

**Exploring Motivational Changes from a Dynamic Systems Perspective through Task-based Language Teaching in High School First Year Students**

**Introduction**

Before I began my research, I had noticed that there was often a problem of motivation in students in the English classes I had observed in various contexts, so I began by looking for methods to apply to increase motivation in my students. This is why I focused primarily on motivational research with TBLT as the vehicle to enhance motivation in the classroom. My goal for this year was to create a positive effect on student motivation through communicative activities and tasks. To better understand student motivation I began using Dörnyei's (2013) model for motivation known as the L2 motivational self system (L2MSS). By using this system, I was able to become more familiar with how to research motivation and how dynamic systems theory (DST) relates to motivation research.

**Literature Review**

**Communicative Language Teaching.** Lee and VanPatten (2003) describe the role of a communicative language as one that provides students with the opportunities for communication by using the language to interpret and express real-life messages (p. 10). Brown (2007) further expands upon this by suggesting these seven characteristics of CLT:

- (1) Focuses on all aspects of communicative competence.
- (2) Instruction is based on pragmatic, authentic, and function use of the language for meaningful communication.
- (3) Fluency and accuracy are complementary to communicative competence.
- (4) Tasks are necessary to acquire the skill to cope with unrehearsed real-world contexts.
- (5) It is useful in developing autonomous learners that can become more aware of their own learning styles and apply it outside of the classroom.
- (6) The teacher is a facilitator to genuine communication.
- (7) There is an emphasis on student-centered, cooperative, collaborative learning with appropriate teacher-centered activities. (pp. 46-47)

These seven principals are important in that they help move focus away from teacher-centered instruction and put the emphasis on the learners. Having students focus on authentic use of the language and meaning gives students the chance to apply what they have learned in a way that will facilitate the use of the language outside of the classroom environment. An issue that may arise from this can be seen with beginner learners in that they do not have the language ability to be able to have extensive meaning bearing communication.

**Communicative Competence.** Communicative competence (CC) is important within CLT because it is needed for authentic communication to occur. CC is complimentary to CLT in that, without CC students would have a difficult time having meaning bearing communication that is required in CLT. CC has three key components as proposed by Canale and Swain (1980) and one additional component which was added to the model by Canale (1983). These four components are (1) sociolinguistic, (2) strategic, (3) grammatical, and (4) discourse. Of these four, one of the most important competence for beginning learners is strategic competence as referenced by Savignon (1997). Savignon (1997) uses the model of an inverted pyramid to show the importance of strategic competence by having strategic competence be the largest portion of the narrowest end. She stated, “strategic competence is present at all levels of proficiency although its importance in relation to the other components diminishes as knowledge of grammatical, sociolinguistic, and discourse rules increase” (p. 49). Beginning learners will be underdeveloped in all the competences, but the one competence they can most rely on will be strategic competence.

**Communication Strategies.** Often there is an issue with our students where they lack the vocabulary, knowledge of the subject, or confidence to communicate effectively, but through the use of CS, students are able to move past the issue and continue communication. Ellis (1994) defines a CS as something learners use “to overcome the inadequacies of their interlanguage resources” (p. 396). Dörnyei and Scott (1997) go on to extend this term in that CS handle three additional problems, those being own performance problems, other performance problems, and processing time pressure (p. 183).

**Task-based Language Teaching.** TBLT uses the foundation laid forth by CLT proponents and then tries to build a stronger framework for SLA. Nunan (2004) states that TBLT strengthens the following principles and practices within the classroom:

- (1) A needs-based approach to content selection.
- (2) An emphasis on learning to communicate through interaction in the target language.
- (3) The introduction of authentic texts into the learning situation.
- (4) The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- (5) An enhancement of the learner's own personal experiences as important contributing elements to the classroom learning.
- (6) The linking of classroom language learning with language use outside the classroom. (p. 1)

What can be garnered from this is that through use of TBLT, students will mainly learn through interaction, are introduced to authentic materials, and are given opportunities to learn about the process of language learning.

Willis (1996) claimed that there are three essential conditions for language learning and one desirable condition. The three essential conditions are: (1) exposure, (2) use, and (3) motivation, while the one desirable condition is instruction (Willis, 1996, p. 11). This means that within a language teaching context the teacher is not the main way that students will acquire the language. If any of these three essential components are missing, then students may have difficulty learning the language.

**Motivation.** Motivation is considered a key component within TBLT in that it is considered one of the three pillars for language acquisition according to Willis (1996). Many teachers are always looking for the key to get their students motivated in the classroom and there are many theories on how motivation plays a role in acquiring a second language. A current theory on motivation in SLA is Dörnyei's L2 motivational self-system. Dörnyei's system has three main components: (1) the ideal L2 self, (2) the ought-to L2 self, and (3) the L2 learning experience (Dörnyei & Ushioda, 2013, p. 86). The ideal L2 self is

important to SLA because “if the person we would like to become speaks an L2,” then the ideal L2 self becomes “a powerful motivator to learn L2 to reduce the discrepancy between the actual and ideal self” (Dörnyei & Ushioda, 2013, p. 86). The L2 ought-to self “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei & Ushioda, 2013, p. 86). The L2 learning experience relates to the immediate learning environment such as the teacher, curriculum, peer group, or successes that students experience within that environment (Dörnyei & Ushioda, 2013, p. 86).

**Dynamic Systems Theory.** DST originated in the field of mathematics, but can be applied to learners of a second language. Williams’ (1997) definition of a dynamic system is “anything that moves, changes, or evolves in time” (p. 11). K. de Bot, Lowie, and Verspoor (2007) expand upon this definition by stating, “Dynamic systems are characterized by what is called complete interconnectedness: all variables are interrelated, and therefore changes in one variable will have an impact on all other variables that are part of the system” (p. 8). If these dynamic systems are in a constant flux of change, then researching motivation within these systems also becomes complex. The input into a system can cause a nonlinear change in that there is no discernable cause and effect relationship to the outcome of the system (K. de Bot, Dörnyei, & Waninge, 2014, p. 706). Fortunately, dynamic systems are known to self-organize over time to create attractor states which is a form of stability of the subsystems within a dynamic system (K. de Bot, Dörnyei, & Waninge, 2014, p. 706). From these attractor states is where we can collect and analyze data to better understand the dynamic system.

## **2017 Action Research**

- Position:** High school English teacher
- Level:** First year high school students
- Class size:** 40 students split into two groups of 20 with three deep-data students per group of 20
- Time:** 50 mins X 2 classes/week
- Textbook:** Grove English Expressions I
- Problems:** Students' motivation can change throughout the school year and over time participation in class can wane.  
Students were not used to the use of tasks, as defined by Willis (1997), and communicative activities to help them acquire English.
- Questions:** What changes occurred in students' L2MSS?  
How did students' situation specific motivation change over the period of a lesson?
- Goal:** To create a positive effect on student motivation through the use of communicative activities and tasks.

### **What I did:**

At the start of this year, I began my career as a high school teacher and was introduced to material that had already been prepared for the year. Also, all of the units had already been decided upon, so it seemed there was little room for innovation. The usual structure of each unit consisted of: (1) vocabulary with a test, (2) input activities/brainstorming, (3) grammar, (4) speaking practice, (5) an essay, and (6) speaking tests. Fortunately, our department collaborated in meetings that were held weekly at our school and as a result of this I was able to make some changes to the vocabulary section and speaking section by adding conversation strategies, tasks, and changing parts of the unit over the course of the year. A list of the various tasks that I introduced during the year can be found in Appendix H. In the following paragraphs, I will introduce the changes I made that were inspired by the data collected over the course of my research.

In regard to the vocabulary section, I used the results of the data from my research to understand that students enjoyed more communicative activities. With this knowledge, I made a change in the way vocabulary was introduced to the students by making it into an information gap activity. The reason for this change was that students were originally required to repeat the pronunciation of each word after the teacher and were not required to attend to much else during this time. I also noticed students did not find this section of the lesson useful or easy in my September AR report (Figure 23).

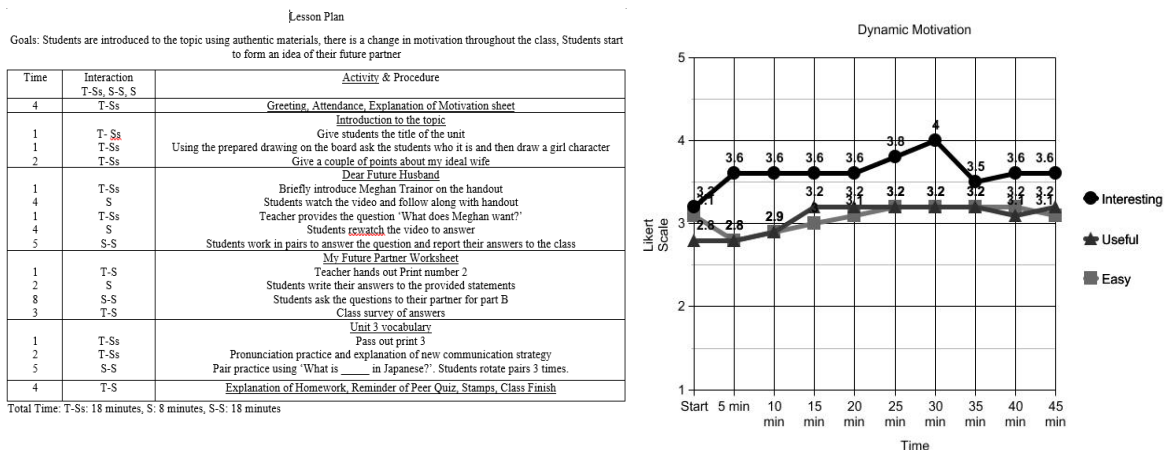


Figure 23. Results of SSMS in September using the original method of vocabulary practice (5 min mark)

At the end of October, students were introduced to the new way of doing the vocabulary. The vocabulary lists were printed as two separate sheets, an A sheet and a B sheet that appear in Appendix C. As can be seen, each sheet had words removed which turned the traditional vocabulary sheets into an information gap task. At the start of the first class, I split students into pairs and gave one an A sheet and one a B sheet. I then explained that they would need to use two different questions which could also be used as a conversation strategy. The two questions were “What is \_\_\_ in English?” and “What is \_\_\_ in Japanese?” I also introduced a strategy that would be useful for this particular activity by teaching the students the question “How do you spell it?” I did not go over pronunciation with the students before they began the activity as it would give them the answers and I wanted them to work together to complete each of their sheets by using strategies to clarify what their partner was saying. After each student had completed their sheet, I had them verify the spelling of each word on their partner’s sheet because they would be required to

have a vocabulary test on those words. From my observations and the SSMS, I found that students enjoyed this new task. For a detailed analysis of this data, please refer to Appendix A and C.

