

# ICERC

—A longitudinal motivation study based on  
intercollegiate ER circle activities—

**Makoto Imura**

(Osaka Institute of Technology)

**Seiko Otsuka**

(Osaka Institute of Technology)

**Noriko Nakanishi**

(Kobe Gakuin University)

**Matthew Caldwell**

(Hannan University)



# ICERC

Extensive Reading Circle

# A longitudinal motivation study based on intercollegiate ER circle activities

1. This presentation will describe a framework for a longitudinal L2 motivation study based on a three-year voluntary ER circle project co-hosted by three private universities in Japan.
2. We will make an interim report of our analyses and discuss challenges ahead both in terms of educational practice and research design.
3. Descriptive statistics of the reading data show an overall decline in reading amount, which indicates difficulties in maintaining long-term motivation.
4. Drawing on Dörnyei's complex systems theory, we have employed a mixed approach that integrates both quantitative and qualitative analyses of learners' motivational changes over the long term.
5. So far, a quantitative analysis of periodical questionnaires shows a decrease in the anxiety level.
6. Qualitative analyses of questionnaire surveys are also employed to identify the motivational and demotivational factors.

# CONTENTS

- 1 • Project Outline
- 2 • Researching Motivation (Mixed Approach)
- 3 • Quantitative Research
- 4 • Qualitative Research
- 5 • Challenges

# 1. Project Outline

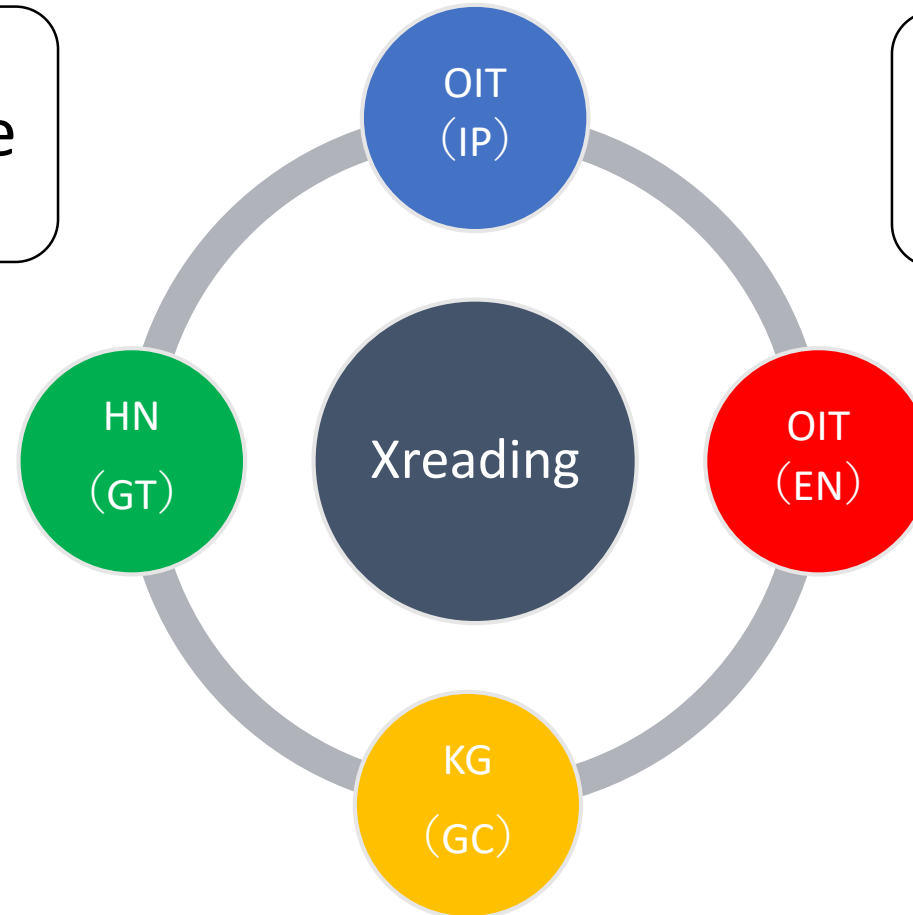
Makoto Imura

## Educational Practice

- To form a learning community to enhance ER among members



- SNS
- Periodical Seminars

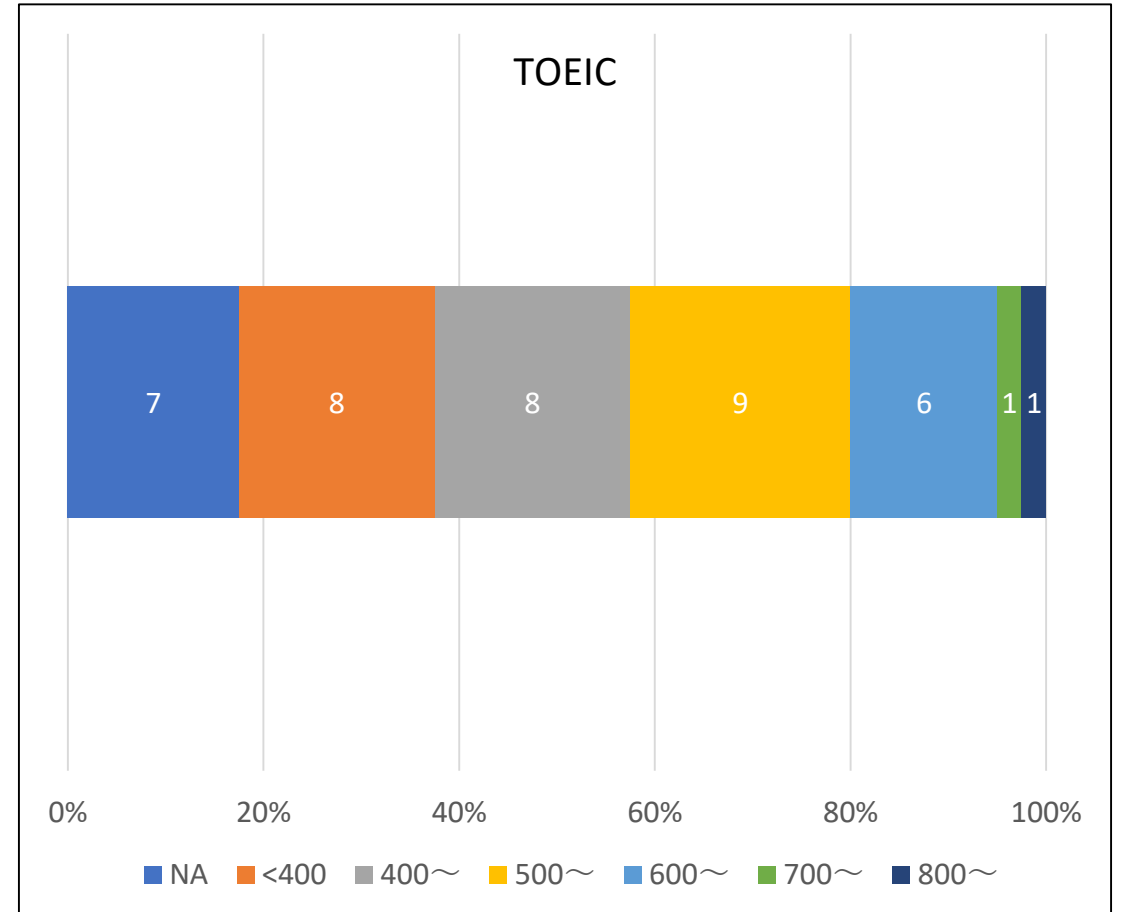
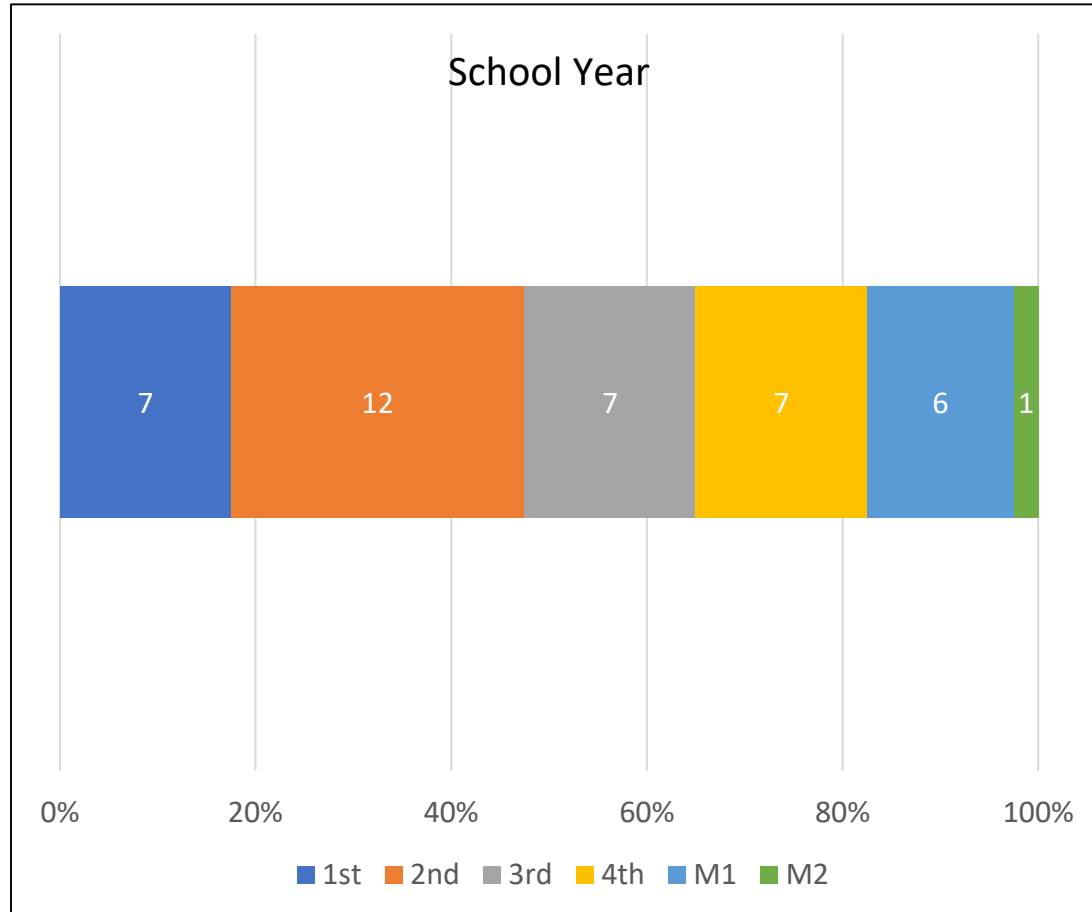


