

2020 AR Final Report

How Focus on Form impacts on students' motivation and communicative competence.

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Introduction

For decades, it has been said that English education in high schools should be focused on fostering students' communication ability. Moreover, In 2008, the Course of Study for senior high school, which said that English classes should be conducted in English, was released from the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) and it has been enforced since 2013. However, Japanese English teachers have little knowledge of teaching theories. That is, certain styles of teaching, such as the Grammar Translation Method and the Audiolingual Method, have dominated most English classrooms. According to MEXT (2015), 39.7% of teachers conducted communication activities in their classes. Lee & VanPatten (2003) affirmed that "traditional instruction consisting of drills in which learner output is manipulated and the instruction is divorced from meaning or communication is not an effective method for enhancing language acquisition" (p. 137). Ellis (2006) proposed focus-on-form instruction which "implies no separate grammar lessons but rather grammar teaching integrated into a curriculum consisting of communicative tasks" (p. 101). It is possible to teach grammar in a communicative way.

Moreover, for people in Japan, it takes a long time to acquire English skills. To keep studying English for many years, students need to have long term motivation and a positive attitude toward learning. However, here in Japan, in spite of rapid globalization, students have few opportunities to use the target language in and out of the classroom. It causes students to think that they cannot use English and to believe they are not good at using English. MEXT (2015) researched the percentage of senior high school students who liked English class. The research found 44.5% of the students answered 'Yes' or 'Somehow yes'. Therefore, more than half of the students have a negative image of English learning.

Motivation is one of the most important factors in learning a language. On the other hand, motivation is too broad for researchers to study clearly. In recent years, Dörnyei (2005) proposed the Second Language Motivational Self System (L2MSS). L2MSS claims that when learners have a clear vision of their future selves, Ideal L2 selves and Ought-to L2 selves combined with L2 learning experiences lead to learners' intended effort. Several studies found that the three components, Ideal and Ought-to L2 self-concepts and positive L2 learning experience, were able to account for important aspects of motivation (Csizer and Kormos, 2009; Ryan, 2009; Taguchi et al., 2009; Yashima, Nishida, & Mizumoto, 2017). However, since English learners have little chance to use English in Japan, they would not have a clear vision of using it. As Taguchi (2015) mentioned, it is not always the case that English proficiency is strongly related to successful job-hunting in Japan. That is, English is not valued by many English learners in Japan. The motivational research has been conducted over 50 years and in this decade a lot of publications surged (Dörnyei & Ryan, 2015). However, as Ushioda and Dörnyei (2012) stated, most previous L2 motivation research based on linear quantitative methods "have not taken adequate account of the dynamic and situated complexity of the learning process or the multiple goals and agendas shaping learner behavior" (p. 398). Moreover, in a communicative language classroom, students have a huge impact on their classmates. Murrphey (1998) proposed Near Peer Role Models (NPRMs), which are "peers who are close to our social, professional and/or age level who for some

reason we may respect and admire”(p. 201). Furthermore, Dörnyei and Kubanyiova (2014) concluded that “the way teacher can help to facilitate the construction process is by orchestrating encounters for the learners with a variety of images of attractive possible selves” (p. 20). NPRMs seem to be possible selves for the students because they are already in their zone of proximal development. In this regard, motivational research from sociocultural theory (SCT) perspectives is needed. As Kim (2017) pointed out, “although SCT has been adopted as one of the major alternative theoretical frameworks in applied linguistics, very few L2 motivation studies can be found in SCT literature.”

This research is carried out at one of the public senior high schools in Japan. For most Japanese high school students, the entrance examination is one of the clear goals for which they study English. However, in my school, 59% of the students get a job straight afterward and their goal of study is not clear. Moreover, little research is conducted to figure out how focus-on-form instruction (FFI) changes high school students’ motivation in countries where students learn English as a Foreign Language (EFL). In this way, this research will show how FFI impacts on Japanese high school students’ vision and increases their motivation.

Literature review

A Sociocultural Perspective on Language Learning

Traditionally, learning a language referred to developing knowledge of a language itself. However, according to Hall (2001), language skills are developed in “our material and social worlds” where “a heterogeneous mix of goal-directed, regularly occurring, communicative activities that utilize cognitive and linguistic means for their accomplishment” (pp. 25-26). The important thing in language learning is that learners learn not only the language structures but also the social meaning and values.

Zone of Proximal Development (ZPD). Why do students need to work in pairs? ZPD is one of the important concepts of a sociocultural perspective. When students work with others who have a higher level of performance, they can perform better. Vygotsky (1978) defined ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (p. 86, see Figure 1). Students can learn from their peers and teachers. They need to be supported to develop their language skills. Working in pairs is essential for students to develop their English abilities. Hall (2001) claimed that “for middle and high school learners of another language, then, the goal of foreign language learning moves beyond the mere learning of grammar rules to encompass the full appropriation of a wide range of communicative means and resources” (p. 39).

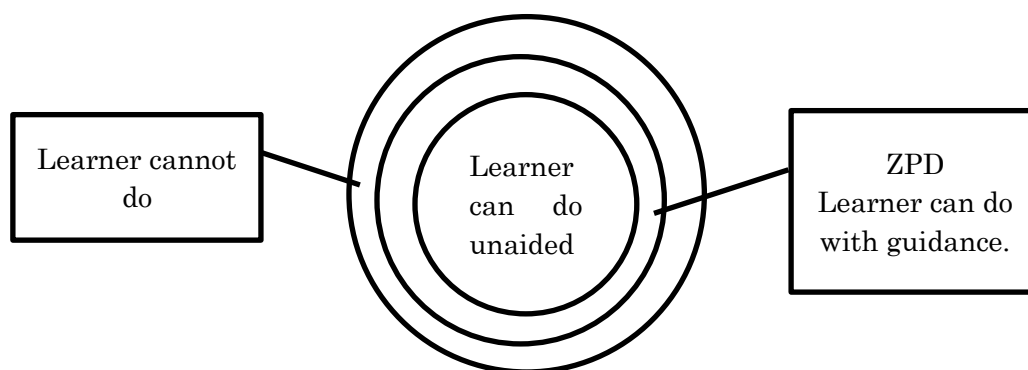


Figure 1. A model of the Zone of Proximal Development (author' own)

Scaffolding. Then, how can teachers support their students? A key concept of support teachers gives their students is scaffolding. “Scaffolding is defined as a process of negotiated interaction in which experts first assess the learners’ level of competence and determine the types of assistance they need to accomplish a particular task” (Hall, 2001, p. 31). To support the students, teachers need to correctly assess the current level of the students. If teachers do not give students enough assistance, students might feel overwhelmed. Reversely, if teachers give students too much support, the students might be bored. Teachers should offer well-balanced support to students so that they can work individually. Moreover, not only teachers but also students provide scaffolding for the other students. Scaffolding among students can be more relevant because, as Murphey and Arao (2001) emphasized “they [L2 users] are proximal, easier to identify with, and they more easily scaffold learning within each other’s zone of proximal development” (p. 3). Teachers, especially native speakers, may create barriers in which students are daunted because of a perceived a distance between the teacher and students. Additionally, students can more easily talk with their classmates than their teachers.

Near Peer Role Models. In the previous section, Ueki and Takeuchi’s research (2013) revealed that non-English major students are less likely to have a clear L2 self vision. Is it possible for Japanese students to create such vision despite the practical applications of the target language being limited in Japan? Students learning English through CLT have opportunities to see how other students are using English. As for creating models in classrooms, Murphey (1996) proposed Near Peer Role Models (NPRMs). “NPRMs are peers who are close to one’s social, professional, and/or age level, and whom one may respect and admire” (p. 21). NPRMs can be found around the students, including not only their classmates but graduated students and teachers. “NPRMing allows students to identify with the models, become inspired, and themselves become more effective learners” (Murphey & Arao, 2001, p. 10). “Seeing people similar to oneself succeed by sustained effort raises observers’ beliefs that they too possess the capabilities to master comparable activities to succeed” (Bandura, 1994, p. 3). Students tend to be influenced by other students around them. Furthermore, Dörnyei & Kubanyiova (2014) remark “modeling is known to be highly effective in changing people’s attitude and outlook” (p. 62). NPRMs bring a strong impact on students’ ideal L2 selves. Muir (2018) reported,

being exposed to positive NPRMs may help learners be able to develop their ideal L2 selves in all of these ways... having an ideal L2 self is especially important for students

studying in foreign language contexts where English is not spoken outside of the classroom. (p. 12)

Furthermore, Murphey, Falout, Fukuda, and Fukada (2014) had action research about Ideal L2 Classmates. They asked students to imagine their ideal classmates and collected the answers to the question, “What would you all do to help each other better and more enjoyable?” Murphey et al. (2014) concluded, “Imagining Ideal L2 Classmates, who are perhaps amalgamations of the best actual classmates one has experienced, can provoke reciprocal idealizing and modeling from participants” (p. 252). In classrooms, students can have an image of the people who speak the target language even in Japan.

SCT in motivation. The main studies on the L2MSS have been related to a self-based approach. “[T]he field has shifted towards a self-based approach in trying to understand what energizes learners to initiate” (Dörnyei, 2019, p. 20). Because the L2MSS is theorized based on possible selves, the ideal L2 self and the ought-to L2 self has tended to be focused. The third component, the L2 learning experience has been neglected (Dörnyei, 2019, p. 20). However, as Dörnyei and Ryan (2015) described the importance of L2 learning experience (see the previous section), the third component is the most relevant for learners’ motivation. Figure 2 illustrates the operation of L2MSS adapted from Yarwood (2017). As can be seen, L2 learning experience is related to every component. Further research on L2 learning experience is essential to figure out the phenomenon of learners’ motivation.