Next, I changed the vocabulary test to model the way students initially learned the vocabulary and how they would practice the vocabulary over the course of the unit in order to make it more reliable. Initially, the teacher would read a word in English and the students would write the word in English and Japanese on their test sheet. Since I wanted to reinforce the strategy I had taught them and have them attend to listening more, I made the test similar to the information gap activity. I would ask one of the two strategic questions that was introduced in the vocabulary task and the students would write either the English or Japanese.

One of the first changes that was introduced in the curriculum from the first unit was additional CSs. I noticed at the start of the year that the way students ended a conversation was mechanical and seemed unnatural to how it would be done outside of the class. My addition involved having the students give a reason for ending the conversation. The way I introduced this was to provide a worksheet for the students with an example conversation on it. An example of this can be found in Appendix F. From this innovation, I believe students have been able to end their conversations more naturally.

The next innovation that was introduced was additional materials that taught follow-up questions in an earlier unit from what was planned in the syllabus. When I was first introduced to the materials for the year, I noticed the students would not be required to attend to making follow-up questions until the unit in September. I felt this was too long to wait to introduce follow-up questions in their conversation. By waiting that long to introduce this conversation strategy, our English department would be repeating the mistakes that I made in my first year of this master's program. Students would have mechanical conversations and students would not be incentivized to listen to the response provided by their partner when having their conversations. With that in mind, I introduced a worksheet that students could work on collectively to help brainstorm follow-up questions that they could use in their conversations. This follow-up question sheet can be found in

Appendix E. I began the process of introducing this material in the second unit of the year.

I feel that these innovations over the course of the year have had a positive impact on students and may have increased their strategic competence. In addition, I was able to introduce a new task to the students to increase communication within the classroom between students and was able to further move into the role of a facilitator of English acquisition as opposed to an instructor of English.

### **L2MSS questionnaire and interview analysis**

At the end of November, I conducted the final L2MSS with all 20 of the students in my research class. The L2MSS questionnaire was coded as follows:

1. Ideal self: Questions 1, 2, 7, and 8
2. Ought-to self: Questions 3, 4, 5, and 6
3. Situation Specific: Questions 9, 10, 11, and 12

Each part of the L2MSS is represented equally within the surveys so as to not skew the results.

For the purpose of this research, I am going to analyze the results for the three deep-data students because of the importance of qualifying the quantitative data with the interviews to better explain the results that were found. I have included the results of the data from the entire class to provide additional context for the changes that appear in the three deep-data students. The three deep-data students involved in this study are known as Andi, Aiko, and Hinako. For each student, I shall provide the results of their data with support from their interviews. Each of the interviews conducted used a separate method so that I may understand which method would work the best in future research. For Andi's interview, the entire interview was conducted in Japanese with a translator. In Aiko's interview, I used English questions that were translated into Japanese, while the responses were in Japanese and translated when I was unable to clarify the meaning of the response. Finally, Hinako's interview was conducted entirely in Japanese without the use of a translator and then translated at a later date. All excerpts from students in this section are



translated from Japanese.

### Class

The results of the entire class' surveys as seen in Figure 24 show an increase in students' ideal self and situation specific motivation over the course of four months. What was interesting to note is that there was no change in the ought-to self during this four-month period, therefore the negative pressures have not changed over this period of time. With additional qualitative data, I would be able to better determine what had created the

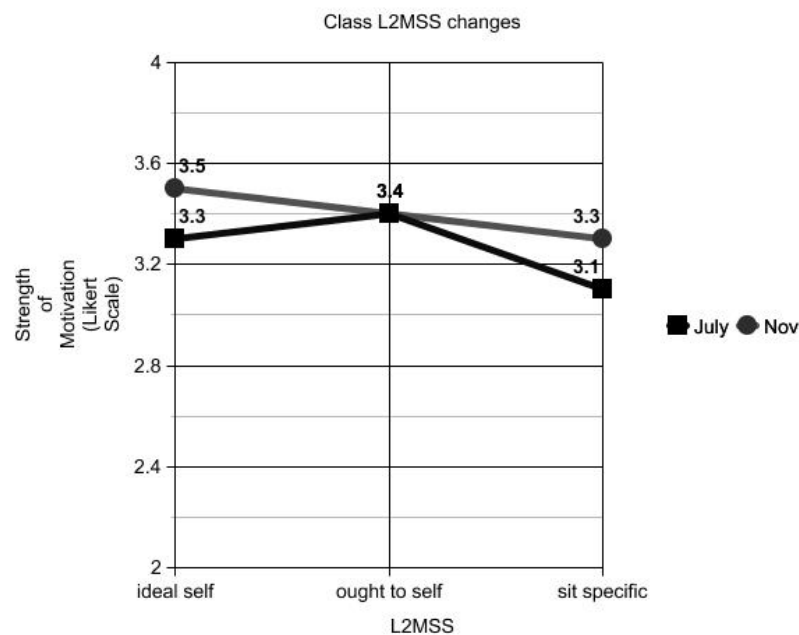


Figure 14. Class L2MSS changes over the course of a four-month period

changes in student motivation over time. My current beliefs for these changes come from the results of the SSMS, which are explained further from page 102. To summarize the observations and data, students steadily showed an increase in motivation during the lessons that involved communication and this may have created a change where they can see themselves using English in the future.

## Andi

The first student's results that I would like to analyze is Andi's. At the start of the year, I chose this student because of his high motivation towards learning English. As can be seen in Figure 25, there was a decrease in Andi's L2MSS over the four-month period.

In order to understand the changes, I conducted a semi-closed interview with Andi

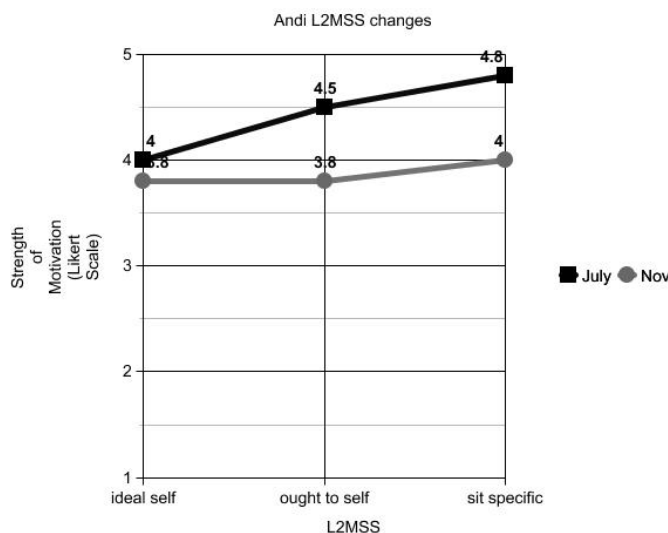


Figure 25 Andi's L2MSS changes over the course of a four-month period

in Japanese with a translator present to clarify any misunderstandings in meaning. To start the interview, I focused on the results of the data about his ideal self. The following is translated from Japanese.

Chris: How do you feel about English now?

Andi: English is fun.

Chris: Before you marked 5 for liking English. Why has it gone down?

Andi: My motivation for studying overall has gone down.

Chris: Why?

Andi: Basketball is more fun.

Chris: Before you mentioned what job you wanted in the future. Do you still want to do that?

Andi: It's the same. (He previously answered "I want to become a man that has

interests around the world.”)

As can be seen from his answers, he still has an interest in English and can see himself using English in the future. The one thing impeding his motivation at this time is his view of himself as a basketball player. This image currently plays a bigger role in his life and has eclipsed his future image of himself which in turn has caused a reduction in his ideal self.

A large drop appeared in Andi's ought to motivation as was seen in Figure 24. This may be attributed to the influences of his peers in basketball club and the relaxation of pressure from his parents due to the amount of time he must spend at basketball club during the week. Unfortunately, for this drop in motivation I did not ask a clarifying question during the interview, so I am unable to speculate further on the reasons for this drop in motivation.

The final decrease in motivation was found in Andi's situation specific motivation. When comparing his answers in July to those in November, the largest decrease in his motivation was found in his desire to work in pairs. In July, he agreed with the statement “I enjoy working in pairs,” yet in November he no longer agreed with this statement. Additionally, his survey showed a decrease in being able to understand my lessons. With the previous information from his interview about no longer being focused on English, I tried to find out if my lessons were too easy for him since he was a high-level student in my class. The following is an excerpt from the interview:

Chris: Is my class too easy now?

Andi: I am just not focusing on my studies.

Even though he marked high again on the section about conversation strategies, I wanted to verify his thoughts in my interview.

Chris: How are conversation strategies for you? Are they ok?

Andi: They are ok.

Chris: Can you do follow up questions?

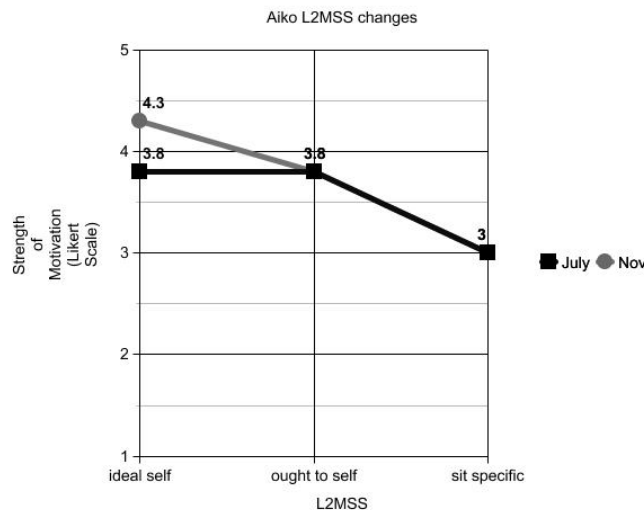
Andi: Yes, I can.