## Pedagogical Research

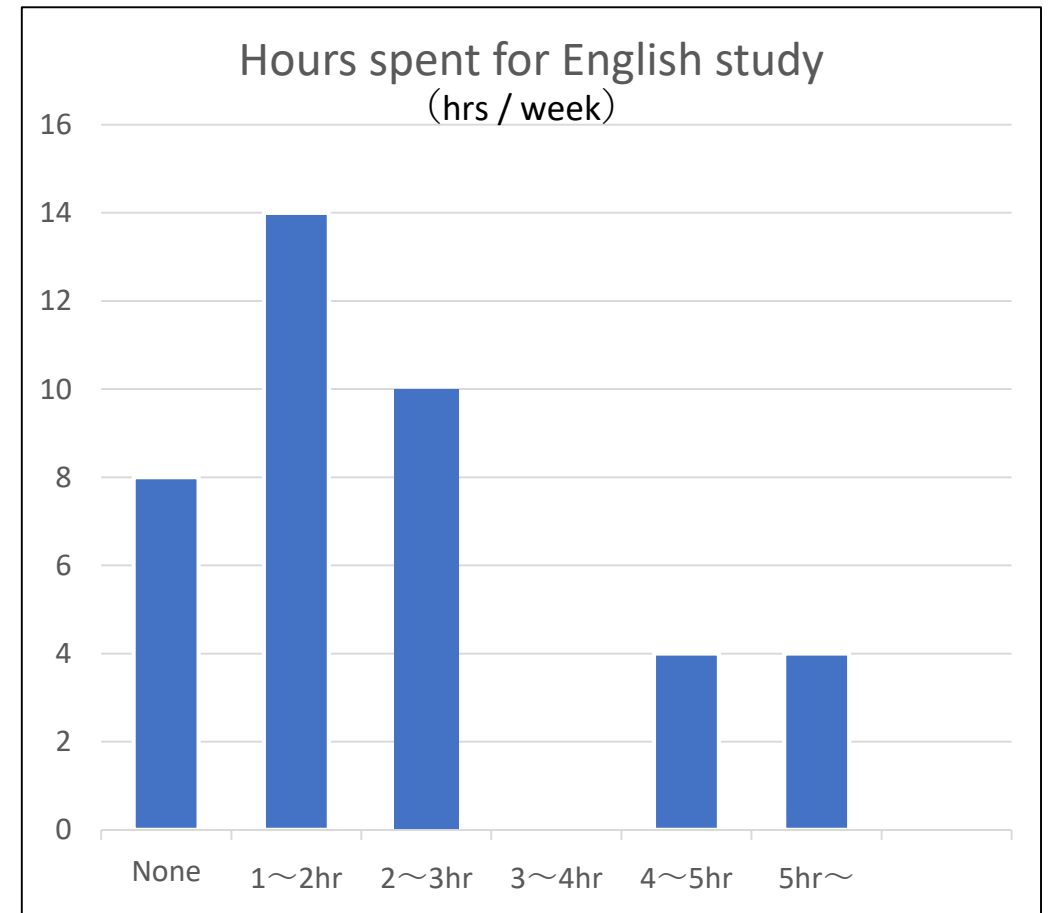
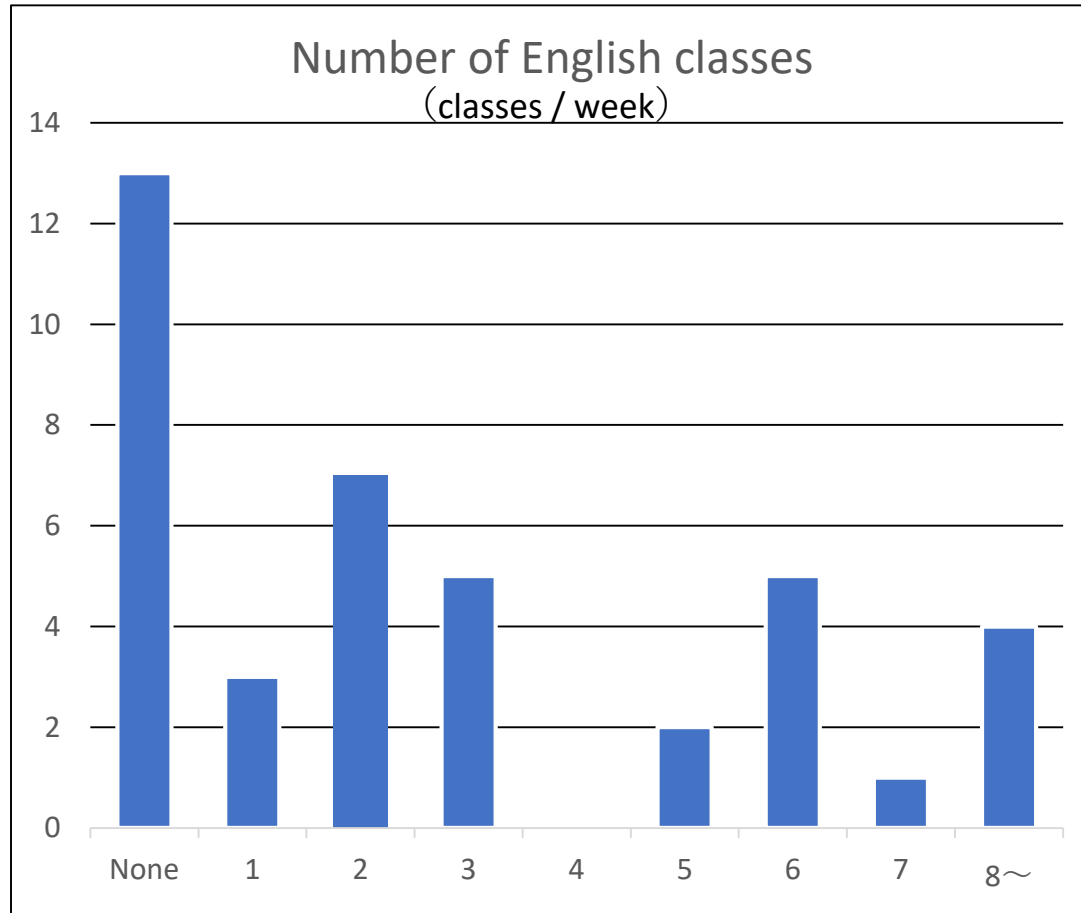
- To examine the long-term effect of ER on students' English proficiency ← Assessments
- To observe the motivational changes of members over the long run ← Questionnaire Surveys

InterCollegiate Extensive Reading Circle

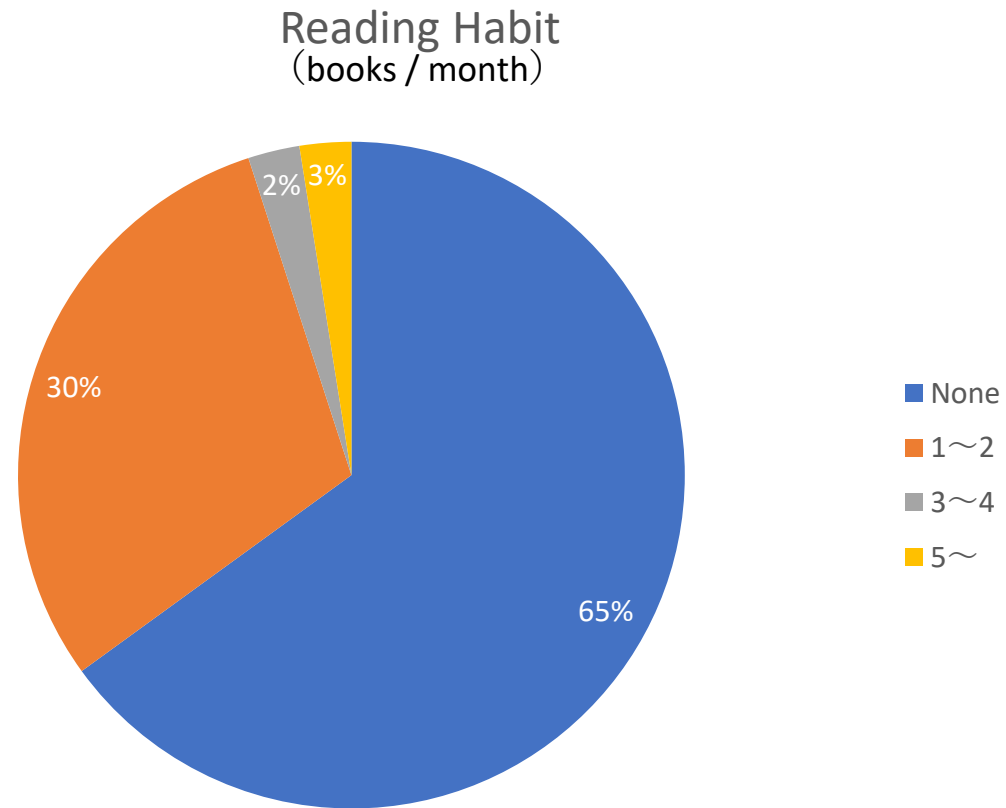
# Demographics (n=40)



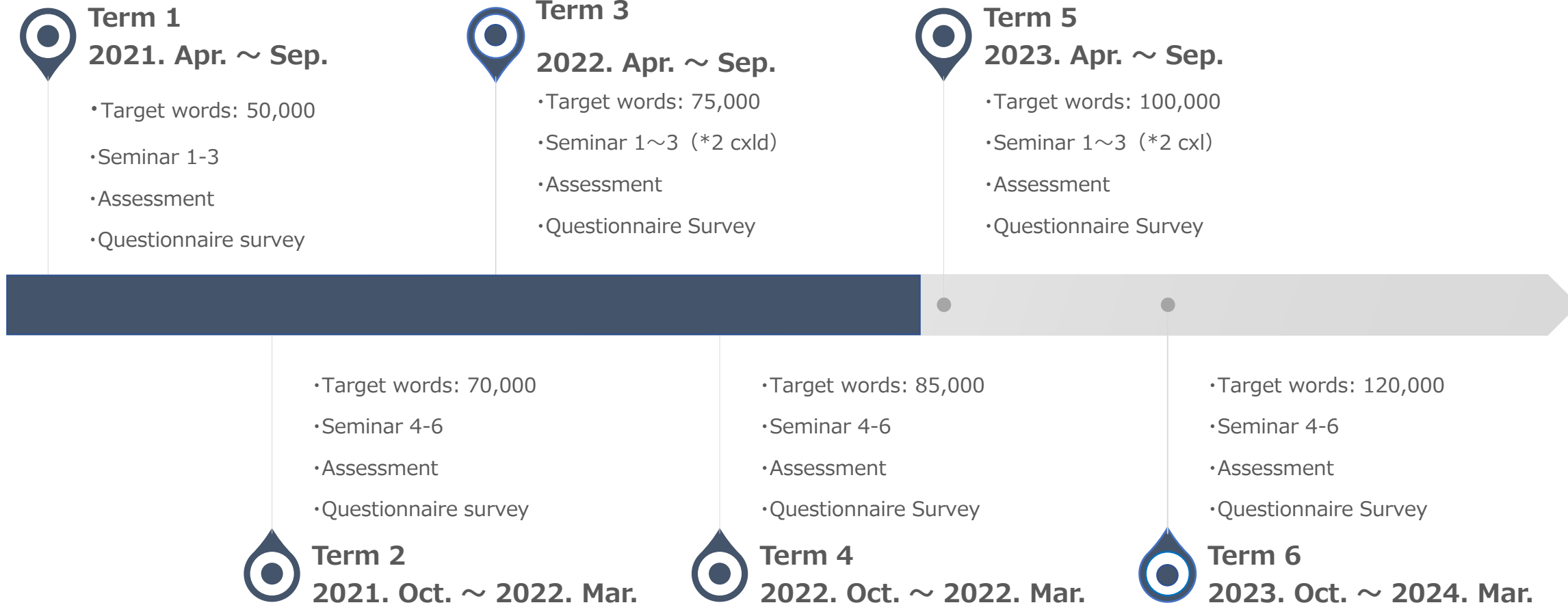
# Demographics ( $n=40$ )