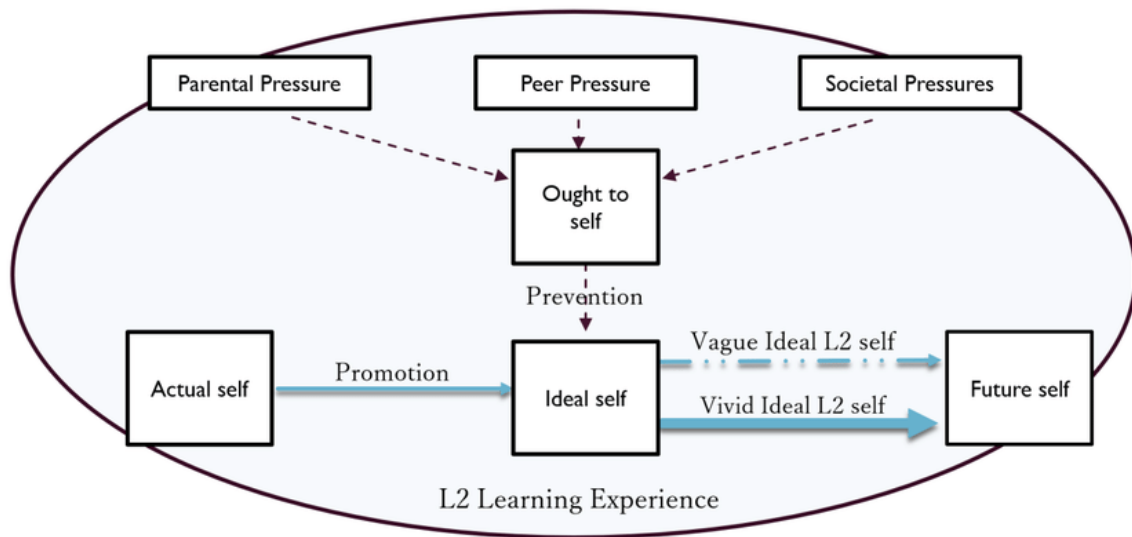


Figure 2. Operationalization of Dörnyei’s L2 Motivational Self System (Yarwood, 2017)

Although there is a range of collaborations related to SCT in the field of applied linguistics (Atkinson, 2011; Swain, Kinner, & Steinman, 2015), “very few L2 motivation studies can be found in SCT literature” (Kim, 2017, p. 32). In addition, Ushioda (2007 cited in Dörnyei & Ushioda, 2013) “explains, while sociocultural theory is essentially a theory of learning, it has recently begun to inform approaches to understanding motivation as a socially mediated and culturally situated phenomenon” (p. 33). In this way, the research regarding internal motivation alone is not enough, so an approach that includes the surroundings of learners is necessary.

Previous studies. Studies on scaffolding in language learning have shown how learners who are assisted by an interlocutor reach a higher level of performance (Ohta, 2000, p. 52). Ohta (2000) researched the role of interaction in L2 development in America. The data included audio and video recordings collected from two Japanese language learners. There were two focused students. One was a Taiwanese undergraduate student named Hal and the other student was Becky, a Filipina-American undergraduate student. There were three tasks in the class. First, was a role-play task: students produced a variety of their own requests and, practiced ways to express their willingness or unwillingness to comply with the request. The second task was a translation task: students listed the person who wanted someone to do something that she or he wanted who to do. The third task was a communicative interview task: the teacher had the students interview each other regarding an imaginary situation in which the teacher offered to the students whatever they wanted, asking each other what they wanted the teacher to buy for them. In this research, the analysis focused on the translation task. Through the task, the students made sentences orally in pairs based on the model grammatical structure written on the task sheet. During the activity, they helped each other and at the end of the activity, they produced sentences more fluently and correctly. This research revealed how classroom interaction promoted L2 development in the ZPD.

Murphey and Arao (2001) investigated of NPRMs with 115 first-year Japanese university students. They were non-English majors but they had to take required English courses. They watched the eight-minutes video produced by Kushida (1995). In the video, four university students were interviewed about English learning. Before and after watching the video, the participants had a questionnaire about their beliefs on learning English. There were three sections. Section A asked about successful English learning experience and the level of confidence in improving English. The details are as follows:

- (1) I have been successful in learning English.
- (2) I am confident to improve my English form now on.

Section B asked about their level of agreement about the four positions below:

- (1) Making mistakes in English is O.K.
- (2) It's good to have goals in learning English.
- (3) Speaking English is fun.
- (4) Japanese can become good speakers of English.

Section C asked the students to write their perceptions of the ideas in the interviews.

As a result, in both sections A and B, each student's average score increased after watching the interview. Moreover, the participants wrote positive comments, "I was surprised to see the college students speaking fluent English It's cool. I want to be like them", for example (p .7). Murphey and Arao (2001) concluded that "While NPRMing provides students with ideas about appropriate tasks and steps for success, teachers also need to be aware of their ability to structure activities so that students experience success regularly" (p. 10). Through watching NPRMs students can increase their motivation and they also create their possible selves.

Murphey, Falout, Fukuda, Fukada (2014) had action research on ideal L2 classmates. Their study was conducted in an English communication course at four Japanese universities. The study had two phases at the beginning of the semester. In the first phase, they asked students to describe a group of classmates that they could learn English well with. In the

second phase, the researchers coded the students' answers into 16 descriptions and the students evaluated them. At the end of the semester, researchers gave students a survey of ideal L2 classmates with an open-ended question asking what they thought of this research and the following three items.

- (1) This is important for successful learning.
- (2) My classmates have done this so far this semester.
- (3) I have done this so far this semester.

As a result, students showed they believed in the effectiveness of Ideal L2 classmates ($M=5.07$). This result indicates that “the students may find that their actual classmates behave more like the descriptors (Ideal L2 Classmates) than they themselves act” (p. 249).

Kim (2017) conducted research on Korean EFL students' motivation from the SCT perspective. The total number of participants was nine students (three in elementary school; three in junior high school; and three in high school). He collected data through semi-structured interviews. From the interview data, when one of the junior high school students whose name was Min-Seo was asked what she wants to be in the future, she answered “just a teacher.” However, when the interviewer asked what subject she wants to teach, she said she had no idea. The vision about why this student was learning English was not clear. Min-Seo told the reason why she learned English was her mother told her to do so. Kim (2017) explained, “Because Min-Seo's motive to learn English is not linked to concrete learning goals, she could not make meaningful connections between English learning and her future dream job, an important feature of the ideal L2 self” (p. 44). The vague motive is not effectively attached to the learning goals and a sense of participation. In other words, Her English learning was related to ought-to L2 self, not to ideal L2 self.

As this section explains, language learners are affected by their environment (e.g. friends, teachers' instructions, and families). Classroom activities where students can interact with others promote students' learning and their level of ZPD. However, there are two issues that further research is needed. First, Ohta (2000) noted “analyses of learner activity during task implementation are essential to understand the relationship between task design and how tasks are instantiated by particular learners” (p. 76). Further investigation “will give teachers a better idea of how learners may implement different sort of tasks, as well as giving researcher and teacher alike a better understanding of the situated processes of L2 development” (p. 77). Second, since the research on L2MSS started, “the field has shifted towards a self-based approach in trying to understand what energize learners to initiate and then sustain the long journey” (Dörnyei, 2019, p. 20). The motivational research has focused on the learners' selves. As Kim (2017) argued, “the mediational process between the learner and society is the key factor in L2 learner motivation” (p. 42). Furthermore, Dörnyei (2019) pointed out that L2MSS has “consistently indicated that the L2 learning experience was a strong predictor of various criterion measures such as intended learning effort or L2 learning achievement” (p. 22). Learners' motivation is related to external factors, such as social environment. That is why it is essential to research learner's motivation from sociocultural theory.

Research issues

Students need to be motivated so that they can keep studying English for the long term. Therefore, research on how learners' intended learning effort is generated by motivation is valuable. Although there has been much research on L2MSS conducted in

Japan, the focus has been on students' selves and students who have already had specific goals such as getting a better job or entering the upper education (see Taguchi, Magid, & Papi, 2009; Ueki & Takeuchi, 2013). It is unclear how Japanese high school students create the ideal L2 selves through the classroom activities and reinforce or maintain them. In addition, the language learners especially, university students are more likely to imagine that they are the ideal L2 speakers than high school students. In English classrooms, their classmates or teachers could be the models of English speakers. Students receive the most impact from their environment such as peers and teachers in a language classroom rather than from people who always use the target language in their lives. However, little research has been done about motivation from a sociocultural perspective.

Acquiring the target language takes more than decades. However, in Japan, students have little English language exposure outside of the classroom. Therefore, FFI is needed so that students can use English in the classroom. However, as Ellis (2006) pointed out, studies "that employ qualitative as well as quantitative methods will help to show not just if there is a delayed effect for instruction but also its accumulative effect" (p. 103). To show the effect of FFI, not only quantitative research but also qualitative research are needed. Furthermore, "it is clear that a linear approach cannot capture the dynamic and mutually constitutive nature of the relationship between motivation and context" (Dörnyei & Ushioda, 2013, p. 77). Therefore, mixed method research allows the researchers to examine the situation in complex classrooms and social contexts. This study aims to show how Japanese high school students' motivation changes through FFI instruction in the English classroom by utilizing mixed method data so that higher quality research can be conducted.

Research questions

In order to examine how FFI impacts the Japanese high school students' motivation and develops their communicative competence, the following questions will be addressed:

- (1) How will focus-on-form instruction motivate high school students?
- (2) How will students develop their communicative competence through focus-on-form instruction?

Method

In order to explore the research questions, various types of studies, data collection, and analysis methods are employed. This method section is divided into five sub-sections (1) teaching context, (2) participants, (3) research design, (4) data collection, (5) data analysis. The teaching context section illustrates the school information and teaching methods. The next sub-section explains the information of the participants. The research design section shows how mixed method research will be implemented. The data collection will be an illustration of the figure that shows the data collection schedule. The final subsection describes the process of data analysis.