Though both answers were brief, they helped verify that he believes he is able to do conversation strategies and follow up questions.

Although Andi’s motivation did show a drop over the course of the four months of this study, he still has a positive inclination towards English. It would be interesting to extend this study with this student to see what changes occur to his L2MSS over the entirety of his time in high school.

### Aiko

The next deep-data student’s data that will be analyzed is Aiko’s L2MSS results. Aiko was chosen for this research because she helped to represent the average student in my class. In Figure 26, I present the changes that appeared over the course of the four months of this research. For Aiko, there was a positive change in her L2MSS in regard to her ideal self while the other two aspects of her L2MSS remained unchanged.



In the interview with Aiko, I asked the questions in English and both questions and answers were translated into Japanese or English as needed to clarify meaning. The first

Figure 26. Aiko's L2MSS changes over the course of a four-month period

part of the interview involved questions regarding her ideal self.

Chris: So before, you mentioned you didn’t like studying English. Is that still true?

Aiko: I don’t dislike it.

Chris: So, it’s ok?

Aiko: Yes.

Chris: Why?

Aiko: I feel happy when I can speak English.

When trying to clarify the question about her ought to self, the conversation ended up talking more about her future and what college she would like to attend.

Chris: From when did you decide to do that (wanting to participate in foreign events)?

Aiko: When I become a college student.

Chris: What college do you want to go to?

Aiko: Language school.

Chris: When did you decide that?

Aiko: Just before I entered high school.

Aiko clearly has a desire to speak foreign languages and she finds speaking in English enjoyable. This has shown a clear change from July when she clarified in the interview that she did not like English, but still enjoyed communicating in English. She also clearly sees herself using English in the future and is starting to prepare herself for the future. The changes seen to her ideal self started to become clearer as I asked further questions that related to her situation-specific motivation.

Aiko's ought to self-motivation levels did not change over the course of the four months, so I did not ask for more information in the interview. An interesting thing to note from her survey in this section is that the largest outside pressure on her motivation is in relation to money in the future, while the lowest is trying to make her friends or parents happy by learning English.

In the final part of the interview, I clarified Aiko's survey answers on her situation-specific motivation. Although there were no changes in her answers from the previous survey, her interview answers may help explain some of the changes in her ideal self.

Chris: You mentioned you are better at follow up and conversation strategies, so how do you feel?

Aiko: I am good at listening now so now I can answer more.

Chris: In my class is it more difficult than the other teachers class?

Aiko: It's the same.

Chris: Do you like my class?

Aiko: Yes.

Chris: Now, can you ask your own questions in English?

Aiko: Not instantly, but if I think a bit I can.

What was particularly relevant in this interview was she noticed that her listening was better and now she is able to use follow-up questions if she has time to think. These answers could possibly link back to her ideal self because she has seen progress in her English. One other point of interest is that she is enjoying the lessons that I have been conducting and the amount of communication in my lessons has had a positive effect.

Over the course of four months, there was a positive change in Aiko's L2MSS. She is more inclined to see herself as someone who uses English in the future and has been enjoying the communicative lessons and various tasks that have been included over the last four months. As with Andi, it would be interesting to see if her motivation continues to change throughout high school in a positive way as the reality of attending a language school sets in.

### Hinako

The final deep-data student's information that shall be presented is Hinako. Hinako was chosen to represent the students with low motivation in my class. Figure 27 represents the changes that were found over the course of the four months of my research. As with Aiko, I found a positive change in her motivation.

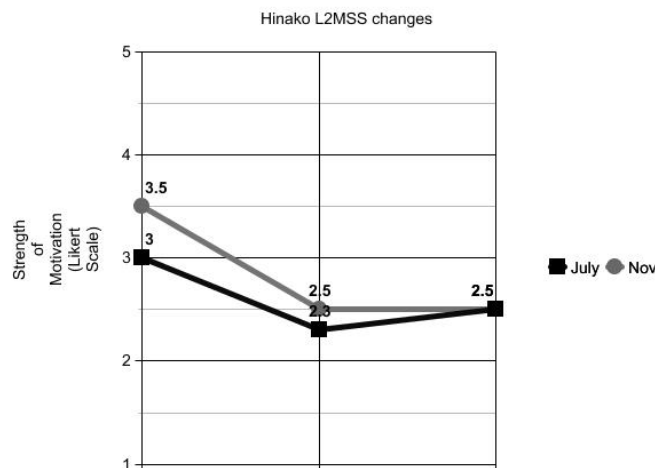


Figure 27. Hinako's L2MSS changes over the course of a four-month period

For this interview, all of the questions and answers were given in Japanese and then later translated into English. At the start of the interview I asked about the questions that were defined as part of her ideal self.

Chris: How are English classes?

Hinako: It's difficult.

Chris: Do you like it or not?

Hinako: No, I don't.

Chris: What do you think about your speaking skills in English?

Hinako: I don't know what to say, even in Japanese, I'm not good at communication so when it comes to English, I get nervous and don't know what to say.

Chris: Do you want to English events outside of school?

Hinako: No, I do not.

What was interesting to note in this interview was that she gets nervous and does not know what to say in Japanese or English when she tries to communicate with others. This likely has a large impact on her ideal self as she does not see herself as a good communicator. Her first speaking test of the year was one example of the difficulties that she faced when trying to communicate and showed the nervousness that was apparent throughout her conversation. The following is an excerpt.

6 Hinako hhh what favorite activity? [00:00:05.05]  
7 Taiki my favorite activity is playing basketball [00:00:10.24]  
8 Hinako ohh playing basketball [00:00:14.26]  
9 Taiki ...and you? [00:00:18.07]  
10 Hinako eeto my favorite activity is drawing picture [00:00:19.08]  
11 Taiki drawing picture... [00:00:24.06]  
12 Hinako ... [00:00:26.11]

Her speaking test in November showed her progression with English communication through the year. The proceeding is an excerpt of the transcript.

9 Aiko my treasure is iphone [00:00:24.26]  
10 Hinako oh that's great [00:00:26.27]  
11 Aiko it is silver iphone [00:00:27.28]  
12 Hinako ohh...what size is it? [00:00:29.11]  
13 Aiko it is medium size [00:00:33.12]

She still had some problems that may be related to nervousness, but now she is able to ask follow-up questions and she also started to use conversation strategies to assist in her

communication.

Her last answer about wanting to do events outside of school contradicted her answer on her L2MSS survey. The L2MSS survey in Japanese can be found in Appendix B. When referencing the L2MSS, the statements will be translated from Japanese to English. If I were to do this interview again, I would have to clarify this issue with her to better understand the difference in her answers.

There was a slight change in her ought-to self that was revealed in the L2MSS, but the interview did not address this issue as I did not think the slight change warranted much attention. On her L2MSS, the increase came from question (4) I am studying English to get a good grade (see Appendix B). I felt that the change from a negative answer to a neutral answer would not be answered clearly in the interview. Also, as students progress through high school, grades become more important to them and can provide the negative pressure that the ought to self refers to in the L2MSS paradigm. This is especially true for many students because receiving a score of under 40 points in a class is a failure and the student can be removed from school. I suspect as students go further in high school that this pressure to receive good grades will increase.

Finally, I address her situation specific motivation in my interview. According to the L2MSS survey data averages there was no change in her situation specific motivation, but to statement (9) and (11) there were changes compared to her previous answers. For statement (9) I enjoy working in pair, her answer changed from a neutral answer to a negative answer. Statement (11) My conversations are better when I use conversation strategies, went from a neutral answer to a positive answer. In the interview, I asked about my classes compared to the other teacher and I asked about her ability to use conversation strategies.

Chris: How about my classes, is it more difficult than (the other) teacher?

Hinako: Yes, you speak English all the time and I don't get what I should do in activities.

Chris: So, my English is difficult to understand?

Hinako: No, I mean I'm not good in English, so...



Chris: Until now, we studied a lot of English strategies. Can you use some of the easy expressions? Or is it still hard?

Hinako: Yes, I can use some of the easy ones.

Chris: In conversations?

Hinako: Yes, I do.

From this interview excerpt, I learned that Hinako views my lessons as being difficult because of the extensive use of English in my class, but that she does not blame my use of English. She refers back to herself in stating that she is not good at English, so she is just not able to understand. She was not able to further clarify her statement on number 11 on the L2MSS fully, but did note that she is now able to use some of the easy strategies that we have learned over the course of the four months.

Hinako seems to have a positive change in her L2MSS over the course of this research that may have resulted from her successes with conversation strategies. These successes may have caused a change in her ideal self in that she may believe she is able to use English in a conversation. Further analyzation of her most recent speaking test may help understand the changes that have occurred.

**Conclusion.** The results of the L2MSS and interviews helped create a clearer image of what is occurring in my class in regard to motivation. Overall, student motivation has increased over the observed time frame of this report. Though Andi has shown a decrease in motivation, I don't believe this change came from circumstances related to my lessons. Additional data and interviews would help determine if this was the case for this particular student. As for Aiko and Hinako's increase in motivation, I feel that the lessons, activities, and tasks have had a positive impact on their motivation over the four months of research. Both students indicated that there has been a change in their English competence. Aiko stated she is better able to listen, while Hinako's strategical competence has increased enough so that she is able to use various conversation strategies and follow-up questions in her conversations.

### **Situation-specific motivation survey data analysis**

The SSMS data for September and mid-October comes from the even-numbered students in my research class as the students are divided into two groups with a different teacher for each unit of the year. The final two SSMS come from the odd-numbered students in my research class and includes my three deep-data students. All comments from students referenced are translated from Japanese.