# Demographics ( $n=40$ )

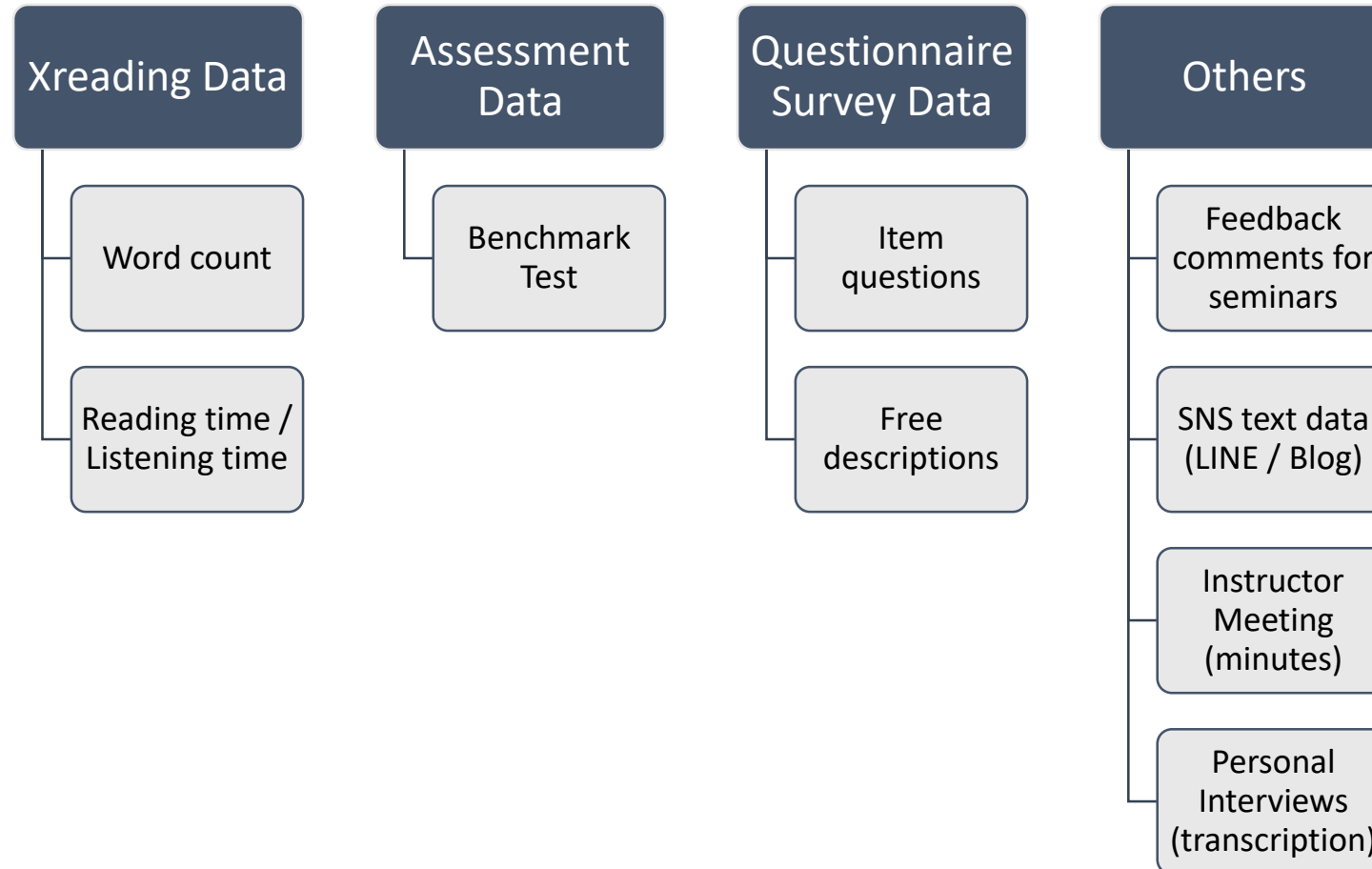


# Milestone

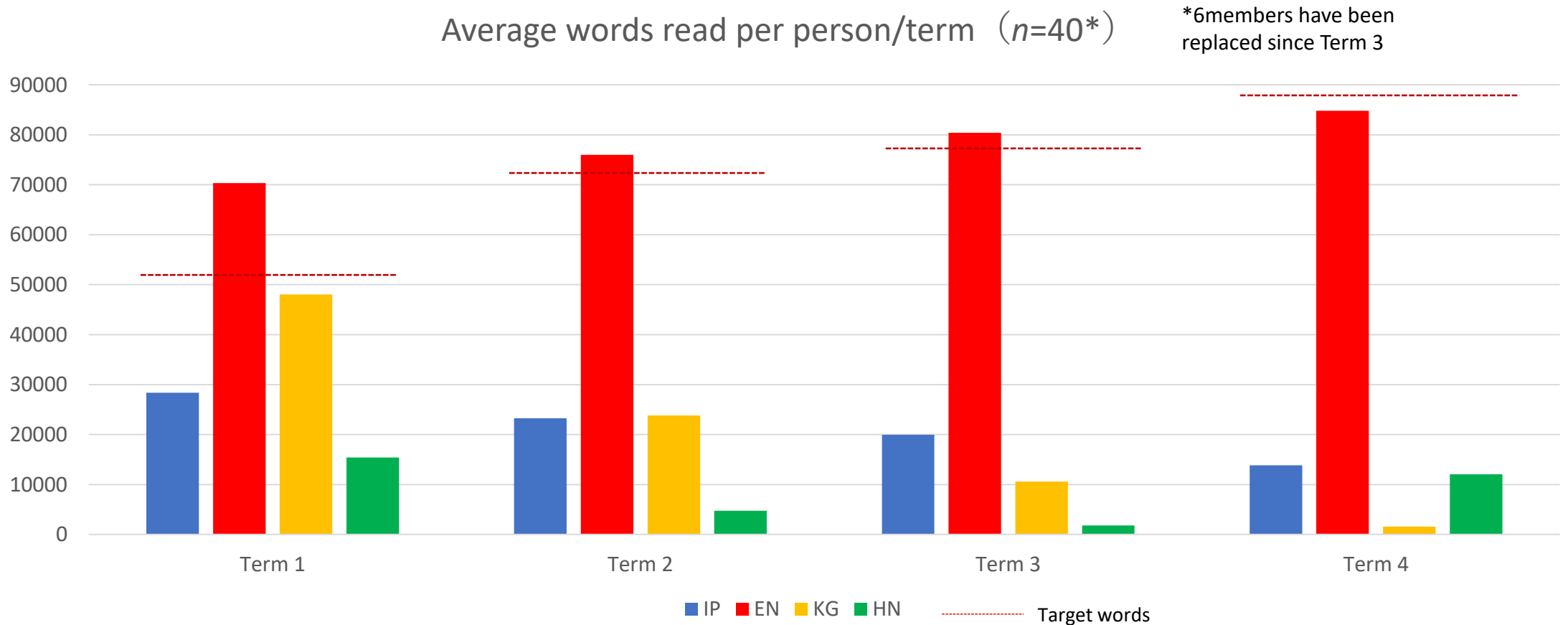




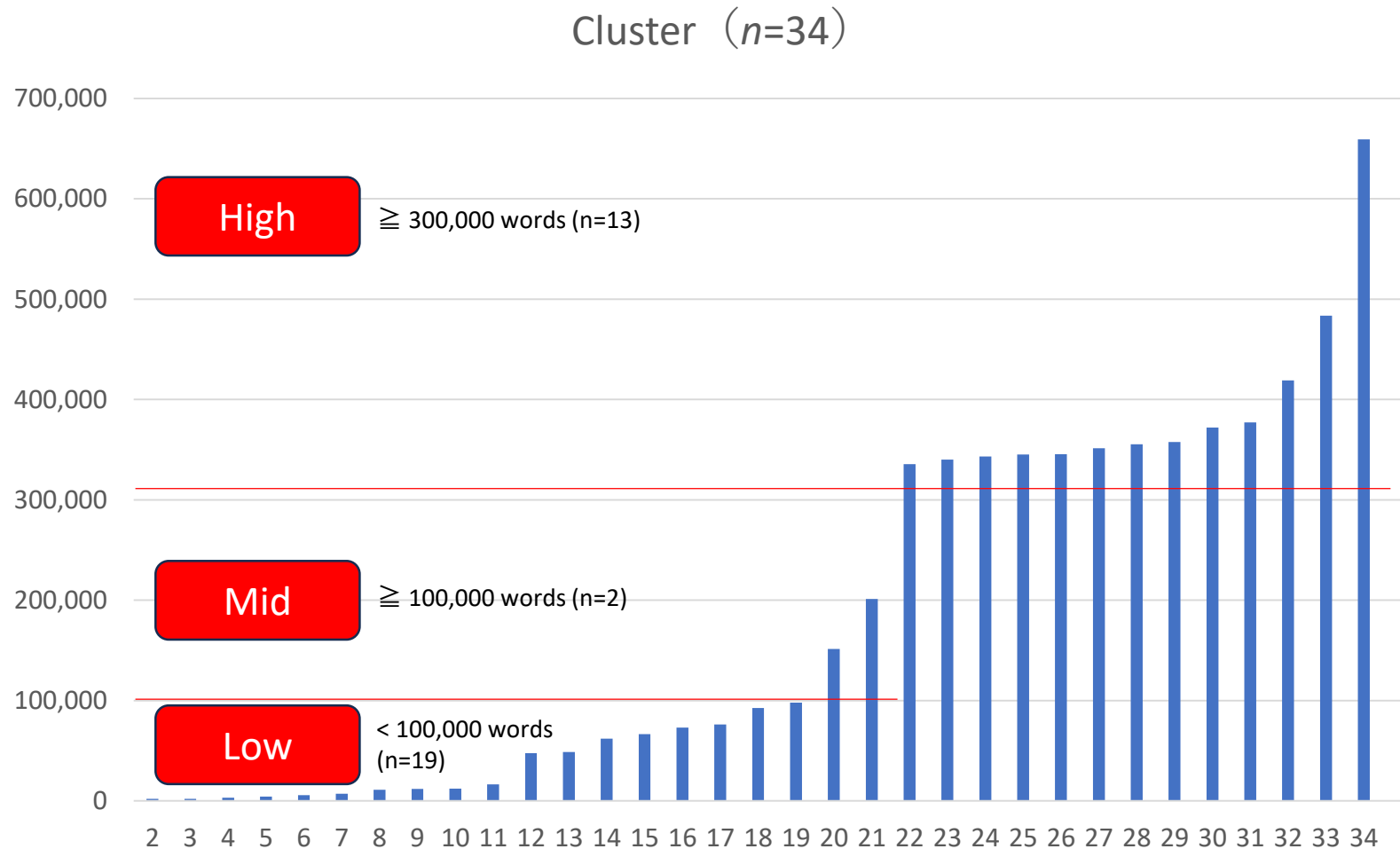
# Data Set



# Descriptive Statistics 1: Reading per term

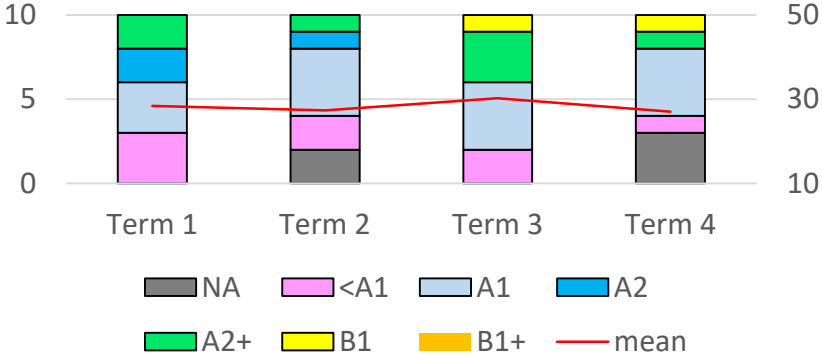


# Descriptive Statistics 2: Reading for 2 years

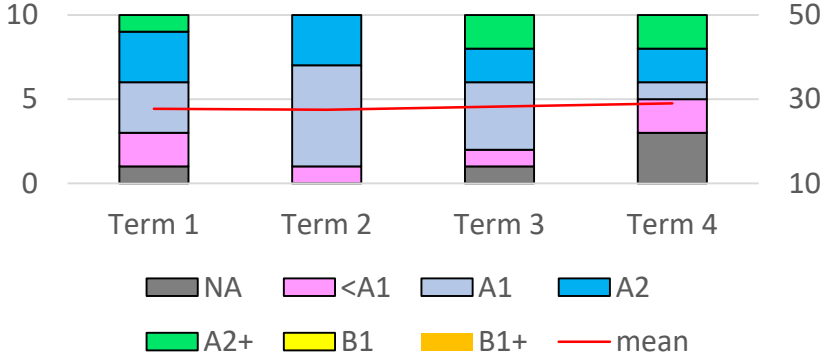


# Descriptive Statistics 3: Assessment results

OIT(IP) (n=10)

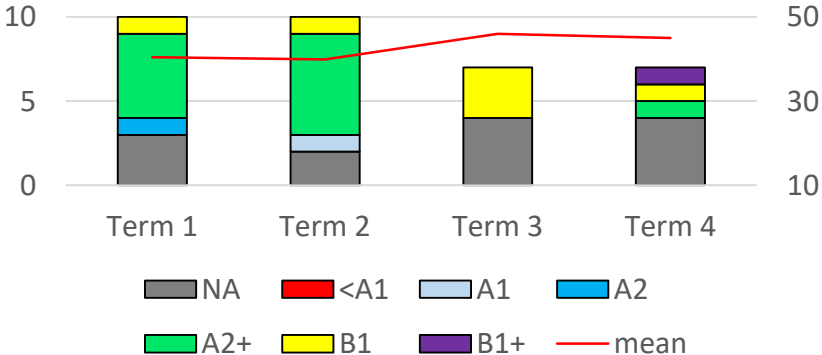


OIT(EN) (n=10)



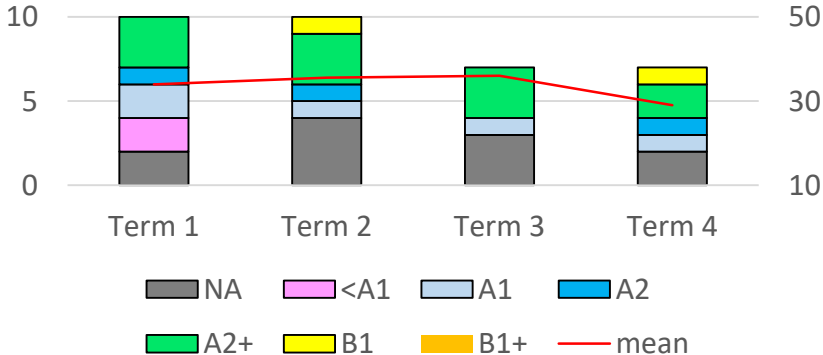
KG (n=10/7\*)

\*3 members dropped out in Term 3

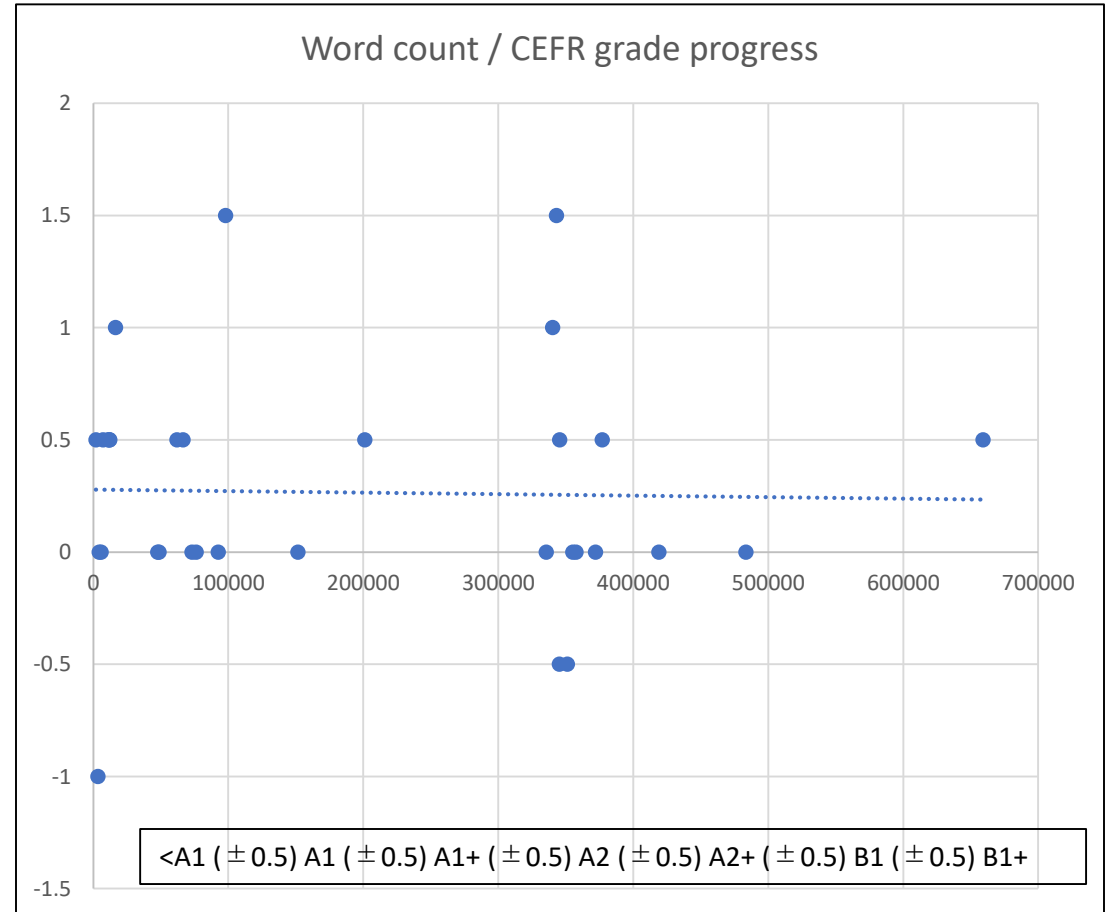
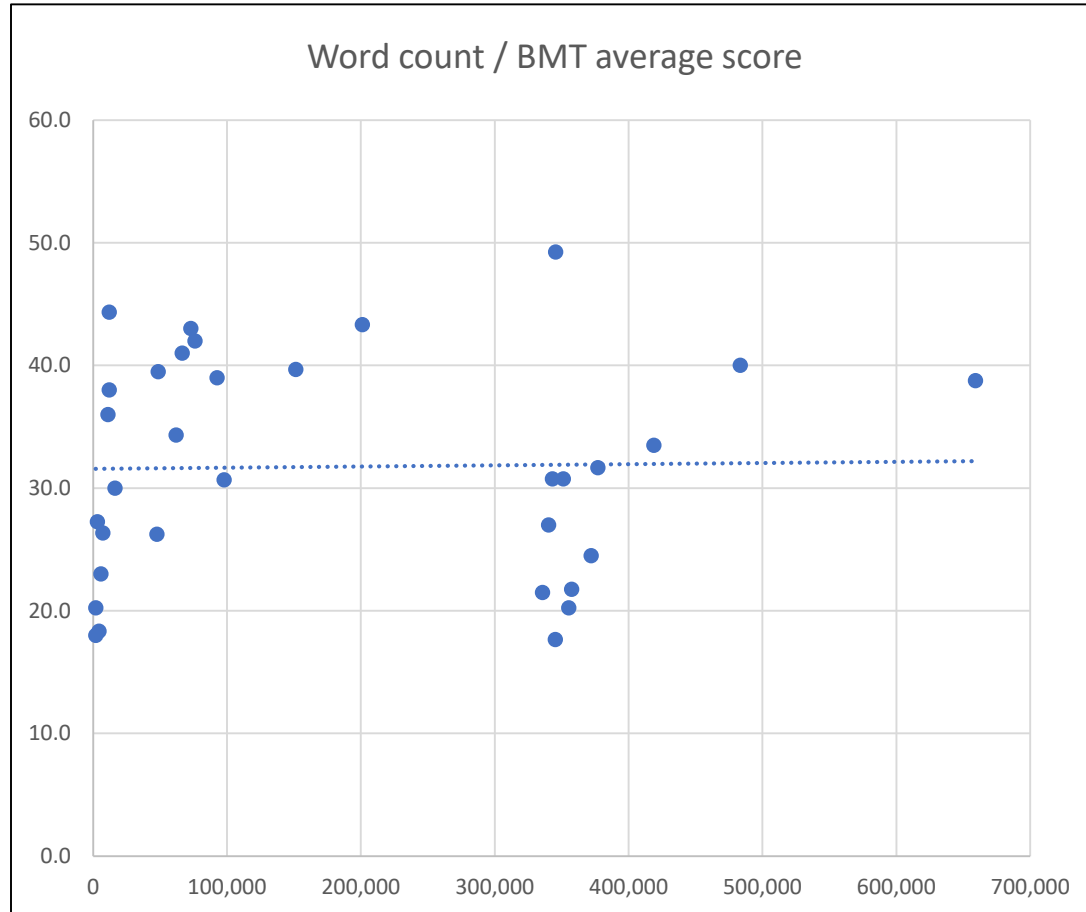


