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International
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Kitakyushu
JAPAN
November
22–25, 2001

Affect Change in University EFL Students

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This paper is a version of an original paper on affect change that incorporated more powerful statistical studies to find significant differences between the groups studies in that paper. The paper began with a literature review concerned mostly with the aspect of how motivation can change. In their 1998 paper, Dörnyei and Otto proposed the process model of motivation. In it, there is the actional phase and it was proposed by the author that it was here that changes in the levels and orientations of motivation can occur. Conducting ANOVA statistics, it was found that the total score was significantly higher in October (188) than in April (180). Also, the *Activity-Specific Motivation Score* was significantly higher in October (36.125) than in April (33.75; p=<0.02). Questions in this category deal specifically with what a student does in class, such as working in pairs and groups and the use of video and music in the class. From the results, it was shown that a student's motivation is not static. That the scores were higher with the very same group of students with the very same survey is possibly proof of that.

依然、用いた学習情意の変動のデータを使い、ANOVAを行い、スコアの合計が4月の180よりも、10月には188と明らかに高いということがわかった。また、Activity-Specific Motivationのスコアは4月の33.75 (p=<.02)よりも10月の36.125が明らかに高かった。 このカテゴリの質問は、ペアやグループでの学習、教室でのビデオや音楽の使用というような、学生が教室で行うことに特定して

与えられた。その結果、学生の動機づけのレベルは一定でないということが示された。全く同じグループの学生に全く同じ調査を行ってスコアが高かったということが、その可能性を証明している。

This paper from the writer's presentation at PAC3 at JALT2001 is about some research undertaken on changes that occur to a student's motivation, anxiety and attitude over a short period of time in an EFL writing class. In doing this research, the author would like to thank the students foremost for helping in this endeavor.

The conception of this research started during a seminar given at TUJ Osaka Center almost two years ago by Dr. Peter MacIntyre of Cape Breton College in Nova Scotia, Canada, on the anxiety and motivation that occur in the EFL setting. A participant of that seminar mentioned something called *gogatsubyo* (or, Spring Fever) in Japanese students. He mentioned that the students show a visible loss of interest and in thinking about my situation, I thought so as well. For the report of Dr. MacIntyre's seminar, I surveyed my first and second year students with an instrument that had been developed by Kimura and published in 1999. The results of this research can be found in Thurman (2001a). To find out how much change there would be, I decided to survey the same students again a second time with the exact same instrument—in fact they were the exact same copies that had been used as half-year previously. The results of these two surveys using non-parametric statistics was written about in Thurman (2001b). In this paper, I hope to reveal more about the data collected with ANOVA tests and interviews.

Interestingly, there has been not much research into these changes that occur naturally, something Kang admits in his 2000 Ph.D. dissertation. The changes I am talking about are the changes that occur without intervention. There has been much research done on the changes in attitude, such as written about by Gardner in 1985 and changes in motivation, such as researched by Yonesaka, 1990. But the research mentioned here introduced an intervening variable, such as an excursion into a French area of Canada by Anglophones, as in the case of Gardner, and the changes after a stay overseas studying English by Japanese students, as in the case of Yonesaka. In another study, Friedman (1997), researched the changes that occurred in motivation after introducing a cultural component to a Spanish class taken by American college students. This paper is concerned with those changes that, as such, occur naturally, doing the class week in and week out, without an intervening variable.

It is my theory that the students do indeed lose some interest, which may show up as a loss in motivation on a survey, or a loss in one category and a gain in a different one in the classes after a time, no matter how well they

were taught. It is also my theory that there will be a reduction in anxiety over time as the students get used to the way a class is conducted. I say this from the results in Thurman (2001a) where the instrumental motivation was higher but the anxiety was lower in the second year students when compared to the first year students.