**September.** At the beginning of September, I began keeping track of students' situation-specific motivation in my classes to track what activities were causing changes in students' motivation. I used the data from these surveys to then implement changes in my lessons as was mentioned in the what I did section of this research. In the proceeding paragraphs, I will analyze the results of the SSMS and provide my interpretation of the data.

As could be seen in Figure 23 on page 6, there were multiple fluctuations in student motivation over the course of the lesson. The largest changes appeared during sections of my lesson where students were required to communicate with each other. Specifically, they were to provide their own ideas about the input they received. At this time, I felt that I should modify my lessons in some way to provide more opportunities for communicative activities because of the large change in how interesting the students felt the lesson was.

**October 3rd.** The next lesson I surveyed was in the middle of October. For this survey, I started to collect qualitative data about my lesson to support the results from the quantitative data. The focus of this lesson was for students to have two minute conversations with each other to practice for their speaking test and they were also required to provide constructive feedback to their peers. At the beginning of the lesson, I did corrections on students' homework. There were two points of interest from the data for this class.

Lesson Plan

Goals: Students can have a 2 min conversation about the topic, Students are motivated through speaking with each other, Students can provide feedback to each other

Time	Interaction	Activity & Procedure
4	T-Ss, S-S, S	Greeting, Attendance, Motivation sheet
8	T-Ss	Homework review Teacher elicits the sentence order from the students and writes it on the board.
3	S-S	Conversation Practice Students are paired up and have a 2 min. conversation about their future partner using the prints from the unit
5	T-Ss	Teacher provides feedback and example of a good conversation on the board
3	S-S	Students switch partners and have a second conversation
2	T-S	Teacher feedback
4	T-S	Timed Conversation Students are placed into groups of 4 and the sheet is briefly explained
3	S-S	1 <sup>st</sup> pair conversation
2	S-S	Peer feedback
3	S-S	2 <sup>nd</sup> Conversation
2	S-S	Peer feedback
3	S-S	3 <sup>rd</sup> Conversation
2	S-S	Peer feedback
3	S-S	4 <sup>th</sup> Conversation
2	S-S	Peer feedback
1	T-Ss	Teacher Feedback and Finish

Total Time: T-Ss: 22 minutes, S-S: 28 minutes

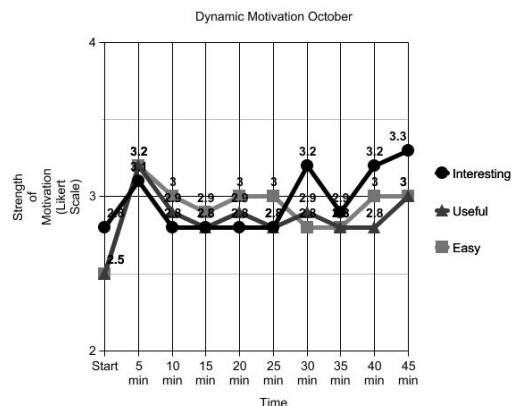


Figure 28. Results of the SSMS in October with increase in motivation at the 5, 30, 40, and 45-minute mark

In Figure 28, student motivation increases correspond with the correction of their homework and communicative activities. At the 5-minute mark, students were focused on correcting their homework. I conducted the homework corrections in a similar manner to what is done in their other classes at this school. I elicited the answers from the students, wrote them on the board, and then they corrected their paper. My conclusion in regard to this increase in motivation at the time was that students found it interesting, useful, and easy because it would help them with writing their essay and they were being give the answers explicitly. I didn't stop to consider that the increase may have been from the familiarity of the activity for the students. Unfortunately, none of the comments focused on this aspect of my class, so I was unable to determine a clear cause for this increase in motivation.

The other increases in motivation came from the practice conversations and peer feedback task. For this part of the lesson, there were multiple comments that helped support my assessment and the data that the students enjoyed the task. Some student comments included from the SSMSs:

I don't understand perfectly, but it was enjoyable.

Sometimes I didn't understand, but the conversation was enjoyable.

It was practice for me and I will do my best on the (speaking) test. It was enjoyable.

Two students mentioned that even though they were unable to understand everything, they

still enjoyed the lesson with emphasis on the conversations that were had during the lesson. These comments helped reinforce my opinion that tasks and communicative activities were beneficial for student motivation in my class.

**October 25.** On October 25<sup>th</sup>, I began using the new vocabulary information gap task in my lessons. In this task, students were required to communicate through the use of questions that related to strategic competence to fill in the blank spaces on their vocabulary sheet. An example and detailed description of this activity can be found in Appendix D. There were three points of interest in regard to the students' situation-specific motivation as can be seen in Figure 29.

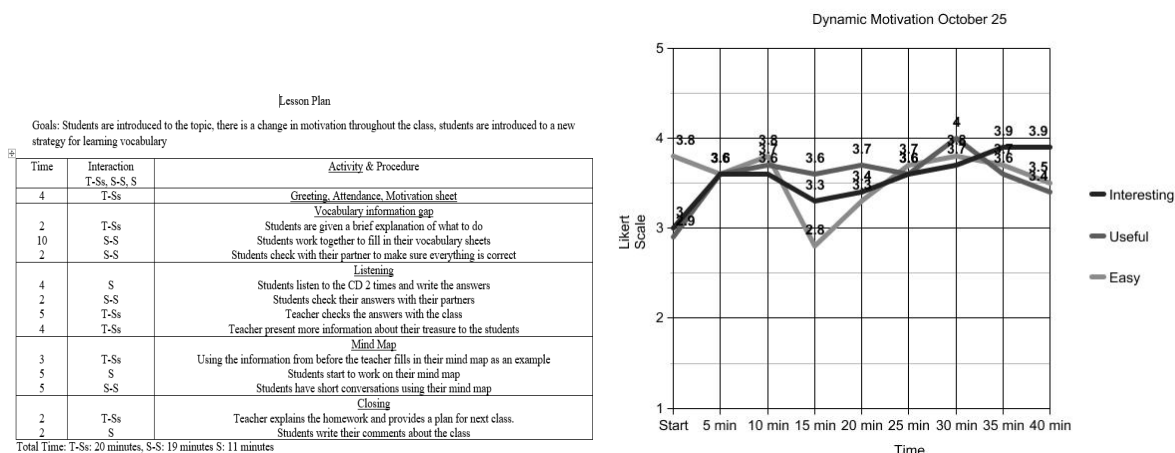


Figure 29. Results of the SSMS on October 25th with changes in motivation at various points

The first major change came from the new vocabulary information gap task. When analyzing this data, I determined that this positive change in motivation may have been from the task being a new way to learn the vocabulary. This may have sparked an interest in the students. Students also showed an increase in how useful this task was. This rise in usefulness continue throughout the lesson as time progressed. One student commented:

I realized that the English class can be useful.

From that comment, I feel that the changes I am making are starting to be noticed by students and they are finding that the lessons can become useful over time.

The next big change in student motivation came during the listening activity.

Students found this section of the lesson much more difficult than other parts, but still retained some interest and feeling of usefulness. Two students provided comments that were related to listening in my lesson.

Speaking and listening were fun.

It is fun, but I couldn't understand sometimes.

Both students mentioned that they enjoyed the lesson, but only one of the two comments referred to listening positively. The other student's comment may help to explain the large drop in how easy they felt that section of the lesson. By not being able to understand some activities or tasks, they found the lesson more difficult than normal.

The final change in student motivation in this lesson was found at the end of the lesson where students were asked to communicate with each other prior to doing their mind map. This was the point of the lesson where students were given the opportunity to express their own ideas and to communicate with each other prior to writing their mind map. One student commented:

It was fun to think about what my treasure is.

Using this comment helped explain some of the positive changes in this final part of the lesson, but other students found this part difficult even though they had an interest.

It was hard to pick one thing as my treasure, especially to explain what that thing is.

When I started to think about my treasure, there were a lot and I couldn't pick one.

I couldn't think of anything.

Some students had difficulty picking a single treasure because they felt they had so many things that they treasured, but the topic required just one. One student just couldn't think of anything that was their treasure. All of these comments informed me that even though it was interesting, the students would need more time to think about this topic before they were required to make a decision.

Finally, there were various comments that related to my teaching of this lesson. Overall there were many positive comments. The most salient ones in regard to students' situation-specific motivation regarding me are:

Chris' lecture was fun and easy to understand. Not just the English that he used, but

also his gestures makes it easier to understand.

He is teaching us English in an interesting way and he gave a lot of instruction which makes the lecture easy to understand and funny.

It was a long time since I had the last lecture by Chris and it was fun. I am looking forward to the next class

In total, there were 11 comments that related to how enjoyable the lesson was. The comments I received make me feel I am providing lessons that are appropriate for my students by making sure they are understandable and include gestures to help communicate meaning to the students. I also feel that by adding some points of interest to the students through comedic effect I have increased their interest in my lessons and it may have attributed to the steady rise in interest over the course of my lesson.

**November 15<sup>th</sup>.** On November 15<sup>th</sup>, I conducted the final SSMS with my students. For this lesson, I used the same materials as were used in mid October, but with the new topic. The lesson flow also remained the same except instead of homework review I returned essays to the students with my comments. The situation-specific motivation changes can be seen in Figure 30.