HN (n=10/7\*)

\*3 members dropped out in Term 3



# Correlations



# Summary

## Educational Practice

- To learn how we can manage the learning community effectively for successful extensive reading. (Action Research)

## Pedagogical Research

- To examine the long-term effect of ER on the students' English proficiency. (Effect Study)
- To observe and find psychological transformations that may take place among members over the long run. (Motivational Study)

# Summary

## Educational Practice

- To learn how we can manage the learning community effectively for successful extensive reading. (Action Research)

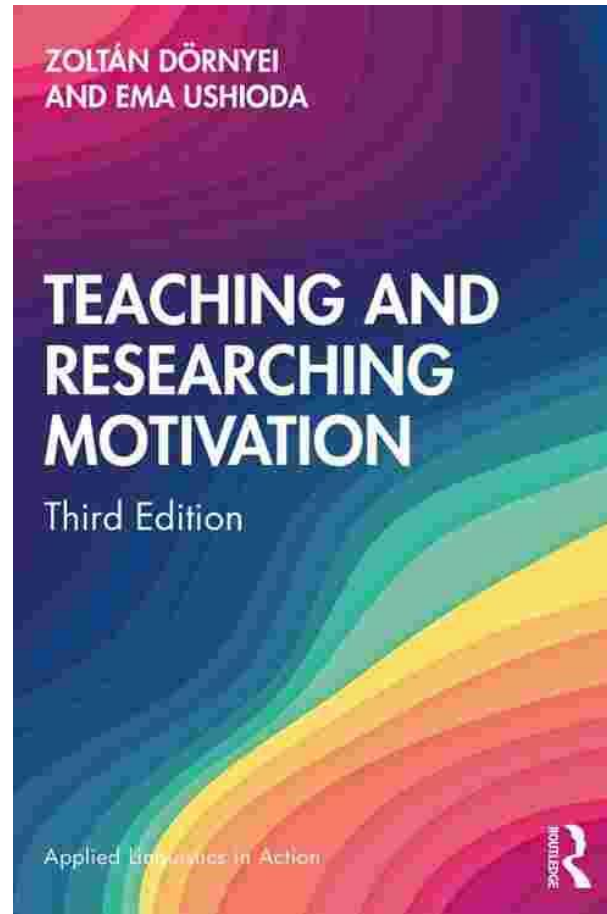
## Pedagogical Research

- To examine the long-term effect of ER on the students' English proficiency. (Effect Study)
- To observe and find psychological transformations that may take place among members over the long run. (Motivational Study)



# 2. Researching Motivation (Mixed Approach)


Matthew Caldwell



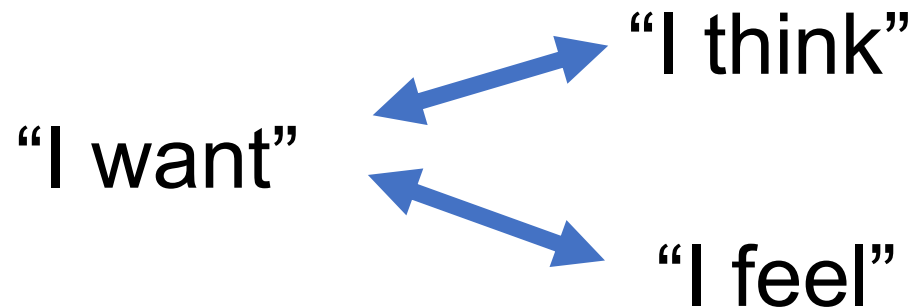


# Introduction

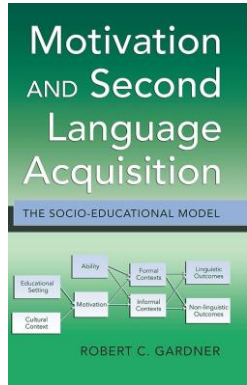
- Motivation theories
- Complex Dynamic Systems Theory (CDST)
- Applying Complex Dynamic Systems

Motivation  *direction & magnitude* of human behavior

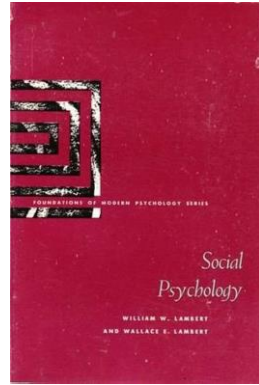
- why ...
- how long ...
- how hard ....



# L2 Motivation research origins



Gardner



Lambert

## Social psychological perspective

Robert Gardner and Wallace Lambert, Montreal, 1950s

The *integrative motive*: “a motivation to learn a second language because of positive feelings towards the community that speaks the language”(Gardner, 1985. pp. 82-83)

- *integrativeness* – which covered interest in foreign language, attitudes to the L2 community
- *attitudes towards the learning situation* - (teacher and L2 course)
- *motivation* – effort, desire to learn L2, attitudes towards learning the L2

# Cognitive theories & Classroom realities

- Align L2 Motivation research with cognitive theories in motivational psychology
- Have motivation constructs be applicable to classroom situations

## 1990s ~ New theories emerge - some examples

- Attribution Theory – prior successes and failures
- Self-Determination Theory (SDT) – autonomy / competence / relatedness
- Autonomy Theory – independent learning – learner agency
- L2 Motivational Self System and the Notion of Future Vision (L2MSS)

# L2 Motivational Self System and the Notion of Future Vision (L2MSS)

Dörnyei (2005) – Three components

- *Ideal L2 Self* : a person's *ideal self* – bridging the gap from *self* to *ideal*)
- *Ought-to L2 Self* : beliefs we have on what is needed to meet L2 expectations
- *L2 Learning Experience*: L2 learning environment and experience (teacher curriculum, etc.)

# Complex Dynamic System Theory (CDST )

Motivational  
dynamics

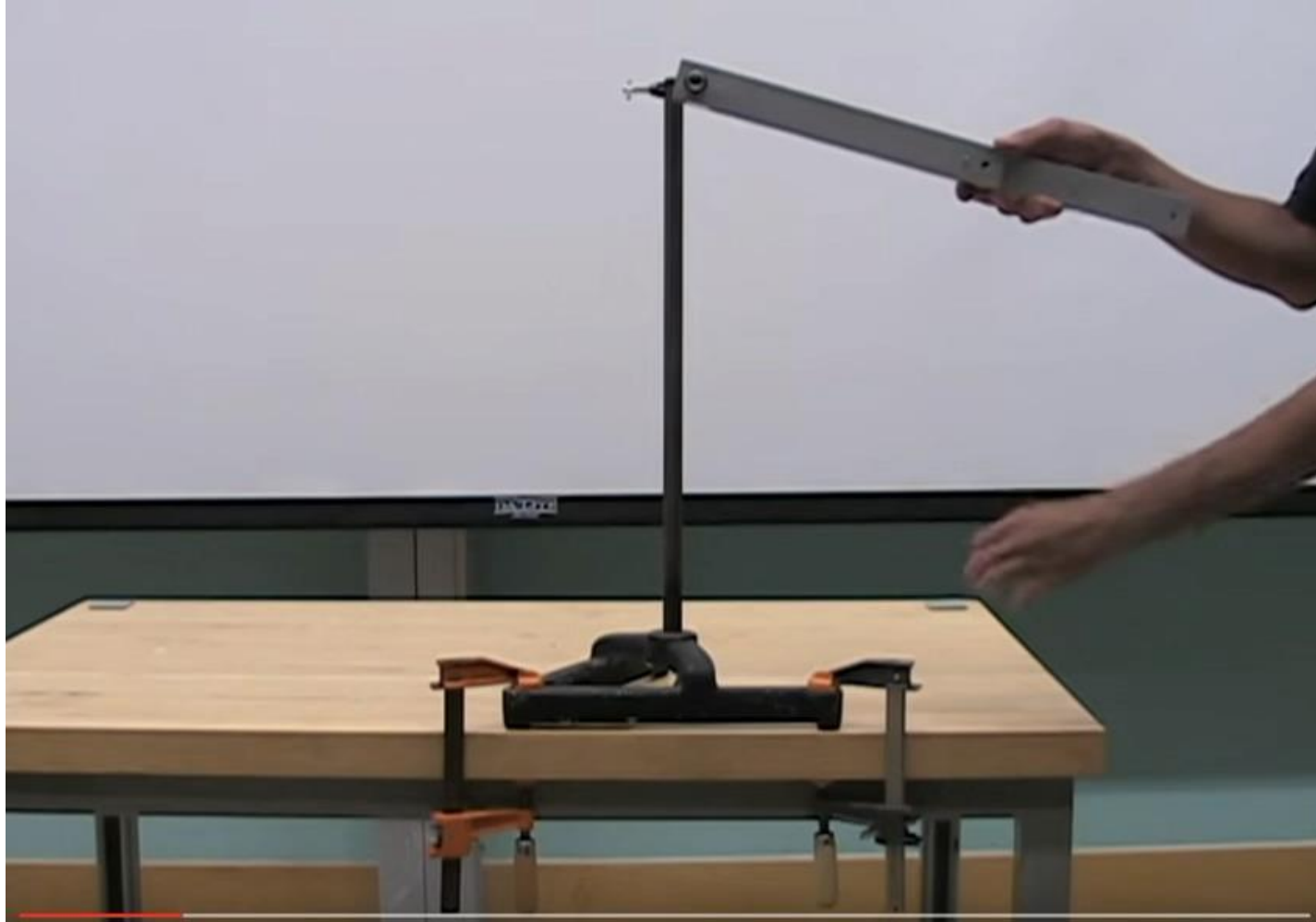


- The roles of cognition and affect
- Time and contextual factors
- Conscious and unconscious processes

A system is dynamic if it has two or more elements that are:

- a. interlinked with each other
- b. change over time

# Complex Dynamic Systems and the Double Pendulum



# Applying Complex Dynamic Systems Theory (CDST)

Two key aspects of CDST (Dörnyei, 2014)

- Predictability
- Change

Fluctuation but with  
periods of stability



*attractor states*

A research method using CDST

Identifying possible *attractor states* with Retrodictive Qualitative Modelling (RQM)



2. Identify the patterns / trends  
“signature dynamics” which lead to the  
end-states

1. Identify outcomes (end-states)

See *Teaching and Researching Motivation* (Dörnyei and Ushioda, 2021) for outlines of studies utilizing RQM and Q-methodology