Teaching Context

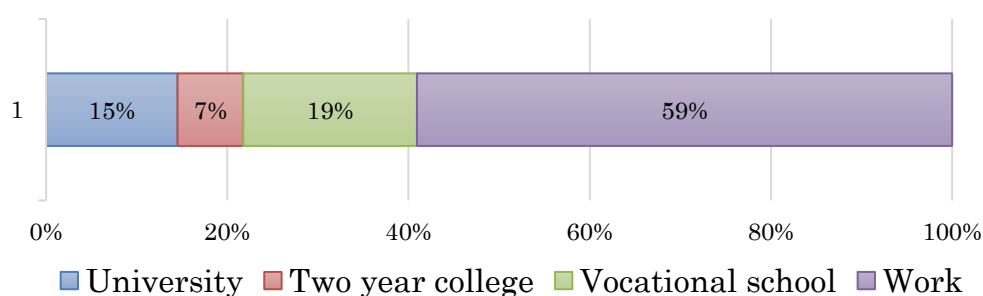


Figure 3. Post-graduation career paths in 2018.

This research was conducted at a public senior high school in the middle of Japan. The data was collected over a period of eight months from April 2019 to December 2019. Figure 3 shows the ratio of what career paths students chose after they graduated in 2018. 59 percent of the students entered the workforce after they graduated in 2018. Similarly, these days more than half of the students get a job after graduation. The remaining 41 percent of students went on to post-secondary education, such as, vocational schools, two-year college, or universities. All the students advanced to the next education by recommendation. They had interviews or essay writing for the entrance examination. For these reasons, students in this school are more unlikely to have a clear purpose of studying in high school classrooms. This research was conducted with first-year students who had a vaguer image of their future. The target class is called English Expression I, which is a compulsory class. The number of students is 29.

Six teachers were engaged in this course: three full-time teachers including the author, and three part-time teachers. The author acted as the coordinator created lesson materials and explained how to conduct the activities. Students took English Expression I classes three times a week and each lesson was 50 minutes long. They also took another class called English Communication I, which focused on integrating four skills; reading, listening, speaking, and writing. English Communication I aims at fostering overall communication skills. On the other hand, English Expression I is focused on speaking and writing with supplementary grammatical knowledge. In both English classes, providing learners with appropriate activities to use English is required. English Expression I is team-taught; there is a main teacher and an assistant teacher so that students can access a teacher's support easily. Although students had government-approved English textbooks, the contents of the textbook consist of explanations of grammar rules and drill exercises. In addition, the level of the textbook was higher than the actual students' level. To solve these problems, for each lesson, the author made original handouts that enable students to use the target grammar and express their ideas related to the textbook based on FFI. The table below shows the whole year's schedule and the contents of the lessons.

Table 1
The schedule of the lessons

Month	Test	Topic	Target Grammar	CSs	Speaking Test	Fun Essay
4		Introductions	Present tense	Fillers / Rejoinders	1 minute	60 words
5	Mid-term test	Giving a present	SVOO			
6		My memories	Past tense			
7	Term test	My plans	Future tense		1 minute	70 words
9	Mid-term test	My favorite music	Present perfect	Fillers / Rejoinders / Shadowing	1.5 minutes	80 words
10						
11		My free time	Infinitive			
12	Term test				1.5 minutes	90 words

Students had either a mid-term test or a term test every two months. They also had speaking tests and essay writing assignments just before each mid-term or term test. They spoke and wrote on the same topic. For example, in July, they talked about their memories and future by using past and future tense they learned in classes. As for the speaking test, they had a one-minute conversation about their memories and their futures by using the past tense and future tense. Furthermore, they wrote an essay of more than 70 words on the same topic with the same target grammar.

In a regular class, students always have Small Talk. Small Talk is a free timed conversation. In each class, students talk in pairs for one to two minutes. Regularly, students talk about what they had talked about in the last class or about what they wrote in Freewriting. To compensate for their lack of communicative competence, three kinds of conversation strategies, including fillers, rejoinders, and shadowing have been introduced to students.

In the first half of the year, students usually had Freewriting. Freewriting is a simple task for which students write about what they want to say without stopping for five minutes. Since this task focuses on meaning rather than form, grammar correction is not offered. Here are six rules.

- (1) Write many words
- (2) Romaji is OK.
- (3) Messy and dirty writing is OK.
- (4) Grammar mistakes are OK.
- (5) Don't stop writing.

(6) No dictionaries. No erasers.

In the last half of the year, students also practiced Mind Mapping. Language learners, especially beginners, have difficulties in both thinking and writing immediately. To support the cultivation of skills, this mind mapping techniques are considered effective. Buzan (2002) explains that “mind mapping is the easiest way to develop information in a human mind and take information from out of the brain. It is a creative and effective way that map our ideas” (p. 62, as cited in Bukhari, 2016). Learners can get this technical support to write their idea by themselves. Furthermore, according to Adam and Mowers (2007, as cited in Karim, Abu, & Khaja, 2016), “A recent study demonstrates that students who could express their learning with visual skills had a 40% higher retention rate than that of just verbal learners” (p. 425). Mind mapping is an effective way to enhance their ability to write in English. Here is the sequence of mind map activity.

(1) Students draw a mind map.

(2) Students answer the three questions.

(3) Students talk for one minute with three different partners.

(4) Students write about the topic for five minutes with the teacher’s support.

Just before each midterm and the term test, students took a speaking test. The time limit and the topic for the speaking test were given at each test. The rubric for the test was given to the students one week before. In May and June, the target time was 1 minute. It was made longer gradually. It was one and a half minutes in October and November, and it was two minutes in February. After the speaking test, students reflected on their tests and wrote their comments. The author collected their comments and made a newsletter. Reading the newsletter, students found their comments and chose the best three. Students also wrote essays called, “Fun Essay.” Fun Essay is an activity where students created a poster as an assignment just before each midterm or term test. The number of words was increased in each semester. Before making posters, a rubric was given to the students. There were three criteria including, length, content, and design.

At the beginning of the second term, in September, students were assigned the Creating Vision activity. In this activity students imagined their ideal L2 selves. First, they thought of English speakers. Second, they imagined what they would do if they could speak English fluently. They wrote about a future job or leisure activity. After that, they talked about their idea with a couple of classmates. They kept the same handout and talked about their idea in the following several classes. They also had an activity called Ideal L2 Classmates. Students imagined their Ideal L2 Classmates and wrote about their characters or features. The author collected the paper and made a list of them. In the following class, students picked up the best three comments from the list.

Table 2 shows the detailed standard lesson procedure. At the beginning of the lesson, students completed a Mind Mapping activity. After that, they received FFI. They had two structured input activities with a worksheet. Moving to the grammar presentation, students thought about the grammar rules and meaning. Teachers supported students so that they could figure out the target grammar rules. After that, students did a structured output activity and they exchanged their ideas at that time.

Table 2
The standard lesson procedure

Interaction	Activity & Procedure
S	Small Talk & Mind Mapping: Food
S	Students draw a mind map about food.
S-S	Students answer three questions.
S	Students talk about food for one minute with three different partners. Students write about food for five minutes.
S	Step1 (Structured Input)
S	Students match and write the alphabet. Students check the answers with their partners.
S	Step2 (Structured Input)
S-S	Students answer the questions. Students check the answers with their partners.
S	Step 3 (Grammar Presentation)
T-Ss	Students think of form and meaning of grammar The teacher shows the students the answers.
S-S	Step 4 (Structured Output)
	Students choose the correct grammatical form and choose True or False.
S-S	Step 5 (Structured Output)
	Students have an information gap activity. They conduct Q&A.
S-S	Step 6 (Incidental focus on form)
	Students express themselves with the target grammar (present perfect).
T-Ss	Assignment, Closing

Participants

The survey was conducted in two classes, class 1 and class 2. Class 1 was taught by the author and an assistant teacher. Class 2 was taught by their colleagues. The total number of participants for the survey was 62 first-year students. The data from the speaking test and essay writings were collected from class 1. The total number of the students was 31. From the 31 students, six students were selected as focused students who could represent this group. The researcher scored the first speaking test based on the assessment rubric in May. The researcher selected students according to the score of the speaking test and they were determined the high, average, and low proficiency groups. To reveal the link between interview and speaking test, different three levels of students' speaking tests were transcribed and analyzed by the researcher. The researcher transcribed

three selected students' conversations (Moka, Syo, and Kai) in July and December. Table 3 shows the focused students.

Table 3
Selected learner characteristics

Students	Rubric score
Moka Yuki	High
Ren Syo	Average
Kai Ryu	Low

Research Design

Researchers on motivation have figured out what kind of instruction changes learners' attitudes. However, a linear approach to motivation has limitations. Dörnyei and Ushioda (2013) insist that "it is clear that a linear approach cannot capture the dynamic and mutually constitutive nature of the relationship between motivation and context" (p. 77). Furthermore, Wisniewska (2011) claims that "the combination of qualitative and quantitative methods is suitable for investigating such a complex phenomenon as changes in learner beliefs" (p. 65).

Both quantitative and qualitative data have been triangulated and integrated for this study. According to Sandelowski (2003, as cited in Dörnyei, 2007), "there are two main and somewhat conflicting purposes for combining methods: (a) to achieve a fuller understanding of a target phenomenon and (b) to verify one set of findings against the other" (p. 164). Mertens (2005, as cited in Dörnyei, 2007) acknowledge, "mixed methods have particular value when we want to examine an issue that is embedded in a complex educational or social context" (p. 164). Moreover, Dörnyei (2007) points out "monomethod studied in the past have typically reached their paradigmatically selected audience, whereas, ... with mixed methods studies we have for the first time an opportunity to reach the whole research spectrum" (p. 301). Thus, mixed methods research enables researchers to understand what is happening in the classroom and convince other researchers.