Lesson Plan

Goals: Students can have a 2 min conversation about the topic. Students are motivated through speaking with each other, Students can provide feedback to each other

Time	Interaction T-Ss, S-S, S	Activity & Procedure
4	T-Ss	Greeting, Attendance, Motivation sheet
5	S	Eiken Listening Students listen to the CD and answer Eiken questions
3	T-Ss	Students check answers
3	S-S	Conversation Practice Students are paired up and have a 2 min. conversation about their future partner using the prints from the unit
5	T-Ss	Teacher provides feedback and example of a good conversation on the board
3	S-S	Students switch partners and have a second conversation
2	T-S	Teacher feedback
4	T-S	Timed Conversation Students at placed into groups of 4 and the sheet is briefly explained
3	S-S	1 <sup>st</sup> pair conversation
2	S-S	Peer feedback
3	S-S	2 <sup>nd</sup> Conversation
2	S-S	Peer feedback
3	S-S	3 <sup>rd</sup> Conversation
2	S-S	Peer feedback
3	S-S	4 <sup>th</sup> Conversation
2	S-S	Peer feedback
1	T-Ss	Teacher Feedback and Finish

Total Time: T-Ss: 19 minutes, S-S: 26 minutes, S-S: 5 minutes

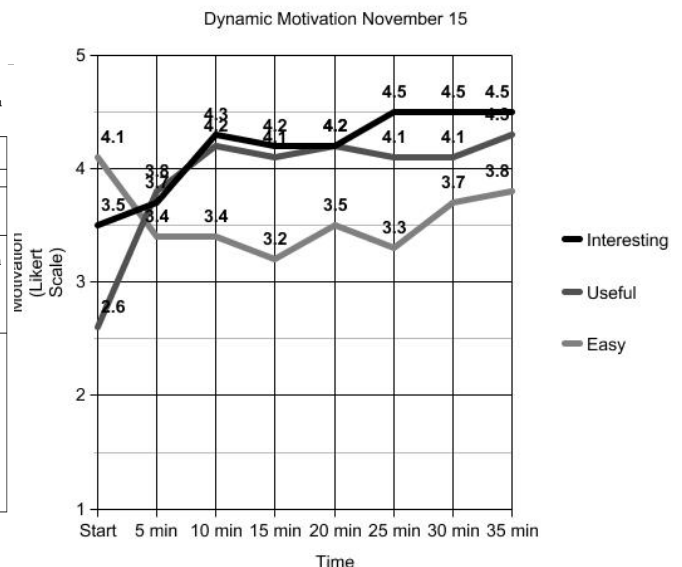


Figure 30. Results of the SSMS on November 15th with changes in motivation at various points

For this lesson, student motivation showed a steady increase over time. The first large increase in student motivation came when they started their practice conversations

with each other. Immediately, interest in the lesson showed a large increase, but the easiness of the lesson showed a decrease. The decrease may be attributed to the difficulty some students face with speaking English. Two comments helped support this analysis:

Speaking is difficult but very interesting, it will be good for my future.

It is very difficult to talk in English and it makes me cause the problem for my partner of conversation.

Both of these students had difficulty with speaking English and I think these comments help represent what the class felt at first from the speaking practice. A salient point was that even though the one student found speaking difficult, they still found it interest in the activity.

Many other comments that I received about this lesson spoke positively about the communicative component of this lesson.

It's so much fun and easy to understand. Also, the conversation practice is very useful and the opportunity to talk with different people makes it interesting. Writing an essay its hard, but I learn a lot when the teacher corrected the paper.

I don't like speaking test but the time that we practiced before exam was fun.

We have presented it inside of the group, so I felt that developed my speaking and listening skills, and it was fun, so it makes easy to get the English.

It was interesting to talk with a lot of people about their treasure.

It was fun and interesting because I could interact and talk with a lot of people. It was useful for me and Chris class is fun.

In addition to these comments, there were an additional 11 comments that related to speaking for this class. Of those 11 comments, 10 were positive. With the overwhelming positive feedback from my students in regard to communication with their peers, I feel that having communicative tasks as a focal point for a lesson created an environment where student motivation could thrive.

**Conclusion.** In all of the lessons I provided SSMSs for, I found that communicative tasks and activities created a positive effect on students' situation-specific motivation. Students continually mentioned how fun the lessons were when they were communicating

with their peers. Interest in the lessons also increased the more they spoke with each other. As a result of these analyses, I will continue to make my classes more communicative in the future and try to modify activities to become communicative tasks.

### **Issues**

There were various issues that affected the research I was able to conduct for this year. The issues that I faced throughout the course of my research were (1) concerns from the other teachers in regard to my suggestions for changes, (2) my availability, (3) students' availability for interviews, and (4) my Japanese language ability. For each of these problems, I will further analyze how I could alleviate the negative impact on my study from these issues in order to improve the quality of my research in the future.

My first issue was in regard to changing some of the materials for each unit to add communication strategies earlier or to make the activities more communicative. Since I had begun my position as an English teacher this year, I initially felt that my opinion would be regarded as less than the opinions of other teachers who had experience with the students at this school. There was also another teacher who helped design the majority of these units and the teachers had been finding success using these unit designs. Over time, I overcame my own insecurities as a new teacher and started to offer suggestions for change. At first, teachers were reluctant to try some of my ideas, but I eventually found success by focusing on small changes that we could introduce in conjunction to what was already planned. I feel that I have made progress with the teachers over the course of my research and have started to introduce larger changes backed up by the data I have received from students.

The second issue that I faced was availability. As I have been busy with various aspects of my job, I have often been unavailable when my research students are available. This has made having appropriate length interviews difficult. This was especially relevant when I was trying to conduct my final interview with my three deep-data students. As a result of this issue, I was unable to allocate enough time with each student to have an appropriate length interview. This required me to use other sources of qualitative data to help triangulate their results. If I were to conduct this type of research again in the future, I would like to allocate more time for each interview and allow myself more time to prepare



for each interview.

The next issue I felt was relevant to my research this year was my Japanese ability. In order to conduct the interviews with the students, I used their native language to help bridge the communication barrier. For two of my interviews, I was afforded an interpreter to clarify my questions and to help understand the responses from students. For the other four interviews I conducted over the course of this project, I was the only other person in the room with the interviewee. The issues that occurred from my lack of Japanese ability consisted of not being able to completely understand the response that I received from the interviewee. This led to being unable to ask appropriate follow-up questions that would have provided additional support for the L2MSS surveys. Additionally, when I did understand the responses, I was often unable to ask a clear question to the interviewee due to my limited grammar or vocabulary. If I were to conduct interviews in Japanese in the future, I would prefer to have an interpreter to help with miscommunication and clarification.

By attending to these issues in the future, I believe the results of my research into motivation would be more powerful. I feel that I would also have qualitative data that could provide more support for the quantitative data that is presented in my research.

### **Further research**

As was briefly mentioned in my L2MSS survey data analysis, further research could be done as a longitudinal case study of the three deep-data students. By attending to the students' situation-specific motivation and comparing it to the changes in their L2MSS, I would be able to see to what extent changes occur when students are placed into different teaching environments. Additional research could also be done on their situation-specific motivation over the course of a school day to see how other dynamic situations in their lives may affect their motivation in an English class.

### **Conclusion**

In this conclusion for the 2017 AR year, I will provide my final thoughts on this year's results. I will discuss each section briefly, by the order they appeared in my final report and will cross reference my thoughts with other aspects of this research.

In regard to what I did in my class, I feel that the changes to make the class more

communicative, especially the vocabulary information gap task, were successful and provided a positive change in students' situation-specific motivation throughout the lessons that used this task. Students responded positively as was seen in Figure 27 on page 101 and from this initial positive reaction it may have created a feedback loop of positive motivation which transferred to other aspect of my lessons.

The next section I analyzed was my deep-data students and their L2MSS. Overall, two of the three students had a positive increase in motivation over the course of the four months of research. The one student who had a decline in motivation was most likely due to changes in his attitudes towards school and not my class, as he responded positively to my lessons in his SSMSs. My average motivation student showed only a slight increase in her ideal self, but continued to respond positively to lessons and to her answers in her interview. The final student showed a largest increase in her ideal self-responses on the survey. She also is able to use conversation strategies and follow-up questions, so this may have had a positive effect on her ideal self. At the beginning of this research, she struggled with her strategic competence which affected her communication with her peers, yet through repetition and positive classroom environments she has shown a lot of progress over time. From this progress, I feel she is slowly becoming more motivated over time.

Finally, in my SSMSs there were often increases in motivation found during tasks and communicative activities. In addition, students often made comments about the style of my lessons which may have a huge impact on motivation in the classroom. Students also had a positive affect towards communicating with their peers. From this research, I feel that as long as a teacher remains positive and the lessons are communicative it will help foster positive emotions in the classroom and can lead to an increase in motivation over time.

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## Appendix A

### SSMS

1. まったくそう思わない。
2. そう思わない。
3. どちらともいえない。
4. そう思う。
5. 強くそう思う。

#### Comments

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Time	Interesting	Useful	Easy
5 minutes			
10 minutes			
15 minutes			
20 minutes			
25 minutes			
30 minutes			
35 minutes			
40 minutes			
45 minutes			
50 minutes			

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## Appendix B

### L2MSS Survey

#### クリスのアンケート

1. まったくそう思わない。
2. そう思わない。
3. どちらともいえない。
4. そう思う。
5. 強くそう思う。

- 1) 私は英語が好きだから、英語を勉強しています。 \_\_\_\_\_
- 2) 私は英語で会話が出来るとうれしくなります。 \_\_\_\_\_
- 3) 私は親や友達に喜んでもらうために英語を学んでいます。 \_\_\_\_\_
- 4) 私は良い成績を取るために英語を勉強しています。 \_\_\_\_\_
- 5) 私はいろんな国を旅行する時に役立つので、英語を学びたいです。 \_\_\_\_\_
- 6) 英語の能力を伸ばすことは、将来、より良い職を得たり、より良い学校に通ったり出来るなど、自分の経済的利益につながると思います。 \_\_\_\_\_
- 7) 英語を話す国に影響を及ぼす問題について、より深く理解出来るようになるためには、英語を知ることが大切です。 \_\_\_\_\_
- 8) 日本国内で開かれる外国の行事や地域共同体の活動に参加するためには、英語を知ることが重要です。 \_\_\_\_\_
- 9) 私はペアワーク(友達とふたりで会話の練習をしたり問題を出し合ったりすること)が好きです。 \_\_\_\_\_
- 10) 私はクリスが話していることが、だいたい分かります。 \_\_\_\_\_
- 11) ”Pardon?”や” How about you?”などの英会話活用術が使いこなせると、私の会話はより上達します。 \_\_\_\_\_
- 12) 私は会話に追加の質問を加えることが出来ます。 \_\_\_\_\_

Appendix C  
Monthly Reports and Handouts in 2017  
**AR report September**

Chris Bradford

**Level:** 1<sup>st</sup> year high school students

**Class size:** 20 students

**Textbook:** Grove English Expressions I

**Lesson Goals:**

- Students are introduced to the topic using authentic materials
- There is a change in motivation throughout the class
- Students are introduced to a new conversation strategy

**What happened**

At the start of the class, I gave the students a sheet to help track their motivation throughout my class so that I can see what parts of the class students find interesting, useful, and easy within my lessons (Appendix 1). After every 5 minutes, students were asked to mark down how they felt at that moment in the class.