# 3. Quantitative Research

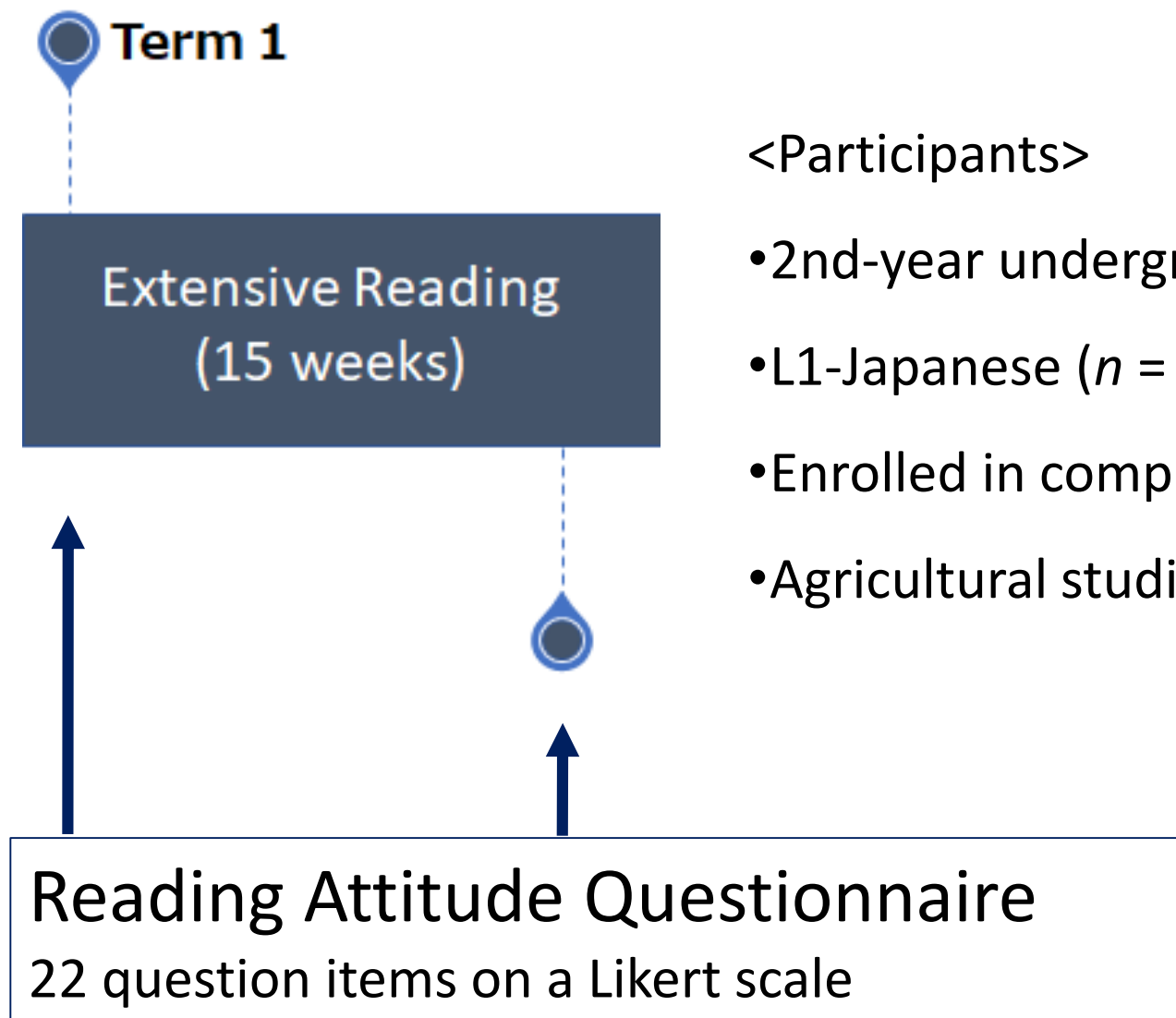
Noriko Nakanishi



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# Previous study (Yamashita, 2013)



## <Participants>

- 2nd-year undergraduate students in Japan ( $n = 61$ )
- L1-Japanese ( $n = 59$ ), L1-Chinese ( $n = 2$ )
- Enrolled in compulsory EFL classes (no other English classes)
- Agricultural studies, Economics, Informatics majors

# Previous study (Question items -> Factors)

	English translation by Yamashita (2013)
(1) Comfort	Q3 (-) Reading English is troublesome. Q9 I feel relaxed if I read English. Q13 (-) Reading English is dull. Q16 (-) I feel tired if I read English. (-) = conversely worded items Q18 I feel refreshed and rested if I read English. Q21 Reading English is enjoyable.
(2) Anxiety	Q5 I feel anxious if I don't know all the words. Q10 I sometimes feel anxious that I may not understand even if I read. Q17 I feel anxious when I'm not sure whether I understood the book content. Q20 (-) I don't mind even if I cannot understand the book content entirely.
(3) Intellectual Value	Q1 I can become more sophisticated if I read English. Q2 I can get various kinds of information if I read English. Q8 I can acquire broad knowledge if I read English. Q14 I get to know about new ways of thinking if I read English. Q22 I get to know about different values if I read English.
(4) Practical Value	Q4 Reading English is useful for my future career. Q7 Reading English is useful to get a good grade in class. Q12 Reading English is useful to get credit for class. Q19 Reading English is useful to get a job.
(5) Linguistic Value	Q6 I can acquire vocabulary if I read English. Q11 I can develop reading ability if I read English. Q15 I can improve my sensitivity to the English language if I read English.

# Previous study (Results)

		English translation by Yamashita (2013)	
(1) Comfort	↑	Q3 (-) Reading English is troublesome. Q9 I feel relaxed if I read English. Q13 (-) Reading English is dull. Q16 (-) I feel tired if I read English. Q18 I feel refreshed and rested if I read English. Q21 Reading English is enjoyable.	(-) = conversely worded items
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(3) Intellectual Value	↑	Q1 I can become more sophisticated if I read English. Q2 I can get various kinds of information if I read English. Q8 I can acquire broad knowledge if I read English. Q14 I get to know about new ways of thinking if I read English. Q22 I get to know about different values if I read English.	
(4) Practical Value	n.s.	Q4 Reading English is useful for my future career. Q7 Reading English is useful to get a good grade in class. Q12 Reading English is useful to get credit for class. Q19 Reading English is useful to get a job.	
(5) Linguistic Value	Ceiling effect	Q6 I can acquire vocabulary if I read English. Q11 I can develop reading ability if I read English. Q15 I can improve my sensitivity to the English language if I read English.	

# Our project (2021-2022)



# Research questions

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- 1) What are the motivational factors that are related to extensive reading?
- 2) How did the readers' motivation change over the two years?

# Research question 1)

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- 1) What are the motivational factors that are related to extensive reading?
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# Our project (question items)

---

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# Factor analysis

$n = 27$

	(3) Intellectual Value	(5) Linguistic Value	(1) Comfort	(2) Anxiety	(1) Comfort
	Factor1	Factor2	Factor3	Factor4	Factor5
Q2 I can get various kinds of information if I read English.				-0.114	0.001
Q22 I get to know about different values if I read English.				0.075	-0.037
Q14 I get to know about new ways of thinking if I read English.	0.831	0.017	-0.058	0.149	0.021
Q8 I can acquire broad knowledge if I read English.	0.784	-0.095	0.011	-0.033	0.117
Q1 I can become more sophisticated if I read English.	0.518	0.176	0.132	-0.185	-0.051
Q12 Reading English is useful to get credit for class.				-0.05	0.067
Q15 I can improve my sensitivity to the English language if I read English.				-0.088	0.192
Q7 Reading English is useful to get a good grade in class.				-0.001	0.064
Q19 Reading English is useful to get a job.	-0.015	0.569	0.024	0.004	-0.118
Q11 I can develop reading ability if I read English.	0.058	0.566	0.157	-0.058	-0.225
Q4 Reading English is useful for my future career.	-0.068	0.479	0.127	-0.036	-0.172
Q6 I can acquire vocabulary if I read English.	0.235	0.402	-0.033	0.122	0.011
Q3 (-) Reading English is troublesome.				0.876	0.033
Q13 (-) Reading English is dull.				0.854	0.158
Q16 (-) I feel tired if I read English.				0.658	-0.114
Q21 Reading English is enjoyable.	0.291	0.224	0.458	0.058	0.203
Q17 I feel anxious when I'm not sure whether I understood the book content.			0.075	0.859	-0.004
Q20 (-) I don't mind even if I cannot understand the book content entirely.			0.235	0.81	-0.117
Q5 I feel anxious if I don't know all the words.			-0.206	0.546	0.181
Q10 I sometimes feel anxious that I may not understand even if I read.		0.061	-0.281	0.454	-0.03
Q9 I feel relaxed if I read English.					0.824
Q18 I feel refreshed and rested if I read English.					0.74

**(3) Intellectual Value (5 items)**

**(4) Empowerment (7 items)**

**(1) Pleasure (4 items)**

**(2) Anxiety (4 items)**

**(5) Relief (2 items)**



# Comparison with Yamashita (2013)

Yamashita (2013)	ICERC
Comfort (6 items)	Pleasure (4 items)
	Relief (2 items)
Anxiety (4 items)	Anxiety (4 items)
Intellectual value (5 items)	Intellectual value (5 items)
Practical value (4 items)	Empowerment (7 items)
Linguistic value (3 items)	

# 4 Within (Term 1-4) x 4 Within (Factors 1-4) Two-way ANOVA

Relief (2 items) discarded.

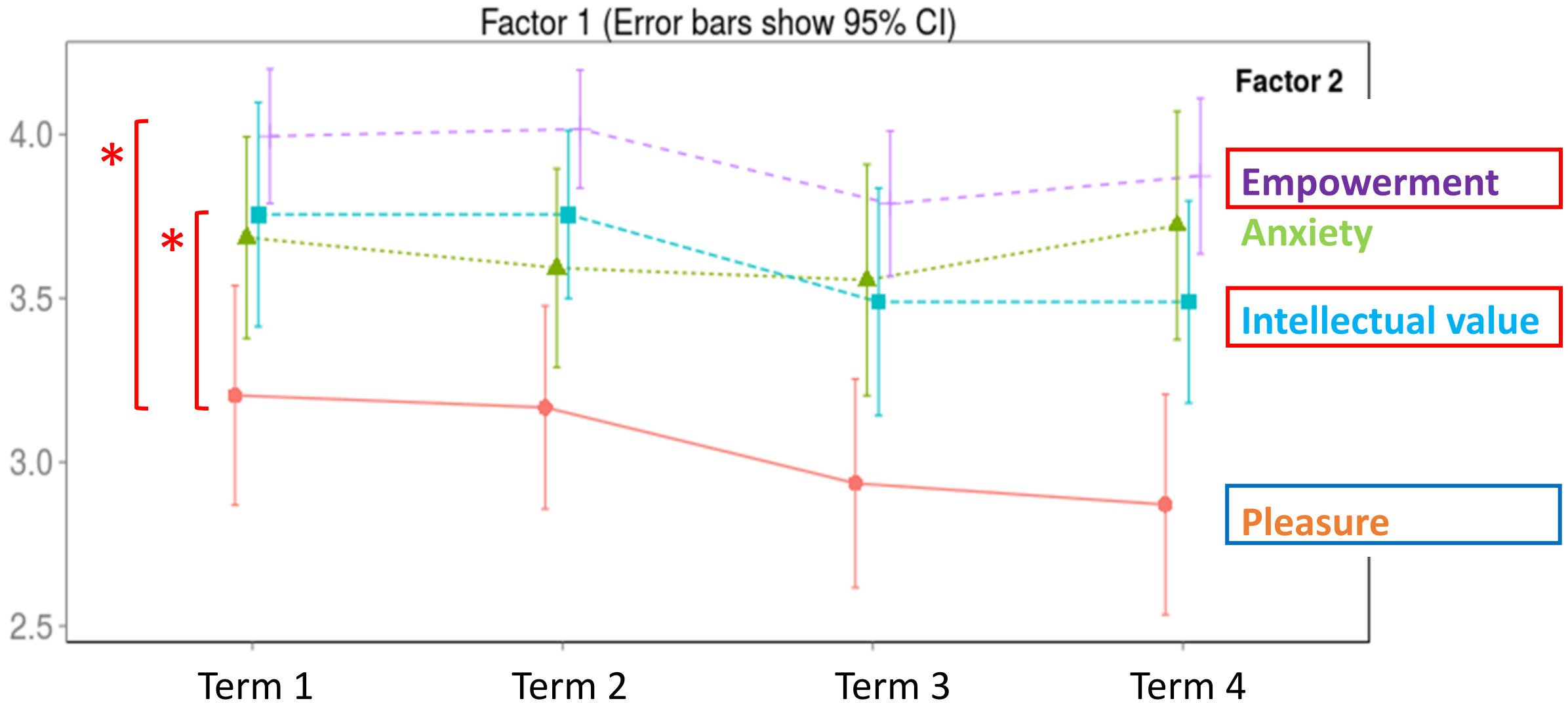
Source	SS	df	MS	F-ratio	p-value	p.eta^2
s	46.9232	26	1.8047			
Term	3.6916	3	1.2305	4.6589	0.0048 **	0.1520
sxTerm	20.6017	78	0.2641			
Factor	43.6863	1.91	22.9261	8.5874	0.0008 ***	0.2483
sxFactor	132.2687	49.54	2.6697			
TermxFactor	1.8738	9	0.2082	1.2685	0.2549 ns	0.0465
sxTermxFactor	38.4073	234	0.1641			
Total	287.4527	431				

Interaction = ns

# Multiple Comparison for "Factor"

Pair	Diff	t-value	df	p	adj.p	
Factor1-Factor4	-0.8741	6.5665	26	0	0	(1)Pleasure < (4)Empowerment
Factor1-Factor3	-0.5782	3.9672	26	0.0005	0.0025	(1)Pleasure < (3)Intellectual
Factor1-Factor2	-0.5949	2.4131	26	0.0232	0.0927	(1)Pleasure = (2)Anxiety
Factor3-Factor4	-0.2958	2.1513	26	0.0409	0.1227	(3)Intellectual = (4)Empowerment
Factor2-Factor4	-0.2792	1.6917	26	0.1027	0.2053	(2)Anxiety = (4)Empowerment
Factor2-Factor3	0.0167	0.0808	26	0.9362	0.9362	(2)Anxiety = (3)Intellectual

# Motivational factors (plot)



# Research question 1)

n = 27

## Motivators

	(3) Intellectual Value	(5) Linguistic Value	(1) Comfort	(2) Anxiety	(1) Comfort
	Factor1	Factor2	Factor2	Factor4	Factor5
Q2 I can get various kinds of information if I read English.				-0.114	0.001
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Q5 I feel anxious if I don't know all the words.				-0.206	0.546
Q10 I sometimes feel anxious that I may not understand even if I read.				-0.281	0.454
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(3) Intellectual Value (5 items)

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# Research question 1)

n = 27

NOT strong as a motivational factor?