Ivankova and Creswell (2009) categorize mixed method research into four designs as: "four mixed methods design that are most frequently used by researchers are the Explanatory Design, the Exploratory Design, the Triangulation Design, and the Embedded Design" (p. 139). As for explanatory design, quantitative data is collected and analyzed first, and then qualitative data. "qualitative findings are used to help explain, refine, clarify or extend quantitative results" (Ivankova & Creswell, 2009, p.139). The exploratory design is "used when a researcher needs first explore a topic using qualitative data before measuring or testing it quantitatively" (Ivankova & Creswell, 2009, p.140). As for the triangulation Design, "quantitative and qualitative data are collected simultaneously" (Ivankova & Creswell, 2009, p.142). Creswell et al. (2003, as cited in Ivankova & Creswell, 2009), explain, "triangulation design is best suited when a researcher wants to collect both types of data at the same time about a single phenomenon, in order to compare

and contrast the different findings to produce well-validated conclusions (p.142).” The Embedded Design, “is used when a researcher needs to answer a secondary research question that requires the use of different types of data within a traditional quantitative or qualitative design” (Ivankova & Creswell, 2009, p.143). When all of the data had been collected and analyzed, a triangulation phase would allow to mix the various data in order to answer the research questions.

A mixed methods study using both quantitative and qualitative data is essential for the complex educational context. Dörnyei and Ushioda (2013) highlighted six specific design types for motivation studies as:

- (1) Questionnaire survey with follow-up interview
- (2) Questionnaire survey with preceding interview
- (3) Interview study with follow-up questionnaire
- (4) Interview study with preceding questionnaire
- (5) Observational studies
- (6) Practitioner research (p. 241)

In order to provide clearer data collection and analysis, integration of quantitative and qualitative methods is required. This research employs a triangulated, explanatory, sequential mixed methods research design as below.

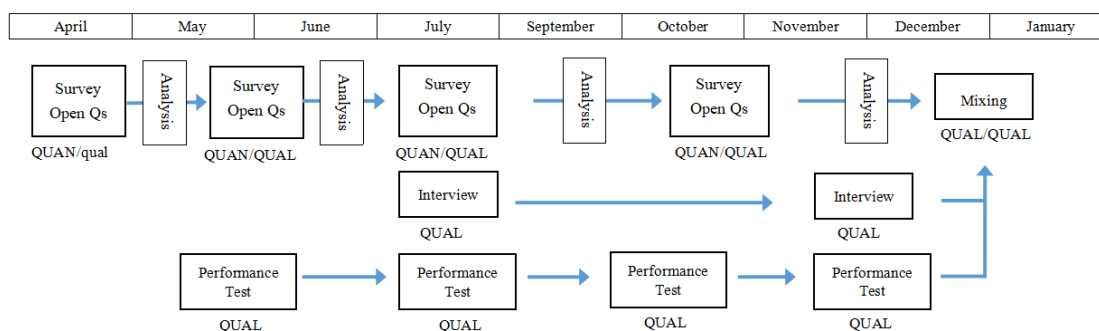


Figure 4. The triangulated, explanatory, sequential mixed methods research design

Below is the explanation of each instrument.

Survey. The questionnaire has items drawn from the work of Taguchi et al. (2009) which were based on Dörnyei’s theory. The survey has four parts. The first part includes 42 items (see Appendix A). Dörnyei (2005) proposed The L2 Motivational Self System, which is made up of three dimensions, ideal L2 self, ought-to L2 self, L2, and intended learning efforts adapted from Taguchi et al. (2009). The purpose of this research is to find out the effect of the learning environment based on FFI. That is why the L2 learning environment, attitude to learn about grammar, and the effect of learning grammar are added. The L2 learning environment has items related to friendship and its atmosphere and environment of the classroom. The attitude to learn about grammar questions asked to see if students had a positive attitude toward learning English grammar or how much they tried to use it. The effect of learning grammar refers to how much the students could use the target grammar through learning this class. Part 2 asked students how much they had improved since April. The purpose of this English Expression I class is developing three skills, speaking, listening, and writing. The first three questions could collect the data of the

students' perception of how they improved those three skills. The following question asked students how much they thought they could use the CSs. Part 3 asked students how their beliefs had been changed since the beginning of the school year. For each item students chose their thought from six-point Likert scales and wrote comments on their perception of classrooms. Part 4 includes what effect the students had had since the last April. The items were:

- (1) Language skills and attitude
- (2) Friends using CSs well
- (3) Speaking Test
- (4) Support from friends
- (5) Creating vision
- (6) Ideal L2 classmates
- (7) Atmosphere of the classroom

Performance Test. There were two types of performance tests. The first was a speaking test. Students had four speaking tests in pairs from April to December (see Table 1). Students were selected in a lottery on the test day. Students were not informed about who they would talk with for the speaking tests. Figure 5 shows the arrangement for the speaking test. The first two selected students came to the corridor and started the conversation (A and B). The teacher recorded the conversation with a video camera. As Dörnyei (2007) suggests, “video data is obviously richer than audio recordings” because “by audio recording, we inevitably lose some information, for example, nonverbal cues such as eye movements” (p. 139). Another two selected students (C and D) waited in the corridor and watched the A and B conversation.

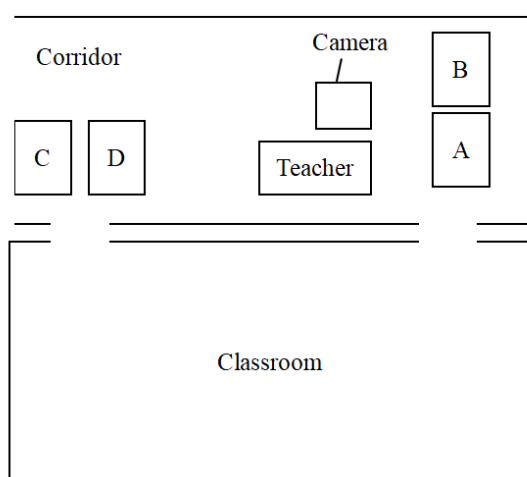


Figure 5. Speaking test video recording set-up.

Another type of performance test was essay writing. Students made a poster about a topic with pictures. The author and the assistant teacher graded students' essays based on a rubric.

Interviews. As for the interview, this research employed a semi-structured interview. Hadfield and Dörnyei (2013) explain the effects of it; “semi-structured interview offers a compromise between the two extremes (structured and unstructured) and would

probably be the most appropriate interviewing technique for most projects” (p. 300). There are 11 questions for the interview (see Appendix E). Those questions were composed based on the questions in the survey in order to analyze the qualitative data for this mixed methods research. As Hadfield and Dörnyei (2013) suggest, the interviews were recorded.

Data Collection

The schedule of the data collection is described in Table 4. At the beginning of the school year, before starting class, students were asked to answer the survey including open questions. Students answered based on their previous English learning.

Table 4
Data collection schedule

Month	Test	Speaking Test	Fun Essay	Survey	Interview
4				O	
5	Mid-term test	1 minute	60 words	O	
6					
7	Term test	1 minute	70 words	O	O
9					
10	Mid-term test	1.5 minutes	80 words		
11					
12	Term test	1.5 minutes	90 words	O	O

Students were informed that the results of the survey would not have any impact on their grades. In May, July, and October, students took the survey. The interview was conducted in July and December. As for the interview, the author gave the questions one week before so that they could prepare for the interview. This research employed a pair-interview so that students could feel more comfortable and could talk more with the assistance of the other student. Hadfield and Dörnyei (2013) explain the group interview effect as, “participants thinking together, inspiring and challenging each other” (p. 300).

The speaking test and Fun Essay were conducted as performance tests. In this school, for each mid-term and term test, teachers must grade students. Table 5 describes the percentage of the grade.

Table 5
The percentage of the grade

Task	percentage
Speaking Test	20%
Fun Essay	20%
Exam	50%
Attitude	5%
Homework	5%

Data Analysis

In the first part, the survey of L2MSS was conducted. The mean score and correlation were described and compared to the students' motivation. In the second part of the survey, the questions asked how much students improved each skill, speaking listening, writing, and conversation strategies. The author calculated the average score so that it can be compared to previous surveys. In Part 3, students' perceptions of learning English in English Expression I will be analyzed based on content analysis. Dörnyei (2007) claims that: "Content analysis ... actually originates from a quantitative analytical method of examining written text that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories" (p. 245). Murray (2009) also explains "Categorical content analysis is a method of data analysis that identifies categories by selecting utterances from a text, which are then classified and group together" (p. 307). Table 6 shows the framework for content analysis. Part 4 describes the students' perceptions of each activity or classroom environment.

Table 6
Content analysis of Students' perception, "Do you have a positive attitude? Why?"

Attitude	Students' comments	Categories
Positive	I will use English in the future	Ideal L2 Self
	Get good test score and grades	Ought-To L2 Self
	The class or pair work is fun	L2 Learning Experience
	I can understand	
	Making progress	Intended Learning Effort
	Try hard	
Negative	Overcame one's weakness	Demotivation
	Not good at English	
	Talking is difficult	
	Not fun	
	Hard to understand	

To show how the students improved their communicative competence, the author employed CA (conversation analysis) informed analyses. As Kasper and Wagner (2014) explain the importance of CA, CA "has become a powerful methodology for studying

social interaction and its sequential organization in the social sciences and beyond, including sociology, anthropology, linguistics, communication, information, and computer sciences, as well as in applied linguistics” (p 1). The author transcribed three speaking tests in each July and December conducted by focused students and compared the difference between them. Moreover, the author asked the assistant language teacher (native English speaker) who comes to the school once a week to evaluate the focused students’ performance with the rubric shown in.

As for essay writing, the average number of words and some examples are shown. Furthermore, the writing skills are evaluated by ALT according to the rubric shown as.