Next students were introduced to the unit topic, My future partner. To help introduce the topic, students were shown a video and given the translation to the lyrics. The first view of the video, students were asked to enjoy the video and follow along with the lyric sheet. On the second viewing, students were asked to follow along and prepare to answer the question of ‘What does Meghan want from her future partner?’ After the video finished the second time, students were placed in pairs and asked to discuss the question. After their discussion, students were asked to report to the class.

Students were then given sheet number 2 and asked to agree or disagree with Meghan’s ideas for a future partner. Overall students seemed interested in this activity and their answers sometimes were quite different. Students then did part B in pairs where they asked each other the questions on the sheet and marked their partner’s answer. Students were sometimes surprised by the answers they received. Finally, I took a quick survey of the class on each question asking who agreed with Meghan’s idea. Students again were surprised by

the results.

After the results, we moved onto the vocabulary print and practiced the pronunciation of the first 5 words on the list and students were informed that there would be a peer quiz on those words in the next class. Next, I introduced the conversation strategy ‘What is \_\_\_ in Japanese?’ I had the students practice using this strategy in pairs using the new vocabulary. After each time they finished I had them change partners.

At the end of the class, I had the students fill in the final part of the dynamic motivation sheet and turn them in, reminded them of their peer quiz, and said goodbye.

## Results

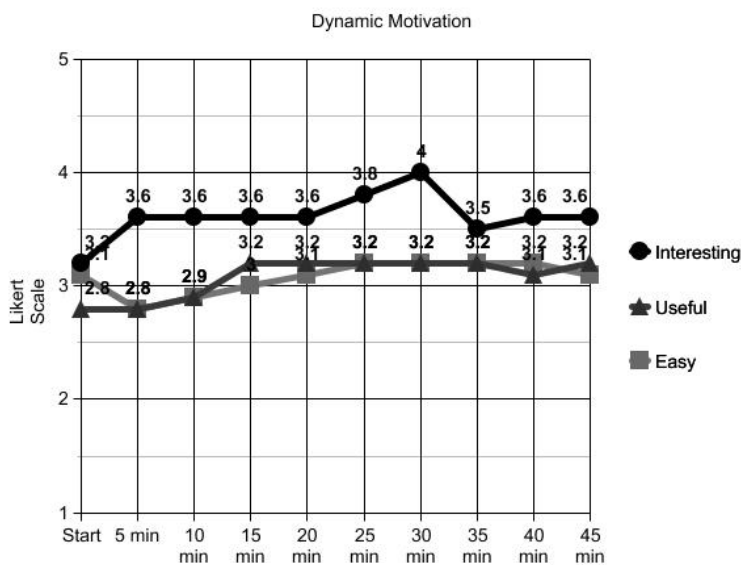


Figure 31. Results of SSMS for September

The results of the survey as seen in Figure 31 were interesting in that there was definitely a change in students’ motivation over the course of the lesson. When comparing these results to the lesson plan, I can see what types of activities students enjoyed more as well as what they found useful.

At the start of the lesson, students showed a low amount of interest and had a slight feeling that the class may not be as useful to them. There was also a slight feeling that the class was easy.

When the students were introduced to the topic using my picture, there was a large rise in interest, but a drop in the perceived usefulness of the activity. There was not an increase

in perceived usefulness until the students were asked to talk about the question in pairs. This leads me to believe that students find activities that involve communication more useful to them and they tend to prefer those activities as the perceived level of usefulness remains the same until the introduction of the new vocabulary.

The point where students had the highest amount of interest in the class was at the point where they were asked to talk with their partner about their own ideas based on Meghan Trainor's song. What is interesting to note is that even though students found this highly interesting there was no change in the feeling of usefulness or how easy the activity was.

Overall from the results of this data, I feel that having more communicative activities in the classroom and reducing teacher talk time may have a more positive influence on student motivation within this class. In order to make these results more reliable, I will need to increase the amount of communicative activities and conduct this survey additional times.



## Lesson Plan

Goals: Students are introduced to the topic using authentic materials, there is a change in motivation throughout the class, Students start to form an idea of their future partner

Time	Interaction	Activity & Procedure
4	T-Ss, S-S, S	<u>Activity &amp; Procedure</u>
		<u>Greeting, Attendance, Explanation of Motivation sheet</u>
		<u>Introduction to the topic</u>
1	T-Ss	Give students the title of the unit
1	T-Ss	Using the prepared drawing on the board ask the students who it is and then draw a girl character
2	T-Ss	Give a couple of points about my ideal wife
		<u>Dear Future Husband</u>
1	T-Ss	Briefly introduce Meghan Trainor on the handout
4	S	Students watch the video and follow along with handout
1	T-Ss	Teacher provides the question 'What does Meghan want?'
4	S	Students <del>rewatch</del> the video to answer
5	S-S	Students work in pairs to answer the question and report their answers to the class
		<u>My Future Partner Worksheet</u>
1	T-S	Teacher hands out Print number 2
2	S	Students write their answers to the provided statements
8	S-S	Students ask the questions to their partner for part B
3	T-S	Class survey of answers
		<u>Unit 3 vocabulary</u>
1	T-Ss	Pass out print 3
2	T-Ss	Pronunciation practice and explanation of new communication strategy
5	S-S	Pair practice using 'What is _____ in Japanese?'. Students rotate pairs 3 times.
4	T-S	<u>Explanation of Homework, Reminder of Peer Quiz, Stamps, Class Finish</u>

Total Time: T-Ss: 18 minutes, S: 8 minutes, S-S: 18 minutes

## Do you know Meghan Trainor?

昨年ヒットチャリ系(BMW (Be Beautiful Woman)として話題になったシンガーです。今回紹介するのは、彼女のすてい歌詞の曲 Dear Future Husband. 将来の旦那様へのメッセージを歌った曲なのですが、ある意味で「女性の心をサクッと歌った楽曲(名曲)」であり、ある意味で「こんな曲を好きな人に聞かせたら、きっと逆に結婚が盛さかるだろう」とも思える曲です。

## Dear Future Husband—Meghan Trainor

Dear future husband

未来の旦那様

Here's a few things

You'll need to know if you wanna be

My one and only all my life

死ぬまで私の旦那様でいたいなら、知っていてほしいことがあるの

Take me on a date!

デートに連れて行ってね

I deserve a break

私だって豊盛客が鬱陶しいよ

And don't forget the flowers even

anniversary!

誕生日にはお花を忘れずに

Cause if you'll treat me right

あなたがい旦那様でいてくれるなら

I'll be the perfect wife

私は完璧な妻までいるわ

Buying groceries

スーパーに買い物に行ったり

Buy-anything what you need

あなた達の生活に必要なものを買った

You got that 9 to 5

あなたは9時から5時仕事

But, baby, so do I

でもね、私だってさあんなよ

So don't be thinking I'll be home and baking

apple pie!

アップルパイでも焼くから、お家で待っている

なんて言わないでね

I never learned to cook

お料理の勉強はしてないけど

But I can find a book

Sing—sing along with me (hey)

一緒に歌おうよ

You gotta know how to treat me like a lady!

Ladyとして振ってくれるさやダメよ

Even when I'm acting crazy

私がおかしなことやってても

Tell me everything's alright!

「いいんだよ」って書くとくれるさやイテ

Dear future husband

未来の旦那様

Here's a few things

You'll need to know if you wanna be

My one and only all my life

死ぬまで私の旦那様でいたいなら、知っていてほしいことがあるの

Dear future husband

未来の旦那様

If you wanna get that special lovin'

私に特別な愛をくれてほしいなら

Tell me I'm beautiful each and every night

毎晩、毎晩、キレイだねって書くとくれるさやね

After every fight!

Just apologize!

ケンカの前にはさそそるが謝ってね

And maybe then I'll let you try and rock my

body night

そしたら、ね、許してあげてもいいわ、私のボディ

イを満足させることを

Even if I was wrong

たとえ私が悪くても

You know I'm never wrong

ねえ、私が悪いわけじゃなくて

You gotta know how to treat me like a lady

Ladyとして振ってくれるさやダメよ

Even when I'm acting crazy

私がおかしなことやってても

Tell me everything's alright

「いいんだよ」って書くとくれるさやイテ

Dear future husband

未来の旦那様

Here's a few things

You'll need to know if you wanna be

My one and only all my life (hey, baby)

死ぬまで私の旦那様でいたいなら、知っていてほしいことがあるの

Dear future husband

未来の旦那様

Make time for me

私のために時間を割いてね

Don't leave me lonely!

寂しいのはさえないで

And know we'll never see your family more

than mine!

私の家族より、あなた達の家族と会う方が多いなんて絶対無理よ

I'll be sleeping on the left side of the bed

hey!

ベッドでは左側で寝るわ

Open doors for me and you may get some

kissed

私のためにドアを開けてくれれば、キスしてあげることもあるわ

Don't have a dirty mind

いやらしいことは考えちゃダメ

Buy me a ring... Buy-buy me a ring, babe!

そして、指輪を買ってくれるさやね

You gotta know how to treat me like a lady

Ladyとして振ってくれるさやダメよ

Even when I'm acting crazy

私がおかしなことやってても

Tell me everything's alright

「いいんだよ」って書くとくれるさやイテ

Dear future husband

未来の旦那様

Here's a few things

You'll need to know if you wanna be

My one and only all my life

死ぬまで私の旦那様でいたいなら、知っていてほしいことがあるの

Dear future husband

未来の旦那様

If you wanna get that special lovin'

私に特別な愛をくれてほしいなら

Tell me I'm beautiful each and every night

毎晩、毎晩、キレイだねって書くとくれるさやね

Future husband, better love me night

未来の旦那様、私のこと、ちゃんと愛した方が



EE1 Unit 3 My Future Partner: Agree or Disagree?