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## Research question 2)

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- 1) What are the motivational factors that are related to extensive reading?
- 2) How did the readers' motivation change over the two years?

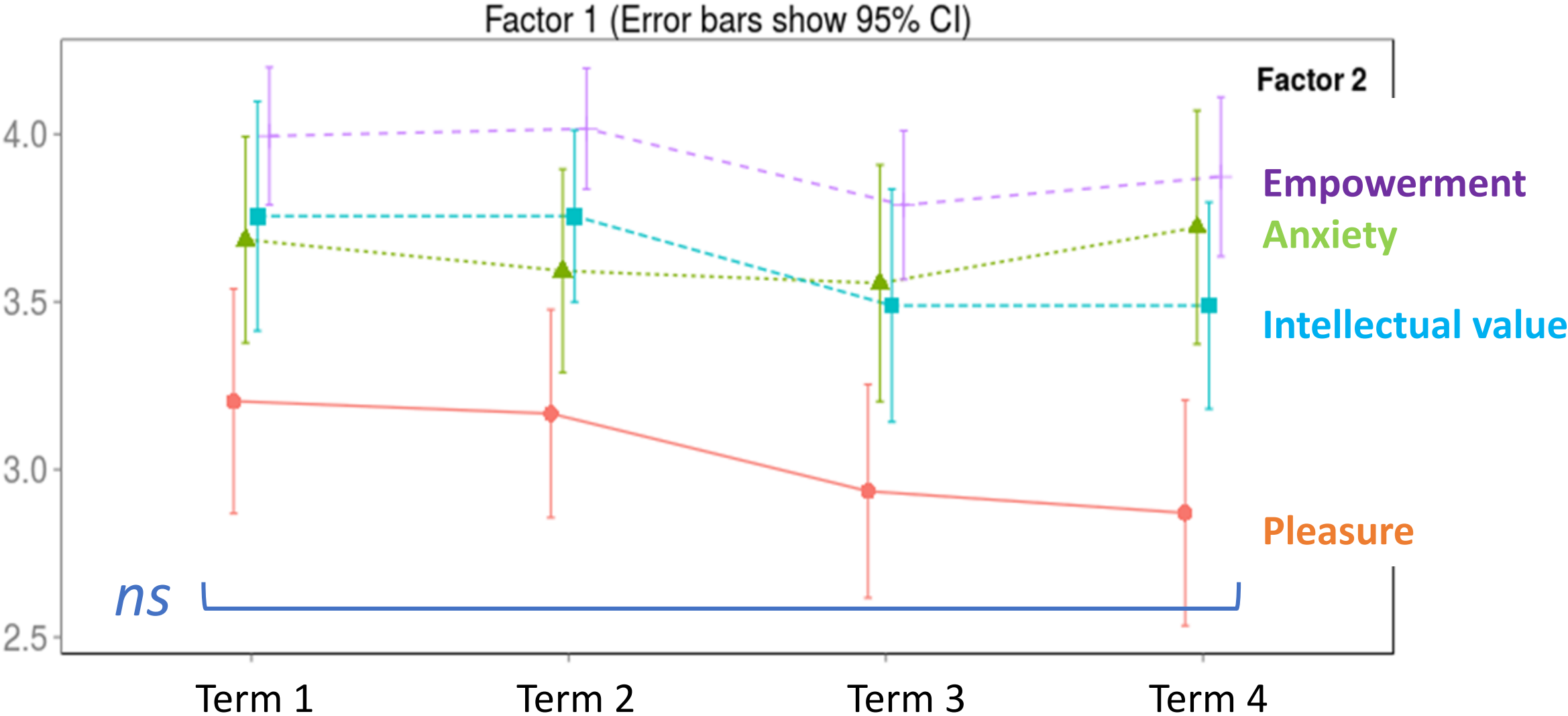
# Multiple Comparison for "Term"

Pair	Diff	t-value	df	p	adj.p	
Term1-Term3	0.2177	2.838	26	0.0087	0.0521	Term1= Term3
Term2-Term3	0.1907	2.8363	26	0.0087	0.0521	Term2= Term3
Term2-Term4	0.1442	2.3008	26	0.0297	0.1187	Term2= Term4
Term1-Term4	0.1711	2.1255	26	0.0432	0.1296	Term1= Term4
Term3-Term4	-0.0466	0.9412	26	0.3553	0.7105	Term3= Term4
Term1-Term2	0.0269	0.3454	26	0.7326	0.7326	Term1= Term2

Differences between Terms = ns



# Terms (plot)



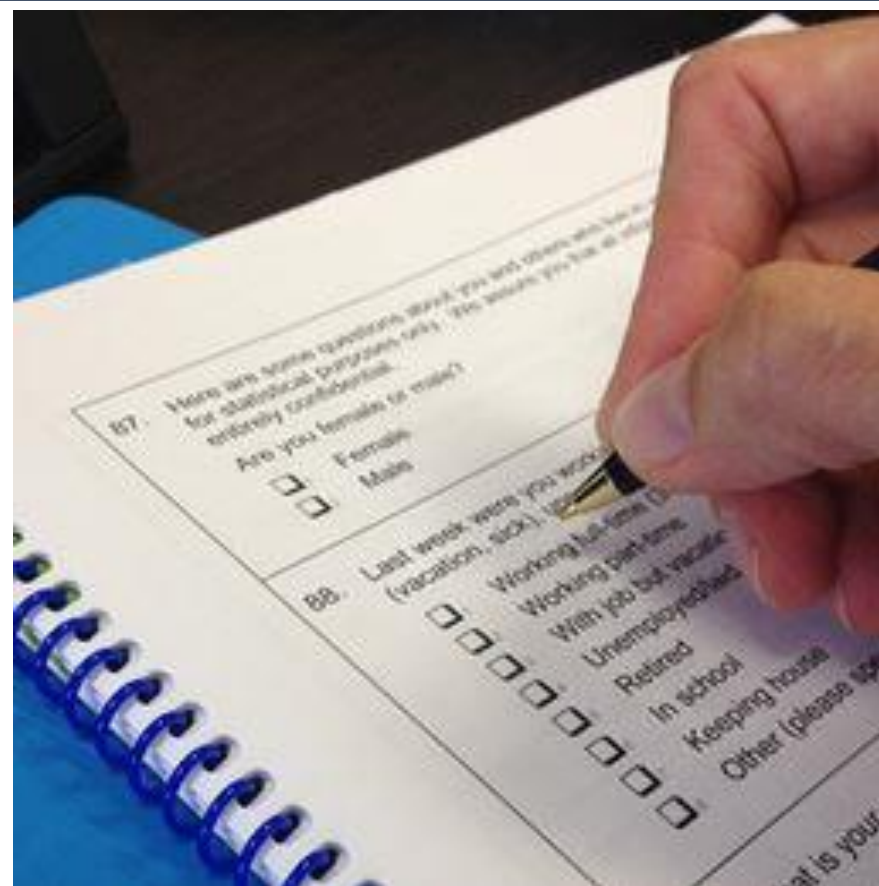
# Research questions

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- 1) What are the motivational factors that are related to extensive reading?
  - Empowerment, Intellectual value, Anxiety, Pleasure, (Relief)
- 2) How did the readers' motivation change over the two years?
  - Remained consistent throughout 4 terms