The interviews with three groups were video recorded. The interview was conducted in Japanese and translated into English by the author. Here is a sequence of how to analyze qualitative data simplified by Ellis and Barkhuizen (2005)

- (1) Coding for themes
- (2) Looking for patterns
- (3) Making interpretations
- (4) Building theory (p. 259).

The interview data were analyzed according to this sequence.

Finally, based on mixed methods research, both quantitative and qualitative data were triangulated and integrated in order to provide clearer data collection and analysis. The next section presents the results of the data gathered based on the mixed methods analyses.

Results

Quantitative Results

Surveys on Motivation. In this section, the complied results of the surveys on students’ motivation about learning English are presented.

L2 learning experience and Ideal L2 self are powerful motivators. Table 7 shows the descriptions of a mean score of each factor and number of the participants. According to this table, the mean score of the ideal L2 self gradually increased. Although there was little difference in each factor from May to December, there was the difference between the initial survey conducted in April and the survey conducted later.

Table 7

The descriptions of a mean score of each factor and the number of participants

	Ideal L2 self	Ought-to L2 self	L2 learning experience	Intended learning efforts	L2 learning environment	N
M April	35.7	52.6	45.2	48.4	64.6	62
May	37.1	53.0	52.2	52.1	66.2	60
July	38.1	51.0	50.2	51.6	67.0	59
Dec.	39.6	52.4	50.8	51.4	67.1	58

In September, students had an activity which is called Creating Vision. Table 8 shows the correlations between each variable in April. Overall, except for IL2S and L2 learning environment (L2EN), and L2EN and ought to L2 self (OL2S) showed correlation

coefficients. Ideal L2 self (IL2S) was strongly correlated with Intended learning efforts (ILE) and L2 learning experience (L2EX), and it was moderately correlated with Ought to l2 self (OL2S). Moreover, L2EX also showed strong correlations with ILE. Thus, these three items closely related each other.

Table 8

The description of statistics of correlations between variables in April

April	Intended learning efforts (ILE)	L2 learning environment (L2EN)	L2 learning experience (L2EX)	Ought to l2 self (OL2S)
Ideal l2 self (IL2S)	0.61***	.12	0.70***	0.43***
Intended learning efforts (ILE)		0.46***	0.70***	0.53***
L2 learning environment (L2EN)			<u>0.38**</u>	<u>.20</u>
L2 learning experience (L2EX)				0.47***

Note. *** $p < 0.001$ ** $p < 0.01$ * $p < 0.05$ N=62

The results of statistics of correlations in December were described in Table 9. In April, the correlation between OL2S and L2EN were not correlated. However, they weakly correlated in December.

Table 9

The description of statistics of correlations between variables in December

December	Intended learning efforts (ILE)	L2 learning environment (L2EN)	L2 learning experience (L2EX)	Ought to l2 self (OL2S)
Ideal l2 self (IL2S)	.62***	.19	.71***	.62***
Intended learning efforts (ILE)		.49***	.75***	.70***
L2 learning environment (L2EN)			<u>.53***</u>	<u>.33*</u>
L2 learning experience (L2EX)				.59***

Note. *** $p < 0.001$ ** $p < 0.01$ * $p < 0.05$ N=58

In April, L2EN and OL2S were not correlated (.20). However, in December they were weakly correlated (.33). L2EN are items related to their friends' attitude. In April, students had no pair work. After the class began, students had pair work and they were thinking how the other classmates worked in pairs. The communicative activities might be the trigger for the correlation. Moreover, correlation between ought-to L2 self and intended learning efforts also became stronger (from .53 to .70). From this, having pair work in the classroom, students thought that they had to work with their partner. They knew that if they showed unwillingness and did not work, their partner would be bothered by them. That is, when students had pair work, they thought they should work with their partner. Moreover, L2EX and L2EN also showed stronger correlation from 0.38 to 0.52. L2EX means that students' beliefs of English learning itself and L2EN means students' beliefs of learning with their classmates. If students enjoyed pair work, students thought that English learning was fun. For these reasons, although students thought that they had to participate in pair work because of peer pressure at first, they gradually enjoyed learning English with their friends.

Content Analysis. Since last April, the research had asked the students what attitude they had and why they had that attitude (see Appendix C, Survey Part 3, and Appendix F is an example of students' comments). Table 10 is the result of the students' attitudes. Each comment was coded by the key words of students' comments and categorized based on the categories of L2 motivational self system from Dörnyei (2005) on the part of positive attitude. Furthermore, Demotivation (Falout, 2009) was used for negative attitude.

Table 10

Content analysis of students' perception; Do you have positive attitude? Why?

Students' comments		April	May	July	Dec.	Categories
Positive	I will use English in the future	0	0	3	3	Ideal L2 Self
	Get good test score and grades	2	4	4	1	Ought-To L2 Self
	English is necessary	5	4	0	2	Self
	The class or pair work is fun	2	8	1	4	L2 Learning Experience
	I can understand	1	5	5	2	
	Making progress	0	3	3	4	Intended Learning Effort
	Try hard	0	0	5	5	
	Overcame one's weakness	0	0	1	2	
Negative	Talking is difficult	0	1	1	1	Demotivation
	Not good at English	10	3	1	1	
	Not fun	0	0	1	1	
	Hard to understand	10	0	3	3	
Positive		10	24	22	23	
Negative		20	4	6	6	
N30			28	28	29	

In April, 20 students out of 30 had negative images of English classes. 10 students said the content was too difficult to understand and another 10 students believed that they

were not good at learning English. On the other hand, 10 students answered they were positive. 7 students out of 10 wrote “they need to learn English to get a good score” or “they believe that English learning is necessary.” Only three students had a good learning experience. After this lesson started, following next month, only four students answered they were negative. 16 students had positive comments related to L2 learning experiences. For these reasons, students who had negative images of English class had slightly changed because those students found the English class was fun or they could understand better than before. In July, six students wrote they wanted to try hard or overcome the weakness of learning English, which is related to Intended learning effort. Moreover, since July, three students thought that they would use English in the future which is related to ideal L2 self.

Qualitative Results

Interviews about motivation. Here are the comments from the interviews in July. Students commented what they felt about learning English before and after the school year began.

I am gradually interested in English. At the beginning of the year, I thought I am not good at English and I was reluctant to use English. I was always struggling but through communication activities, I gradually like English. (Ren in July)

Ren is the average student of the rubric score of speaking test (see Table 3). He had a negative image of learning English and he was in trouble because he was always struggling in the English class.

When I was in junior high school, no one taught me, and I could not understand at all. However, I can get support from my friends and I can enjoy learning. Using English in pairs is fun. (Syo in July)

Syo is another average student. His negative image of learning English was created when he was a junior high school. However, in the CLT environment through FFI, he had a chance to get support from classmates around him. Those students believed that they were not good at learning English and felt helplessness before the school year started. However, through FFI, they changed their image of learning English and showed the positive attitude toward communication.

Ideal L2 self and L2 learning experience are the powerful motivators. In September, students had an activity which is called Creating Vision. In the interview in December, students were asked about the activity.

I wondered what to do in the future before. I can't speak English, so I was thinking my future only in Japan. But I thought that using my English would broaden my view. Right now, I don't really think a lot about overseas, but if I try a little harder, I can go abroad, so I thought I'd do my classes well. (Moka in December)

I was taking classes to get good points in the tests, but when I imagined it I felt that I had to think a little more by myself and I thought that just not looking at the paper in the speaking test is not enough and I became to work on it harder. (Yuki in

December)

At first, I thought that it was not necessary, but by doing create my own imagination, I came to think I need to do my best for that. (Ren in December)

Thanks to thinking of their future self, students could think of the situation of using English clearly and it enabled the students to raise their awareness of leaning English. However, there were also students who think it negatively.

Not really. I don't think I use English. English can be looked up using a mobile phone and not needed. (Kai in December)

It does not change. I don't know if that will happen in the future. (Ryu in December)

If students thought it impossible to work successfully, they were reluctant to participate in the activity. Kai could not make a vision of using English because he betrays his inability to use English. Kai commented about the images of using English. Here are his comments in the interview in December. He also talked about what he did for the speaking test.

I did not practice at all because I cannot memorize them. I can do it in the classroom, but I get nervous at the test (Kai in December).

From this point of view, Kai had little image of being able to use English. Moreover, he commented that he did nothing before the speaking test. In this way, students might participate in the activities with their beliefs which make students feel that there are possibilities. If students think they can success the activity they would work hard. Moreover, to make their possibilities wider, students need to have successful experiences. Successful learning experiences make their possibilities broaden and that broaden possibilities allow student to challenge their activities.

Ought to L2 self arises in pair work. In April, students had no pair work. After the class began, students had pair work and they were thinking how the other classmates worked in pairs. If the students saw other classmates work hard, they might think they also have to work hard. Here are comments from the selected students in the interview.

Everyone works hard in pairs and I am comfortable with it. If no one worked, I could not work. Everyone works hard and it makes me study harder. (Moka in July).

Everyone is working on small talk. Everyone is eager to talk. It's hard for me to do it when people aren't doing it during the small talk, but I think I'll do my best because everyone is actively working on it. (Moka in December)

I sometimes work hard. I work hard with hard workers but if they do not work, I am reluctant to do it. If students around me work hard, I will work hard, too. (Kai in December)

Moreover, the correlation in December between L2 learning experience and L2 learning environment became stronger than that in April. If students see the other students enjoy activities, they want to try. If they try to work hard, they can enjoy learning. Here is the comment from Ren.

I saw my friends working hard. I thought I also must work hard. I am gradually interested in English. At the beginning of the year, I thought I am not good at English and I reluctant to use English. I was always struggling but through communication activities, I gradually like English. (Ren in July)

As he commented, he could try to work hard because he saw other classmates working hard. He worked hard and he noticed that he could communicate with others in English. His trigger of participation was seeing other students. Once he engaged in the activity, he said that he gradually likes English. He tried to use English and he had successful experience which maintain his participation of classroom activities.