A. Do you agree or disagree with Meghan?

<b>The conditions for your future husband or wife</b> 未来の旦那様、お嫁さんへの条件	<b>Agree</b> そう思う	<b>Can't decide</b> どちらともいえない	<b>Disagree</b> そう思わない
<b>1. Take me on a date.</b> デートに連れていく			
<b>2. Don't forget (the flowers) every anniversary.</b> 記念日には(お花)を忘れないで			
<b>3. Buy me a ring (a present).</b> 指輪(プレゼント)を買ってね			
<b>4. Buy what you need.</b> 自分に必要なものは自分で買ってね(相手に対して)			
<b>5. She/He should work from 9 to 5.</b> 彼女・彼はフルタイムで仕事する			
<b>6. I work from 9 to 5, too.</b> 私も(僕も)フルタイムで仕事する			
<b>7. She/He should be home and baking apple pies (cooking).</b> アップルパイでも焼きながら(料理などして)、うちにいるべき			
<b>8. Tell me I'm beautiful / cool each and every night.</b> 毎晩、毎晩、キレイ/かっこいいって言ってくれなきゃ			
<b>9. After every fight, just apologize.</b> ケンカの時にはそっちが謝ってね			
<b>10. Make time for me.</b> 私(僕)のために時間を作ってね			



Partner "Do you agree or disagree with Meghan?"  
 Partner's name ( )

No. 2

**Dear future ( husband / wife )**

<b>The conditions for your future husband or wife</b> 未来の旦那様、お嫁さんへの条件	<b>Agree</b> そう思う	<b>Can't decide</b> どちらともいえない	<b>Disagree</b> そう思わない
<b>1. Do you want to have a date?</b> デートに行きたい？			
<b>2. Shouldn't she/he forget the flowers every anniversary?</b> 記念日にはお花を忘れてはいけない？			
<b>3. Should she/he buy a ring(a present)?</b> 指輪(プレゼント)を買うべき？			
<b>4. Should she/he buy what she/he needs?</b> 自分に必要なものは自分で買うべき？			
<b>5. Should she/he work from 9 to 5?</b> 彼女・彼はフルタイムで仕事すべき？			
<b>6. Should you work from 9 to 5, too?</b> あなたもフルタイムで仕事する？			
<b>7. Should she/he be home and baking apple pies(cooking)?</b> アップルパイでも焼きながら(料理などして)、うちにいるべき？			
<b>8. Should she/he tell you are beautiful/ cool each and every night?</b> 毎晩、毎晩、キレイ／かっこいいって言うべき？			
<b>9. After every fight, should she/he just apologize?</b> ケンカの時には相手が謝るべき？			
<b>10. Should she/he make time for you?</b> あなたのために時間を作るべき？			



No.	word	meaning
1	anniversary	(名) 記念日、結婚記念日
2	gentle	(形) 優しい、親切な
3	earn	(動) (お金)を稼ぐ
4	grocery	(名) 食料雑貨
5	condition	(名) 条件
6	apologize	(動) 謝る
7	treat me right	きちんと(正しく)扱う
8	treat me like ~	私を~のように扱う
9	be good at <u>-ing</u>	~することが得意
10	do household chores	家事をする
11	considerate	(形) 思いやりのある
12	nagger	(名) 小言を言う人
13	have the same interests	同じ興味を持っている
14	sporty	(形) スポーツマンらしい
15	independent	(形) 自立した
16	selfish	(形) わがままな
17	be attracted to ~	~を魅力的に思う
18	fun to be with	一緒にいて楽しい
19	pair off	デートに出かける
20	go steady	恋人同士になる

Appendix D  
**AR report November**

Chris Bradford

**Level:** 1<sup>st</sup> year high school students

**Class size:** 20 students

**Textbook:** Grove English Expressions I

**Lesson Goals:**

- Students are introduced to the topic
- There is a change in motivation throughout the class
- Students are introduced to a new strategy for learning vocabulary

**What happened**

In the same fashion as September and October's report, students were given a sheet to help track their motivation throughout the class so that I could track situation specific motivation (Appendix 1). After every 5 minutes, students were asked to mark down how they felt at that moment in the class.

Students were given a vocabulary list marked either A or B which contained 6 missing words. Half of the missing words were the English word while the other half were the Japanese words. Students were then provided with three questions to help them complete the task. Those three questions were "What is \_\_\_\_\_ in English?", "What is \_\_\_\_\_ in Japanese?", and "How do you spell \_\_\_\_\_?". Students were then faced away from each other to prevent them from looking at each other's papers and asked to complete the task. Throughout the task, I observed the students and noticed them all trying hard to complete the task and there seemed to be a lot more communication to try and get their own lists completed. At the end of this task, I had students move their desks back and verify the contents of their list with their partner by looking at the other student's paper.

Next, students were introduced to the unit topic, My treasure. To help introduce the topic, students were given a worksheet with all of the English teachers on it and asked to listen to a CD and match the item with the teacher. At the end, I had students pair up and verify their answers with each other and then we went over the answers as a class.

After that worksheet, I showed the students my treasure and gave them an example

of how to describe their treasure by using my own. I made a list on the board of the description I gave of my treasure as well as where I got my treasure and why it was important to me.

Since there was still time left in the class, I had the students start work on their mind maps in class. I first gave my example of the mind map on the board so that students could see how to complete the sheet. I then made sure the students were put in pairs so that they could ask their partner for help if they were still unsure of what to write in the mind map. At the end of this activity, I informed the students of their homework for the next class which was using the information on the mind map to help them make a quiz similar to the listening activity. They were informed that in the next class this homework would be used as a small talk activity and their partner would try and guess what their treasure is.

Finally, I had the students fill in the comment section of the dynamic motivation sheet and turn them in, reminded them of their peer quiz, and said goodbye.

## Results

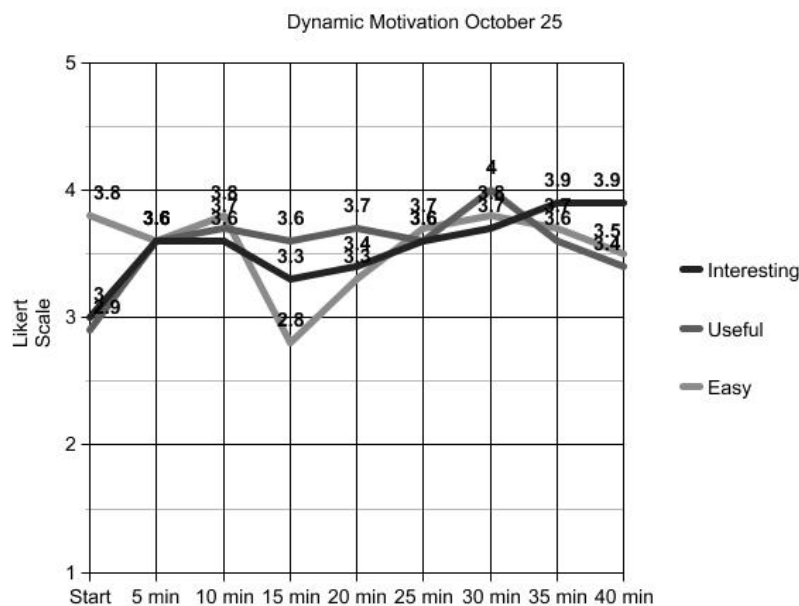


Figure 32. Dynamic motivation survey results from class on October 25th using the 3 factors of interesting, useful, and easy to measure situation specific motivation.

This lesson's results showed multiple changes in overall student specific motivation. At the start of the lesson, the students did not seem interested in the lesson or felt that it may be useful for them, but overall they had a feeling that the lesson may be easy. This point in

the lesson is where there seems to be an overall lack of motivation.

During the vocabulary section of the lesson is where there seems to be an increase in motivation as average of the numbers moves up during the 5 and 10-minute mark of the lesson. As this was a new way that they were introduced to the vocabulary, it may have sparked an interest from many of the students which could have caused this rise in situation specific motivation.

The next large movement that can be seen is during the 15-minute mark of the lesson which correlates to the listening section of the lesson. Students may have had an issue understanding some of the vocabulary used in the listening section, which could cause this sharp drop. It also lowered their interest during this time, but they seemed to still find this activity useful.

Finally, the next large jump in student's situation specific motivation came when the students started working on their mind map. At this point, students found this activity very useful and their interest also rose. They also started to find the lesson easier as progress was made through the material. It is at this point in the lesson where students really were given the chance to start expressing themselves and I believe this may have contributed to how they felt about this activity.

From the results of this survey, I feel that for this class activities that promote self-expression are useful for my students and they should be given more opportunities at the start of a topic to try and express their thoughts. I also feel that my change in the way vocabulary was introduced in my class was received positively by the students and I would like to continue to do this activity in my class to promote communication between my students.