# 4. Qualitative Research

Makoto Imura



# Questionnaire Surveys (free descriptions)

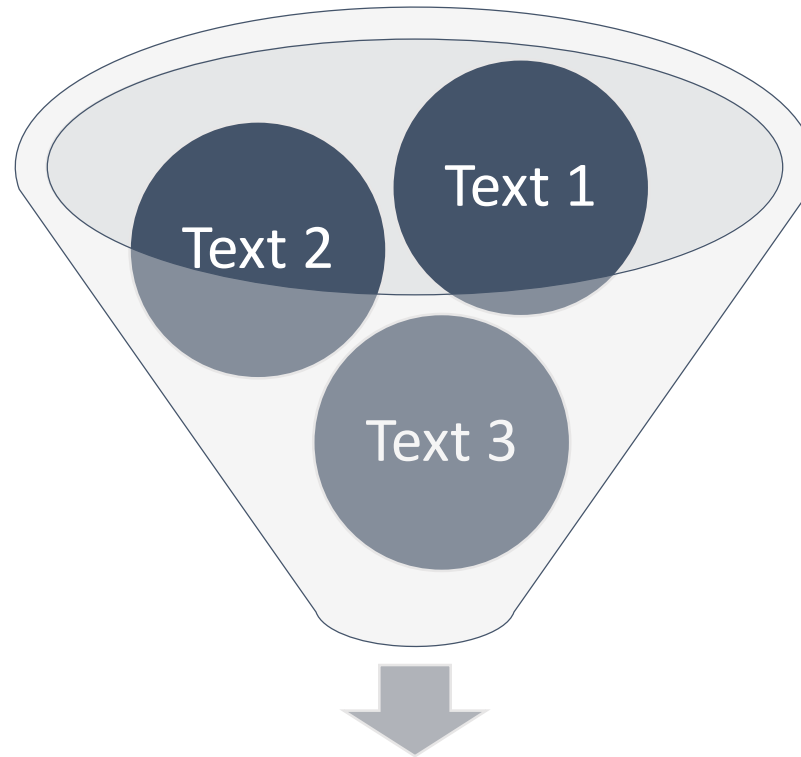
## Preliminary Survey

- Expectations

## Main Surveys

- Internal changes
- Difficulties

# Method



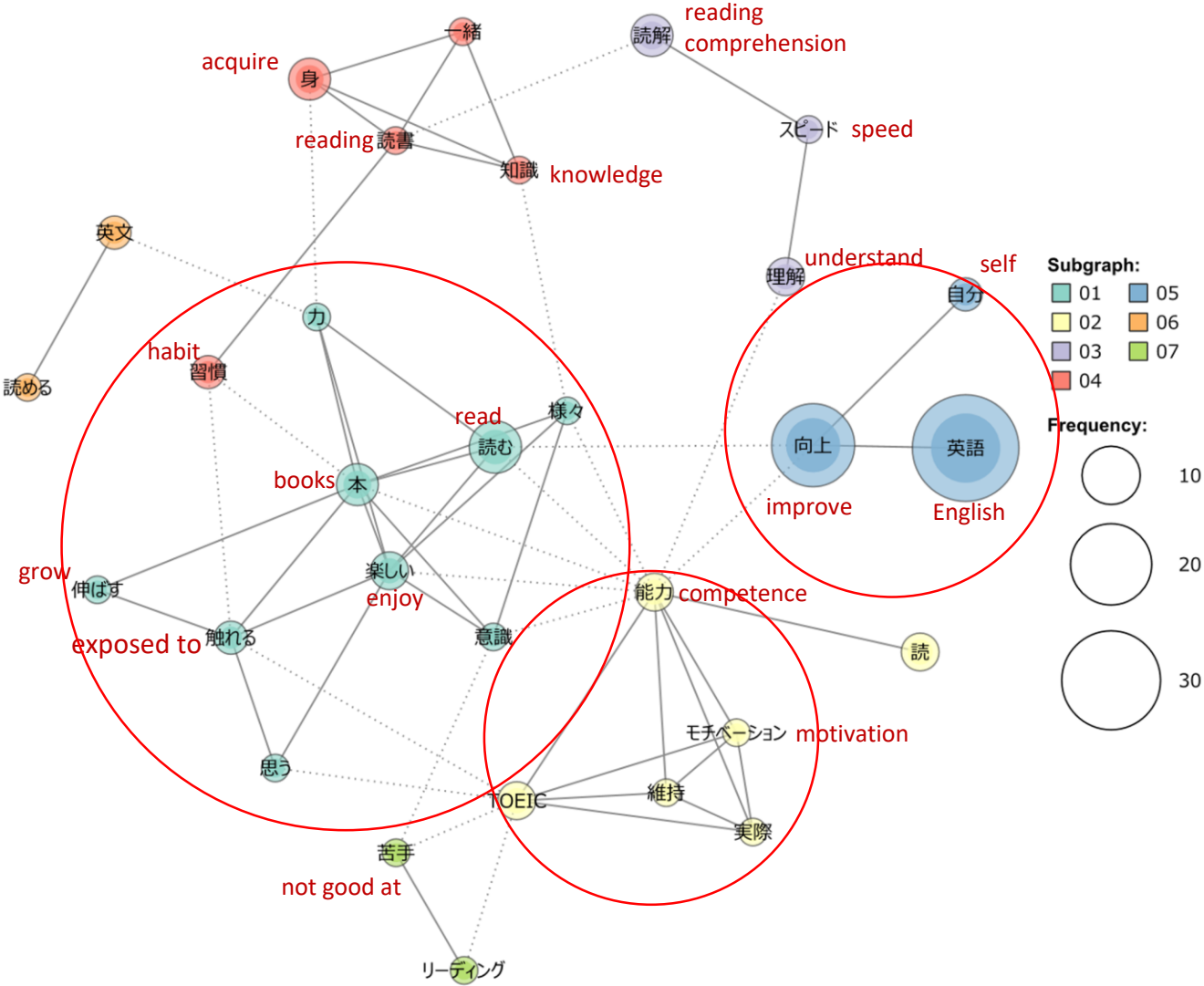
Content analysis

Text mining tool  
KH Coder 3  
<http://kncoder.net>

Preliminary Survey

# Expectations (overall)

Q. What do you expect from the project?



Co-occurrence network

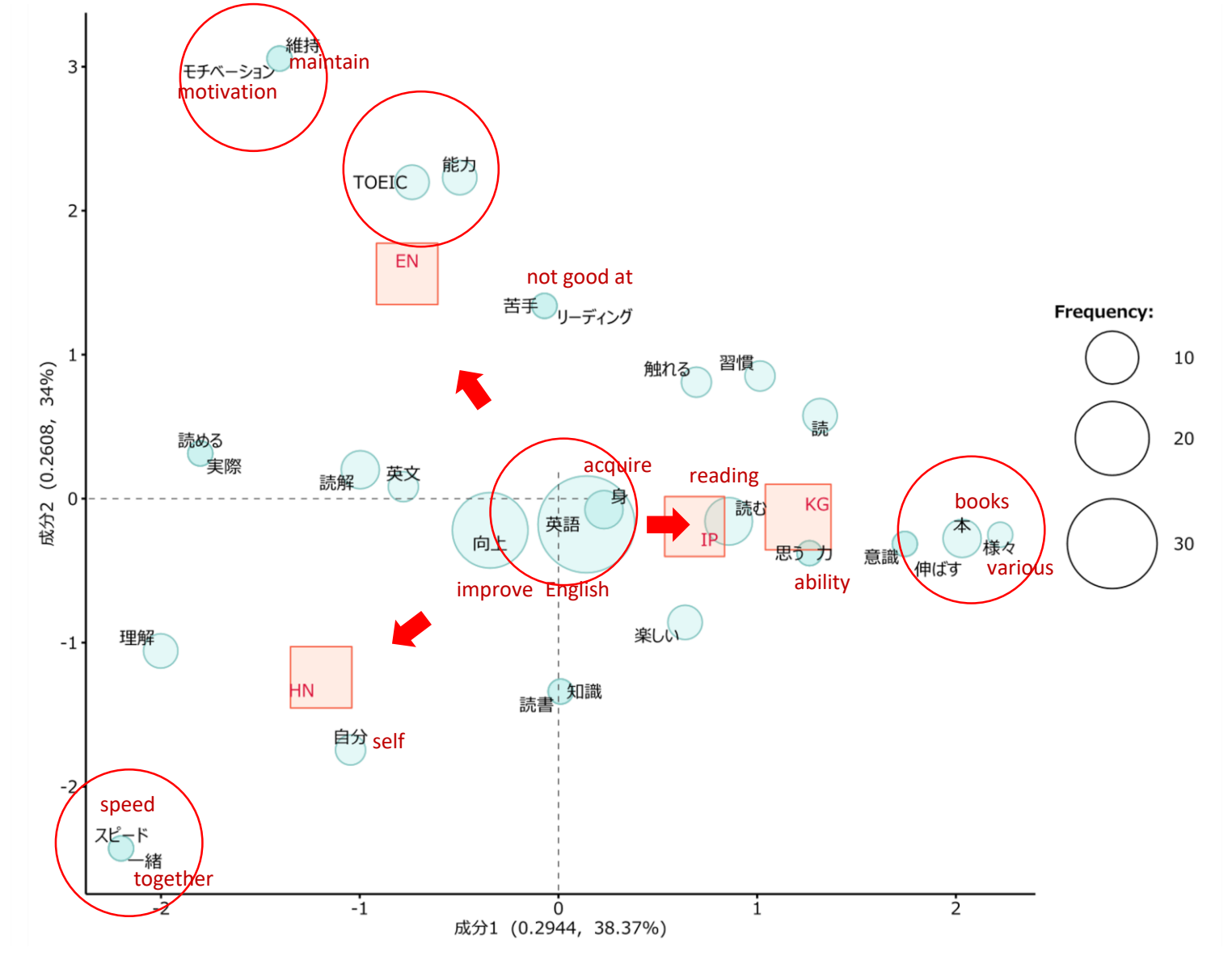
# Clusters (Expectations)

- 1 • Improvement of English/self
- 2 • TOEIC and motivation
- 3 • Reading enjoyment and exposure to English through books
- 4 • Reading and understanding faster
- 5 • Forming a reading habit and acquiring knowledge together
- 6 • Increasing reading comprehension of English sentences
- 7 • Conquering one's negative or reluctant attitudes towards English.

Preliminary Survey

# Expectations (by group)

Q. What do you expect from the project?



Correspondence analysis





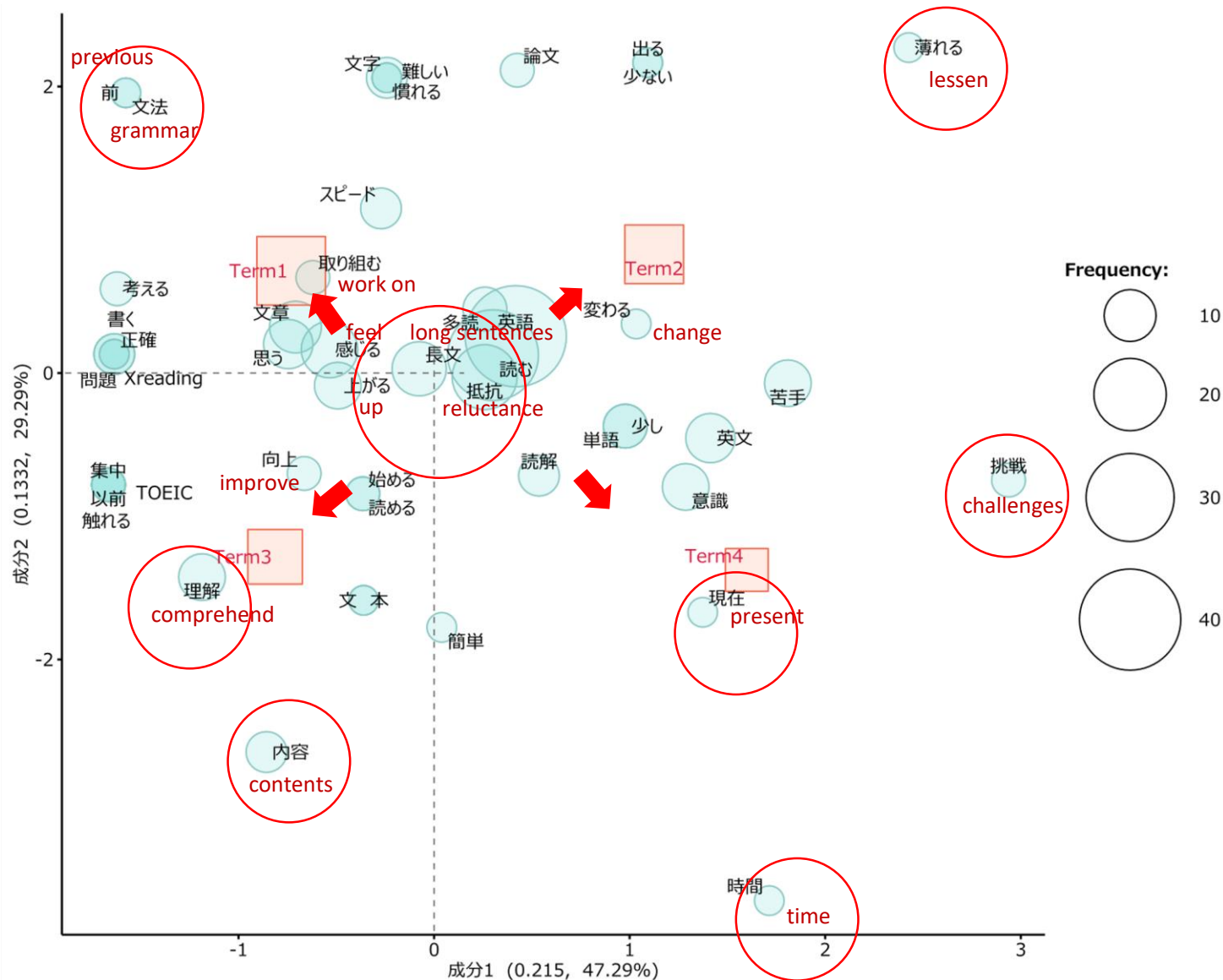
# Less reluctance against reading English

◇多読を始める前と比べ、長文を読むことに **抵抗** がなくなったように感じる。◇◇◇◇多読を始める  
びてました。◇◇◇英語の文章を読むことの **抵抗** 感は少なくなったように感じます。◇リーディングス  
前に文字を読みお話を理解することに対する **抵抗** 感がものすごくあった。しかし前期で活発的にXre  
国連機関の文書、国際関係論の論文などを **抵抗** 感なく読む事ができている。英語で書かれた論文  
る事ができると体感した。文章を読む事への **抵抗** 感を低減させてくれたXreadingのサークルの皆さ  
英語のホームページなどを読むことに対して、 **抵抗** がなくなった。◇英文を読む際の抵抗力が少し低  
して、抵抗がなくなった。◇英文を読む際の **抵抗** 力が少し低減されたと感じる。◇英語に対しての  
が少し低減されたと感じる。◇英語に対しての **抵抗** 力がなくなった。また、理解できると英語でも面白  
出てくるようになった。⇨長い英文にたいしての **抵抗** が少なくなった。◇英語の論文は難しいという印象  
元々長文読解が苦手だったのにもかかわらず **抵抗** が少なくなり、読みやすくなった感覚がありました。  
反映されたら確実ですね。◇長文に対する **抵抗** がなくなった◇英文を読む速度は向上したと思うく  
始めた当初は英語の長文を読むこと自体に **抵抗** があり、読みものの内容の興味深さまで考えられ  
見在では英語で書かれた文章を読むことへの **抵抗** 感はなくなり、書かれている内容へ意識を持ってい  
思います。◇英語の文章を読むことに対する **抵抗** がなくなった点と、リスニングの力が自然と付きまし  
◇◇◇◇◇◇◇英語への **抵抗** 力がなくなった。わからない単語があっても、物語  
。◇◇◇多読を始めてから英語を読むことに **抵抗** がなくなりました。◇◇◇英文を見たときの苦手意

## Main Survey

# Internal Changes (by term)

Q23. Describe if you have noticed any internal changes since you started extensive reading?



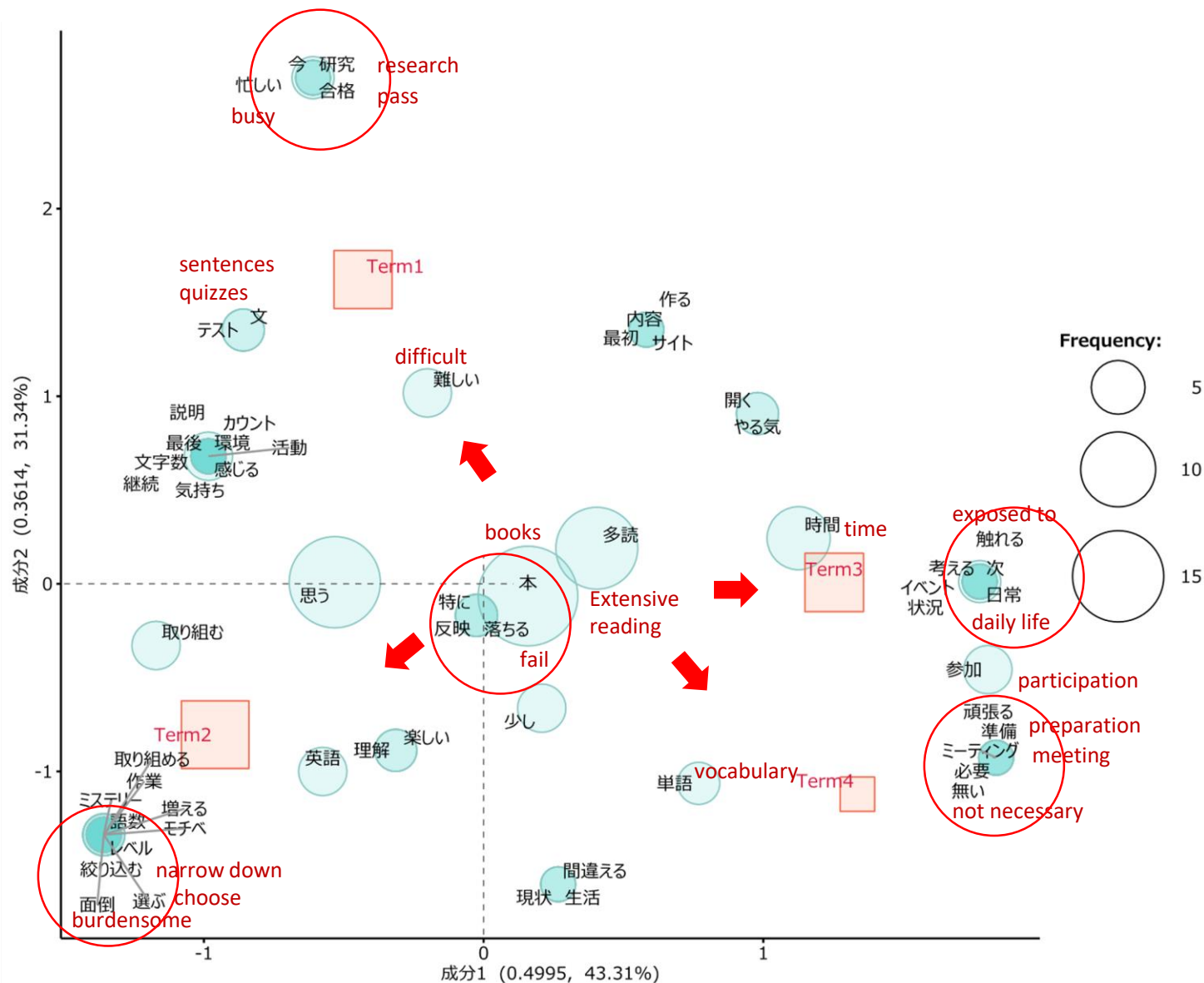
Correspondence analysis



Main Survey

# Difficulties (by term)

Q24. Write if you are having any difficulties in extensive reading?