Discussion

How will focus-on-form instruction motivate high school students?

In a classroom, students spend most of their time with their classmates. Swain, Kinnear, and Steinman (2015) insisted that “an important aspect of Vygotsky’s sociocultural theory of mind is that performance is jointly constructed. We do not act alone, ever. Our behavior is always mediated by others” (p. 122). Students learn lessons with the effect of their classmates. Thus, students are in the Community of Practice(CofP). Eckert & McConnell Ginet (1992 as cited in Lave & Wenger, 1991) defined CofP as follows:

An aggregate of people who come together around mutual engagement in an endeavor. Ways of doing things, ways of talking, beliefs, values, power relations... in short, practices ...emerge in the course of this mutual endeavor. As a social construct, a CofP is different from the traditional community, primarily because it is defined simultaneously by its membership and by the practice in which that membership engages. (p. 464)

In other words, “CofP is one way of focusing on what members do: the practice or activities that indicate that they belong to the group, and the extent to which they belong” (Holmes & Meyerhoff, 1999, p. 175). Students develop their learning experience in that CofP.

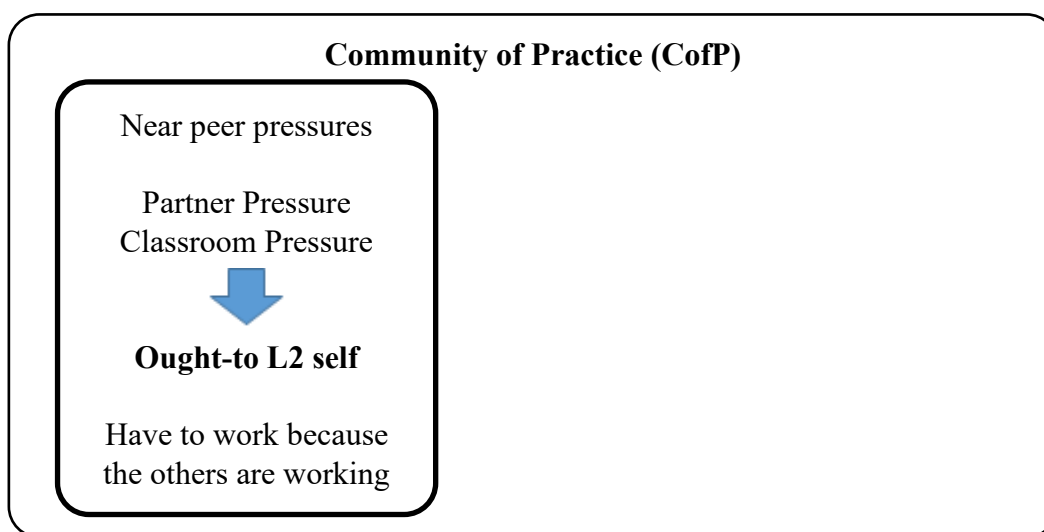


Figure 19. Model of the way of developing Ought-to L2 self in a CofP.

Figure 19 shows the model of the way of developing Ought-to L2 self in the CofP, created by the researcher. Students develop their ought-to L2 self in the CofP. Students have near-peer pressures (NPPs) in pair work. In the CLT classroom, students can build rapport based on NPRMs, but NPRMs sometimes become the pressure of making a positive atmosphere. In the classroom, students seemed to enjoy learning with their classmates. Students can work with their friends through FFI. For high school students, their friends have a huge impact on their behaviors. When students work with their friends, they are eager to learn. According to the data collected from surveys and interviews, students also felt peer pressure in the classroom. Students need to create a relationship among students. High school students often pay attention to the atmosphere of the classroom. Attitudes of each student are influenced.

From the data of the surveys, as Table 14 and Table 15 show, the correlation between the L2 learning environment and Ought-to L2 self increased from April to December. As Table 14 shows, before the class began, there was no coefficient correlation between the L2 learning environment and ought to L2 self. However, in December, they were slightly correlated (see Table 15). From this result, when students who had no experience of talking with their classmates started to have pair work, they tended to have an obligation and believed that they had to work in pairs. This data indicated that having pair work in the classroom, students felt more obligation. Students created a relationship with their classmates in the classroom. They got along with other classmates. Moreover, comparison of the correlation between Ought-to L2 self and Intended Effort in April and December, in both months, there is a high coefficient correlation. However, in April the correlation was 0.53 and it was 0.70 in December. When students thought that they had to practice, they showed intended effort.

According to the interview data, as Moka, one of the focused students, commented in the interview, “everyone is working hard in pair work so I can work hard.” Students know that in pair work, both two students have to engage in the communicative activity otherwise, one of them or both of them would be in trouble. This feeling sometimes leads to a negative feeling. In this respect, regardless of whether the task is fun or not, in pair work, they

cooperate with other students and if the partner does not show their interests to speak with the partner, the partner is in trouble. Ren also commented about near-peer pressure in the interview, “I saw my friends working hard. I thought I also must work.” Seeing other students engage in their work, students tend to feel that they also have to work hard. Moreover, this ought to L2 self leads to intended effort. In July, Ren talked about his perception of preparing for the test, “I practiced with my friends and parents. My friends worked hard, and I also wanted to work hard.” When a student finds that the other classmates are working hard, that student is influenced by the other students. Students receive powerful impacts from other active learners. Moreover, Kai commented on the classroom environment, “I work hard with hard workers but if they do not work, I was reluctant to do it.” Students’ behaviors rely on other students’ behaviors.

In this way, building rapport and maintain a friendship is essential for the students. If students think that their classmates work harder, they also think that they had to participate more. To keep those relationships with their friends and not to bother their friends are the reasons for some students to participate in the classroom. Students tend to think that they do not want to bother other students. That is why, when they have pair work, they must work hard so that they get their classmates in little trouble. Students feel not only fun but responsible when they engage in communicative activities.

Increasing Ought-to L2 self leads to Intended Learning Effort.

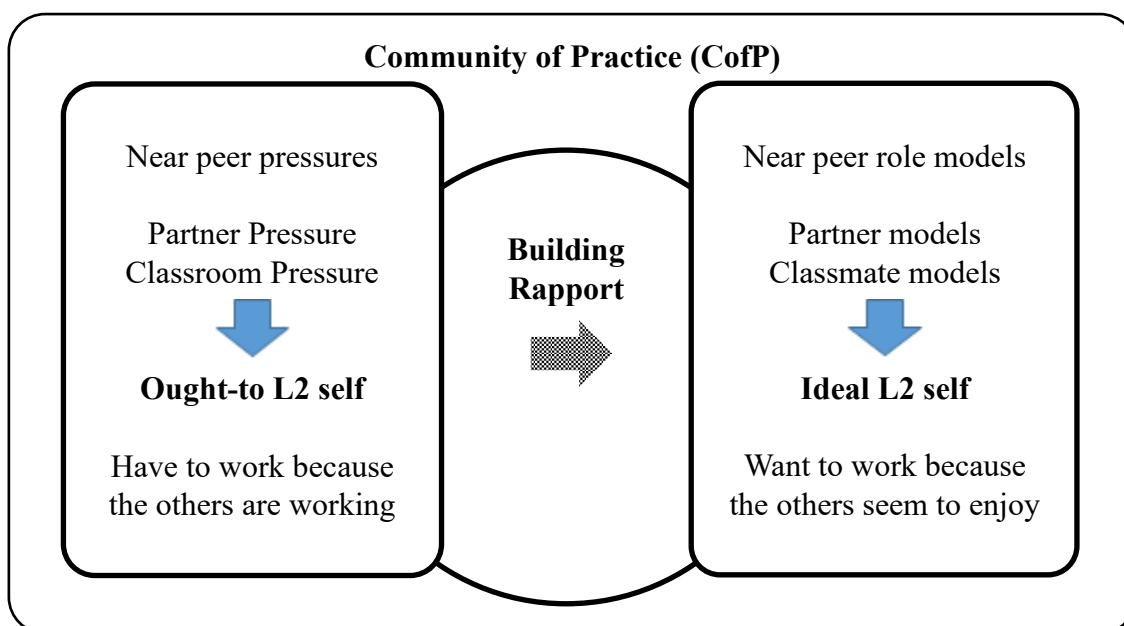


Figure20. Model of the way of developing Ideal L2 self in a classroom.

Furthermore, students have positive impacts from their classmates. Figure 20 shows the model of developing Ideal L2 self in the CofP. When students think the other students enjoy activities in the classroom, they can be their positive image of learning with their classmates. The comments for the reason for showing a positive attitude in small talk show the selected students’ pleasure of pair work. For example, Moka said, “It was fun to know what I did not know about my friends.” In the class, although students spend a lot of time

with their classmates, they communicate with only several friends in daily life. In the class, when they have pair work, they have a chance to talk with the other classmates. Ren talked about his feeling of pair work as, “pair work was fun. Because I can learn with my friends and I can talk with who I rarely talk.” Students enjoyed talking with classmates and building rapport. That is why some students, particularly slow learners, prefer pair work to mechanical drills. In FFI, students have communicative activities where students can see what and how other students are doing. FFI brings a positive atmosphere into the classroom. Syo talked about his perception of the effects of classmates’ participation. “I see my classmates enjoying and I also try to do in the same way.” Students see the ideal model and that model in their possible self that would be their powerful model which could change their attitude. Murphey and Arao (2001) explains “NPRMing allows students to identify with the models, become inspired, and themselves become more effective learners” (p. 10). As Syo talked about the effects of NPRMs, the CLT environments where students enjoy talking with classmates ingenerate NPRMs.