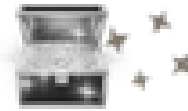


## Lesson Plan

Goals: Students are introduced to the topic, there is a change in motivation throughout the class, students are introduced to a new strategy for learning vocabulary

Activity & Procedure		
Time	Interaction	
4	T-Ss	<u>Greeting, Attendance, Motivation sheet</u>
		<u>Vocabulary information gap</u>
2	T-Ss	Students are given a brief explanation of what to do
10	S-S	Students work together to fill in their vocabulary sheets
2	S-S	Students check with their partner to make sure everything is correct
		<u>Listening</u>
4	S	Students listen to the CD 2 times and write the answers
2	S-S	Students check their answers with their partners
5	T-Ss	Teacher checks the answers with the class
4	T-Ss	Teacher present more information about their treasure to the students
		<u>Mind Map</u>
3	T-Ss	Using the information from before the teacher fills in their mind map as an example
5	S	Students start to work on their mind map
5	S-S	Students have short conversations using their mind map
		<u>Closing</u>
2	T-Ss	Teacher explains the homework and provides a plan for next class.
2	S	Students write their comments about the class

Total Time: T-Ss: 20 minutes, S-S: 19 minutes S: 11 minutes

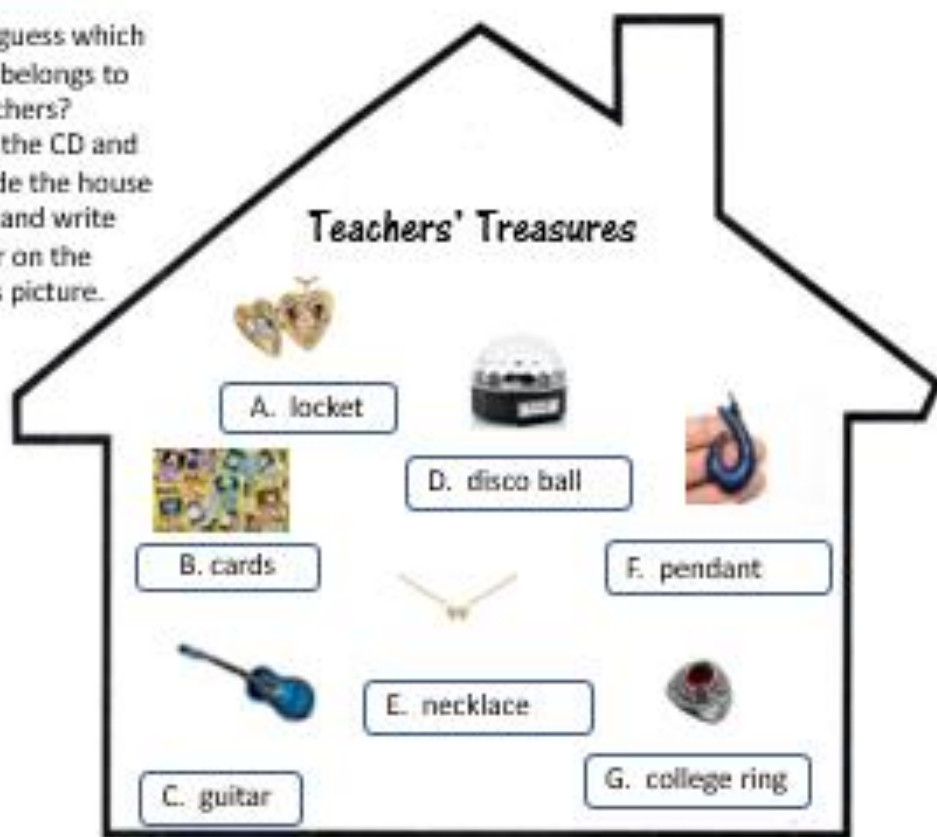


No.	word	meaning
1	cheap	(形) 安い
2	round	
3		(形) 高い、高価な
4	fluffy	(形) ふわふわの
5	precious	
6	special	(形) 特別な
7		(形) 四角い
8	triangular	(形) 三角の
9	send	(動) ~を送る
10	memory	(名) 思い出
11	graduate from ~	(動) ~を卒業する
12	remember ~	
13	remind me of ~	(動) 私に~を思い出させる
14	celebration	(名) お祝い
15	cost ~	(動) (値段が) ~する
16		(動) ~を支える
17	be proud of ~	(動) ~を誇りに思う
18	feel relaxed	(動) リラックスする
19	○○-shaped	(形) ○○の形をした
20	rectangular	(形) 長方形の
21	forever	(副) 永遠に、ずっと



No.	word	meaning
1		(形) 安い
2	round	(形) 丸い
3	expensive	(形) 高い、高価な
4	fluffy	
5	precious	(形) 貴重な
6		(形) 特別な
7	square	(形) 四角い
8	triangular	(形) 三角の
9	send	
10	memory	(名) 思い出
11	graduate from ~	(動) ~を卒業する
12	remember ~	(動) ~を覚えている
13	remind me of ~	(動) 私に~を思い出させる
14	celebration	(名) お祝い
15		(動) (値段が) ~する
16	support ~	(動) ~を支える
17	be proud of ~	(動) ~を誇りに思う
18	feel relaxed	(動) リラックスする
19	〇〇-shaped	(形) 〇〇の形をした
20	rectangular	(形) 長方形の
21	forever	

- A. Can you guess which treasure belongs to your teachers? Listen to the CD and look inside the house for hints and write the letter on the teacher's picture.



Keiko



Ai



Takashi



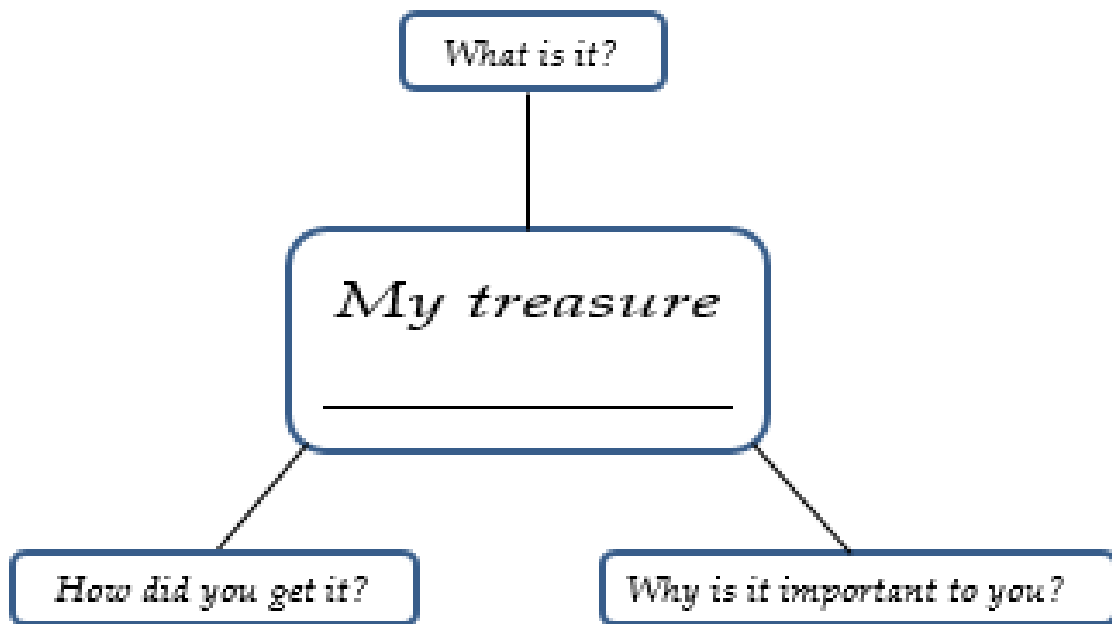
Rachel



Yuki

Hazelynn

Chris



Appendix E

Follow-up questions handout example

1年English Expression

No. 9

Class: \_\_\_ No: \_\_\_ Name: \_\_\_\_\_ A B C F

# Making questions



What's your future partner like?

What do you expect of him/her to do?

## Appendix F

Class:      No:      Name:

Conversation Strategy 1

### English Expressions I Openers and Closers

#### Openers:

A: Hello/Hi/Hey, \_\_\_\_\_.  
How are you?/How ya doing?

B: I'm \_\_\_\_\_. How about you?/And you?

#### Closers:

(Why do you have to stop talking?):

I have to go now./My bus is here./

It's lunch time./ My friend is waiting./ \_\_\_\_\_.

A: (Why?). Nice talking with you.

B: You, too.

#### Example: (What is your favorite movie or book?)

A: Hey, \_\_\_\_\_. How are you?

B: I'm great. How about you?

A: I am pretty good. So, what is your favorite movie?

B: My favorite movie is Star Wars. How about you?

A: My favorite movie is Harry Potter. Who is your favorite character?

B: I like Darth Vader. Is Harry Potter your favorite character?

A: No, I like Ron. Oh, I have to go now. Nice talking with you.

B: You, too.



## Appendix G

### November 15<sup>th</sup> Lesson Plan

#### Lesson Plan

Goals: Students can have a 2 min conversation about the topic, Students are motivated through speaking with each other, Students can provide feedback to each other

Time	Interaction	Activity & Procedure
4	T-Ss, S-S, S T-Ss	<u>Greeting, Attendance, Motivation sheet</u>
5 3	S T-Ss	<u>Eikeni Listening</u> Students listen to the CD and answer Eikeni questions Students check answers
3	S-S	<u>Conversation Practice</u> Students are paired up and have a 2 min. conversation about their future partner using the prints from the unit
5 3 2	T-Ss S-S T-S	Teacher provides feedback and example of a good conversation on the board Students switch partners and have a second conversation Teacher feedback
4 3 2 3 2 3 2 3 2 1	T-S S-S S-S S-S S-S S-S S-S S-S S-S T-Ss	<u>Timed Conversation</u> Students at placed into groups of 4 and the sheet is briefly explained 1 <sup>st</sup> pair conversation Peer feedback 2 <sup>nd</sup> Conversation Peer feedback 3 <sup>rd</sup> Conversation Peer feedback 4 <sup>th</sup> Conversation Peer feedback Teacher Feedback and Finish

Total Time: T-Ss: 19 minutes, S-S: 26 minutes, S 5 minutes



## Table of tasks that I introduced in 2017

### Problem Solving (Information gap)

- Vocabulary lists (from October 2017 - current)
- Concluding Sentences (Unit 4 My Treasure)
- Information gap using teacher information (Unit 6 Dream Trip)

### Sharing Personal Experiences

- Additional speaking practice (April 2017 – current)

### Listing

- Follow-up questions (April 2017)

### Problem Solving

- Self-correction of essays (January 2017)

## Table of tasks included in the syllabus in 2017

### Problem Solving

- Information gap (All units)
- Listening tasks (All units)

### Listing

- Brainstorming (All units)

### Sharing Personal Experiences

- Speaking practice and tests (All units)
- Small talk (All units)

### Problem Solving

- Common mistakes (All units)