Correspondence analysis

# 5. Challenges

Seiko Otsuka



# 5.1 Difficulties to form membership

## In general

Extensive reading is introduced as part of classroom activities.

... compulsory and obligatory for credits or grades

→ It can be the beginning of reading habit and a stepping stone to becoming an autonomous learner.

## ICERC

100% free will!

... No coercion or intimidation of any kind regarding extensive reading

## 5.1 Difficulties to form membership

### Collaborative learning

To form membership

- Regular in-person meetings
- Extracurricular activities (BBQ, trip, etc.)



## 5.1 Difficulties to form membership

Collaborative  
learning

To form membership

- Regular in-person meetings
- Extracurricular activities (BBQ, trip, etc.)

The pandemic

# 5.1 Difficulties to form membership

All in-person events were cancelled.

→ regular online seminars, blog, LINE group...

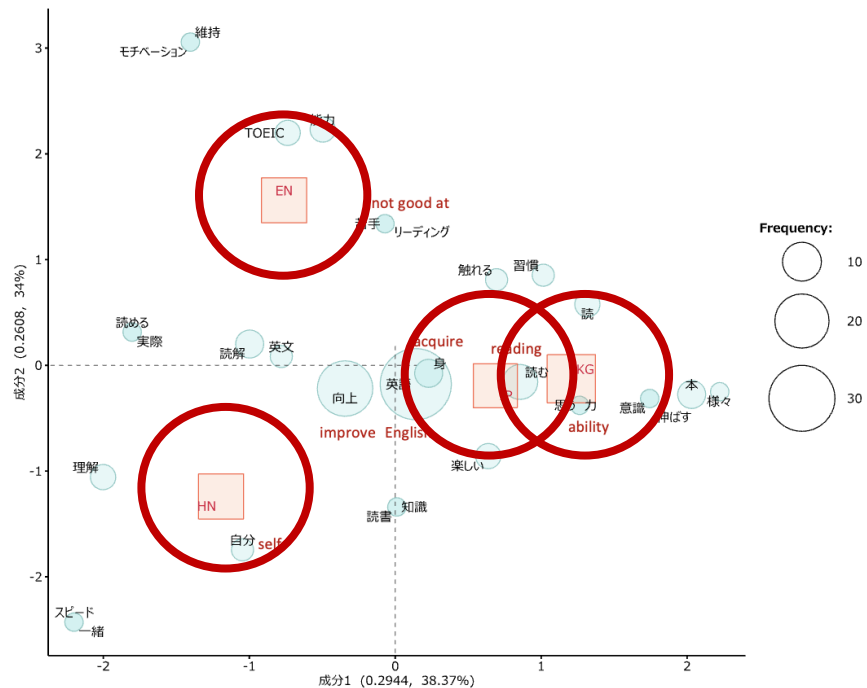
These alternatives do not seem to be working well so far...

ex) Q. What demotivated you?

A. I was feeling I read books alone as we couldn't see each other as members in the same circle.

## 5.2 Difficulties to have integrated circle activities

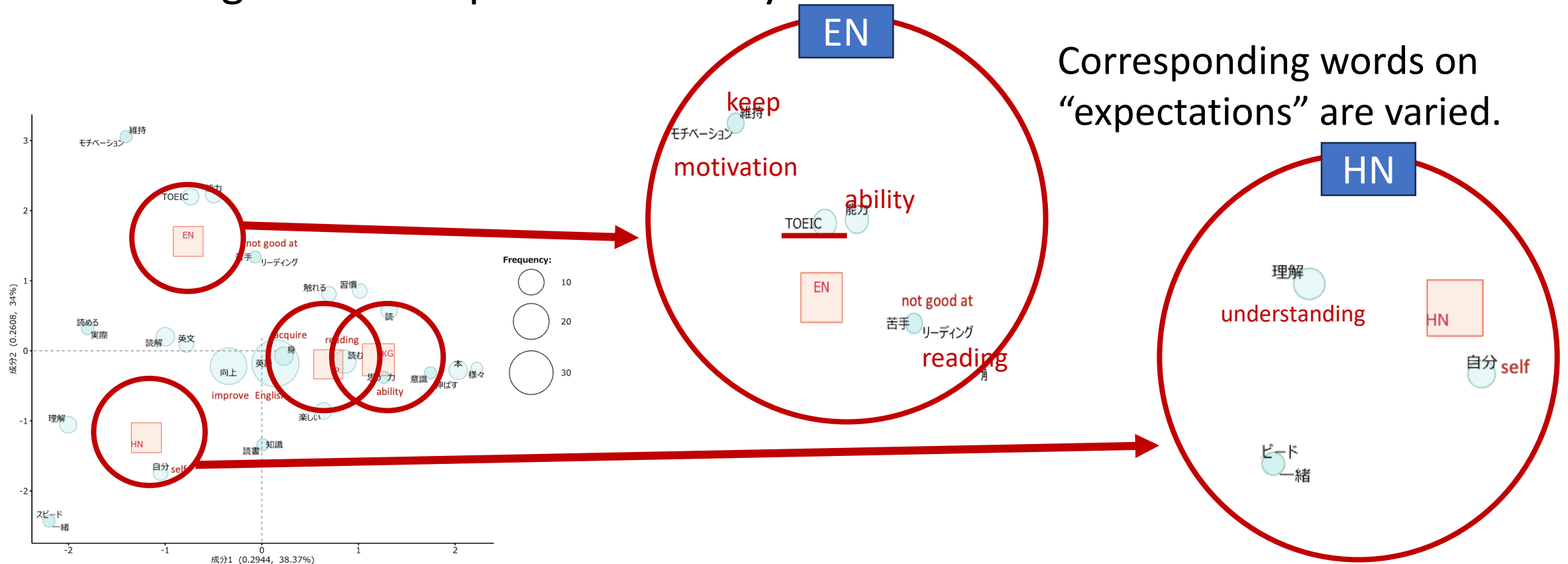
“Building relationships” is not always a demand.



Q. What do you expect from the project?

# 5.2 Difficulties to have integrated circle activities

“Building relationships” is not always a demand.



Corresponding words on “expectations” are varied.

Q. What do you expect from the project?

## 5.2 Difficulties to have integrated circle activities

EN team

### Official personal interviews

1<sup>st</sup> interview October, 2021

Seven of the ten members were interviewed before they started their job search.

→ TOEIC score for job hunting

practical  
reason

2<sup>nd</sup> interview March, 2023 (a year and a half later)

Six of the seven members who searched job had

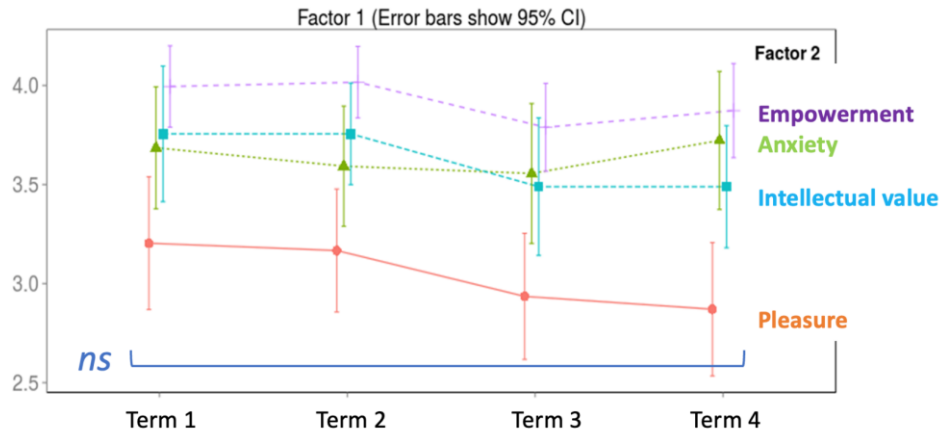
→ They stated that they would continue for a year of the project, stating that “once I start, I will”

normative  
consciousness

## 5.2 Difficulties to have integrated circle activities

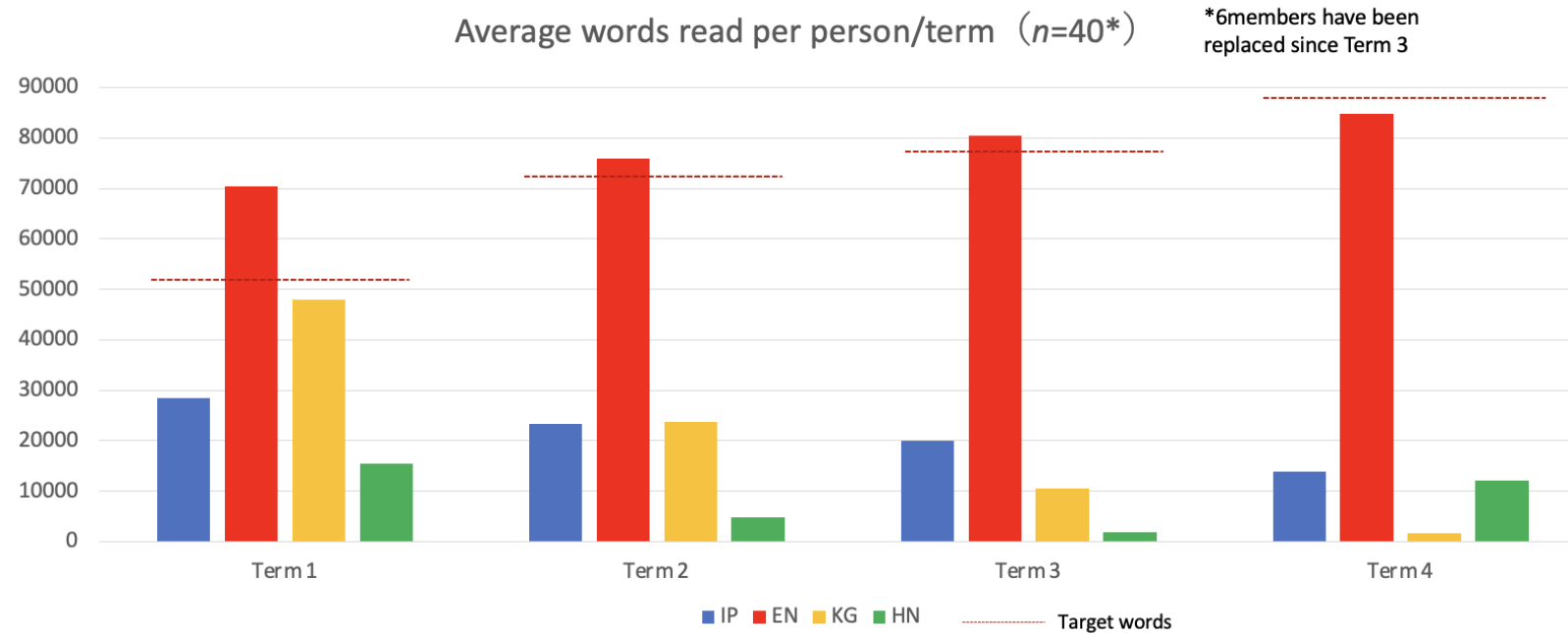
### Personal chat

- “We are in an “Extensive reading circle” and we are reading enough. We don’t need anything else.”
- “Regular seminars have become a burden for me.”
- “I don’t have anything in common with members in other teams, so I don’t need  
to make friends here.”



- They do not enjoy extensive reading.
- They do not want to participate in circle activities.

## 5.2 Difficulties to have integrated circle activities



Most of EN members achieved the goals.

## 5.2 Difficulties to have integrated circle activities

### Question to English teachers' assumption;

- The goal of English learners is (ought to) to become proficient in English.
- The goal of our students is (ought to) to be able to communicate in English.
- Learning another language is “fun.” If only their English skills improve, they should enjoy using English.

**Different universities, departments, and majors (and ultimately, individuals) require different skills and desired means.**

- Students who expected to communicate within the circle were not satisfied with the fact that only online interaction was available (and thus may have moved on to other useful learning methods).
- Students whose learning motivation is based on limited skills and a sense of normality, the pressure to form relationships within the was a heavy burden.

**→ while maintaining a minimum level of connection as a circle, an individualized approach by the instructor may be necessary, taking into account the characteristics of each team**



## 5.3 Further investigation

- No data is available to statistically process the entire project member changes, missed test results, non-response to questionnaires...
- Quantitatively and qualitatively to be explored:
  - How those who continued the project for three years could do so?
  - What led those who achieved the target word count to doing so?

**Motivation is dynamic.**

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graph TD; A[Motivation is dynamic.] --> B[Mixed approach based on DST.]; B --> C[Focus on individuals.];
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**Mixed approach based on DST.**

**Focus on individuals.**

# Acknowledgement

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Thank You!!