Why do these changes occur? One obvious reason could be that students become more used to what is going on. When they first enter college they seem to be quite excited about what is going on but they seem to settle down after a while. There seems to be a loss of freshness. Stage and Williams (1990) studied student's motivations and the changes in motivation in first-year American college students. Granted, these are not the same students that are prevalent in Japan, but they did study first-year college students (average age, 18.6 years), the same type of students that were the subjects in this research, and there may be some interesting similarities. In this research, Stage and Williams, first surveying their subjects within two weeks after the start of the fall semester (the start of the American college year) and for a second time late in the spring semester (just before the end of the college year), found significant decreases in the motivation factor that the subjects had initially scored highest in. One explanation given for these changes was that the "Students came to college as idealists and that their original reasons for enrolling seemed less important at the end of the first year" (p. 521).

One theoretical basis for motivational change can be seen in the Dörnyei and Otto (1998) proposal that motivation is an ongoing process. In their paper, motivation is an ongoing process; there is a "pre-actional phase" and an "actional phase" (with an "instigation force" in-between), ending up with a "post-actional phase." It is during the actional phase that there is what is called an appraisal process. In the words of Dörnyei and Otto (1998), "Students constantly evaluate how well they are doing in terms of approaching the desired outcome, and if they feel that their action is conducive to reaching that outcome they experience a feeling of success, which then provides further motivation" (p. 58). Also, according to MacIntyre (2000), the "strength of motives varies over time (and) influences the stream of behavior" and "motives are dynamic, they rise and fall over time."

With my resources, I was able to find two papers by Kang who researched this topic with Korean junior high and high school students; a 1998 pilot study for his dissertation and the dissertation itself. In an overall study of motivation, attitude, attribution, and other affective variables held by Korean junior high students in their last year there and by these same students as high school students in their first year at that school, for his dissertation Kang added a component that studied the changes in these affective variables over the time between advancing in schooling. He found that the

junior high school students would have a more extrinsic orientation, but that this would change, as discovered in the longitudinal study, to a more intrinsic orientation later during the first year of high school. Here is a table from Page 167 of that dissertation.

Table 1: *Motivational Changes Noted by Kang (2000)*

Development	Middle School	High School
Orientations	Extrinsic & Knowledge	Intrinsic & Instrumental-Knowledge
Motivations	Motivation (Extrinsic)	Intrinsic & Integrative Motivations
Relationship between Orientation and Motivation	Extrinsic and Motivations	Intrinsic & Motivations
Relationship between Motivation and Achievements	Motivation, Adaptive, Attributions & Learner Environment	Adaptive Attributions, Integrative Motive, & Learner Environment

In a 1998 ERIC document, Kang surveyed 80 high school students with an open-ended questionnaire. The participants were asked to remember their feelings about their motivation to learn English in Junior high school with the question item; "How does your current motivation differ from the past?" (p. 16) and he found that there were changes from an intrinsic-motivational orientation to a more instrumental-motivational orientation and from an intrinsic and/or extrinsic-motivational orientation to a loss of interest due to external causes, such as task difficulty (pp. 16-17).

This Study

The participants for this study were 36 first year students who took the survey in early April 2000 who were compared with 29 students from almost the same group (except for 5 of which came from a different class the previous semester[1]) who took the same survey again in early October 2000. The class was an English composition class. The instrument was adopted from Kimura (1999). The reason this instrument was used was because it was made by a Japanese researcher for the situation in Japan. This survey instrument can be found in the May 2001 JALT Journal in an article by Kimura, Nakata, and Okumura. The overall reliability for the instrument was α=0.82 for Kimura (1999) when he surveyed 390 participants and α=0.80 for the first study by the author (Thurman, 2001a). In this instrument, there were ten categories comprised of 50 questions answered on a six-point scale. These categories with the corresponding reliability scores and means for October and April can be seen below in Table 2.

Table 2: Reliability and means results for each category in the instrument

Category	Kimura (1999) / Thurman (2001a)	Means: October/April
1. Intrinsic Motivation	α=0.77/α=0.44	4.06/3.97
2. Extrinsic Motivation	α=0.46/α=0.74	3.04/2.93
3. Extrinsic/ Instrumental Motivation	α=0.74/α=0.65	4.56/4.20
4. Instrumental Motivation	α=0.70/α=0.69	3.63/3.44
5. Situation Specific Motivation (Anxiety)	α=0.73/α=0.71	3.61/3.57
6. Teacher-Specific Motivation	α=0.20/α=0.25	3.59/3.67
7. Activity Specific Motivation	α=0.27/α=0.17	3.53/3.37
8. Attitudes Towards Anglophonic Culture	α=0.68/α=0.65	4.33/4.11
9. Integrative Motivation	a/α=0.67	4.58/4.52
10. Attribution[b]	α=0.46/α=0.48	3.48/3.42

a. None provided.

b. What students attribute success or failure to

Results

The overall average for April group was 3.57 and the overall average for the October group was 3.69. Above in Table 2 can be seen the averages for each of the categories.