However, on the other hand, if students cannot imagine that they can work successfully, they are reluctant to participate in the activity. Kai talked about his perception of the growth of English ability and he said, “I can feel comfortable when I have small talk.” However, when he talked about his preparation for a speaking test, he did not practice because he believed that he gets nervous at the speaking test and perform poorly. He enjoyed small talk but he could not experience success in the speaking test. His negative image of a speaking test prevented him from preparing for the speaking test. According to Vallerand and Ratelle (2002), “amotivated people feel a lack of competence or ..., a feeling of helplessness” (p. 404). Once students believe that they have insufficient ability and it is impossible to achieve the task successfully, they feel helplessness which prevents the students from creating a vision of working successfully. Markus and Nurius (1986) explained possible selves are the ideas about what people would like to become or would not like to become. According to Kim’s study (2017), it was revealed that the vague motive is not effectively attached to the learning goals and a sense of participation. Amotivated students tend to think about what they would not like to become rather than what they would like to become. Thus, they cannot engage in the activity.

Then, when do students have near-peer pressure or near-peer role models? There are two components, building rapport and successful experience. As the previous paragraph described, to have positive image of learning English, students need to build rapport. In addition to building rapport, from this research data especially students’ interviews, it can be said that actual development leads to enhance the learning experience. Developing learning successful experience increase possible self and ideal self. Through CLT, students feel their growth in English ability especially speaking and writing skills because they have chances to use English, which enables students to believe that they improve their English proficiency. In the previous section, the result showed the power of small talk. For example, students realized their growth in writing. As Ryu talked in the interview in December, “if I found the number of the words that I wrote for essay increased, I felt the improvement.” In writing, students can see their productions which show them the actual development of writing ability. The selected students talked in the interview that if students found out that they could participate in the class, they engaged in activities more to learn English. Furthermore, these L2 Learning Experience could be a trigger for students to have a positive

image of learning English. According to the content analysis (see Table7), there were 20 negative students in April. 10 students believed that they were not good at English. Another 10 students thought English was hard to understand. However, in May, there were only 4 students who wrote negative comments. The number of students writing comments related to L2 Learning Experience increased by 3 to 16. which means, students found learning English fun. Moreover, once they create a positive image of learning English, their feeling of success leads to Intended Learning Effort; students think that they try hard to learn English. They challenged the activities. In FFI, students have chances to use language. Through using English several times in class, students felt the success of using English several times. Students can feel progress. In this way, students' beliefs would be changed.

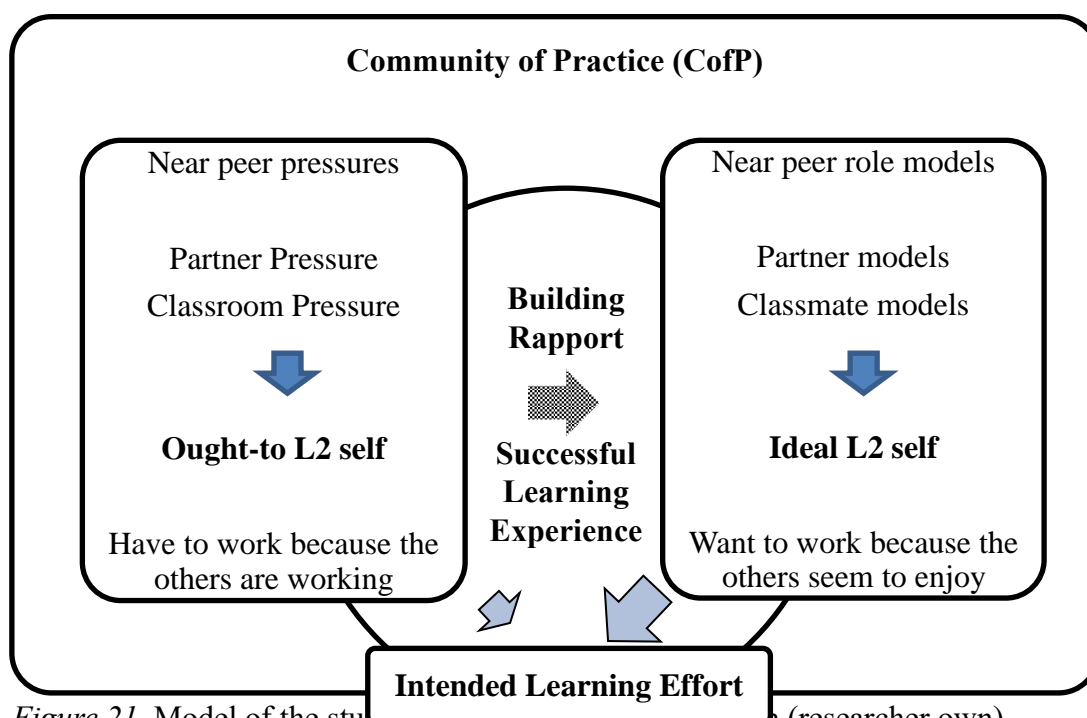


Figure 21. Model of the student's self-development in Language learning (researcher own)

Figure 21 shows self-development in Language learning. At first, students have near-peer pressures. Based on the result of this study, pair work might lead to raising a sense of responsibility. The reason why they work in activities is people around them expect them to do so. Students see the other classmates work hard and they also think that they have to work hard. If students cannot imagine what they are going to do, they are reluctant to participate in the activities. The atmosphere of the classroom sometimes became pressure for students. However, students enjoy building rapport and it brings positive atmosphere into the classroom. During the activities, students have a chance to have successful learning experiences. When students realize their progress in English, they show a positive attitude toward learning English. The cumulative successful experience trigger for seeing their friend as vivid role models of learning, NPRMs. When students regard their classmates as NPRMs, they also want to be one of the members of CofP.

Conclusion

Implications

The results of this thesis provide language educators with an implication which is giving vivid NPRMs. To provide students with more NPRMs is inevitable for developing Japanese students' motivation. In Japan, the use of English is limited, and students have few chances to see the models of English speakers. As this research revealed, when students do not have their images of using English, they believe that English learning is beyond their ability which makes students reluctant to participate in English learning. Giving examples as NPRMs such as video recording, newsletter, posters, information brochure, artwork, essays are considered effective to change students' beliefs of English learning. Thus, teachers should give students more chances where students can see teachers or peers use English in the classroom.

Moreover, building rapport is necessary for reducing stress and creating vivid images of using English. NPRMs can give students both peer pressure and a positive model. When students feel peer pressure, they believe that they must work in pairs. Although that ought to self might be a trigger to participate in a communicative activity, it is a short period of motivation. That motivation does not last a long period. Moreover, keeping providing students with negative pressure, it might bring them into learning helplessness. Language teachers need to reduce that pressure so that students can have positive NPRMs.

Having positive NPRMs, students tend to show their positive attitude toward communication. According to the interviews in this research, students enjoyed making friends through classroom activities. Through building rapport, students create a positive atmosphere where students can see positive NPRMs. In the classroom, students have close friends and friends who they rarely talk with. The teacher sometimes controls their pairs or groups so that students can enjoy talking with their close friends. However, as this research revealed, students enjoyed building rapport. In this way, the teacher should give students opportunities to talk with a variety of classmates.

Future issues

Although this research could reveal the developing Japanese students' communicative competence and motivation, some questions remain and require making them clear. First, it is the limitation of this research. This study examined 62 students which is insufficient for quantitative data especially correlations. Further research should be considered to have a larger sample size. Next, more activity focused research is required. In the class, there were several communicative activities conducted at the same time. What activity provides students with vivid vision and maintains the vision effectively is still not clear. More focused research is essential to examine what activity impacts students more.

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Appendix A

Survey Part 1

英語授業についてのアンケート

()年 ()組 番号() 名前()

