psychological needs should be fulfilled. Therefore, the future research should focus on and further investigate relationships of activities which could affectively support learners and changes in motivation level of learners with limited English language proficiency.

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Appendix A: Questionnaire Sheet (Motivation Level and Types)

- I. 以下の 17 の項目は英語を学習する動機と英語学習への考えについて述べたものです。この回答に正誤はありません。次の 5 つの選択肢のうち、あなた自身の考えに最もよくあてはまるものに丸を付けて下さい。

The following statements describe motivation and attitudes toward English learning. Please rate how strongly you agree or disagree with each of the following statements by circling a number which best describes your opinion.

1- 強く反対 2- 反対 3- どちらともいえない 4- 賛成

5- 強く賛成

1- Strongly Disagree 2- Disagree 3- Undecided

4- Agree 5- Strongly Agree

- 1 英語を勉強するのは楽しいから英語を勉強をする。 1-2-3-4-5
(I enjoy studying English)

- 2 英語を勉強しなければならない社会だから英語を勉強する。 1-2-3-4-5
(This society requires students to study English)

- 3 英語の知識が増えるのは楽しいから英語を勉強する。 1-2-3-4-5
(I enjoy broadening knowledge of English)

- 4 英語を勉強する理由をわかろうとは思わない。 1-2-3-4-5
(I have no interest in figuring out why I have to study English)

- 5 将来使えるような英語の技能を身につけたいから英語を勉強する。
1-2-3-4-5
(I want to develop my English skills so that I can use it for my future career)
- 6 自分にとって必要なことだから英語を勉強する。
1-2-3-4-5
(Studying English is necessary for me)
- 7 英語は勉強しても、成績が上がらないような気がする。
1-2-3-4-5
(I do not think I could improve performance in the English class even if I studied)
- 8 英語を勉強するのは、決まりのようなものだから英語を勉強する。
1-2-3-4-5
(I accept studying English as a common sense)
- 9 英語を勉強しておかないと、後で後悔すると思うから英語を勉強する。
1-2-3-4-5
(I would regret if I did not study English now)
- 10 英語で会話できると、何となく格好がよいから英語を勉強する。
1-2-3-4-5
(I somehow feel that it would be cool if I could speak English)
- 11 英語くらいできるのは、普通だと思うから英語を勉強する。
1-2-3-4-5
(I regard speaking English as perfectly normal)

- 12 英語を勉強して新しい発見があるとうれしいから英語を勉強する。 1-2-3-4-5
(I feel excited when I discover something new through studying English)
- 13 自分の成長にとって役立つと思うから英語を勉強する。 1-2-3-4-5
(Learning English will help me improve myself)
- 14 英語の授業が楽しいから英語を勉強する。 1-2-3-4-5
(I enjoy participating in English classes)
- 15 よい成績を取りたいと思うから英語を勉強する。 1-2-3-4-5
(I want to get good grades in English classes)
- 16 外国語を少なくともひとつは話せるようになりたいから英語を勉強する。 1-2-3-4-5
(I want to be able to speak at least one foreign language)
- 17 時間を無駄にしているような気がする。 1-2-3-4-5
(I feel like I am wasting my time studying English)

II. あなたが以上の理由以外で、英語を勉強する動機は何ですか。

Ⅲ. 以下の12の項目は英語を学習する動機と英語学習への考えについて述べたものです。この回答に正誤はありません。次の5つの選択肢のうち、あなた自身の考えに最もよくあてはまるものに丸を付けて下さい。

- 1- そう思わない 2- 少しそう思わない 3- どちらともいえない
4- 少しそう思う 5- そう思う

- 1 英語の授業で勉強することは、すべて教師が決めている。 1-2-3-4-5
- 2 英語の授業での自分の頑張りに満足している。 1-2-3-4-5
- 3 英語の授業では、友達同士で学びあう雰囲気があると思う。 1-2-3-4-5
- 4 英語は出来ないと思うときがよくある。 1-2-3-4-5
- 5 英語の授業の課題内容は、選択の自由が与えられている 1-2-3-4-5
- 6 英語の授業では、良い成績が取れると思う。 1-2-3-4-5
- 7 英語の授業では、友達と協力して勉強できていると思う。 1-2-3-4-5
- 8 英語の授業はやれば出来ると感じている。 1-2-3-4-5
- 9 英語の授業を一緒に受けている友達とは、仲がよいと思う。 1-2-3-4-5
- 10 英語の授業でどんなことを勉強したいか、述べる機会がある。 1-2-3-4-5
- 11 教師は英語の授業の進め方などを相談してくれる。 1-2-3-4-5
- 12 授業でのグループ活動には、協力的に取り組んでいると思う。 1-2-3-4-5

Appendix B: Questionnaire Sheet (Activity Preferences)

Ⅳ. 以下の3つの質問はあなたの英語の授業に対する考えについての質問です。

英語の授業内でのアクティビティに対するあなたの考えを述べてください。

- 1 英語 A の授業であなたが学習への意欲が高まったと思うアクティビティは何ですか。

(In Eigo A class, what do you think are the activities which increased your motivation for English learning?)

- 2 英語 A の授業であなたの学習へのやる気を低下させたと思うアクティビティは何ですか。

(In Eigo A class, what do you think are the activities which decreased your motivation for English learning?)

- 3 今後英語 A の授業においてあなたが期待するアクティビティは何ですか。

(What kind of activities would you like to do in Eigo A class in the future.)

アンケートにご協力頂き有難うございました。

氏名： _____

学籍番号： _____