To understand better the differences between the two groups overall, I decided to subtract the April means from the October means. Below in Table 3 are the results. If the number is a positive then the mean for that category was higher in October than it was in April, and if it is a negative, then the April mean was higher than the October mean.

Table 3: *The differences between the two surveys; October-April*

Category	Result
1. Intrinsic Motivation	0.08
2. Extrinsic Motivation	0.10
3. Extrinsic/Instrumental Motivation	0.36
4. Instrumental Motivation	0.18
5. Situation Specific Motivation (Anxiety)	0.03
6. Teacher-Specific Motivation	-0.07
7. Activity Specific Motivation	0.15
8. Attitudes Towards Anglophonic Culture	0.22
9. Integrative Motivation	0.05
10. Attribution	0.06

The next step was to find what differences could be found that were statistically significantly different. In doing the statistical tests, the results were compared

between those who took the survey in April and those who took the survey in October. In the October group, there were five participants who were not of the same section the previous semester. When the data for these participants are excluded, it is called the "October pure group." Most of the significant differences occurred between the April and the October pure groups and the test below will use these data. For these tests, SPSS 10 for Windows was used and the alpha level was set at .05.

In doing ANOVA tests, it was found that there was a significantly different category. This category was the Activity-Specific Motivation category, $F(1, 59) = 6.755$ $p = .01$, April < October. In addition, comparing the April group with the October pure group, it was found that there were three items that were significantly different, Item 28 (I feel like studying English when the class centers on grammatical explanations or translating into Japanese.) $F(1, 59) = 5.878$ $p = .04$, April < October, Item 44 (My accomplishments in English class are mainly due to the quality of the teacher.) $F(1, 59) = 4.012$ $p = .05$, April > October, and Item 49 (The main reason I like English is because I was praised by my English teacher in the past.) $F(1,59) = 3.065$ $p = .002$, April < October. (The "in the past" was interpreted by an interviewee to be when she was studying in junior high school.)

I was able to conduct interviews with two students, asking how they had changed in their orientation between the two surveys. I only had two as the pool was limited by the fact that I didn't want to interview a student I was then teaching and that this was voluntary. In these interviews, the students explained how their orientations had changed over time. Below in Table 4 are some results from the interviews. I found that there were these two orientations that the students exhibited. They both seemed to be strong and to occur simultaneously.

Table 4: *Interviews*

Internal Influences	External Influences
Wanting to communicate with foreigners in English	Needed for the future
Study what I want to; Wanted to do on my own	Taking the Eiken (teacher's and friend's influence)
	Difficult to get a job; Need to think about after graduation

Conclusion

It can be seen from the above results that the differences were not that significant. The only category that was significant was the *Activity-Specific Motivation* category. Questions in this category include items that ask a variety of questions about how they felt about doing different types of activities, such as using pair- or group-work, the use of authentic materials in the classroom and if the class should focus on grammar. This section

seems to elicit the student's beliefs but beliefs in how a class should be conducted play a role in the making of a student's motivation. One aspect of Gardner's (1985) model of integrative motivation was the attitudes the student had towards the learning situation.

From the results of this paper it could be concluded that unless there is some sort of intervention, the student's motivation will not change all that much. The results in this paper indicate that students should be encouraged in their motivation and interest. This is where JALT can be of benefit for the teacher. By going to conferences and attending presentations, by asking questions and getting ideas from others, the teacher can make a motivating class. By reading and experimenting, the teacher can promote the motivation of the students to a higher degree. That is where JALT can help all teachers in Japan.

Notes

1. The five students also took the survey in April, but in a different section. I used the Tuesday section for the data from both times as the reply sheets were not coded for student names.

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