この調査はみなさんのこれまでの英語の学習について把握し、今後の授業に役立てるのに使います。テストではありませんので、正直にお答えください。

お填のひい、とス ト プ 1 ノ、い、い、1 ナ、

1:全くそう思わない 2:そう思わない 3:あまりそう思わない 4:ややそう思う 5:そう思う 6:非常にそう思う

類	No.	例スキーはとても好きだ。 4月:あまり共感できない、現在:共感できる場合	5
1 Ideal L2 Self	1	外国で、英語を話している自分を想像できる。	
2 Ideal L2 Self	8	自分が外国人と英語で話をしている状況を想像できる。	
3 Ideal L2 Self	15	英語が話せるようになっていた自分を想像する。	
4 Ideal L2 Self	22	海外の人と英語でメールのやり取りをする自分を想像できる。	
5 Ideal L2 Self	29	自分のしたいことをするためには、英語が必要となる。	
6 Ideal L2 Self	36	海外の人に英語で話している自分を想像できる。	
7 Ought-To L2 Self	2	親しい友人が英語の勉強は大切だと思っているので、英語の勉強をする。	
8 Ought-To L2 Self	9	英語を勉強しないと親が残念に思うので、英語を勉強しなければならない。	
9 Ought-To L2 Self	16	私が英語を勉強することを周りの人々が期待しているので、英語の勉強は必要だと思う。	
10 Ought-To L2 Self	23	私が英語の勉強をしなければいけないと、親は強く思っている。	
11 Ought-To L2 Self	30	英語で悪い成績を取りたくないで、勉強している。	
12 Ought-To L2 Self	37	英語の勉強をしないと海外旅行する時に大変だと思う。	
13 L2 Learning Experience	3	英語に触れている時間が好きだ。	
14 L2 Learning Experience	10	英語を勉強するのは面白い。	
15 L2 Learning Experience	17	英語の授業を楽しみにしている。	
16 L2 Learning Experience	24	英語を学ぶのは楽しい。	
17 L2 Learning Experience	31	英語の活動は楽しい。	
18 L2 Learning Experience	38	英語の授業に前向きに取り組んでいる。	
19 Intended Learning Efforts	4	今後さらに他の所で英語の授業があれば受講したい。	
20 Intended Learning Efforts	11	英語を一生懸命勉強している。	
21 Intended Learning Efforts	18	英語の勉強に努力を惜しまない。	
22 Intended Learning Efforts	25	自分は英語の勉強をがんばっていると思う。	
23 Intended Learning Efforts	32	英語学習に時間をかけていると思う。	
24 Intended Learning Efforts	39	海外の本、映画、ドラマなどで英語を勉強してみたい。	
25 L2 Learning Environment	5	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。	
26 L2 Learning Environment	12	英語の授業では、友達と協力して勉強できていると思う。	
27 L2 Learning Environment	19	英語の授業では友達とより仲良くなれると思う。	
28 L2 Learning Environment	26	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。	
29 L2 Learning Environment	33	授業での話す活動には協力的に取り組んでいると思う。	
30 L2 Learning Environment	40	英語の授業には、和気あいあいとした雰囲気がないと思う。(反転)	
31 Attitude to learn about gran	6	授業で文法について考えようとしている。	
32 Attitude to learn about gran	13	ワークシートの例文から自分で文法について考えようと挑戦した。	
33 Attitude to learn about gran	20	授業で学んだ文法を話したり、書いたりして使おうとしている。	
34 Attitude to learn about gran	27	文法の仕組みについて分かると楽しい。	
35 Attitude to learn about gran	34	文法について自分で調べるときがある。	
36 Attitude to learn about gran	41	文法について知ることが好きになった。	
37 The effect of learning gramr	7	プリントの英文は文法理解を助けている。	
38 The effect of learning gramr	14	文法のルールが発見が徐々にできるようになった。	
39 The effect of learning gramr	21	自分で見つけようとした文法のルールは覚えている。	
40 The effect of learning gramr	28	授業で学んだ文法を話したり、書いたりして使っている。	
41 The effect of learning gramr	35	学んだ文法を授業の中で使う機会があるのは役に立つ。	
42 The effect of learning gramr	42	文法について理解できる機会が多くなった。	

Appendix B

Survey Part 2

Part2

4月から英語の力に変化がありましたか。4月は○で現在は□で番号を囲み、当てはまる番号をマークしてください。

1. 話す力について (授業の Small Talk で)

- 6 2分間はなめらかに話すことができる 5 2分間は3、4回つまりながら話すことができる
4 1分30秒間はなめらかに話すことができる 3 1分30秒間は3、4回止つまりながら話すことができる
2 1分間はなめらかに話すことができる 1 1分間は3、4回止つまりながら話すことができる

2. 聞く力について

- 6 先生や友達の英語の8割以上理解できる 5 先生や友達の英語の7割以上理解できる
4 先生や友達の英語の6割以上理解できる 3 先生や友達の英語の4割以上理解できる
2 先生や友達の英語の3割くらいなら理解できる 1 先生や友達の英語が理解できない

3. 書く力について Fun Essay に使用した語数

- 6 100語以上書くことができる 5 80語以上書くことができる 4 60語以上書くことができる
3 40語以上書くことができる 2 20語程度しか書くことができない 1 書くことができない

4. Conversation Strategies について

(1) Fillers (Well / Let me see / Ah など)

- 6 3回以上適切にさまざまな表現を使うことができる 5 3回以上適切に使うことができる
4 2回以上適切にさまざまな表現を使うことができる 3 2回以上適切に使うことができる
2 1回は使うことができる 1 使うことができない

(2) Rejoinders (I see. Nice. Really?などを使ってあいづちを打つ)

- 6 3回以上適切にさまざまな表現を使うことができる 5 3回以上適切に使うことができる
4 2回以上適切にさまざまな表現を使うことができる 3 2回以上適切に使うことができる
2 1回は使うことができる 1 使うことができない

(3) Shadowing (相手の言ったことを繰り返す)

- 6 3回以上適切にさまざまな表現を使うことができる 5 3回以上適切に使うことができる
4 2回以上適切にさまざまな表現を使うことができる 3 2回以上適切に使うことができる
2 1回は使うことができる 1 使うことができない

Appendix C

Survey Part 3

Part3

4月から英語表現 I の授業を受講してどのような変化がありましたか。4月は○で現在は□で番号を囲み、当てはまる番号をマークしてください。

1. 英語表現 I の授業に前向きですか。また、それはなぜですか。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

2. コミュニケーション活動 (ペアワークなど) を通して文法を学ぶことは効果的ですか。また、それはなぜですか。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

3. Small Talk (授業の最初に行う英会話) に前向きに参加していますか。また、それはなぜですか。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

4. Fun Essay には前向きですか。またその理由を書いてください。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

5. 授業時間以外でどのくらい英語を学習していますか。また、どのような学習をしていますか

6 ほぼ毎日している 5 週5日程度 4 週4日程度 3 週3日程度 2 週1, 2日程度 1 全くしていない

Appendix D

Survey Part 4

Part4

4月から英語表現 I の授業を受講してどのような変化がありましたか。下の項目についてそれぞれ教えてください。

1. 今年度4月から授業を通してどのような成長がありましたか。(話す力・聞く力・書く力や文法、英語に対する意識など)

2. Conversation Strategies を上手に使っている友達からどんなことを学びましたか？また、自分の使い方どのような影響がありましたか？

3. パフォーマンステストを行うことで、あなたの英語にどのような変化がありましたか。

4. 授業で困ったときや、よりよく話したり書いたりするために友達から学んだことを具体的に書いてください。

5. 自分が将来英語を使うことを想像すること (Creating Vision) は英語を学ぶのにどのような影響を与えましたか。

6. 理想のクラスメイトを考える (Ideal Classmates) は英語を学ぶのにどのような影響を与えましたか。

7. 授業の雰囲気はどんな様子ですか。また、あなたの英語学習にどう影響していますか。

8. 授業の感想や質問を書いてください。

ご協力ありがとうございました。

Appendix E

Interview

英語表現 I インタービュー

このインタビューはこれまでの英語の学習について把握し、今後の授業に役立てるのに利用します。テストではないので、正直に答えてください。また、アンケート用紙に書いたことと同じ答えで構いません。

1. 英語表現 I の授業は楽しかったですか。また、それはなぜですか。
2. 今年度4月から授業を通して成長したことは何ですか。（話す力・聞く力・書く力や文法、英語に対する意識など）
3. コミュニケーション活動（ペアワークなど）を通して文法を学ぶことは役に立ちましたか。どのようなことを学びましたか。
4. **Small Talk**（授業の最初に行う英会話）は効果的でしたか。また、何が成長しましたか。
5. **Conversation Strategies** は役に立ちましたか。どのような時にそう思いましたか。また、どのようにして使えるようになりましたか。
6. パフォーマンステストは積極的に取り組むことができましたか。また、どのように準備しましたか。
7. **Fun Essay** には一生懸命取り組むことができましたか。また、その理由を教えてください。
8. 授業中友達の様子はどうでしたか。また、あなたの英語学習にどう影響していますか。
9. 自分が将来英語を使うことを想像する（**Creating Vision**）は英語学習に効果的でしたか。また、その理由を教えてください。
10. 理想のクラスメイトを考える（**Ideal Classmates**）はペアワークをするのにどのような影響を与えましたか。
11. 授業の感想や質問はありますか。

Appendix F

Sample of Students comments in July

1. 英語表現Ⅰの授業に前向きですか。また、それはなぜですか。 *Imagine using English*

6 とてもそう思う 5 そう思う **4** まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

将来、海外へ行ったときや、日本にいとまに外国人の人に道をきか
れたりしたときに、英語は世界の共通語なので、とても役にたつと思
うからです。 *English is necessary*

1. 英語表現Ⅰの授業に前向きですか。また、それはなぜですか。 *Feel progress*

6 とてもそう思う **5** そう思う 4 まあまあ思う **3** あまり思わない 2 そう思わない 1 全く思わない

4月の時は英語がすごく苦手で"やる気がありませんでした" "たんだん"
自分が英語を言えるようになってきたから。

1. 英語表現Ⅰの授業に前向きですか。また、それはなぜですか。 *Need for the future*

6 とてもそう思う **5** そう思う **4** まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

将来の自分のやりたい仕事につけるように前向きに取り組んでい
4月よりしっかり授業の内容を理解できていると思う。

2. コミュニケーション活動（ペアワークなど）を通して文法を学ぶことは効果的ですか。また、それはなぜですか。

6 とてもそう思う **5** そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

英語では会話をすることで文法の誤りに気づけたり、スラスラ英語
で会話をすることができるので、ペアワークは大コトだと思いはして。

3. Small Talk（授業の最初に行う英会話）に前向きに参加していますか。また、それはなぜですか。

6 とてもそう思う 5 そう思う **4** まあまあ思う **3** あまり思わない 2 そう思わない 1 全く思わない

4月のときは、英語で会話をするのは難しいと思、ていたのであまり前向き
ではありませんでしたが、現在は、英語をスラスラ話せるよう頑張ろうと思、い
前向きに参加しています。

2. コミュニケーション活動（ペアワークなど）を通して文法を学ぶことは効果的ですか。また、それはなぜですか。

6 とてもそう思う **5** そう思う **4** まあまあ思う 3 あまり思わない 2 そう思わない 1 全く思わない

友達やクラスの人と、楽しい雰囲気英語を学ぶことはとてもい
いと思、います。また、楽しく行えるので、自分から積極的に話したり
できるのもいいと思、います。

2. Conversation Strategies を使っている時または、友達が使っている時の気持ちはどうですか。理由も書いてください。

自分も使ってフィードバックを言いやすくなりました。先生の Conversation Strategies
はどれも、自分を成長させるいいアイデア。

4. 授業の雰囲気はどんな様子ですか。また、あなたの英語学習にどう影響していますか。

とても明るく、深いので、授業が楽しくなりました。また、前向きに頑張るのを
周りの方々に促すことができています。